



# English Learning Workbook

Inglês Adulto

Básico 2

Student:

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Class:

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Teachers:

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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.

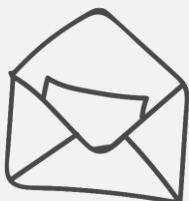
## DESLIGAMENTO DO CURSO

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](mailto:secretaria.eicis@gmail.com)

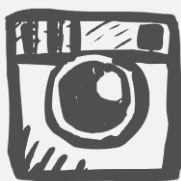
Informações sobre declarações, certificados e pendências relacionadas a inscrições e matrículas.

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*

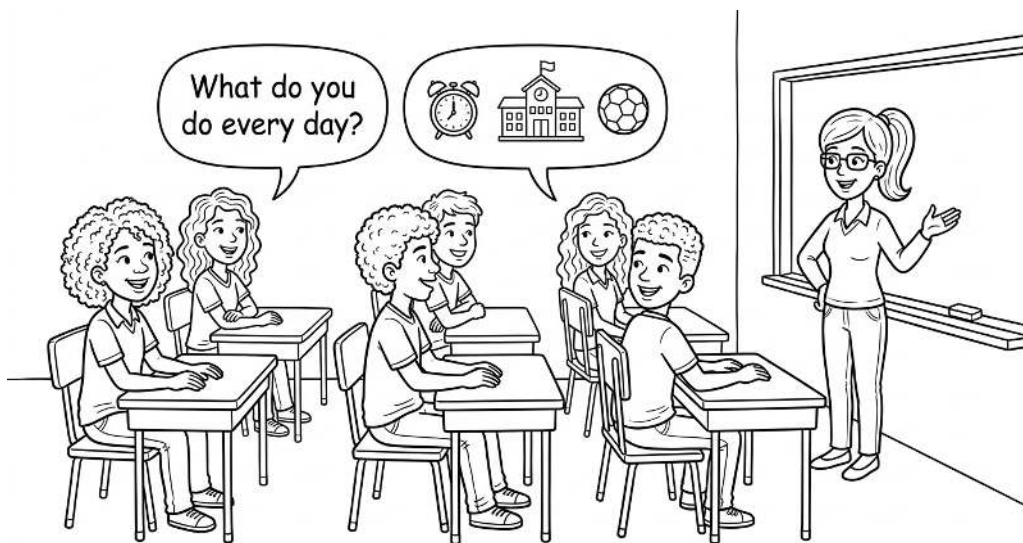
|           |                                                                                                                                                                      |            |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------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

## CHAPTER 1

TEACHER EDITION

# 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

TEACHER EDITION

| 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**

TEACHER EDITION

*Listen without reading the script. Write short answers.*

1. What does Marcos do?

---

**He works at a supermarket.**

2. What time does he start work?

---

**He starts at seven in the morning.**

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

---

**He says "Sorry, can you repeat, please?"**

**Teacher Route — 120 minutes:**

**0–15:** mission and listening warm-up. **15–45:** Present Simple and WH question formula (rule boxes in Units 1.1 and 1.2). **45–80:** choose one controlled exercise from Unit 1.1 (Exercise 1 or 2) and one from Unit 1.2 (Exercise 3 or 4); read the Unit 1.2 dialogue in pairs. **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. The reading (Unit 1.3, Exercises 5–6) and the writing task (Unit 1.4, Exercise 7) are extension or homework.

**Read twice:** Volunteer: "Welcome to the community centre! Can I ask you some questions?" Marcos: "Yes, of course." Volunteer: "What's your name?" Marcos: "Marcos." Volunteer: "What do you do, Marcos?" Marcos: "I work at a supermarket." Volunteer: "What time do you start work?" Marcos: "I start at seven in the morning." Volunteer: "How often can you come to class?" Marcos: "Sorry, can you repeat, please?" Volunteer: "How often can you come here?" Marcos: "Ah! Twice a week, on Tuesdays and Thursdays."

# Present Simple Review

TEACHER EDITION

## 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                                     |
|----------------------|---------------------------------------|---------------------------------------------|
| <b>Affirmative</b>   | Subject + verb (+ s/es for he/she/it) | Ana <b>studies</b> English every day.       |
| <b>Negative</b>      | Subject + do/does + not + base verb   | Lucas <b>doesn't like</b> waking up early.  |
| <b>Interrogative</b> | Do/Does + subject + base verb + ?     | <b>Do</b> you <b>speak</b> 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 <b>always</b> arrives on time.  |
| usually | 90%       | geralmente     | I <b>usually</b> take the bus.      |
| often   | 70%       | frequentemente | We <b>often</b> eat rice and beans. |

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

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

| Verb            | 3rd Person (he/she/it) | Português       | Example Sentence                               |
|-----------------|------------------------|-----------------|------------------------------------------------|
| <b>practice</b> | 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.*

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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**"

**Teacher Note:****Suggested time:** 30 minutes**Warm-up activity (5 min):** Ask students to tell you three things they do every day. Write their sentences on the board and check for correct third person -s usage.**Pronunciation focus:** Review the three pronunciations of the third person -s ending: /s/ (works, likes, stops), /z/ (plays, reads, lives), and /ɪz/ (watches, teaches, washes). Have students categorize the verbs from the vocab table by sound.

**L1 interference note:** In Portuguese, there is no equivalent of the third person -s rule, so students tend to omit it. Emphasize that in English, this is a grammatical requirement. optional.

TEACHER EDITION

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

**Exercise 2 Choose the Correct Option**

TEACHER EDITION

*Select the correct option to complete each sentence.*

1. Maria \_\_\_\_\_ English with her friends online every weekend.

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

**b) practices**

2. \_\_\_\_\_ your brother take the metro to work?

- ☐ a) Do  
☐ b) Does  
☐ c) Is

**b) Does**

3. Lucas \_\_\_\_\_ eat meat. He is vegetarian.

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

**c) doesn't**

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

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

**b) never**

5. Camila \_\_\_\_\_ three languages: Portuguese, English, and Spanish.

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

**b) speaks**

TEACHER EDITION

UNIT 1.2

# WH Questions Review

TEACHER EDITION

## WH Questions: Words, Usage & Structure

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

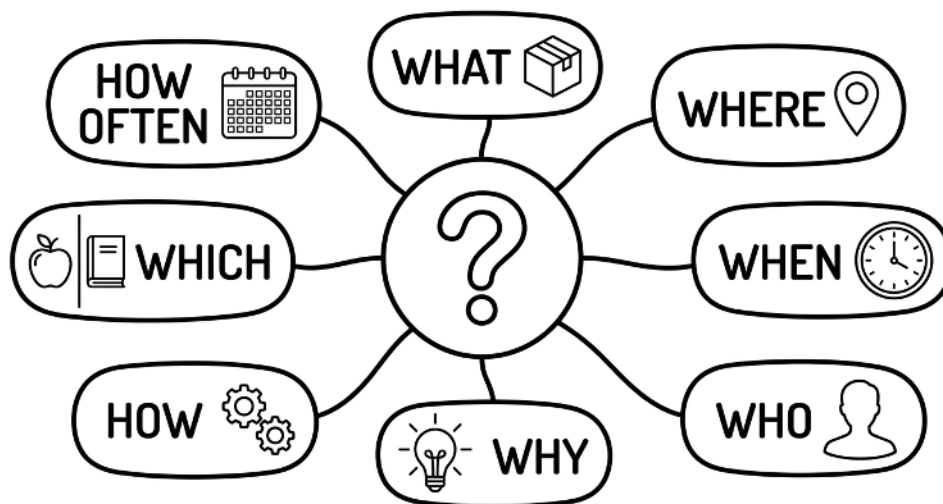
**Structure:** WH word + do/does + subject + base verb + ?

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

TEACHER EDITION



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?*

TEACHER EDITION

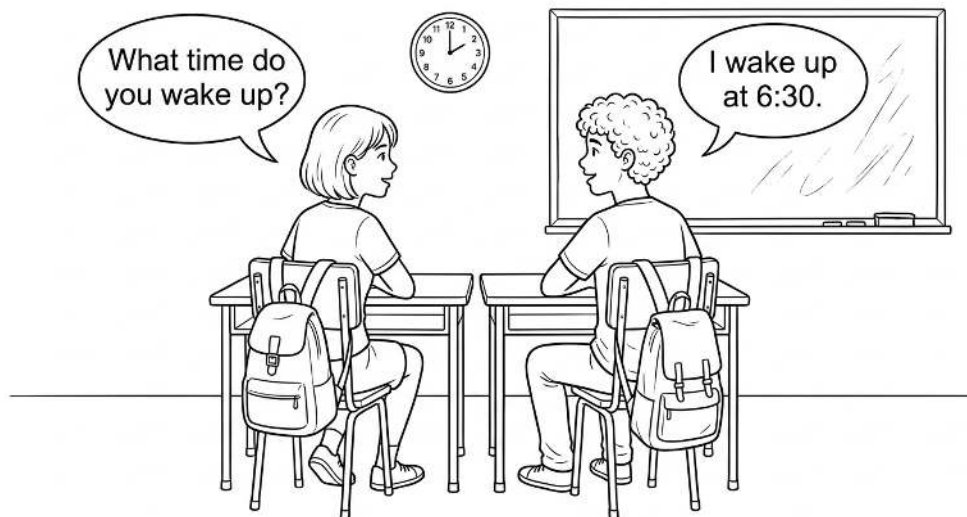
HOW

**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

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- 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)

**Teacher Note:**

TEACHER EDITION

**Suggested time:** 30 minutes

**Dialogue activity (10 min):** Have students read the dialogue in pairs. Then ask them to underline all the WH questions they find and identify which WH word is used in each one.

**Follow-up (5 min):** Ask students: "How many different WH words can you find in the dialogue?" (Answer: What, Where, How, When, How often, Why = 6 different WH words)

**L1 interference note:** In Portuguese, question formation is simpler (often just intonation). Students may forget to add do/does in English WH questions. Practice the structure: WH + do/does + subject + verb.

**Exercise 3 Match the WH Questions to the Answers**

TEACHER EDITION

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

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

- |                   |                   |                   |
|-------------------|-------------------|-------------------|
| 1. <b>g</b> _____ | 2. <b>a</b> _____ | 3. <b>c</b> _____ |
| 4. <b>f</b> _____ | 5. <b>b</b> _____ | 6. <b>d</b> _____ |
| 7. <b>h</b> _____ | 8. <b>e</b> _____ |                   |
- 1-g, 2-a, 3-c, 4-f, 5-b, 6-d, 7-h, 8-e**

**Exercise 4 Write the WH Question**

TEACHER EDITION

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 do you live**

**Where do you live** ? (Where)

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

**What time does she wake up**

**What time does she wake up** ? (What time)

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

**When does Pedro play soccer**

**When does Pedro play soccer** ? (When)

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

**Who teaches English**

**Who teaches English** ? (Who)

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

**Why do you study English**

**Why do you study English** ? (Why)

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

**How does Camila get to school**

**How does Camila get to school** ? (How)

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

**How many students are there in your class**

**How many students are there in your class** ?  
(How many)

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

**How often do you exercise**

TEACHER EDITION

**How often do you exercise** ? (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."

TEACHER EDITION

*Original text for Incluir English Workbook*

### Teacher Note:

**Suggested time:** 25 minutes (10 min reading, 15 min exercises)

**Pre-reading activity (5 min):** Ask students: "What is your morning routine? How do you get to school? What do you do after school?" Write key vocabulary on the board.

**Reading strategy:** Ask students to read the text once quickly for general understanding, then read it again more carefully before answering the questions. They can underline key information as they read.

**Vocabulary support:** Pre-teach these words if needed: shift (turno), grade (nota), volunteer (ser voluntario), community center (centro comunitario).

**Discussion prompt:** After the exercises, ask: "How is Camila's routine similar to yours? How is it different?"

## Exercise 5 True or False

TEACHER EDITION

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

1. Camila takes the bus to school every morning. **F** **F (She walks to school because it is only fifteen minutes from her house.)**
2. Camila's father works as a bus driver. **T** **T**
3. Camila's favorite subjects are English and Math. **F** **F (Her favorite subjects are English and Biology. She doesn't like Math very much.)**
4. Camila volunteers at a community center on Saturdays. **T** **T**
5. Camila's mother cooks lunch for the family every day. **F** **F (Her mother works in the afternoon, so Camila often cooks lunch for herself and her brother.)**

**Exercise 6 Answer the WH Questions**

TEACHER EDITION

*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?

---

**Camila lives in Curitiba, in the south of Brazil.**

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

---

**She listens to music or English podcasts on the way to school.**

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

---

**Because he leaves for work very early. He starts his shift at five in the morning.**

4. **How often** does Camila study English after school?

---

**She studies English for about one hour every day.**

TEACHER EDITION

UNIT 1.4

# Writing Task: Interview Your Classmate

TEACHER EDITION

## 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.**

TEACHER EDITION

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.**

TEACHER EDITION

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

Classmate's name: \_\_\_\_\_

---

---

---

---

---

---

---

---

**Step 3: Write a paragraph about your classmate.**

TEACHER EDITION

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 \_\_\_\_\_..."*

---

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**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?**

**Teacher Note:**

**Suggested time:** 30 minutes (10 min writing questions, 10 min interviews, 10 min writing paragraph)

TEACHER EDITION

**Assessment criteria:**

- Correct WH question formation (WH word + do/does + subject + base verb)
- Variety of WH words used (at least 6 different ones)
- Correct Present Simple verb forms in the paragraph (especially 3rd person -s)
- Use of at least 3 frequency adverbs in the paragraph
- Paragraph length: 5-8 complete sentences
- Coherent organization and clear writing

**Differentiation:** For students who finish early, ask them to write a second paragraph comparing their own routine to their classmate's routine using "I ... but he/she ..." or "We both ..."

**Pair management:** Pair stronger students with weaker ones so they can support each other. Monitor pairs and help with question formation as needed.

## 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**

TEACHER EDITION

*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**

TEACHER EDITION

- ☐ 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.

**Performance Feedback:**

Listen for message completion first: did the volunteer get real answers? Then target WH question word order (WH + do/does + subject + base verb), third person -s when reporting, and repair language. Do not interrupt every error. Note one successful phrase and one next step for each student. Give feedback in Portuguese where needed.

## Chapter 1 - Answer Key

### Exercise 1: Complete with the Present Simple

1. plays    2. don't have    3. Does ... study    4. teaches
5. doesn't like    6. practice    7. watches    8. Do ... speak
9. goes    10. don't eat

### Exercise 2: Choose the Correct Option

1. b) practices    2. b) Does    3. c) doesn't    4. b) never
5. b) speaks

### Exercise 3: Match the WH Questions to the Answers

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

### Exercise 4: Write the WH Question

1. Where do you live?    2. What time does she wake up?
3. When does Pedro play soccer?    4. Who teaches English?
5. Why do you study English?    6. How does Camila get to school?
7. How many students are there in your class?
8. How often do you exercise?

**Exercise 5: True or False**

TEACHER EDITION

1. F (She walks to school.)      2. T
3. F (Her favorites are English and Biology.)      4. T
5. F (Camila often cooks lunch for herself and her brother.)

**Exercise 6: Answer the WH Questions**

1. Camila lives in Curitiba, in the south of Brazil.
2. She listens to music or English podcasts on the way to school.
3. Because he leaves for work very early. He starts his shift at five in the morning.
4. She studies English for about one hour every day.

**Exercise 7: Write WH Questions and Interview a Classmate**

*Answers will vary. Check for:*

- *Correct WH question formation (WH + do/does + subject + base verb)*
- *Use of at least 6 different WH words*
- *Correct third person -s in the paragraph about the classmate*
- *At least 3 frequency adverbs in the paragraph*
- *5-8 complete, coherent sentences*

*Sample questions:*

- *What do you usually eat for breakfast?*
- *Where do you study?*
- *When do you do your homework?*
- *Who do you live with?*
- *Why do you want to learn English?*
- *How do you get to school?*
- *How often do you play sports?*
- *Which subject do you like best?*

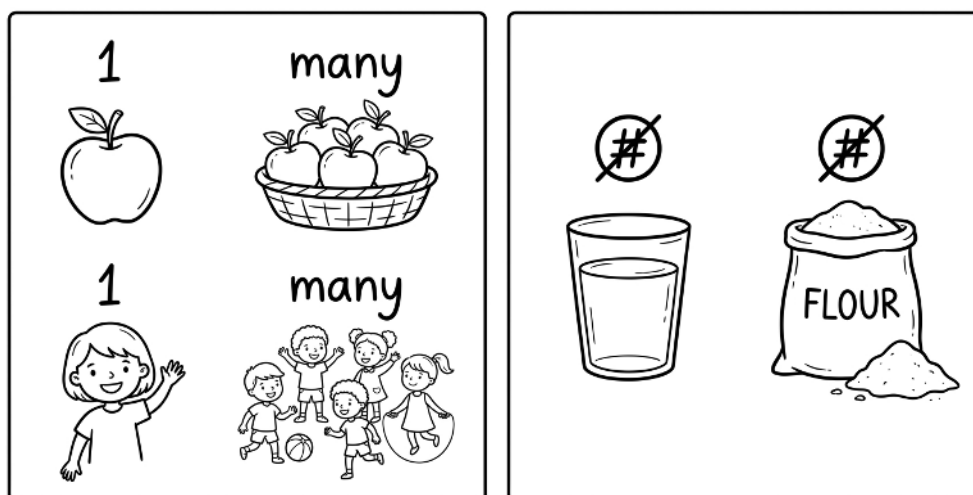
TEACHER EDITION

## CHAPTER 2

TEACHER EDITION

# 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

TEACHER EDITION

| 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?**

TEACHER EDITION

*Listen without reading the script. Write short answers.*

1. What is there a lot of?

---

**There is a lot of rice.**

2. How many eggs are there?

---

**There are only six eggs.**

3. What do Ana and João need to buy?

---

**They need to buy milk, eggs, and sugar.**

**Teacher Route — 120 minutes:**

**0–15:** mission and listening warm-up. **15–45:** plural formation and countable/uncountable formula (rule boxes in Units 2.1 and 2.2). **45–80:** choose one controlled exercise from Unit 2.1 (Exercise 1 or 2) and one from Unit 2.2 (Exercise 3 or 4). **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. The reading (Unit 2.3, Exercises 5–6) and the writing task (Unit 2.4) are extension or homework.

**Read twice:** Ana: “Let’s check the kitchen before Saturday. Is there any rice?” João: “Yes, there is a lot of rice. And we have some beans.” Ana: “How many eggs do we have?” João: “There are only six eggs.” Ana: “What about milk?” João: “There isn’t any milk. And we don’t have much sugar.” Ana: “Sorry, do you mean we have no sugar?” João: “We have a little sugar, but we need more.” Ana: “OK. So we need to buy milk, eggs, and sugar.”

# Plural Formation Rules

TEACHER EDITION

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

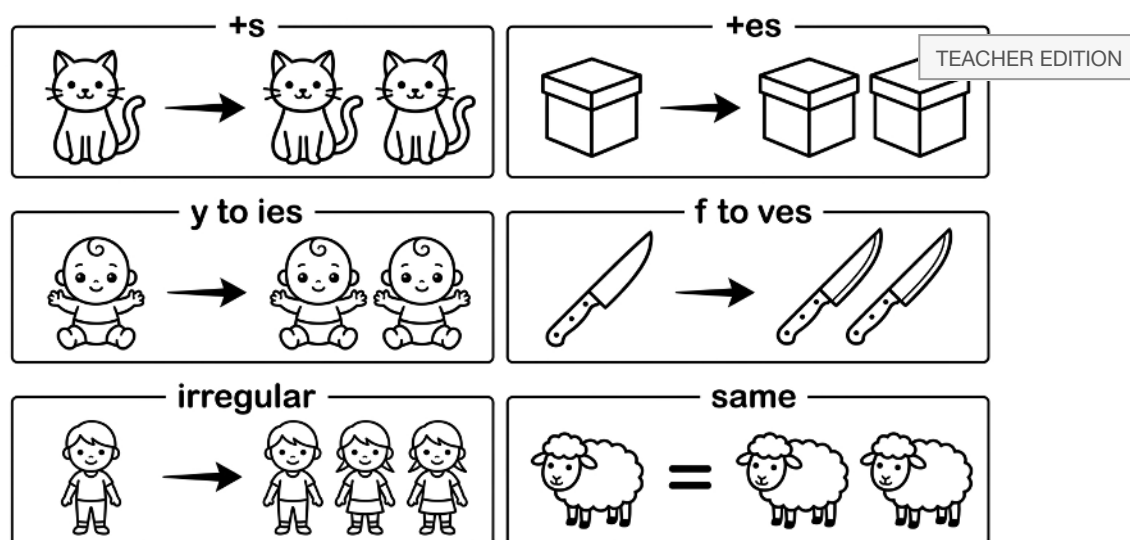
| Rule                                              | Ending                          | Example                                                                     |
|---------------------------------------------------|---------------------------------|-----------------------------------------------------------------------------|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

## Irregular Plurals

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

| Singular | Plural          | Português          |
|----------|-----------------|--------------------|
| child    | <b>children</b> | criança / crianças |
| man      | <b>men</b>      | homem / homens     |
| woman    | <b>women</b>    | mulher / mulheres  |
| tooth    | <b>teeth</b>    | dente / dentes     |
| foot     | <b>feet</b>     | pé / pés           |
| mouse    | <b>mice</b>     | rato / ratos       |
| person   | <b>people</b>   | pessoa / pessoas   |
| goose    | <b>geese</b>    | ganso / gansos     |
| ox       | <b>oxen</b>     | boi / bois         |
| cactus   | <b>cacti</b>    | 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 ending   |
|-------------------|---------------------|-------------------------------------|-----------------|
| <b>shelf</b>      | <b>shelves</b>      | <i>prateleira / prateleiras</i>     | f → ves         |
| <b>thief</b>      | <b>thieves</b>      | <i>ladrão / ladrões</i>             | f → ves         |
| <b>tomato</b>     | <b>tomatoes</b>     | <i>tomate / tomates</i>             | +es (-o ending) |
| <b>tooth</b>      | <b>teeth</b>        | <i>dente / dentes</i>               | irregular       |
| <b>university</b> | <b>universities</b> | <i>universidade / universidades</i> | y → ies         |
| <b>wife</b>       | <b>wives</b>        | <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

TEACHER EDITION

**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!

**Teacher Note:**

**Suggested time:** 30 minutes

**Warm-up (5 min):** Write 10 singular nouns on the board (a mix of regular and irregular). Ask students to write the plurals on paper. Then compare answers as a class. This quickly reveals which rules students already know and where gaps exist.

**Teaching tip:** At B2 level, students should already know most regular plural rules. Focus class discussion on the tricky cases: the -f/-fe → -ves rule (many students write "leafs" or "knifes"), the consonant-before-o rule (tomatoes vs. photos), and especially the L1 interference items listed in the callout above.

**Extension activity:** Have students work in pairs to create a quiz of 5 challenging plurals for another pair to solve.

**Exercise 1 Write the Plural Form**

TEACHER EDITION

*Write the correct plural form of the noun in brackets.*

1. leaf → leaves

leaves

2. woman → women

women

3. tomato → tomatoes

tomatoes

4. butterfly → butterflies

butterflies

5. mouse → mice

mice

6. church → churches

churches

7. shelf → shelves

shelves

8. person → people

people

9. potato → potatoes

potatoes

10. thief → thieves

thieves

**Exercise 2 Choose the Correct Plural**

TEACHER EDITION

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.

**b) The children 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.

**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.

**a) The farmer counted all the sheep 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 knifes for the kitchen.  
☐ c) Marina needs two sharp knivs for the kitchen.

**b) Marina needs two sharp knives for the kitchen.**

5. A *cactus* grows well in dry weather.

- ☐ a) Several cactusess grow well in dry weather.  
☐ b) Several cacti grow well in dry weather.  
☐ c) Both a) and b) are acceptable.

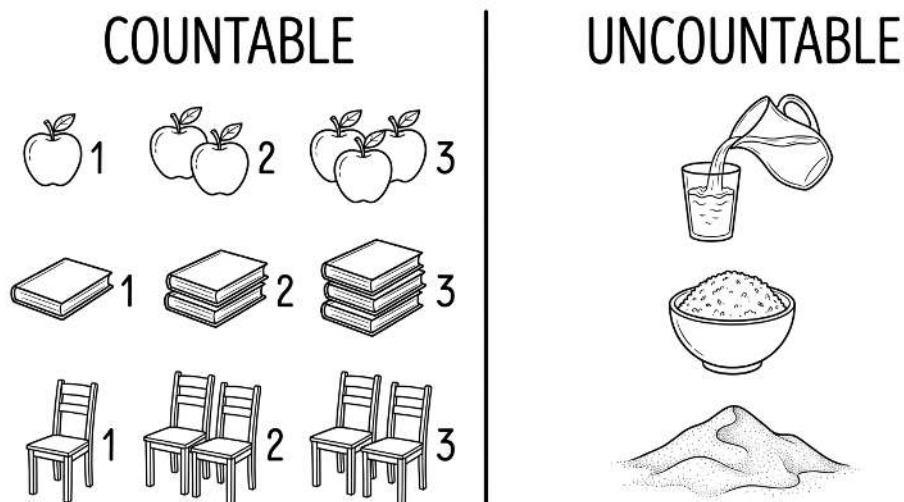
**c) Both a) and b) are acceptable.**

## UNIT 2.2

## Countable vs Uncountable Nouns

TEACHER EDITION

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*

TEACHER EDITION

## 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:<br>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           | maçã      | water             | água      |
| book            | livro     | rice              | arroz     |
| bottle          | garrafa   | milk              | leite     |
| chair           | cadeira   | bread             | pão       |

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

TEACHER EDITION

**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?*

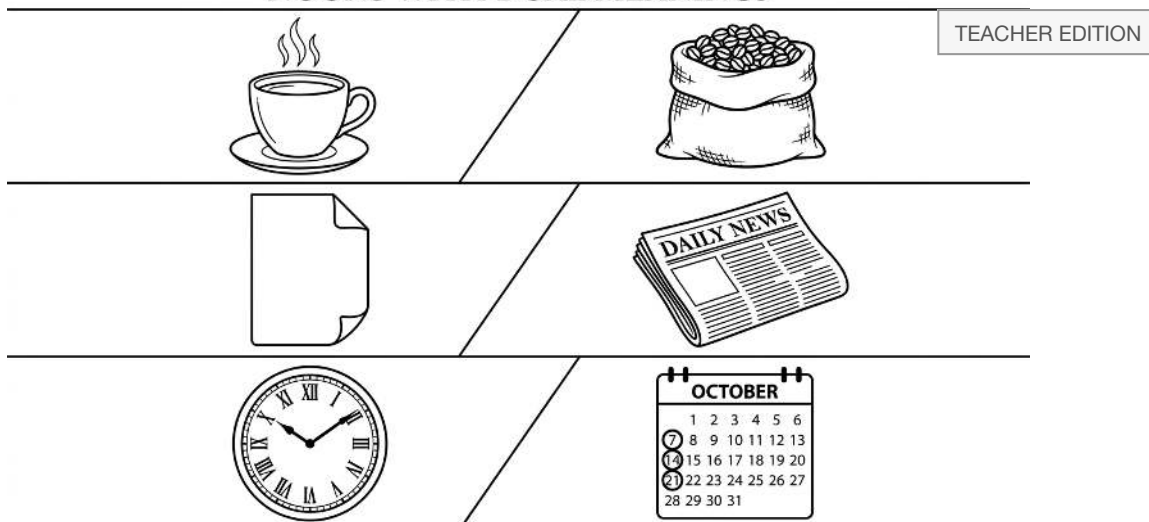
## MEASURE WORD

**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*

**Teacher Note:**

**Suggested time:** 30 minutes

**Key concept:** The countable/uncountable distinction is often the most challenging grammar concept for Portuguese speakers at this level. In Portuguese, "informação/informações", "conselho/conselhos", and "móvel/móveis" all have regular plural forms, so students naturally transfer this to English.

**Activity idea (10 min):** Bring pictures or real objects to class (a bag of rice, an apple, a bottle of water, some coins). Hold up each item and ask: "Can I count this? Can I say 'one rice' or 'two rices'?" This concrete, physical demonstration helps the abstract concept become real.

**Pair work (5 min):** Students test each other: one says a noun, the other says "countable" or "uncountable" and uses it in a short sentence with the correct quantifier.

**Common errors to address:** "I need an advice" (should be "a piece of advice"), "She has many luggages" (should be "a lot of luggage"), "I have many homeworks" (should be "a lot of homework").

**Exercise 3 Sort: Countable or Uncountable?**

TEACHER EDITION

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

- |                               |          |
|-------------------------------|----------|
| 1. furniture <b>U</b> _____   | <b>U</b> |
| 2. banana <b>C</b> _____      | <b>C</b> |
| 3. homework <b>U</b> _____    | <b>U</b> |
| 4. suitcase <b>C</b> _____    | <b>C</b> |
| 5. advice <b>U</b> _____      | <b>U</b> |
| 6. bottle <b>C</b> _____      | <b>C</b> |
| 7. luggage <b>U</b> _____     | <b>U</b> |
| 8. suggestion <b>C</b> _____  | <b>C</b> |
| 9. information <b>U</b> _____ | <b>U</b> |
| 10. coin <b>C</b> _____       | <b>C</b> |
| 11. rice <b>U</b> _____       | <b>U</b> |
| 12. job <b>C</b> _____        | <b>C</b> |

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

TEACHER EDITION

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 **a** \_\_\_\_\_ sandwich, please? (sandwich) **a**
2. We need **some** \_\_\_\_\_ rice for dinner tonight. (rice) **some**
3. Marcelo gave me **an** \_\_\_\_\_ excellent suggestion. (suggestion) **an**
4. I don't have **—** \_\_\_\_\_ money right now. (money) **— (no article)**
5. There is **an** \_\_\_\_\_ egg on the kitchen table. (egg) **an**
6. Ana bought **some** \_\_\_\_\_ new furniture for her apartment. (furniture) **some**
7. **—** \_\_\_\_\_ Bread is very popular in Brazil. (bread - general) **— (no article)**
8. I'd like **a** \_\_\_\_\_ glass of water, please. (glass) **a**
9. Could you give me **some** \_\_\_\_\_ information about the course? (information) **some**
10. Felipe ate **a** \_\_\_\_\_ banana after his football practice. (banana) **a**

## 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.

### Teacher Note:

**Suggested time:** 25 minutes (10 for reading, 15 for exercises)

**Pre-reading (5 min):** Ask students: "Do you go to a feira with your family? What do you usually buy?" This activates schema and makes the text more relatable for Brazilian students. TEACHER EDITION

**During reading:** Ask students to underline all the plural nouns and circle all the uncountable nouns as they read. After reading, compare findings in pairs.

**Vocabulary note:** The text deliberately uses "pastéis" (Portuguese plural) in dialogue to reflect natural speech. Use this as a discussion point: "In English, how would we say this? 'Four pastels' or 'four pastéis'?" — in English, the borrowed word would typically follow English plural rules or remain in its original form.

**Cultural connection:** The feira is a deeply Brazilian cultural experience. Encourage students to describe their own feira experiences in English.

### 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. <b>F</b> _____ | <b>F</b> |
| 2. Dona Cláudia's shopping list includes potatoes and tomatoes. <b>T</b> _____ | <b>T</b> |
| 3. Pedro asks how many bananas they need. <b>F</b> _____                       | <b>F</b> |
| 4. Seu Ricardo buys fish at the market. <b>T</b> _____                         | <b>T</b> |
| 5. Dona Cláudia orders three pastéis for the family. <b>F</b> _____            | <b>F</b> |

**Exercise 6 Answer the Questions**

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

1. What does Dona Cláudia need for the salad?

**She needs two lettuces, some tomatoes, and a little olive oil.**

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

**He pays twenty-five reais for the fish.**

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

**Possible answers: rice, bread, cheese, fruit, fish (when referring to the food), olive oil, sugar cane juice.**

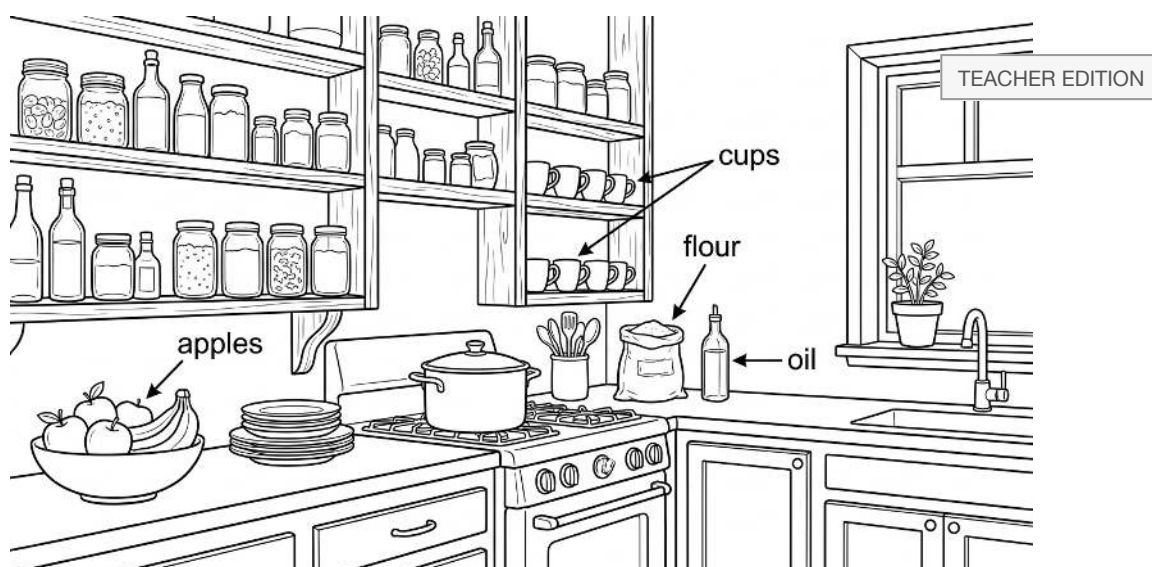
4. Find two plural nouns in the text and explain what rule they follow.

**Possible answers: potatoes (+es, -o ending), tomatoes (+es, -o ending), children (irregular), oranges (+s regular), carrots (+s regular), loaves (f→ves), lettuces (+s regular), stomachs (+s regular).**

## UNIT 2.4

**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

TEACHER EDITION

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:

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---

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TEACHER EDITION

**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".

**Teacher Note:**

**Suggested time:** 20 minutes (5 for planning, 15 for writing)

**Scaffolding:** For weaker students, provide a word bank on the board:

- **Countable:** plates, cups, spoons, forks, knives, bottles, eggs, apples, oranges, bananas, chairs, shelves
- **Uncountable:** water, rice, flour, sugar, salt, oil, bread, milk, coffee, juice, butter, cheese
- **Measure words:** a bag of, a bottle of, a box of, a jar of, a piece of, a kilo of, a cup of, a glass of

**Assessment criteria:**

- Correct plural forms (at least 5 different plurals)
- Correct use of uncountable nouns without plural -s (at least 3)
- Appropriate quantifiers (some, a few, a little, many, much, a lot of)
- At least 2 measure words used correctly
- Clear, well-organised paragraph (8-12 sentences)

**Peer review:** After writing, have students swap papers and check their partner's work. Can they find any nouns that have the wrong plural form? Any uncountable nouns with a plural? This is an effective way to reinforce the lesson.

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## 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**

TEACHER EDITION

*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**

TEACHER EDITION

- ☐ 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.

**Performance Feedback:**

Listen for message completion first: did the cook get a real shopping list? Then target plural accuracy, much/many and some/any choices, and repair language. Do not interrupt every error. Note one successful phrase and one next step for each student. Give feedback in Portuguese where needed.

## Chapter 2 - Answer Key

### Exercise 1: Write the Plural Form

1. leaves    2. women    3. tomatoes    4. butterflies    5. mice
6. churches    7. shelves    8. people    9. potatoes    10. thieves

### Exercise 2: Choose the Correct Plural

1. b) The children played in the park all afternoon.
2. c) Rodrigo bought new dictionaries for his English class.
3. a) The farmer counted all the sheep in the field.
4. b) Marina needs two sharp knives for the kitchen.
5. c) Both a) and b) are acceptable.

### Exercise 3: Sort: Countable or Uncountable?

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

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

1. a (sandwich - countable singular)    2. some (rice - uncountable)
3. an (suggestion - countable singular, starts with vowel sound)
4. — / no article (money - uncountable, negative sentence)
5. an (egg - countable singular, starts with vowel sound)
6. some (furniture - uncountable)
7. — / no article (bread - uncountable, general statement)
8. a (glass - countable singular)    9. some (information - uncountable)
10. a (banana - countable singular)

**Exercise 5: True or False**

TEACHER EDITION

1. F (They go every Saturday morning, not Sunday.)      2. T
3. F (Pedro asks how many oranges they need, not bananas.)      4. T
5. F (She orders four pastéis, not three.)

**Exercise 6: Answer the Questions**

1. She needs two lettuces, some tomatoes, and a little olive oil.
2. He pays twenty-five reais for the fish.
3. Possible answers: rice, bread, cheese, fruit, olive oil, sugar cane juice (any two).
4. Possible answers: potatoes (+es), tomatoes (+es), children (irregular), oranges (+s), carrots (+s), loaves (f to ves), lettuces (+s), stomachs (+s) (any two with correct rule).

**Writing Task: Describe Your Kitchen**

*Answers will vary. Check for: correct plural forms (at least 5 different plurals), correct use of uncountable nouns without plural -s (at least 3), appropriate quantifiers (some, a few, a little, many, much, a lot of), at least 2 measure words used correctly (a bag of, a bottle of, etc.), and a clear, well-organised paragraph of 8-12 sentences.*

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## CHAPTER 3

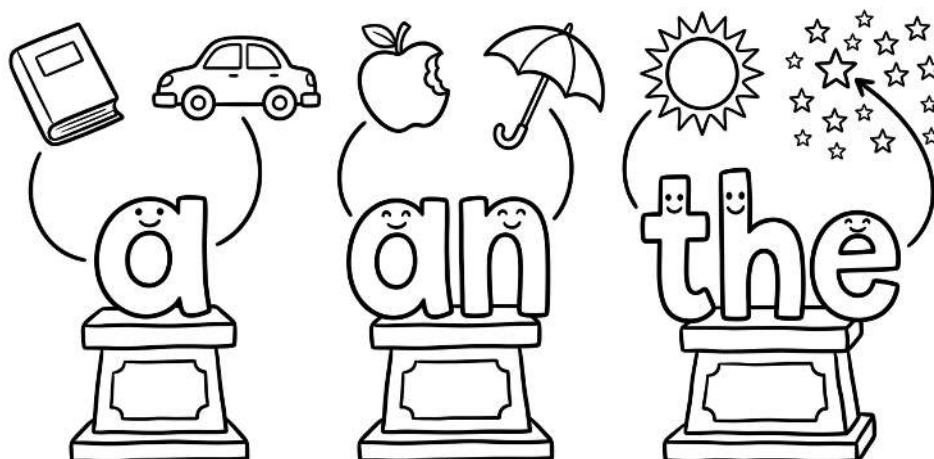
TEACHER EDITION

# 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

TEACHER EDITION

| 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?**

TEACHER EDITION

*Listen without reading the script. Write short answers.*

1. What is there on this street?

---

**There is a bakery (next to the pharmacy).**

2. Where is the restaurant?

---

**The restaurant is on the square.**

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

---

**He says "Sorry, can you say that more slowly?"**

**Teacher Route — 120 minutes:**

**0–15:** mission and listening warm-up. **15–45:** a/an, the, and zero article formula (rule boxes in Units 3.1 and 3.2). **45–80:** choose one controlled exercise from Unit 3.1 (Exercise 1 or 2) and one from Unit 3.2 (Exercise 3 or 4); read the Unit 3.2 dialogue in pairs. **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. The reading (Unit 3.3, Exercises 5–6) and the writing task (Unit 3.4, Exercise 7) are extension or homework.

**Read twice:** Visitor: “Excuse me, I just moved here. Is there a bakery near here?” Resident: “Yes, there is a bakery on this street. It's next to the pharmacy.” Visitor: “Great! And where can I have lunch?” Resident: “There is a restaurant on the square. The restaurant is small, but the food is excellent.” Visitor: “Sorry, can you say that more slowly?” Resident: “The restaurant — on — the — square. It's the best place in the neighbourhood.” Visitor: “Thank you! I love Brazilian food.”

# Indefinite Articles (a/an)

TEACHER EDITION



## 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"

TEACHER EDITION

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           |
|------------|------------------|----------------|---------------------|
| <b>a</b> n | <b>a</b> pple    | vowel /æ/      | <i>maçã</i>         |
| <b>a</b> n | <b>e</b> lephant | vowel /ɛ/      | <i>elefante</i>     |
| <b>a</b> n | <b>i</b> dea     | vowel /aɪ/     | <i>ideia</i>        |
| <b>a</b> n | <b>o</b> range   | vowel /ɒ/      | <i>laranja</i>      |
| <b>a</b> n | <b>u</b> mbrella | vowel /ʌ/      | <i>guarda-chuva</i> |

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

TEACHER EDITION

**She waited for an hour at the bus stop.***Ela esperou uma hora no ponto de ônibus.*

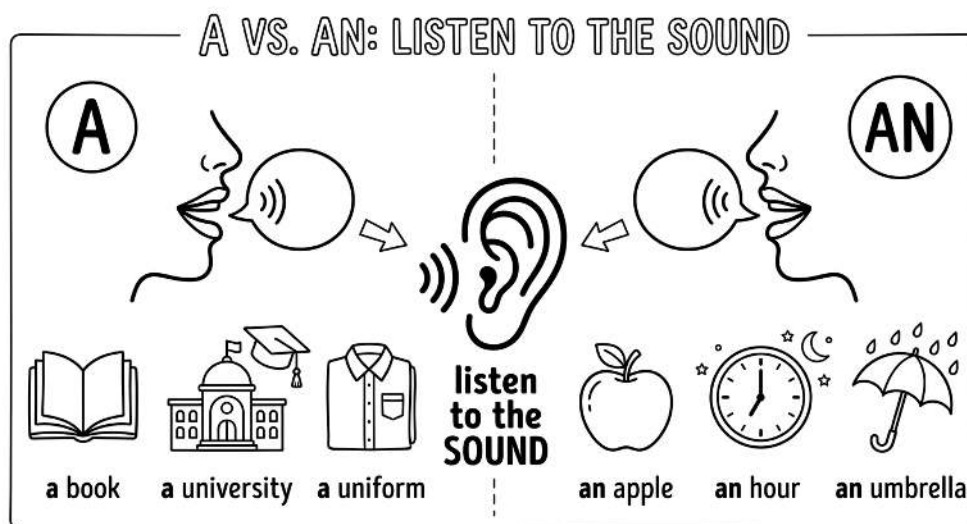
## CONSONANT SOUND

**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.

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

**Warm-up:** Write 10 nouns on the board (apple, university, house, hour, egg, European, umbrella, one, honest, uniform). Ask students to sort them into "a" or "an" columns which students already understand the sound rule vs. the spelling rule. TEACHER EDITION

**L1 interference:** Portuguese uses articles much more freely than English. In Portuguese, you say "Ela é professora" (no article), but in English we say "She is **a** teacher." Conversely, Portuguese uses articles before possessives ("o meu livro"), but English does not ("my book," NOT "the my book"). Highlight these differences explicitly.

**Common error:** Brazilian students often say "an university" because the word starts with the letter U. Emphasize that the /ju:/ sound in "university" is a consonant sound.

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

**Exercise 2 Choose the Correct Option**

TEACHER EDITION

*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

**b) an**

2. We need to wait \_\_\_\_\_ half hour for the bus.

- ☐ a) a  
☐ b) an  
☐ c) the

**a) a**

3. Paris is \_\_\_\_\_ European capital with many famous museums.

- ☐ a) a  
☐ b) an  
☐ c) the

**a) a**

4. Bianca received \_\_\_\_\_ excellent grade on her English test.

- ☐ a) a  
☐ b) an  
☐ c) the

**b) an**

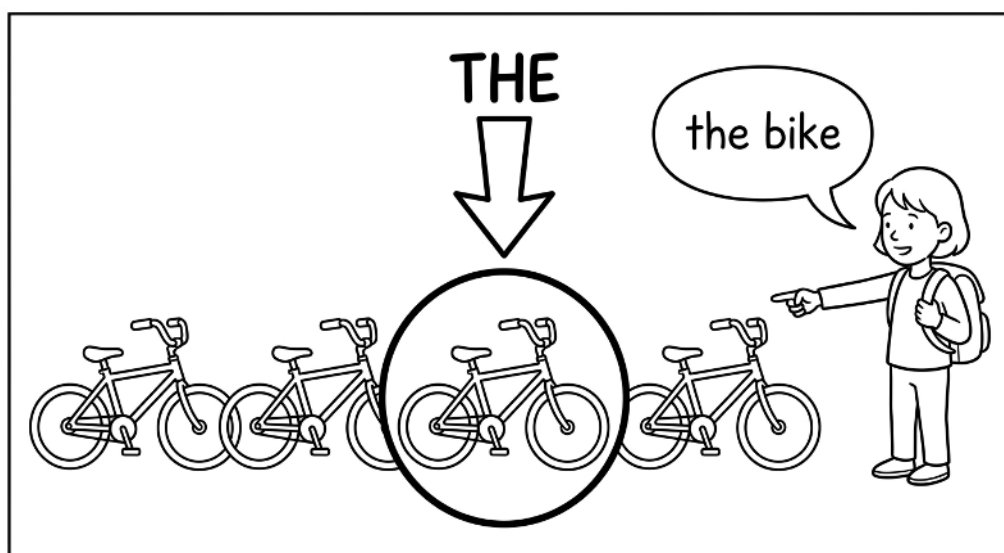
5. He bought \_\_\_\_\_ uniform for the new school year.

TEACHER EDITION

- ☐ a) a
- ☐ b) an
- ☐ c) the
- a) a**

## UNIT 3.2

## Definite Article (the)



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



## When to Use "the"

TEACHER EDITION

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)**

TEACHER EDITION

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

TEACHER EDITION

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:**

TEACHER EDITION

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.

**Teacher Note:**

**Suggested time:** 30 minutes

**Dialogue activity:** Have students read the dialogue in pairs, then ask them to underline every article (*a, an, the*) and circle every instance where no article is used (zero article). Discuss why each choice was made. This helps internalize the rules through real context.

**L1 interference:** Brazilian Portuguese uses "the" (o/a) with country names (*O Brasil*), with possessives (*o meu carro*), with meals (*o almoço*), and in general statements (*A música é importante*). All of these are zero-article contexts in English. Create a "Portuguese says THE, English says NOTHING" poster for the classroom.

TEACHER EDITION

**Extension:** Ask students to write their own dialogue about a place they visited last weekend. They must use at least 3 examples of "the," 3 examples of "a/an," and 2 examples of zero article.

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

**Exercise 4 Find and Fix the Article Mistakes**

TEACHER EDITION

*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) ✗

---

**I like chocolate.**

2. The Brazil is a beautiful country. ✗

---

**Brazil is a beautiful country.**

3. She is teacher at my school. ✗

---

**She is a teacher at my school.**

4. He plays the football every Saturday. ✗

---

**He plays football every Saturday.**

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

---

**I had breakfast at eight o'clock.**

6. He studies at an university in Curitiba. ✗

---

**He studies at a university in Curitiba.**

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

TEACHER EDITION

**The Amazon is the longest river in South America.**

8. She speaks the English very well. ✗

**She speaks English very well.**

## UNIT 3.3

## Reading: Visiting a New City



*Students exploring Rio de Janeiro.*

## Reading: A Weekend in Rio

TEACHER EDITION

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.

### Teacher Note:

**Suggested time:** 25 minutes (reading + exercises 5-6)

**Pre-reading:** Ask students what they know about Rio de Janeiro. Have they been there? What famous places do they know? This activates prior knowledge and previews vocabulary.

TEACHER EDITION

**Reading strategy:** First reading for general understanding. Second reading to identify and highlight all the articles. Ask students: "Why does the text use 'the' before 'Atlantic Ocean' but no article before 'Brazil'?" This develops metalinguistic awareness.

**Article hunt:** After reading, have students count how many times each article appears. Ask them to categorize each use (first mention, unique, superlative, geographical, etc.).

### 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.

**F (The text says it was the first time for "many of them," not specifically Ana Clara.)**

\_\_\_\_\_ **F**

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

**T**

\_\_\_\_\_ **T**

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

**F (They had lunch at a small restaurant near Copacabana Beach.)**

\_\_\_\_\_ **F**

4. Beatriz wants to be an architect.

**T**

\_\_\_\_\_ **T**

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

**F (She bought an "I love Rio" T-shirt and a small painting, not a hat.)**

\_\_\_\_\_ **F**

**Exercise 6 Answer the Questions**

TEACHER EDITION

*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?

**They went to Rio de Janeiro. / The students went on a school trip to Rio de Janeiro.**

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

**He told them that the statue is one of the Seven Wonders of the Modern World.**

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

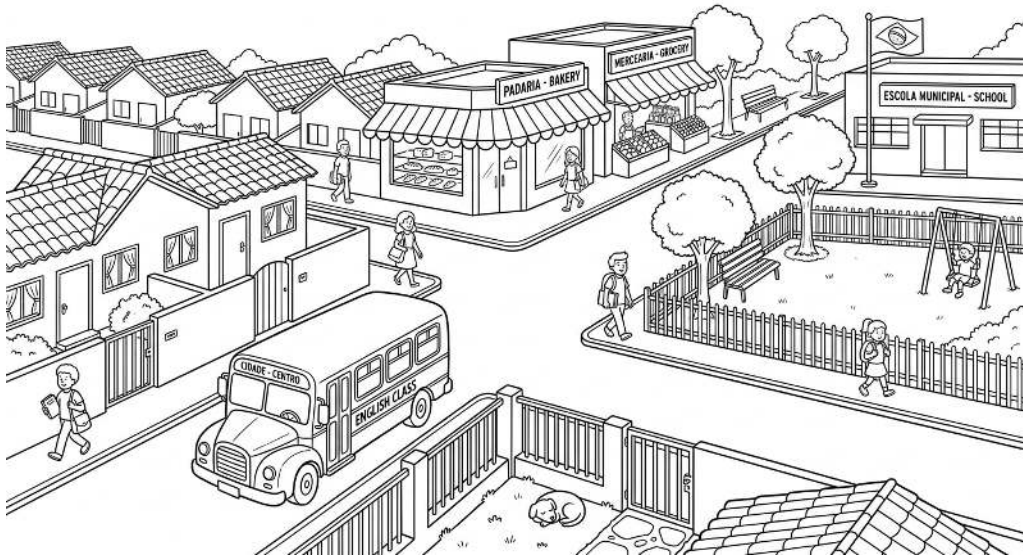
**They could see the Guanabara Bay and the Niterói Bridge. / From there, they could see the Guanabara Bay and the Niterói Bridge.**

4. What is Felipe's dream?

**He dreams of playing football at the Maracanã Stadium one day. / Felipe's dream is to play at the Maracanã Stadium.**

# Writing Task

TEACHER EDITION



*Describe the place where you live!*

**Exercise 7 Describe Your Neighbourhood or City**

TEACHER EDITION

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!**

TEACHER EDITION

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**Teacher Note:**

**Suggested time:** 20 minutes (writing) + 10 minutes (peer review)

**Assessment criteria:**

- Correct use of "a/an" with first-mention nouns and jobs
- Correct use of "the" with specific nouns, superlatives, and ordinals
- Correct use of zero article with general statements, languages, sports, and city names
- Clear paragraph structure (8-10 sentences)
- Variety of article uses (not just one type)

**Peer review activity:** After writing, have students exchange paragraphs with a partner. The partner should underline every article and check whether it is used correctly. They can use the rules from Units 3.1 and 3.2 as reference. This develops both editing skills and article awareness.

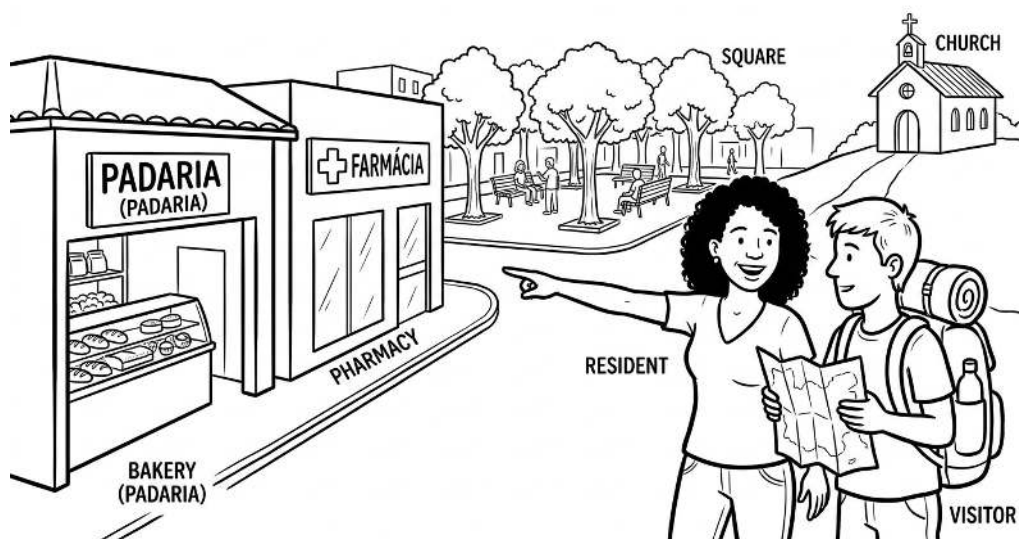
**Common errors to watch for:**

TEACHER EDITION

- "I live in the Belo Horizonte" → "I live in Belo Horizonte"
- "I play the football" → "I play football"
- "She is doctor" → "She is a doctor"
- "I like the pizza" (general) → "I like pizza"

## 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**

TEACHER EDITION

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**

TEACHER EDITION

- ☐ 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.

**Performance Feedback:**

Listen for message completion first: did the visitor get a real picture of the place? Then target a/an vs the vs zero article (watch for “the Belo Horizonte”, “the football”), the + superlative in recommendations, and repair language. Do not interrupt every error. Note one successful phrase and one next step for each student. Give feedback in Portuguese where needed.

## Chapter 3 - Answer Key

### Exercise 1: Complete with "a" or "an"

1. a    2. an    3. an    4. a    5. an    6. a    7. an    8. an    9. a  
10. an

### Exercise 2: Choose the Correct Option

1. b) an    2. a) a    3. a) a    4. b) an    5. a) a

### Exercise 3: Complete with "the," "a," "an," or "—"

1. The    2. — / —    3. —    4. — / the    5. the    6. a / a    7. —  
8. the / the    9. —    10. the

### Exercise 4: Find and Fix the Article Mistakes

1. I like chocolate. (Remove "the" – general statement.)
2. Brazil is a beautiful country. (Remove "The" – most country names have no article.)
3. She is a teacher at my school. (Add "a" – jobs require a/an.)
4. He plays football every Saturday. (Remove "the" – sports have no article.)
5. I had breakfast at eight o'clock. (Remove "the" – meals have no article.)
6. He studies at a university in Curitiba. (Change "an" to "a" – "university" starts with /j/ consonant sound.)
7. The Amazon is the longest river in South America. (Add "The" – rivers use "the.")
8. She speaks English very well. (Remove "the" – languages have no article.)

**Exercise 5: True or False**

TEACHER EDITION

1. F – The text says it was the first time for "many of them," not specifically Ana Clara.
2. T
3. F – They had lunch at a small restaurant near Copacabana Beach, not a big one.
4. T
5. F – She bought an "I love Rio" T-shirt and a small painting, not a hat.

**Exercise 6: Answer the Questions**

1. They went to Rio de Janeiro. / The students went on a school trip to Rio de Janeiro.
2. He told them that the statue is one of the Seven Wonders of the Modern World.
3. They could see the Guanabara Bay and the Niterói Bridge.
4. He dreams of playing football at the Maracanã Stadium one day.

**Exercise 7: Describe Your Neighbourhood or City**

Answers will vary. Check for correct article usage: "a/an" for first mention and jobs, "the" for specific/unique/superlative, zero article for general statements, languages, sports, and city names.

TEACHER EDITION

## CHAPTER 4

TEACHER EDITION

# 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

TEACHER EDITION

| 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?**

TEACHER EDITION

*Listen without reading the script. Write short answers.*

1. How many T-shirts does Clara want?

---

**She wants three (just a few).**

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

---

**It has a lot of socks.**

3. What does Clara ask the assistant to repeat?

---

**The price (of the cap).**

**Teacher Route — 120 minutes:**

**0–15:** mission and listening warm-up. **15–45:** quantifier formula (rule boxes in Units 4.1 and 4.2). **45–80:** choose one controlled exercise from Unit 4.1 (Exercise 1 or 2) and one from Unit 4.2 (Exercise 3 or 4); read the Unit 4.2 clothing-store dialogue in pairs. **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. The reading (Unit 4.3, Exercises 5–6) and the writing task (Unit 4.4, Exercise 7) are extension or homework.

**Read twice:** Assistant: “Good morning! Can I help you?” Clara: “Yes, I need some T-shirts for my son.” Assistant: “How many do you want?” Clara: “Just a few — three, please.” Assistant: “Do you need any socks? We have a lot of socks today.” Clara: “No socks, thanks. But do you have any caps?” Assistant: “Yes, we have a few caps. This one is fifteen reais.” Clara: “Sorry, can you repeat the price?” Assistant: “Fifteen reais.” Clara: “OK! Three T-shirts and one cap, please.”

# Quantifiers with Countable and Uncountable Nouns

TEACHER EDITION

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



## Affirmative, Negative & Question Patterns

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

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

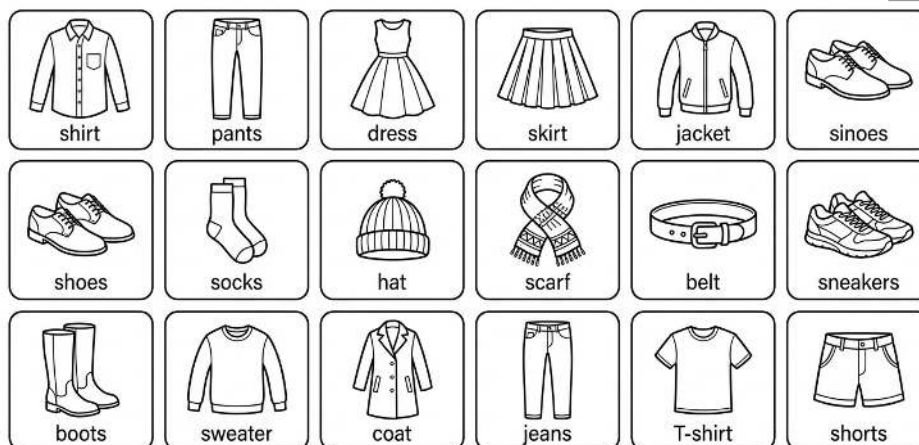
## Clothes Vocabulary

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

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

## CLOTHING VOCABULARY

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*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)

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**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!

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

**Warm-up:** Ask students to name as many clothing items as they can in English. Write them on the board and classify them as countable or uncountable (most clothing items are countable, but point out uncountable related words like *money, cotton, fabric, clothing*).

**L1 interference:** Portuguese speakers tend to use  *muito/muita* for both *much* and *many*.

Emphasise that English requires them to choose based on countable/uncountable **TEACHER EDITION**  
*any* do not have direct equivalents in Portuguese — students may overuse *some* in negatives or forget *any* in questions.

**Activity:** Before exercises, have students sort the vocabulary items into "countable" and "uncountable" columns on the board. Most clothing items are countable, but discuss related uncountable nouns (money, fabric, cotton, leather, clothing).

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

**Exercise 2 Choose the Correct Quantifier**

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*Select the correct option to complete each sentence.*

1. I don't have \_\_\_\_\_ warm clothes for winter.

- ☐ a) much  
☐ b) many  
☐ c) a little

**b) many**

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

- ☐ a) a lot of  
☐ b) many  
☐ c) a few

**a) a lot of**

3. How \_\_\_\_\_ pairs of jeans does Mateus own?

- ☐ a) much  
☐ b) a lot of  
☐ c) many

**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

**b) a little**

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

- ☐ a) much  
☐ b) a lot of  
☐ c) a little

**b) a lot of**

## 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                          |
|-------------|-----------------------|---------------------------------------|------------------------------------|
| <b>some</b> | Affirmative sentences | I bought <b>some</b> new socks.       | Eu comprei algumas meias novas.    |
|             | Offers & requests     | Would you like <b>some</b> help?      | Você gostaria de ajuda?            |
| <b>any</b>  | Negative sentences    | I don't have <b>any</b> clean shirts. | Eu não tenho nenhuma camisa limpa. |
|             | Questions             | Do you have <b>any</b> scarves?       | Você tem algum cachecol?           |
| <b>no</b>   | Affirmative verb + no | There are <b>no</b> 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

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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

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### 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:**

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"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.*

**Teacher Note:**

**Suggested time:** 30 minutes

**Dialogue activity:** Have students read the dialogue in pairs (Isabela and Shop assistant). Then swap roles. After reading, ask comprehension questions: "Does the store have any white T-shirts in size M?" "How many T-shirts does Isabela buy?" "Why does she want to pay by card?"

**Highlight exercise:** Ask students to underline all quantifiers in the dialogue and classify them as "countable", "uncountable", or "both". This reinforces Unit 4.1 rules.

**Extension:** Students can create their own shopping dialogue using the vocabulary and quantifiers from this chapter.

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

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

- |                                                                            |                 |
|----------------------------------------------------------------------------|-----------------|
| 1. I bought <u>some</u> new sneakers for PE class.                         | <b>some</b>     |
| 2. Do you have <u>any</u> black shoes in size 40?                          | <b>any</b>      |
| 3. There are <u>no</u> jackets left in this colour — they're all sold out. | <b>no</b>       |
| 4. We still have <u>a few</u> skirts on sale — would you like to see them? | <b>a few</b>    |
| 5. I have <u>a little</u> money saved for a new coat.                      | <b>a little</b> |
| 6. Ricardo doesn't have <u>any</u> warm clothes for the trip to the south. | <b>any</b>      |
| 7. Would you like <u>some</u> help finding your size?                      | <b>some</b>     |
| 8. There is <u>no</u> discount on these boots — they are new arrivals.     | <b>no</b>       |
| 9. I only need <u>a few</u> pairs of socks — maybe two or three.           | <b>a few</b>    |
| 10. Can I borrow <u>a little</u> money? I'm five reais short.              | <b>a little</b> |

**Exercise 4 Rewrite the Sentence Using a Different Quantifier**

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*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")

**There are no blue shirts in this store.**

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

**There isn't any milk in the fridge.**

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

**He has many hats.**

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

**There aren't any clean socks in the drawer.**

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

**She has no belts.**

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

**We have no money left.**

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

**There aren't any scarves on sale.**

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

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**Pedro has no sneakers for the gym.**

## 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*

**Teacher Note:**

**Suggested time:** 25 minutes (reading + exercises 5-6)

**Pre-reading:** Ask students where they buy their school clothes. Do they go to a shopping centre, a street market, or buy online? Have they ever shopped with friends?

**Reading strategy:** First reading for general understanding. On the second reading, ask students to underline every quantifier they find in the text (much, many, a lot of, a few, a little, some, any, no, few, little). Count how many of each quantifier appear. This helps reinforce recognition.

**Cultural note:** Shopping Metrô Itaquera is a well-known shopping centre in the eastern zone of São Paulo. Many students may recognise it. You can ask if they have been there or to a similar mall.

**Exercise 5 True or False**

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

1. Camila went shopping alone.

**F** \_\_\_\_\_

**F (She went with her friends Lucas and Amanda.)**

2. Lucas bought some shirts and some sneakers. **T** \_\_\_\_\_

**T**

3. Amanda spent a lot of money on clothes.

**F** \_\_\_\_\_

**F (She spent little money — only forty-five reais.)**

4. Camila found some jeans in her size that she liked. **F** \_\_\_\_\_

**F (There weren't any jeans in her size that she liked.)**

5. Lucas had no money left to buy food at the food court. **T** \_\_\_\_\_

**T**

**Exercise 6 Answer the Questions**

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

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

---

**Camila's mother gave her two hundred reais. / She gave her some money — two hundred reais.**

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

---

**Because it was the beginning of the school year, so many families were shopping for school clothes.**

3. Why couldn't Camila buy any jeans?

---

**Because there weren't any jeans in her size that she liked. / The store didn't have much variety in size P.**

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

---

**They had some açaí and a few pieces of pão de queijo.**

## UNIT 4.4

# Writing Task



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

**Exercise 7 Describe Your Closet**

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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..."*

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**Teacher Note:****Suggested time:** 20 minutes**Assessment criteria for Exercise 7:**

- At least 6 different quantifiers used correctly
- Correct distinction between countable and uncountable nouns
- Correct use of *some* in affirmative and *any* in negatives/questions
- Clothing vocabulary from the chapter is used
- Clear paragraph structure (8-10 sentences)

**Extension activity:** After writing, students can share their paragraphs in pairs. The partner reads and identifies all the quantifiers used. Then they ask follow-up questions: "How many T-shirts do you have?" "Do you have any boots?" This combines reading, writing, and speaking

practice.

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**Differentiation:** For weaker students, provide sentence starters on the board: "I have a lot of...", "I don't have any...", "I have a few...", "There is no... in my closet.", "I need 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**

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*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**

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- ☐ 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.

**Performance Feedback:**

Listen for message completion first: did the purchase actually happen? Then target much/many and some/any accuracy, clear quantity answers, and repair language with prices. Do not interrupt every error. Note one successful phrase and one next step for each student. Give feedback in Portuguese where needed.

## Chapter 4 - Answer Key

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

1. many    2. a lot of    3. much    4. many    5. much    6. a lot of  
7. many    8. much    9. a lot of    10. much

### Exercise 2: Choose the Correct Quantifier

1. b) many    2. a) a lot of    3. c) many    4. b) a little  
5. b) a lot of

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

1. some    2. any    3. no    4. a few    5. a little    6. any    7. some  
8. no    9. a few    10. a little

### Exercise 4: Rewrite the Sentence Using a Different Quantifier

1. There are no blue shirts in this store.  
2. There isn't any milk in the fridge.    3. He has many hats.  
4. There aren't any clean socks in the drawer.    5. She has no belts.  
6. We have no money left.    7. There aren't any scarves on sale.  
8. Pedro has no sneakers for the gym.

### Exercise 5: True or False

1. F (She went with her friends Lucas and Amanda.)    2. T  
3. F (She spent little money – only forty-five reais.)  
4. F (There weren't any jeans in her size that she liked.)    5. T

### Exercise 6: Answer the Questions

1. Camila's mother gave her two hundred reais.  
2. Because it was the beginning of the school year, so many families were shopping for school clothes.

3. Because there weren't any jeans in her size that she liked. / The store didn't have much variety in size P.

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4. They had some açaí and a few pieces of pão de queijo.

**Exercise 7: Describe Your Closet**

*Answers will vary. Check for correct use of at least 6 different quantifiers, correct countable/uncountable noun agreement, correct some/any/no patterns, use of clothing vocabulary, and clear paragraph structure (8-10 sentences).*

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## CHAPTER 5

TEACHER EDITION

# 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

TEACHER EDITION

| 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?**

TEACHER EDITION

*Listen without reading the script. Write short answers.*

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

---

**There are three rooms (and a small kitchen).**

2. Where do the boxes near the door go?

---

**They go in the bedroom.**

3. What is in the bag by the window?

---

**Clothes. (It is full of clothes.)**

**Teacher Route — 120 minutes:**

**0–15:** mission and listening warm-up. **15–45:** there is / there are with quantifiers and this/that/these/those formula (rule boxes in Units 5.1 and 5.2). **45–80:** choose one controlled exercise from Unit 5.1 (Exercise 1 or 2) and one from Unit 5.2 (Exercise 3 or 4); read the Unit 5.2 store dialogue in pairs. **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. The reading (Unit 5.3, Exercises 5–6) and the writing task (Unit 5.4, Exercise 7) are extension or homework.

**Read twice:** Paula: “Welcome to the new apartment! There are three rooms and a small kitchen.” Rafa: “It's nice! There is a lot of light. Where do these boxes go?” Paula: “Those boxes near the door go in the bedroom. This box here stays in the kitchen.” Rafa: “And that big bag on the sofa?” Paula: “Sorry, do you mean this bag or that one by the window?” Rafa: “That one, by the window.” Paula: “Ah! That bag is full of clothes — take it to the bedroom, please.” Rafa: “OK! There isn't much space, but we can do it.”

# Quantifiers in Existential Sentences (There is / There are)

TEACHER EDITION

## There is / There are

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

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



## Combining "There is / There are" with Quantifiers

TEACHER EDITION

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                                  |
|--------------------------------------|-----------------------|------------------------------------------|
| <b>some</b>                          | algum(a), um pouco de | There is <b>some</b> milk in the fridge. |
| <b>a little</b>                      | um pouco de           | There is <b>a little</b> sugar left.     |
| <b>much</b> (questions/negatives)    | muito(a)              | There isn't <b>much</b> time.            |
| <b>no</b>                            | nenhum(a)             | There is <b>no</b> water in the pool.    |
| <b>a lot of</b>                      | muito(a)              | There is <b>a lot of</b> traffic today.  |

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

## Vocabulary: Places and Things in a City

TEACHER EDITION

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

**Examples: There is / There are with Quantifiers**

TEACHER EDITION

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

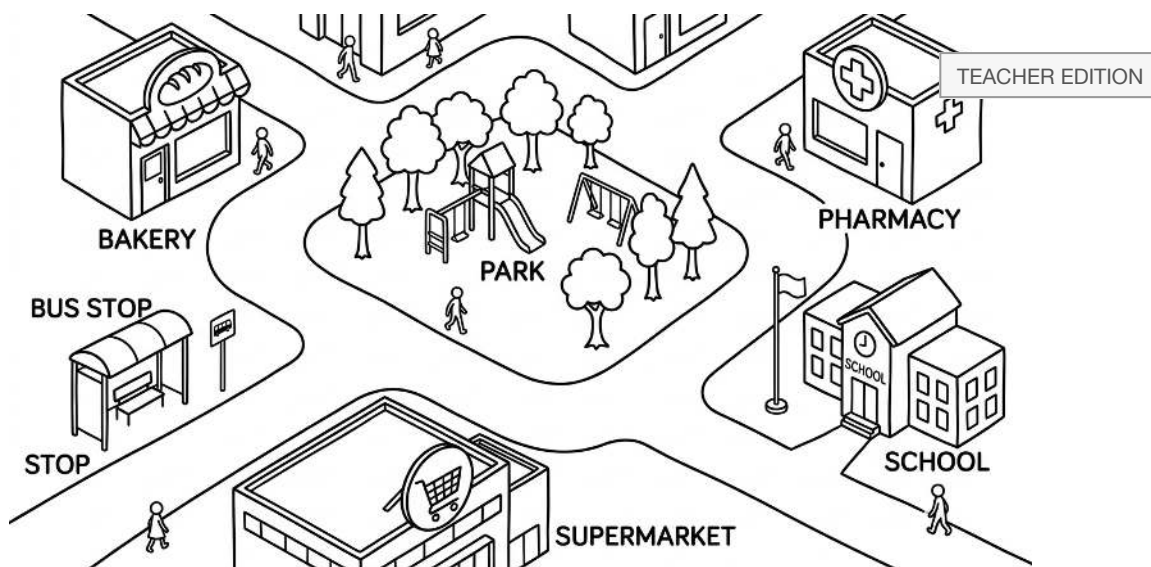
**There are no parking spaces on this street.***Não há vagas de estacionamento nesta rua.*

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!

**Teacher Note:**

**Suggested time:** 30 minutes

**L1 Interference:** Brazilian students often say *"Have a park near my house"* because in Portuguese we can say *"Tem um parque perto da minha casa."* Emphasize that English uses *"There is/There are"* to express existence, not *"have."* Write the incorrect form on the board, cross it out, and replace it with the correct form:

- ~~Have a park near my house.~~ → **There is** a park near my house.
- ~~Have many people here.~~ → **There are** many people here.

**Activity:** Show students a picture of a city or neighborhood. Ask them to make sentences using *"There is/There are"* with different quantifiers. Encourage them to describe their own neighborhood.

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

TEACHER EDITION

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. <b>There are some</b> beautiful parks in Curitiba.<br>(Há alguns parques bonitos em Curitiba.)                              | <b>There are some</b>     |
| 2. <b>There is a little</b> milk left in the carton.<br>(Há um pouco de leite no pacote.)                                      | <b>There is a little</b>  |
| 3. <b>There are many</b> students in the school library today.<br>(Há muitos alunos na biblioteca da escola hoje.)             | <b>There are many</b>     |
| 4. <b>There is no</b> sugar in this coffee. It's bitter!<br>(Não há açúcar neste café. Está amargo!)                           | <b>There is no</b>        |
| 5. <b>There are a lot of</b> cars on the highway during rush hour.<br>(Há muitos carros na rodovia durante o horário de pico.) | <b>There are a lot of</b> |
| 6. <b>There are a few</b> oranges in the fruit bowl.<br>(Há algumas laranjas na fruteira.)                                     | <b>There are a few</b>    |
| 7. <b>There isn't much</b> time before the exam. Let's hurry!<br>(Não há muito tempo antes da prova. Vamos nos apressar!)      | <b>There isn't much</b>   |
| 8. <b>There is a lot of</b> noise coming from the construction site.<br>(Há muito barulho vindo do canteiro de obras.)         | <b>There is a lot of</b>  |
| 9. Are <b>there any</b> good restaurants near your house?<br>(Há algum bom restaurante perto da sua casa?)                     | <b>there any</b>          |
| 10. <b>There are no</b> benches in the new square. We have to stand.<br>(Não há bancos na praça nova. Temos que ficar em pé.)  | <b>There are no</b>       |

**Exercise 2 Choose the Correct Option**

TEACHER EDITION

*Select the correct option to complete each sentence.*

1. \_\_\_\_\_ a supermarket on Rua das Flores.

- ☐ a) There are  
☐ b) There is  
☐ c) Have

**b) There is**

2. \_\_\_\_\_ many pharmacies in this neighborhood?

- ☐ a) Is there  
☐ b) Are there  
☐ c) Has there

**b) Are there**

3. There \_\_\_\_\_ a lot of traffic on Avenida Paulista during the week.

- ☐ a) are  
☐ b) has  
☐ c) is

**c) is**

4. There are \_\_\_\_\_ chairs in the classroom. We need more.

- ☐ a) a little  
☐ b) a few  
☐ c) much

**b) a few**

5. There isn't \_\_\_\_\_ water in the swimming pool. It's almost empty.

- ☐ a) many  
☐ b) a few  
☐ c) much

**c) much**

## UNIT 5.2

# Demonstratives as Determiners: This, That, These, Those

TEACHER EDITION

## 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               |
|---------------------|-------------------------------------|----------------------------------------|-------------------------|
| <b>Near</b> (perto) | <b>this</b><br><i>this book</i>     | <b>these</b><br><i>these books</i>     | este(a) / estes(as)     |
| <b>Far</b> (longe)  | <b>that</b><br><i>that building</i> | <b>those</b><br><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)

TEACHER EDITION

**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.*

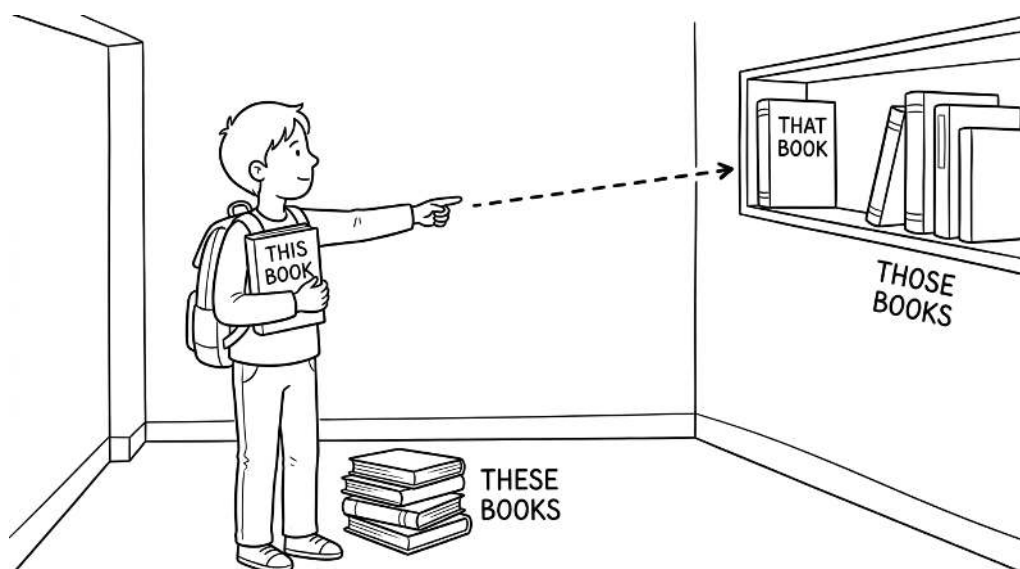
THOSE (PLURAL, FAR)

**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

TEACHER EDITION



*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:**

TEACHER EDITION

**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*.

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

**L1 Interference:** In colloquial Brazilian Portuguese, the distinction between *este/esse/aquele* has weakened. Many students use "*esse*" for both near and far. Reinforce that English strictly maintains the two-way distinction: **this/these** (near) vs. **that/those** (far).

**Activity:** Place objects at different distances in the classroom. Point to each object and ask students to say "this \_\_\_\_" or "that \_\_\_\_" depending on the distance. Then place multiple objects and practice "these" and "those."

**Dialogue activity:** Read the dialogue aloud with student volunteers. Then ask: "What items did Rafaela and Bruno buy? Which demonstrative did they use for items close to them? Which for items far away?"

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

TEACHER EDITION

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

### Exercise 4 Match the Situation to the Correct Demonstrative

TEACHER EDITION

*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. <b>b</b> _____ | 2. <b>c</b> _____ | 3. <b>f</b> _____ |
| 4. <b>a</b> _____ | 5. <b>h</b> _____ | 6. <b>g</b> _____ |
| 7. <b>d</b> _____ | 8. <b>e</b> _____ |                   |
- 1-b, 2-c, 3-f, 4-a, 5-h, 6-g, 7-d, 8-e**

# Reading: "Our New School"

TEACHER EDITION

## 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.

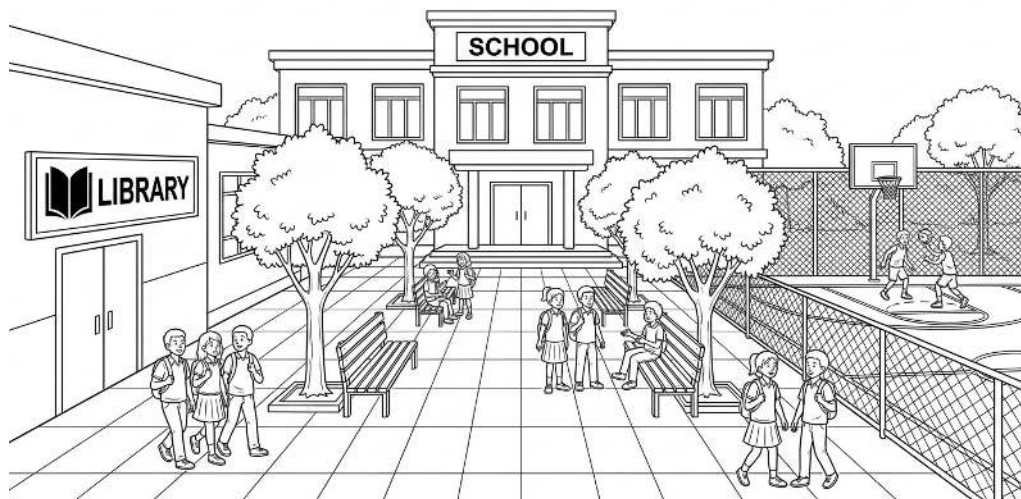
There is a cafeteria on the ground floor. There are many tables and chairs there, and there is always some delicious food. My friend Mateus loves the rice and beans. There are a few vending machines, but there isn't much variety in the snacks.

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*

TEACHER EDITION



*Gabriela's new school in Belo Horizonte*

**Teacher Note:**

**Pre-reading activity:** Ask students: "What is your school like? What rooms and facilities does it have?" This activates the vocabulary from Unit 5.1 and prepares them for the reading.

**Reading strategy:** Have students underline all instances of "there is" and "there are" in one color, and all demonstratives (this, that, these, those) in another color while reading. This helps them identify the target structures in context.

**Suggested time:** 20 minutes (reading + exercises)

**Exercise 5 True or False**

TEACHER EDITION

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. **T** \_\_\_\_\_ **T**
2. There is a swimming pool at the school. **F** \_\_\_\_\_ **F (There isn't a swimming pool, but there is a big sports court.)**
3. There are four science laboratories in the school. **F** \_\_\_\_\_ **F (There are three science laboratories: chemistry, biology, and physics.)**
4. Gabriela joined the music club because she plays the guitar. **T** \_\_\_\_\_ **T**
5. There are a lot of different snacks in the vending machines. **F** \_\_\_\_\_ **F (There isn't much variety in the snacks.)**

**Exercise 6 Answer the Questions**

TEACHER EDITION

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

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

---

**There are many trees and benches in the courtyard. There are also some flowers near the entrance and a beautiful garden next to the library.**

2. What does Gabriela say about her classroom?

---

**Her classroom is on the second floor. It is very spacious and has large windows that let in a lot of natural light. There are thirty desks and a bookshelf with some English books near the door.**

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

---

**There is a drama club, a music club, and a robotics club.**

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

---

**Those clubs at her old school were very small, but these clubs at the new school are much bigger and more organized.**

# Writing: Describe a Place You Know

TEACHER EDITION

## 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:**

TEACHER EDITION

- 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]

**Teacher Note:**

TEACHER EDITION

**Suggested time:** 20 minutes**Assessment criteria:**

- Correct use of "there is" with singular/uncountable nouns
- Correct use of "there are" with plural nouns
- At least 3 different quantifiers used correctly
- At least 2 demonstratives (this/that/these/those) used correctly
- At least 1 negative sentence (there isn't / there aren't)
- Clear and coherent paragraph with descriptive language

**Extension activity:** Have students swap their paragraphs with a partner. The partner draws a simple sketch of the room based on the description alone. Then they compare the drawing to reality. This helps check if the descriptions are clear and accurate.

**Model answer (for teacher reference):** "My bedroom is small but comfortable. There is a single bed next to the window. There are some posters on the wall above my bed. There is a desk with a lamp and a few books on it. This desk is where I do my homework every day. There are many clothes in my closet, but there isn't much space left. There is a small rug on the floor. There aren't any plants in my room, but there is a lot of natural light because there are two big windows. Those curtains on the far window are blue, and this curtain near my bed is white. I like my room because it is quiet and cozy."

## 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**

TEACHER EDITION

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**

TEACHER EDITION

- ☐ 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.

**Performance Feedback:**

Listen for message completion first: did the objects end up in the right place? Then target singular/plural agreement (this/these, that/those, there is/there are), quantifier choice, and repair language. Do not interrupt every error. Note one successful phrase and one next step for each student. Give feedback in Portuguese where needed.

## Chapter 5 - Answer Key

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

1. There are some    2. There is a little    3. There are many
4. There is no    5. There are a lot of    6. There are a few
7. There isn't much    8. There is a lot of    9. there any
10. There are no

### Exercise 2: Choose the Correct Option

1. b) There is    2. b) Are there    3. c) is    4. b) a few
5. c) much

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

1. This    2. those    3. These    4. that    5. This    6. Those
7. this    8. that    9. These    10. that

### Exercise 4: Match the Situation to the Correct Demonstrative

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

### Exercise 5: True or False

1. T
2. F (There isn't a swimming pool, but there is a big sports court.)

3. F (There are three science laboratories: chemistry, biology, and physics.)

TEACHER EDITION

4. T     5. F (There isn't much variety in the snacks.)

### Exercise 6: Answer the Questions

1. There are many trees and benches in the courtyard. There are also some flowers near the entrance and a beautiful garden next to the library.
2. Her classroom is on the second floor. It is very spacious and has large windows. There are thirty desks and a bookshelf with some English books near the door.
3. There is a drama club, a music club, and a robotics club.
4. Those clubs at her old school were very small, but these clubs at the new school are much bigger and more organized.

### Exercise 7: Write About Your Classroom or Bedroom

*Answers will vary. Check for correct use of "there is" with singular/uncountable nouns, "there are" with plural nouns, at least 3 different quantifiers, at least 2 demonstratives (this/that/these/those), at least 1 negative sentence, and coherent paragraph structure.*

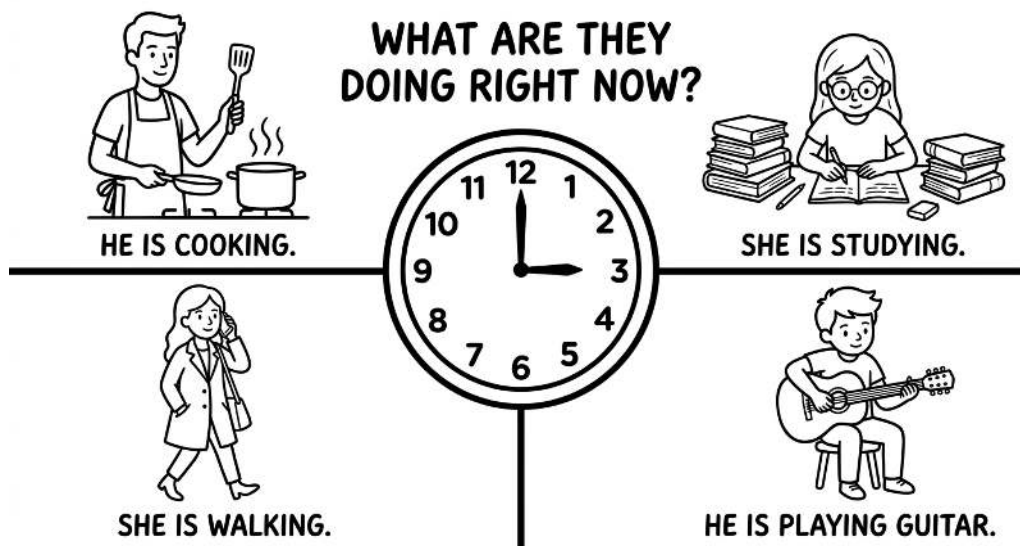
TEACHER EDITION

## CHAPTER 6

TEACHER EDITION

# 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

TEACHER EDITION

| 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?**

TEACHER EDITION

*Listen without reading the script. Write short answers.*

1. Where is Bia calling from?

---

**She is calling from the community centre.**

2. What is Marcos doing?

---

**He is putting up balloons.**

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

---

**She says "Sorry, I can't hear you — can you repeat?"**

**Teacher Route — 120 minutes:**

**0–15:** mission and listening warm-up. **15–45:** Present Continuous formula, including the contrast with the Present Simple (rule boxes in Units 6.1 and 6.2). **45–80:** choose one controlled exercise from Unit 6.1 (Exercise 1 or 2) and one from Unit 6.2 (Exercise 3 or 4); read the Unit 6.2 phone dialogue in pairs. **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. The reading (Unit 6.3, Exercises 5–6) and the writing task (Unit 6.4, Exercise 7) are extension or homework.

**Read twice:** Bia: “Hi, Mum! Can you see me? I'm calling from the community centre.” Mum: “Yes! What's happening there? It's noisy!” Bia: “We're preparing a party. Marcos is putting up balloons, and two volunteers are cooking.” Mum: “Are you helping?” Bia: “Yes, I'm making the fruit salad right now.” Mum: “And what is your teacher doing?” Bia: “Sorry, I can't hear you — can you repeat?” Mum: “What is your teacher doing?” Bia: “She's taking photos of everything!”

# Present Continuous Formation

TEACHER EDITION

## Present Continuous: Basic Formation

We form the Present Continuous with:

**Subject + am / is / are + verb-ing**

Em português: 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                            |
|----------------------|--------------------------------------|------------------------------------|
| <b>Affirmative</b>   | Subject + am/is/are + verb-ing       | She <b>is studying</b> English.    |
| <b>Negative</b>      | Subject + am/is/are + not + verb-ing | They <b>are not watching</b> TV.   |
| <b>Interrogative</b> | Am/Is/Are + subject + verb-ing?      | <b>Are you listening</b> 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

TEACHER EDITION

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

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

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

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

### Spelling Rules for adding -ing to verbs

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

Remember the spelling rules when adding -ing!

## Examples in Context

TEACHER EDITION

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 crianacas 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:**

TEACHER EDITION

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"

**Teacher Note:**

**Suggested time:** 30 minutes

**Key concept:** Students at this level often struggle with spelling rules for -ing forms. Spend extra time on the "double consonant" rule (CVC pattern: Consonant-Vowel-Consonant in one-syllable verbs). Point out that verbs like "read" and "eat" do NOT double because they have two vowels before the final consonant.

**Activity:** Write 10 base verbs on the board and have students race in pairs to write the correct -ing form. Check answers as a class and discuss any mistakes.

**Exercise 1 Form the Present Continuous**

TEACHER EDITION

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

1. She **is reading** a book right now. (read) **is reading**
2. They **are playing** soccer in the park. (play) **are playing**
3. I **am writing** an email to my teacher. (write) **am writing**
4. Carlos **is running** in the park every morning this week. (run) **is running**
5. We **are not watching** television. (not watch) **are not watching**
6. **Is** Mariana **dancing** at the party? (dance) **Is ... dancing**
7. The baby **is sleeping** in the bedroom. (sleep) **is sleeping**
8. My parents **are making** lunch for us. (make) **are making**
9. Felipe **is sitting** on the sofa. (sit) **is sitting**
10. **Are** you **swimming** in the pool? (swim) **Are ... swimming**

**Exercise 2 Choose the Correct Option**

TEACHER EDITION

*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

**b) is sitting**

2. Juliana \_\_\_\_\_ a letter to her friend in Canada.

- ☐ a) is writeing  
☐ b) is writting  
☐ c) is writing

**c) is writing**

3. \_\_\_\_\_ the students \_\_\_\_\_ attention to the teacher?

- ☐ a) Are ... paying  
☐ b) Is ... paying  
☐ c) Do ... paying

**a) Are ... paying**

4. It \_\_\_\_\_ outside. Take your umbrella!

- ☐ a) rains  
☐ b) is raining  
☐ c) is rainning

**b) is raining**

5. My brother \_\_\_\_\_ right now. He went to bed early.

- ☐ a) isn't studying  
☐ b) doesn't studying  
☐ c) not is studying

**a) isn't studying**

## UNIT 6.2

# Uses of Present Continuous



## Three Main Uses of the Present Continuous

We use the Present Continuous for:

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

TEACHER EDITION

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

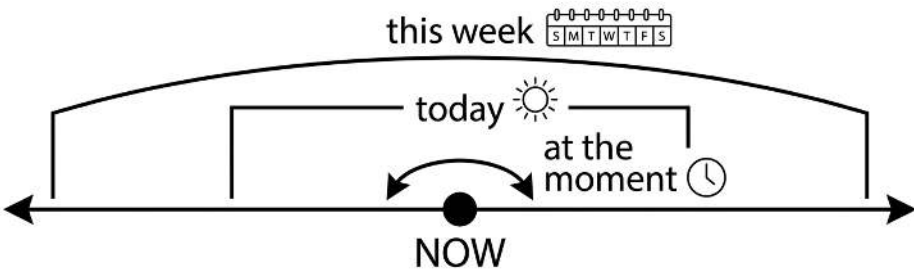
**We are studying for our final exams this week.***Nos estamos estudando para as provas finais esta semana.*

 **Time Expressions Used with the Present Continuous**

TEACHER EDITION

These time expressions are commonly used with the Present Continuous:

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



*Time expressions tell us when the action is happening.*

## Dialogue: What Are You Doing Right Now?

TEACHER EDITION

### 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:

TEACHER EDITION

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 <b>know</b> the answer. (NOT: I am knowing)                  |
| want         | querer           | She <b>wants</b> a new phone. (NOT: She is wanting)            |
| like         | gostar           | I <b>like</b> chocolate. (NOT: I am liking)                    |
| love         | amar             | He <b>loves</b> music. (NOT: He is loving)                     |
| believe      | acreditar        | I <b>believe</b> you. (NOT: I am believing)                    |
| need         | precisar         | We <b>need</b> help. (NOT: We are needing)                     |
| understand   | entender         | She <b>understands</b> the lesson. (NOT: She is understanding) |
| remember     | lembrar          | I <b>remember</b> his name. (NOT: I am remembering)            |
| prefer       | preferir         | They <b>prefer</b> 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!

### Teacher Note:

**Suggested time:** 35 minutes

**Key concept:** Brazilian students often overuse the Present Continuous because in Portuguese, the "gerundio" (estou fazendo) can be used with stative verbs. Emphasize the difference between action verbs (which can be used in the continuous) and stative verbs (which cannot). Give real

examples of common errors Brazilian students make: "I am knowing," "She is wanting," "We are needing."

TEACHER EDITION

**Activity:** Read the dialogue aloud with a volunteer. Then have students work in pairs to identify all the Present Continuous forms in the dialogue and explain which use each one represents (happening now, temporary, or around now).

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

**Exercise 4 Find and Correct the Mistakes**

TEACHER EDITION

*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. ✗

**I know the answer to this question.**

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

**She is writing an email to her teacher.**

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

**We need more time to finish the project.**

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

**The children are playing in the garden right now.**

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

**He is running very fast in the race.**

6. I am believing everything she says. ✗

**I believe everything she says.**

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

**Pedro is studying for his test at the moment.**

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

TEACHER EDITION

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**They are lying on the grass in the park.**

TEACHER EDITION

UNIT 6.3

## Reading: A Busy Saturday

TEACHER EDITION

### 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.

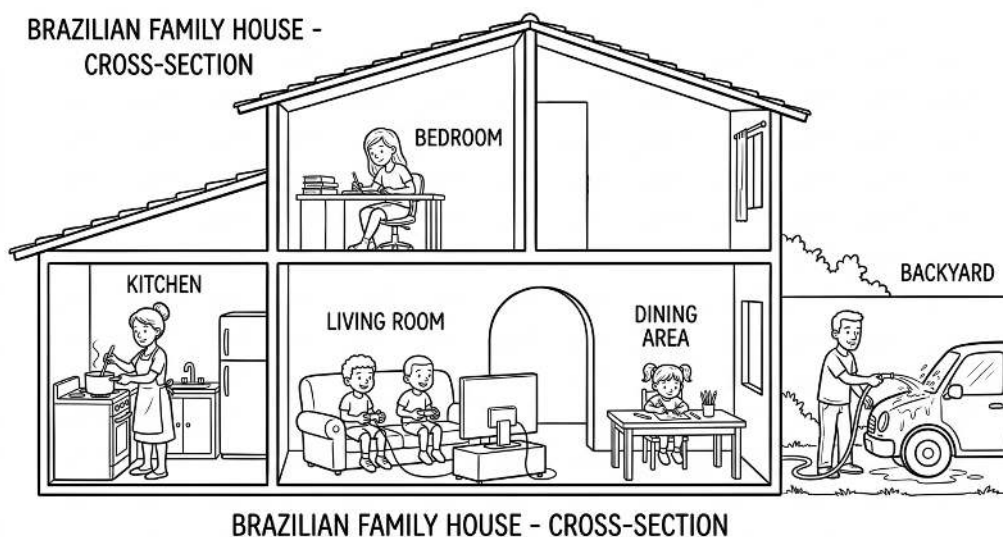
In the backyard, their father, Seu Roberto, is washing his car. He is also talking on his phone at the same time. He is speaking to his brother, Tio Marcos, who is driving to Recife from Joao Pessoa. Tio Marcos is bringing his family to visit for the weekend, and everyone is excited.

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

TEACHER EDITION



*A busy Saturday morning at the Silva family home.*

**Teacher Note:**

**Pre-reading activity:** Ask students: "What do you usually do on Saturday mornings? What is your family doing right now?" This helps activate the Present Continuous before reading.

**Reading strategy:** Have students underline all the Present Continuous verbs in the text as they read. Ask them to count how many different -ing forms they can find. (There are over 20!)

**Post-reading discussion:** Ask students to describe what each family member is doing using complete sentences. This reinforces both reading comprehension and oral production.

**Exercise 5 True or False**

TEACHER EDITION

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.

**F** \_\_\_\_\_

**F (She is cooking in the kitchen.)**

2. The twins are playing a video game together. **T** \_\_\_\_\_

**T**

3. Carolina is studying for an English exam.

**F** \_\_\_\_\_

**F (She has an important exam on Monday. She is reading her biology textbook. She is preparing for the ENEM.)**

4. Tio Marcos is driving to Recife from Joao Pessoa. **T** \_\_\_\_\_

**T**

5. Sofia is drawing a picture for her school homework. **F** \_\_\_\_\_

**F (She is making a welcome card for Tio Marcos and his family.)**

**Exercise 6 Answer the Questions**

TEACHER EDITION

*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?

---

**Dona Marta is cooking feijoada and singing a song. Today's feijoada is special because she is making it with extra sausage because the whole family is coming for lunch.**

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

---

**Pipoca is lying next to them and sleeping peacefully despite all the noise.**

3. Why is Carolina studying so hard these days?

---

**Carolina is studying hard because she is currently preparing for the ENEM exam.**

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

---

**Seu Roberto is washing his car and talking on his phone. Tio Marcos is driving to Recife from Joao Pessoa to visit the family for the weekend.**

TEACHER EDITION

UNIT 6.4

# Writing: What Is Everyone Doing?

TEACHER EDITION

## 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: \_\_\_\_\_**

TEACHER EDITION

**My scene:** \_\_\_\_\_

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.



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

**Teacher Note:**

**Suggested time:** 20 minutes

**Assessment criteria:**

- At least 8 sentences using the Present Continuous correctly
- Variety of action verbs (at least 5 different verbs)
- At least one negative sentence
- Correct -ing spelling
- No stative verbs used in the continuous form
- Use of time expressions (now, right now, at the moment, etc.)

**Extension activity:** Have students swap their paragraphs with a partner. The partner reads the paragraph and draws the scene described. Then they compare the drawing with what the writer imagined. This is a fun way to check comprehension and accuracy.

## 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**

TEACHER EDITION

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**

TEACHER EDITION

- ☐ 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.

**Performance Feedback:**

Listen for message completion first: did the listener get a clear picture of the scene? Then target am/is/are agreement, -ing spelling, stative verbs kept out of the continuous, the now-vs-routine contrast, and repair language. Do not interrupt every error. Note one successful phrase and one next step for each student. Give feedback in Portuguese where needed.

## Chapter 6 - Answer Key

### Exercise 1: Form the Present Continuous

1. is reading
2. are playing
3. am writing
4. is running
5. are not watching
6. Is ... dancing
7. is sleeping
8. are making
9. is sitting
10. Are ... swimming

### Exercise 2: Choose the Correct Option

1. b) is sitting
2. c) is writing
3. a) Are ... paying
4. b) is raining
5. a) isn't studying

### Exercise 3: Complete with the Present Continuous or Present Simple

1. is raining
2. know (stative verb)
3. is cooking
4. want (stative verb)
5. is learning
6. doesn't understand (stative verb)
7. is talking
8. prefer (stative verb)
9. are working
10. believe (stative verb)

### Exercise 4: Find and Correct the Mistakes

1. I know the answer to this question. (know is a stative verb)
2. She is writing an email to her teacher. (drop the -e before -ing)
3. We need more time to finish the project. (need is a stative verb)
4. The children are playing in the garden right now. (children = plural, use "are")
5. He is running very fast in the race. (double the -n: running)
6. I believe everything she says. (believe is a stative verb)
7. Pedro is studying for his test at the moment. (Pedro = he, use "is")
8. They are lying on the grass in the park. (lie changes -ie to -y: lying)

**Exercise 5: True or False**

TEACHER EDITION

1. F (She is cooking in the kitchen, not in the living room.)
3. F (She is studying biology / preparing for the ENEM, not for an English exam.)
4. T
5. F (She is making a welcome card for Tio Marcos and his family, not doing school homework.)

**Exercise 6: Answer the Questions**

1. Dona Marta is cooking feijoada and singing a song. Today's feijoada is special because she is making it with extra sausage because the whole family is coming for lunch.
2. Pipoca is lying next to the twins and sleeping peacefully despite all the noise.
3. Carolina is studying hard because she is currently preparing for the ENEM exam.
4. Seu Roberto is washing his car and talking on his phone. At the same time, Tio Marcos is driving to Recife from Joao Pessoa to visit the family for the weekend.

**Exercise 7: Describe a Busy Scene**

*Answers will vary. Check for correct use of Present Continuous, variety of action verbs (at least 5 different verbs), at least one negative sentence, correct -ing spelling, no stative verbs in the continuous form, and use of time expressions.*

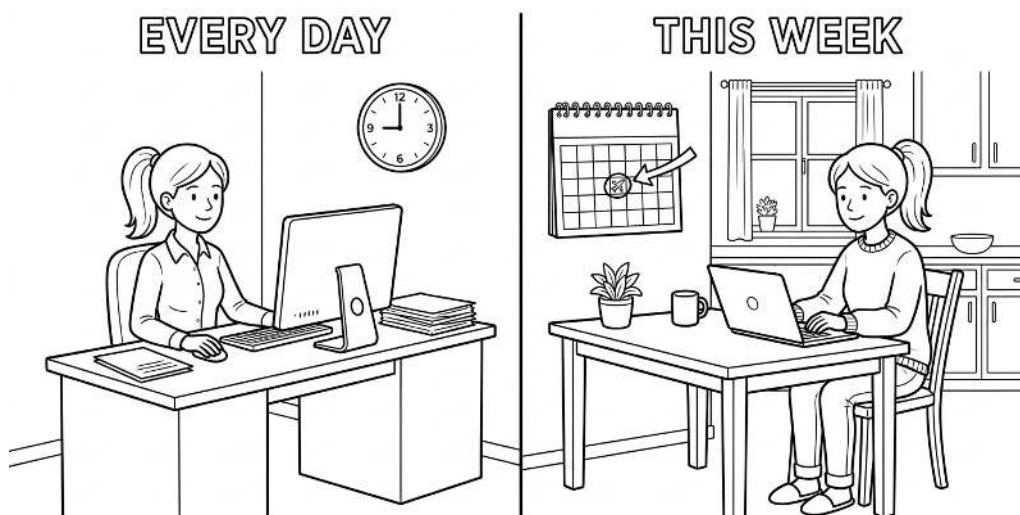
TEACHER EDITION

## CHAPTER 7

TEACHER EDITION

# 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

TEACHER EDITION

| 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?**

TEACHER EDITION

*Listen without reading the script. Write short answers.*

1. Why is Rafa busy this week?

---

**He is helping his uncle paint his house (this week only).**

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

---

**They are meeting at the food market at seven.**

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

---

**He says "Sorry, can you repeat the time?"**

**Teacher Route — 120 minutes:**

**0–15:** mission and listening warm-up. **15–45:** the two formulas — Present Simple vs Present Continuous (rule box in Unit 7.1) and Present Continuous for future arrangements (rule box in Unit 7.2). **45–80:** choose one controlled exercise from Unit 7.1 (Exercise 1 or 2) and one from Unit 7.2 (Exercise 3 or 4); read the Unit 7.2 lunch-break dialogue in pairs. **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. The reading (Unit 7.3, Exercises 5–6) and the writing task (Unit 7.4, Exercise 7) are extension or homework.

**Read twice:** Camila: “Hi, Rafa! Are you free on Saturday?” Rafa: “Hmm, this week I'm helping my uncle paint his house, so I'm working every morning.” Camila: “Every morning? You usually sleep late on Saturdays!” Rafa: “I know! It's just this week. Why?” Camila: “I usually visit my grandmother on Saturdays, but she's travelling. We're meeting at the food market at seven — the whole group. Are you coming?” Rafa: “Sorry, can you repeat the time?” Camila: “Seven o'clock, at the food market.” Rafa: “Perfect. I finish at five, so... yes, I'm coming!”

# Present Continuous vs Present Simple

TEACHER EDITION

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



## Time Expressions — Key Clues

TEACHER EDITION

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

TEACHER EDITION

**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

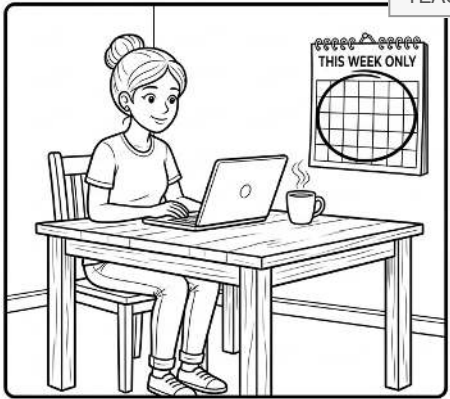
**Present Simple: Juliana studies biology at university.***Juliana estuda biologia na universidade.***Present Continuous: This semester, she is studying extra hard for her exams.***Neste semestre, ela está estudando muito para as provas.*

## 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.*

| PERMANENT                                                                                                     | TEMPORARY                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
|  <p>She works at a bank.</p> |  <p>She is working from home this week.</p> |

"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.*

**Teacher Note:**

**Suggested time:** 30 minutes

**Key concept:** Portuguese speakers tend to use the Present Simple for both permanent and temporary situations. Emphasize that in English, the Present Continuous signals that something is *different from the norm* or *limited in time*. Use contrastive pairs on the board and ask students to identify which is permanent and which is temporary.

**Common error:** Students may say "I live in Sao Paulo this month" when they mean a temporary stay. Correct to "I am living in Sao Paulo this month."

**Activity:** Write five sentences on the board using Present Simple. Ask students to create a temporary version using Present Continuous (e.g., "I walk to school" becomes "I'm walking to school because my bicycle is broken").

TEACHER EDITION

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

**Exercise 2 Choose the Correct Option**

TEACHER EDITION

*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

**b) teaches**

2. Shhh! I \_\_\_\_\_ to concentrate on my homework.

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

**c) am trying**

3. The population of the city \_\_\_\_\_ rapidly these days.

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

**b) is growing**

4. Felipe usually \_\_\_\_\_ coffee, but this morning he \_\_\_\_\_ juice.

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

**a) drinks / is drinking**

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

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

**c) revolves**

## UNIT 7.2

# Present Continuous for Future Arrangements

TEACHER EDITION



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

**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

TEACHER EDITION

**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

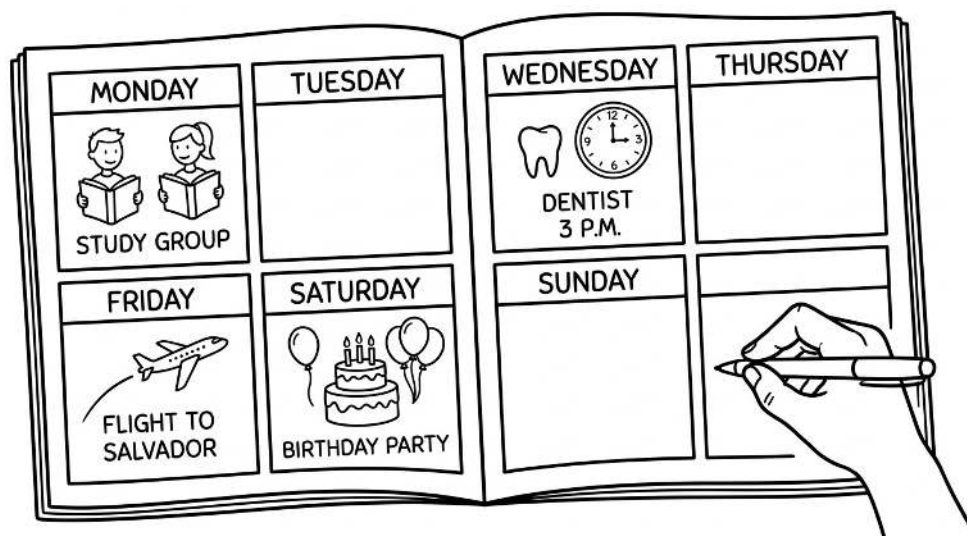
**Are you doing anything special this weekend?**

*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:**

TEACHER EDITION

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**

TEACHER EDITION

- 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!

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

**Key concept:** Help students see that the Present Continuous for future is very common in everyday conversation about arrangements. In Portuguese, "vou + infinitivo" covers both arrangements and intentions, so students need practice distinguishing between the two in English.

**Dialogue activity:** Have students read the dialogue in pairs. Then ask them to underline every example of Present Continuous used for the future. Ask: "How do we know these are future, not present?" (Answer: because of time expressions like "this weekend," "on Saturday," "on Sunday," "at 2 p.m.")

**Extension:** Students create their own weekend plan dialogue with a partner, using at least 5 examples of Present Continuous for future arrangements.

TEACHER EDITION

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

**Exercise 4 Rewrite Using the Present Continuous for the Future**

TEACHER EDITION

*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)

---

**I am meeting Ana on Saturday.**

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

---

**We are visiting the museum next Sunday.**

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

---

**My parents are having dinner at a restaurant tonight.**

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

---

**Rafael is seeing the doctor on Thursday at 2 p.m.**

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

---

**Our class is going on a field trip next month.**

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

---

**Mariana and Joao are flying to Florianopolis next week.**

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

TEACHER EDITION

---

**I am studying with Beatriz at the library on Sunday.**

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

---

**The band is playing a concert on Friday night.**

UNIT 7.3

## Reading: A Week of Changes

TEACHER EDITION

### 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*



TEACHER EDITION

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

**Teacher Note:**

**Suggested time:** 25 minutes

**Pre-reading:** Ask students: "Has your routine ever changed temporarily? Why?" Have a brief class discussion. This activates prior knowledge and connects to the reading.

**Reading strategy:** Ask students to read the text once for general understanding. Then read again and highlight or underline all Present Simple verbs in one color and Present Continuous verbs in another. This visual activity reinforces the grammar point.

**Discussion:** After the exercises, ask students: "Which verbs in the text are Present Continuous for happening now/this week (temporary), and which are for future arrangements (plans for Saturday and Sunday)?"

**Exercise 5 True or False**

TEACHER EDITION

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. **F** **F (She normally wakes up at 6:30. She is waking up at 5:30 only this week.)**
2. This week, Isabela is buying a snack at the school cafeteria instead of eating breakfast at home. **T**
3. Isabela's English teacher is angry because she is missing her classes. **F** **F (Her English teacher understands the situation and is giving her extra exercises.)**
4. On Saturday, Isabela is presenting her project at the science fair. **T**
5. Isabela prefers her changed routine to her normal routine. **F** **F (She says "Change is interesting, but I also love my routine!" She is looking forward to her normal routine.)**

**Exercise 6 Answer the Questions**

TEACHER EDITION

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

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

**She goes to a language school where she studies English twice a week. On other days, she does her homework, helps her mother, or meets her friends at a cafe.**

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

**This week is different because the school is organizing a science fair and Isabela is the leader of her group's project. She is spending every afternoon at school working on the project.**

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

**After the presentation, she is going to the shopping center with her friends. They are eating pizza and then watching a movie at the cinema.**

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.

**Present Simple (example): "She wakes up at 6:30 every morning." / Present Continuous (example): "This week, she is waking up earlier than usual." (Other correct examples are acceptable.)**

# Writing: My Routine, My Changes, and My Plans

TEACHER EDITION

## 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 \_\_\_\_\_.

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

TEACHER EDITION

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

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## 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 \_\_\_\_\_.

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

**Teacher Note:**

**Suggested time:** 25 minutes

**Assessment criteria:**

- Correct use of Present Simple in Paragraph 1 for routines and habits
- Correct use of Present Continuous in Paragraph 2 for temporary situations
- Correct use of Present Continuous in Paragraph 3 for future arrangements (with clear future time expressions)
- At least 4 different verbs in each paragraph
- Clear contrast between the three paragraphs
- Coherent and organized writing

**Differentiation:** For stronger students, ask them to add a fourth paragraph comparing their routine to a family member's routine. For students who need more support, allow them to write 3-4 sentences per paragraph instead of full paragraphs.

**Extension activity:** Have students exchange paragraphs with a partner. The partner reads and identifies which tense is used in each paragraph and whether it is used correctly. Then they discuss any differences in their routines and 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**

TEACHER EDITION

*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**

TEACHER EDITION

- ☐ 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.

**Performance Feedback:**

Listen for message completion first: did the pair agree on a real plan — day, time, and place? Then target the routine-vs-now-vs-plans contrast: Present Simple for habits, Present Continuous for temporary situations and arrangements, time expressions (this week, on Saturday, at four), and repair language. Do not interrupt every error. Note one successful phrase and one next step for each student. Give feedback in Portuguese where needed.

## Chapter 7 - Answer Key

### Exercise 1: Present Simple or Present Continuous?

1. walks ... is taking    2. works    3. is raining    4. doesn't eat
5. is staying    6. freezes    7. is sleeping    8. live
9. is changing    10. plays ... is visiting

### Exercise 2: Choose the Correct Option

1. b) teaches    2. c) am trying    3. b) is growing
4. a) drinks / is drinking    5. c) revolves

### Exercise 3: Present, Temporary, or Future?

1. is meeting (future arrangement)    2. drives (habit/routine)
3. is playing (happening right now)
4. are having (future arrangement)    5. doesn't like (permanent fact)
6. is working (temporary situation)
7. Are ... coming (future arrangement)    8. rises (general truth)
9. are writing (happening right now)
10. is flying (future arrangement)

### Exercise 4: Rewrite Using the Present Continuous for the Future

1. I am meeting Ana on Saturday.
2. We are visiting the museum next Sunday.
3. My parents are having dinner at a restaurant tonight.
4. Rafael is seeing the doctor on Thursday at 2 p.m.
5. Our class is going on a field trip next month.
6. Mariana and Joao are flying to Florianopolis next week.
7. I am studying with Beatriz at the library on Sunday.

8. The band is playing a concert on Friday night.

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### Exercise 5: True or False

1. F (She normally wakes up at 6:30. She is waking up at 5:30 only this week.)
2. T
3. F (Her English teacher understands the situation and is giving her extra exercises.)
4. T
5. F (She says "Change is interesting, but I also love my routine!")

### Exercise 6: Answer the Questions

1. She goes to a language school where she studies English twice a week. On other days, she does her homework, helps her mother, or meets her friends at a cafe.
2. This week is different because the school is organizing a science fair and Isabela is the leader of her group's project. She is spending every afternoon at school working on the project.
3. After the presentation, she is going to the shopping center with her friends. They are eating pizza and then watching a movie at the cinema.
4. Present Simple (example): "She wakes up at 6:30 every morning." / Present Continuous (example): "This week, she is waking up earlier than usual." (Other correct examples are acceptable.)

### Exercise 7: Write About Your Life Right Now

*Answers will vary. Check for correct use of Present Simple in Paragraph 1 (routines/habits), Present Continuous in Paragraph 2 (temporary situations happening now), and Present Continuous with future time expressions in Paragraph 3 (weekend arrangements). Look for at least 4 different verbs per paragraph and clear contrast between the three paragraphs.*

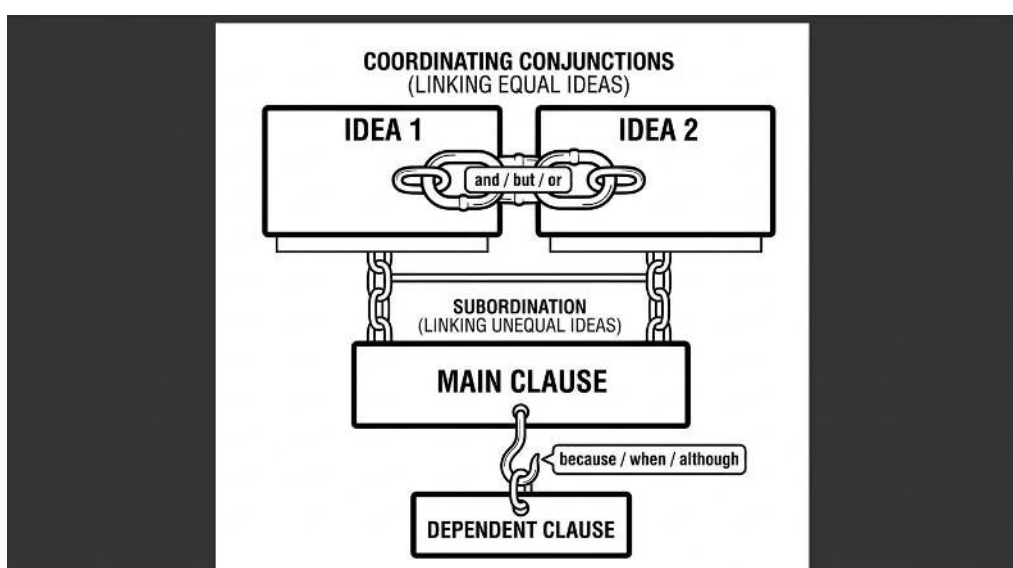
TEACHER EDITION

## CHAPTER 8

TEACHER EDITION

# 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

TEACHER EDITION

| 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?**

TEACHER EDITION

*Listen without reading the script. Write short answers.*

1. Why is Pedro late for class?

---

**Because his bus broke down.**

2. Why did he walk to school?

---

**The next bus was full, so he walked.**

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

---

**He says "Sorry, can you repeat that?"**

**Teacher Route — 120 minutes:**

**0–15:** mission and listening warm-up. **15–45:** connector formula — the FANBOYS rule box (Unit 8.1) and the subordinating conjunctions rule box (Unit 8.2), with special focus on because, so, but, and although. **45–80:** choose one controlled exercise from Unit 8.1 (Exercise 1 or 2) and one from Unit 8.2 (Exercise 3 or 4); read the Unit 8.2 Saturday-morning dialogue in pairs. **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. The reading (Unit 8.3, Exercises 5–6) and the writing task (Unit 8.4, Exercise 7) are extension or homework.

**Read twice:** Teacher: “Good morning, Pedro. You're very late today.” Pedro: “I'm really sorry, teacher. I always take the seven o'clock bus, but today it broke down.” Teacher: “I see. So what did you do?” Pedro: “The next bus was full, so I walked here.” Teacher: “You walked? In this rain?” Pedro: “Yes! Although it was raining, I didn't want to miss the class.” Teacher: “Well, you're here now. Sit down, and we can review the exercise after class.” Pedro: “Sorry, can you repeat that? Before or after class?” Teacher: “After class, Pedro. After.”

# Coordinating Conjunctions (FANBOYS)

TEACHER EDITION

## 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**:

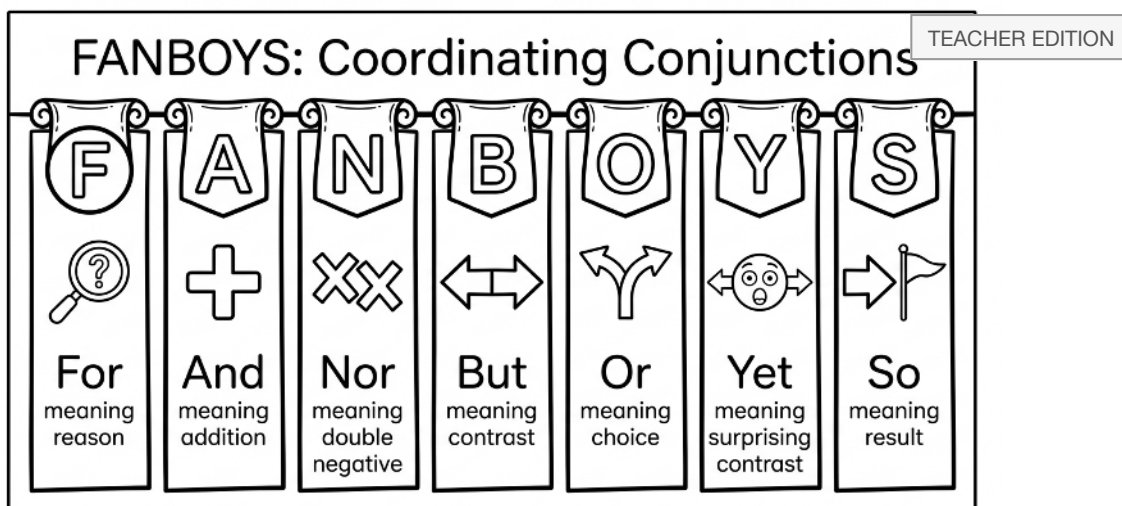
| Letter | Conjunction | Meaning / Function           | Significado            |
|--------|-------------|------------------------------|------------------------|
| F      | <b>for</b>  | gives a reason (formal)      | pois, porque (formal)  |
| A      | <b>and</b>  | adds information             | e                      |
| N      | <b>nor</b>  | adds a negative alternative  | nem                    |
| B      | <b>but</b>  | shows contrast               | mas                    |
| O      | <b>or</b>   | gives a choice / alternative | ou                     |
| Y      | <b>yet</b>  | shows contrast (unexpected)  | mas, porém, no entanto |
| S      | <b>so</b>   | 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                                            |
|------------|------------------------|-------------------------------------------------------------|
| <b>and</b> | <i>e</i>               | Lucas studies English <b>and</b> Spanish.                   |
| <b>but</b> | <i>mas</i>             | She is tired, <b>but</b> she keeps studying.                |
| <b>or</b>  | <i>ou</i>              | Do you want coffee <b>or</b> juice?                         |
| <b>so</b>  | <i>então, por isso</i> | It was late, <b>so</b> we went home.                        |
| <b>yet</b> | <i>mas, porém</i>      | He is young, <b>yet</b> he is very responsible.             |
| <b>for</b> | <i>pois (formal)</i>   | She stayed home, <b>for</b> she was not feeling well.       |
| <b>nor</b> | <i>nem</i>             | He doesn't like soccer, <b>nor</b> 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)

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**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."

**Teacher Note:**

**Suggested time:** 25 minutes

TEACHER EDITION

**L1 note:** Brazilian students tend to overuse "and" and "but" because these map directly to Portuguese "e" and "mas." Encourage them to experiment with "so," "yet," and "or" to add variety. The conjunction "for" (meaning "because") is rarely used in everyday conversation; it appears mostly in formal writing. "Nor" requires subject-verb inversion ("nor does he..."), which may need extra practice.

**Activity:** Write the acronym FANBOYS on the board. Give students two simple sentences and ask them to connect them using different FANBOYS conjunctions, discussing how the meaning changes each time.

### 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, **and** \_\_\_\_\_ she likes to draw. **and**
2. I wanted to play outside, **but** \_\_\_\_\_ it was raining heavily. **but**
3. Would you like to sit here, **or** \_\_\_\_\_ would you prefer a table near the window? **or**
4. Felipe forgot his umbrella, **so** \_\_\_\_\_ he got completely wet. **so**
5. The restaurant was expensive, **yet** \_\_\_\_\_ the food was not very good. **yet**
6. We left early, **for** \_\_\_\_\_ we did not want to miss the bus. **for**
7. Ana doesn't speak French, **nor** \_\_\_\_\_ does she speak German. **nor**
8. Rodrigo practiced every day, **and** \_\_\_\_\_ his English improved a lot. **and / so**
9. You can do the homework now, **or** \_\_\_\_\_ you can do it after dinner. **or**
10. Camila is very shy, **yet** \_\_\_\_\_ she gave an excellent presentation in class. **yet / but**

**Exercise 2 Choose the Correct Conjunction**

TEACHER EDITION

*Select the correct coordinating conjunction to complete each sentence.*

1. I was very hungry, \_\_\_\_ I made a sandwich.

☐ a) but

☐ b) so

☐ c) yet

**b) so**

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

☐ a) and

☐ b) or

☐ c) but

**c) but**

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

☐ a) nor

☐ b) and

☐ c) so

**a) nor**

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

☐ a) for

☐ b) or

☐ c) yet

**b) or**

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

☐ a) so

☐ b) for

☐ c) yet

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

## Clause Order and Punctuation

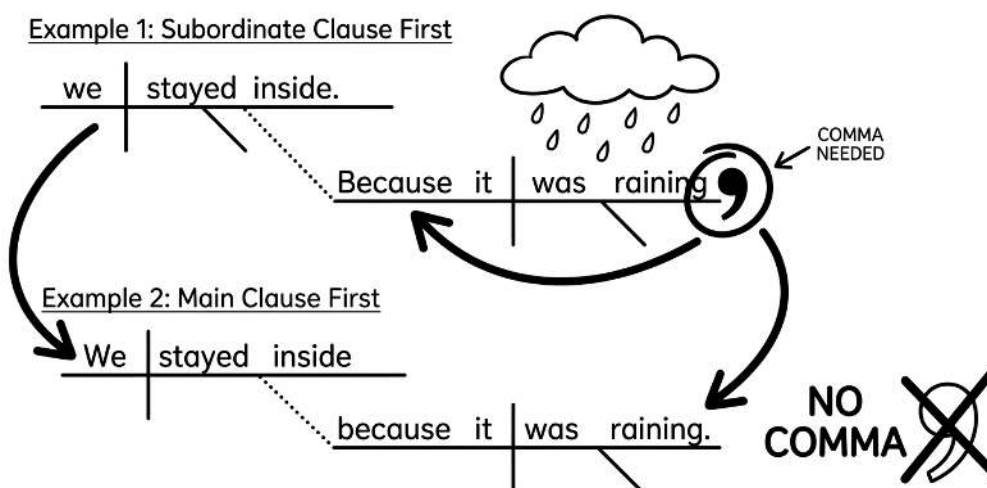
TEACHER EDITION

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)**

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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)**

TEACHER EDITION

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

TEACHER EDITION

### 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?)

#### Teacher Note:

**Suggested time:** 30 minutes

**L1 note (Portuguese interference):** In Portuguese, "porque" (one word, no accent) means "because," while "por que" (two words) is used in questions. In English, there is only one form: **"because."** Students sometimes write "becouse" or "becuse" -- remind them of the correct

spelling. Also, Portuguese uses the subjunctive after "embora" (although), but English does not require any special verb form after "although."

TEACHER EDITION

**Activity:** Read the dialogue aloud with a student volunteer. Then ask pairs to identify every conjunction used in the dialogue and classify each one as coordinating or subordinating.

### 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 **because** \_\_\_\_\_ the neighbors were having a party. **because**
2. **When** \_\_\_\_\_ Gabriela was a child, she lived in Salvador. **When**
3. **If** \_\_\_\_\_ you don't understand something, you should ask the teacher. **If**
4. **Although** \_\_\_\_\_ the exam was difficult, most students passed. **Although**
5. My mother listened to the radio **while** \_\_\_\_\_ she cooked dinner. **while**
6. Please wash your hands **before** \_\_\_\_\_ you eat. **before**
7. **After** \_\_\_\_\_ the game ended, everyone went to get ice cream. **After**
8. Renato went to school **although** \_\_\_\_\_ he was feeling sick. **although / even though**
9. **When** \_\_\_\_\_ the bell rings, all the students run to the door. **When**
10. We will cancel the trip **if** \_\_\_\_\_ the weather is too bad. **if**

**Exercise 4 Combine the Sentences**

TEACHER EDITION

*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")

---

**Although it was raining, she walked to school. / She walked to school although it was raining.**

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

---

**While I was studying, my brother was watching TV. / I was studying while my brother was watching TV.**

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

---

**Clara did not go to the party because she was feeling sick. / Because she was feeling sick, Clara did not go to the party.**

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

---

**After you finish your homework, you can play outside. / You can play outside after you finish your homework.**

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

---

**Before we eat dinner, we usually go for a walk. / We usually go for a walk before we eat dinner.**

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

TEACHER EDITION

---

**If you practice every day, you will improve your pronunciation. / You will improve your pronunciation if you practice every day.**

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

---

**When Daniela arrived at the cinema, the movie had already started. / The movie had already started when Daniela arrived at the cinema.**

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

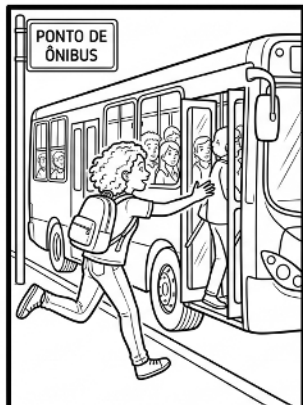
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**Although he is only fifteen years old, he speaks three languages. / He speaks three languages although he is only fifteen years old.**

## 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*

### Teacher Note:

**Pre-reading activity:** Ask students: "Have you ever had a day when everything went wrong? What happened?" Let a few students share brief stories to activate relevant vocabulary.

**Reading strategy:** Have students read the text once for general understanding, then read it again and circle or underline every conjunction they find (both coordinating and subordinating). They should be able to find at least 20 connectors in the text.

TEACHER EDITION

**Post-reading discussion:** Ask students to identify which connectors are coordinating and which are subordinating. This reinforces the lesson content through the reading context.

### 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.

**False -- She woke up late because her alarm didn't go off.**

**False**

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

**True -- The bus had already left, so she walked.**

**True**

3. The teacher was angry when Ana arrived late.

**False -- Although the teacher was strict, she was understanding that day.**

**False**

4. Ana borrowed a calculator from her friend Caio.

**True -- She asked Caio if she could borrow his calculator, and he said yes.**

**True**

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

**False -- Her mother picked her up in the car because it was still raining.**

**False**

**Exercise 6 Answer the Questions**

TEACHER EDITION

*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?

---

**Ana got wet because it started to rain while she was walking to school, and she didn't have an umbrella.**

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

---

**Ana forgot her calculator at home, so she asked her friend Caio if she could borrow his. He said yes, so she was able to do the exercises.**

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

---

**Although the teacher was strict, she was understanding that day. She told Ana to sit down and dry off. This was surprising because the teacher was usually strict.**

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

---

**Ana learned that if you stay positive and you have good friends, even the worst day can turn out okay.**

## 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**

TEACHER EDITION

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

TEACHER EDITION

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?

TEACHER EDITION

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

### Teacher Note:

**Suggested time:** 20 minutes for writing + 10 minutes for peer review

**Activity:** After students finish writing, have them exchange paragraphs with a partner. The partner should: (1) circle all the connectors used, (2) check if at least 6 different connectors are present, (3) check the comma rule for subordinating conjunctions. Then students can revise their writing based on their partner's feedback.

**Extension:** Ask volunteers to read their paragraphs aloud. The rest of the class listens and raises a hand each time they hear a connector. This creates an engaging listening activity reinforcing the lesson.

TEACHER EDITION

## 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**

TEACHER EDITION

*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**

TEACHER EDITION

- ☐ 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.

**Performance Feedback:**

Listen for message completion first: is the explanation clear — what happened, why, and what comes next? Then target connector choice (because for reasons, so for results, but and although for contrast), clause order and the comma when because/although starts the sentence, and repair language. Do not interrupt every error. Note one successful phrase and one next step for each student. Give feedback in Portuguese where needed.

## Chapter 8 - Answer Key

### Exercise 1: Complete with a Coordinating Conjunction

1. and    2. but    3. or    4. so    5. yet    6. for    7. nor  
8. and / so    9. or    10. yet / but

### Exercise 2: Choose the Correct Conjunction

1. b) so    2. c) but    3. a) nor    4. b) or    5. c) yet

### Exercise 3: Complete with a Subordinating Conjunction

1. because    2. When    3. If    4. Although    5. while    6. before  
7. After    8. although / even though    9. When    10. if

### Exercise 4: Combine the Sentences

1. Although it was raining, she walked to school. / She walked to school although it was raining.
2. While I was studying, my brother was watching TV. / I was studying while my brother was watching TV.
3. Clara did not go to the party because she was feeling sick. / Because she was feeling sick, Clara did not go to the party.
4. After you finish your homework, you can play outside. / You can play outside after you finish your homework.
5. Before we eat dinner, we usually go for a walk. / We usually go for a walk before we eat dinner.
6. If you practice every day, you will improve your pronunciation. / You will improve your pronunciation if you practice every day.
7. When Daniela arrived at the cinema, the movie had already started. / The movie had already started when Daniela arrived at the cinema.
8. Although he is only fifteen years old, he speaks three languages. / He speaks three languages although he is only fifteen years old.
- Accept either clause order. When the subordinate clause comes first, a comma is required.*

**Exercise 5: True or False**

TEACHER EDITION

1. False -- She woke up late because her alarm didn't go off (not because she stayed up all night).
2. True -- The bus had already left, so she decided to walk.
3. False -- Although the teacher was strict, she was understanding that day.
4. True -- She asked Caio if she could borrow his calculator, and he said yes.
5. False -- Her mother picked her up in the car because it was still raining.

**Exercise 6: Answer the Questions**

1. Ana got wet because it started to rain while she was walking to school, and she didn't have an umbrella.
2. Ana forgot her calculator at home, so she asked her friend Caio if she could borrow his. He said yes, so she was able to do the exercises.
3. Although the teacher was strict, she was understanding that day. She told Ana to sit down and dry off. This was surprising because the teacher was usually strict.
4. Ana learned that if you stay positive and you have good friends, even the worst day can turn out okay.

*Accept answers that convey the same meaning using different words. Encourage students to use connectors in their answers.*

**Exercise 7: Write About a Memorable Day**

Answers will vary. Check that the student has:

- Written 8-12 sentences about a memorable day
- Used at least 6 different connectors (coordinating and/or subordinating)
- Applied the comma rule correctly (comma when subordinate clause comes first)
- Written a coherent, connected narrative (not just isolated sentences)

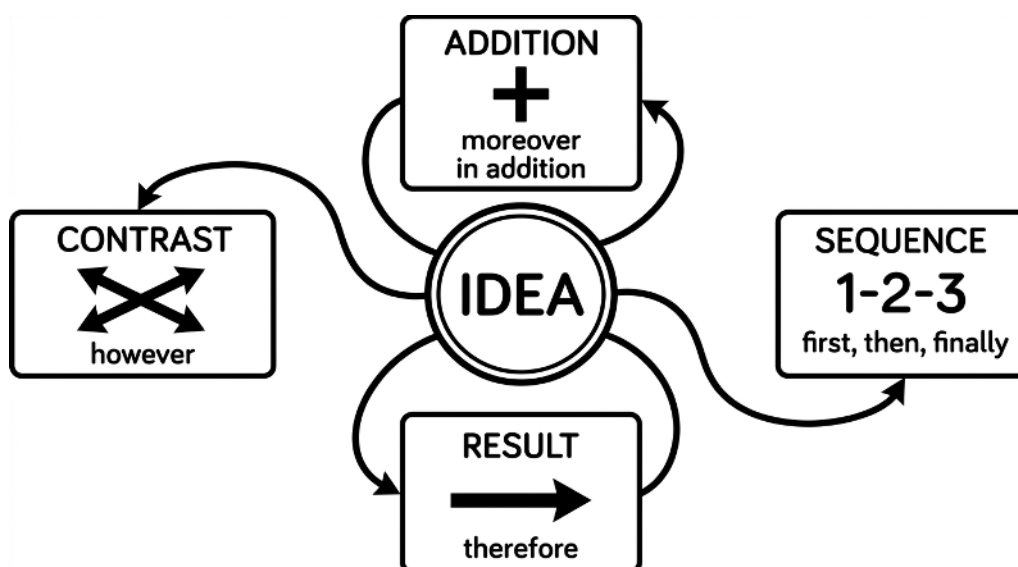
TEACHER EDITION

## CHAPTER 9

TEACHER EDITION

# 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

TEACHER EDITION

| 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**

TEACHER EDITION

*Listen without reading the script. Write short answers.*

1. What do you put in the pan first?

---

**Condensed milk, chocolate powder, and butter.**

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

---

**Because if you don't stir, it burns.**

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

---

**She asks "Sorry, what does 'stir' mean?"**

**Teacher Route — 120 minutes:**

**0–15:** mission and listening warm-up. **15–45:** connector formula — addition and contrast (rule boxes in Unit 9.1), then result and sequence (rule boxes in Unit 9.2), with special focus on first, then, after that, finally, also, and however. **45–80:** choose one controlled exercise from Unit 9.1 (Exercise 1 or 2) and one from Unit 9.2 (Exercise 3 or 4); read the Unit 9.2 weekend dialogue in pairs. **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. The reading (Unit 9.3, Exercises 5–6) and the writing task (Unit 9.4, Exercise 7) are extension or homework.

**Read twice:** Neighbour: “This brigadeiro is delicious! How do you make it?” Ana: “It's easy! First, you put condensed milk, chocolate powder, and butter in a pan. Then, you cook it on low heat and stir all the time.” Neighbour: “Sorry, what does 'stir' mean?” Ana: “To move it with a spoon — like this. If you don't stir, it burns. After that, you wait for it to cool. Finally, you roll little balls and cover them with sprinkles.” Neighbour: “That sounds easy. Also, how long does it cook?” Ana: “About ten minutes. However, every stove is different, so watch the pan!”

# Linking Words for Addition and Contrast

TEACHER EDITION

## 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              |
|--------------------|--------------------------------------------------|-----------------------------------|
| <b>also</b>        | adds extra information (neutral)                 | before the main verb; after "be"  |
| <b>too</b>         | adds extra information (informal)                | end of the sentence               |
| <b>as well</b>     | same as "too" (informal)                         | end of the sentence               |
| <b>in addition</b> | adds a new point (formal)                        | beginning of the sentence + comma |
| <b>moreover</b>    | adds a stronger or more important point (formal) | beginning of the sentence + comma |
| <b>furthermore</b> | adds another point (very formal)                 | beginning of the sentence + comma |
| <b>besides</b>     | 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

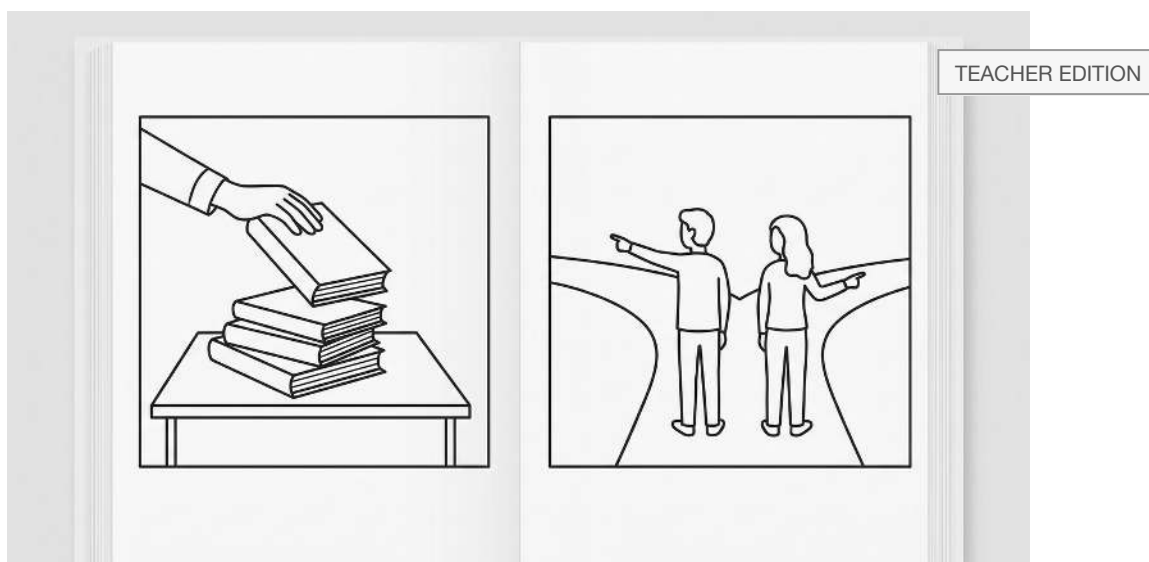
TEACHER EDITION

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

| Connector                | Meaning / Use                          | Position in Sentence              |
|--------------------------|----------------------------------------|-----------------------------------|
| <b>however</b>           | introduces a contrasting idea (formal) | beginning of new sentence + comma |
| <b>on the other hand</b> | presents an alternative viewpoint      | beginning of new sentence + comma |
| <b>nevertheless</b>      | "despite what was just said" (formal)  | beginning of new sentence + comma |
| <b>in spite of</b>       | "despite" + noun / -ing form           | beginning or middle of sentence   |
| <b>despite</b>           | same as "in spite of" + noun / -ing    | beginning or middle of sentence   |
| <b>whereas</b>           | compares two different things directly | joins two clauses (mid-sentence)  |
| <b>instead</b>           | 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         |
|--------------------------|-----------------------------------|----------|------------------|
| <b>Addition</b>          |                                   |          |                  |
| <b>also</b>              | <i>também</i>                     | addition | neutral          |
| <b>too</b>               | <i>também</i>                     | addition | informal         |
| <b>as well</b>           | <i>também</i>                     | addition | informal         |
| <b>in addition</b>       | <i>além disso</i>                 | addition | formal           |
| <b>moreover</b>          | <i>além disso; ademais</i>        | addition | formal           |
| <b>furthermore</b>       | <i>além do mais</i>               | addition | very formal      |
| <b>besides</b>           | <i>além disso; além do mais</i>   | addition | informal/neutral |
| <b>Contrast</b>          |                                   |          |                  |
| <b>however</b>           | <i>porém; no entanto; contudo</i> | contrast | formal           |
| <b>on the other hand</b> | <i>por outro lado</i>             | contrast | neutral          |

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

TEACHER EDITION

**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

TEACHER EDITION

**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)

**Teacher Note:**

**Suggested time:** 30 minutes

**Activity:** Write a simple sentence on the board (e.g., "The movie was long.") and ask students to continue it using addition connectors (e.g., "Moreover, it was boring.") and contrast connectors (e.g., "However, it was very interesting."). This shows how the same idea can go in different directions.

**Common L1 interference:** Brazilian students often confuse "but" and "however." Emphasize that "however" is more formal and starts a new sentence, whereas "but" joins two clauses in the same sentence. Also, students tend to use "despite" + clause (e.g., "Despite it was raining") — reinforce the noun/-ing rule.

**Exercise 1 Complete with Addition or Contrast Connectors**

TEACHER EDITION

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

**Exercise 2 Choose the Correct Connector**

TEACHER EDITION

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

**b) Moreover**

2. \_\_\_\_\_ being very young, João is already an excellent swimmer.

- ☐ a) However  
☐ b) Despite  
☐ c) Furthermore

**b) Despite**

3. Bruno prefers to study in the morning, \_\_\_\_\_ his friend Rodrigo studies best at night.

- ☐ a) moreover  
☐ b) in addition  
☐ c) whereas

**c) whereas**

4. The restaurant was expensive. \_\_\_\_\_, the food was not very good.

- ☐ a) In addition  
☐ b) Moreover  
☐ c) Nevertheless

**b) Moreover**

5. The train was cancelled. We took the bus \_\_\_\_\_.

- ☐ a) however  
☐ b) instead  
☐ c) also

**b) instead**

## 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                             |
|---------------------|-------------------------------------|----------|--------------------------------------|
| <b>therefore</b>    | portanto; por isso                  | formal   | beginning of sentence + comma        |
| <b>as a result</b>  | como resultado;<br>consequentemente | formal   | beginning of sentence + comma        |
| <b>consequently</b> | consequentemente                    | formal   | beginning of sentence + comma        |
| <b>so</b>           | então; por isso                     | informal | joins two clauses (mid-sentence)     |
| <b>that's why</b>   | é por isso que                      | informal | beginning of sentence / mid-sentence |

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

**Pattern:** Cause, **so** result.

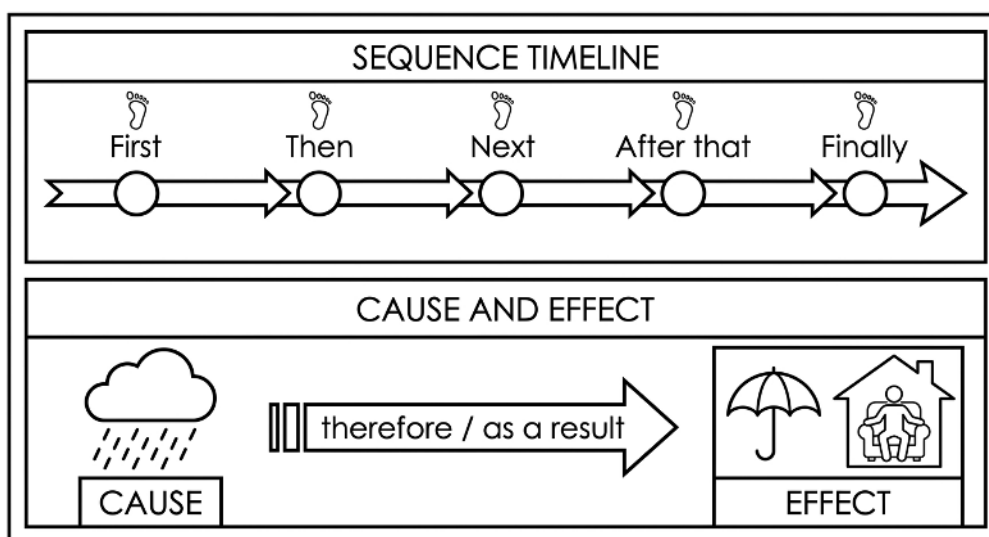
## Sequence Connectors: Ordering Events and Ideas

TEACHER EDITION

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

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

TEACHER EDITION

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

TEACHER EDITION

**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

TEACHER EDITION

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.

#### Teacher Note:

**Suggested time:** 30 minutes

**Activity:** Ask students to tell a partner about their last weekend, using at least 3 sequence connectors and 1 result connector. The partner should listen and count how many connectors were used correctly.

**Important note on "eventually":** Brazilian students often confuse "eventually" (finalmente, por fim) with "eventualmente" in Portuguese (which means "possibly" or "occasionally"). Clarify this false cognate explicitly.

**Exercise 3 Complete with Result or Sequence Connectors**

TEACHER EDITION

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

**Exercise 4 Put the Sentences in Order**

TEACHER EDITION

*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.

**Order: 1. First, Carolina chose her project topic: volcanoes. 2. She had always been interested in science. That's why she picked this subject. 3. Then, she went to the library and borrowed three books about the topic. 4. Next, she wrote a summary of the most important information. 5. After that, she built a small model of a volcano using paper and paint. 6. Finally, on the day of the fair, she presented her project with confidence. 7. As a result, the judges gave her first place! 8. 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!

TEACHER EDITION

*Original text for Incluir English Workbook*

### Teacher Note:

**Pre-reading activity:** Ask students: "Does your school have a festival? What activities do you usually have?" This activates prior knowledge and helps students relate to the text.

**Reading strategy:** Have students underline or highlight all the connectors as they read. After reading, ask them to classify each connector as addition, contrast, result, or sequence. This reinforces the lesson content through authentic use.

### 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." **F** **F (The theme was "Cultures of Brazil.")**
2. The sound system broke two days before the festival. **T** **T**
3. Caio's group presented the culture of the South region. **F** **F (Caio's group focused on the Amazon region.)**
4. It rained on the morning of the festival. **T** **T**
5. Dona Marta said the festival was a failure because of the problems. **F** **F (She said the festival had brought the whole school community together, and it was a huge success.)**

**Exercise 6 Answer the Questions**

TEACHER EDITION

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

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

**They chose "Cultures of Brazil" because it would allow everyone to participate. Moreover, the teachers loved the idea because it was educational.**

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

**First, the sound system broke, so Professor Marcos had to borrow speakers from another school. Second, it rained on the morning of the festival, so the team had to move some outdoor stalls inside.**

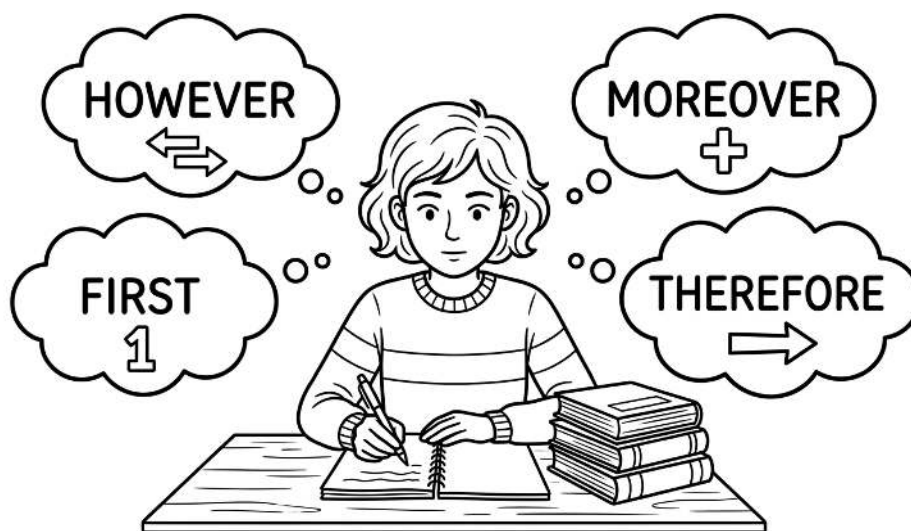
3. What activities were there at the festival besides the food stalls?

**Besides the regional food stalls, there were dance performances, art exhibitions, a storytelling corner, a quiz about Brazilian culture, and a bossa nova guitar performance by Rodrigo.**

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

**Answers will vary. Examples: Addition: "Moreover, the teachers loved the idea." / Contrast: "However, organizing it was not easy." / Result: "As a result, the music teacher had to borrow speakers." / Sequence: "First, the student council had a meeting."**

## 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

TEACHER EDITION

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:** \_\_\_\_\_

TEACHER EDITION

**My connectors (list at least 8):**

\_\_\_\_\_

**My essay/story:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

**Open-ended writing task. Answers will vary. Check for correct use of at least 8 different connectors from the chapter.**

**Teacher Note:**

**Suggested time:** 25–30 minutes

**Assessment criteria:**

- Uses at least 8 different connectors from the chapter correctly
- Uses a mix of connector types (addition, contrast, result, sequence)
- Connectors are used in the correct position with correct punctuation
- The text has a clear introduction, body, and conclusion
- Word count is between 120–180 words

**Extension activity:** After writing, have students exchange essays with a partner. The partner should circle all the connectors and classify them as addition, contrast, result, or sequence. They should also check punctuation. This makes excellent peer-review practice.

**Differentiation:** For students who need more support, provide a writing frame with sentence starters that already include connectors. For advanced students, ask them to rewrite their essay changing the register (informal to formal, or vice versa).

## 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**

TEACHER EDITION

*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**

TEACHER EDITION

- ☐ 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.

**Performance Feedback:**

Listen for message completion first: could the learner repeat the steps in the right order? Then target sequence connectors at the start of the sentence (with the comma), addition vs contrast choice (also vs however), formal vs informal register, and repair language. Do not interrupt every error. Note one successful phrase and one next step for each student. Give feedback in Portuguese where needed.

## Chapter 9 - Answer Key

### Exercise 1: Complete with Addition or Contrast Connectors

1. However    2. also    3. In addition    4. Nevertheless    5. Despite  
6. Moreover    7. whereas    8. instead    9. Besides    10. too

### Exercise 2: Choose the Correct Connector

1. b) Moreover    2. b) Despite    3. c) whereas    4. b) Moreover  
5. b) instead

### Exercise 3: Complete with Result or Sequence Connectors

1. first    2. Then    3. After that    4. Finally    5. so  
6. Therefore    7. As a result    8. Meanwhile    9. Consequently  
10. That's why

### Exercise 4: Put the Sentences in Order

1. First, Carolina chose her project topic: volcanoes.
2. She had always been interested in science. That's why she picked this subject.
3. Then, she went to the library and borrowed three books about the topic.
4. Next, she wrote a summary of the most important information.
5. After that, she built a small model of a volcano using paper and paint.
6. Finally, on the day of the fair, she presented her project with confidence.
7. As a result, the judges gave her first place!
8. Moreover, her teacher said it was one of the best projects she had ever seen.

**Exercise 5: True or False**

TEACHER EDITION

1. F (The theme was "Cultures of Brazil," not "Music of Brazil.")
2. T     3. F (Caio's group focused on the Amazon region, not the South.)
4. T
5. F (Dona Marta said the festival had brought the whole school community together. It was a huge success.)

**Exercise 6: Answer the Questions**

1. They chose "Cultures of Brazil" because it would allow everyone to participate. Moreover, the teachers loved the idea because it was educational.
2. First, the sound system broke, so Professor Marcos had to borrow speakers from another school. Second, it rained on the morning of the festival, so the team had to move some outdoor stalls inside.
3. Besides the food stalls, there were dance performances, art exhibitions, a storytelling corner, a quiz about Brazilian culture, and a bossa nova guitar performance by Rodrigo.
4. Answers will vary. Examples: Addition: "Moreover, the teachers loved the idea." / Contrast: "However, organizing it was not easy." / Result: "As a result, the music teacher had to borrow speakers." / Sequence: "First, the student council had a meeting."

**Exercise 7: Write a Short Essay or Story**

*Open-ended writing task. Answers will vary. Award marks based on the following criteria:*

Uses at least 8 different connectors from the chapter: up to 4 marks

Uses a mix of connector types (addition, contrast, result, sequence): up to 2 marks

Connectors are used with correct position and punctuation: up to 2 marks

Text has a clear introduction, body, and conclusion: up to 1 mark

Word count is within the range (120-180 words): 1 mark

*Total: 10 marks*

TEACHER EDITION

## CHAPTER 10

TEACHER EDITION

# 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

TEACHER EDITION

| Purpose                                                                           | Useful language                                                                                                      |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Answer questions about your life<br>( <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**

TEACHER EDITION

*Listen without reading the script. Write short answers.*

1. Where does the guide usually buy food?

---

**At the street market (it happens every Saturday).**

2. What are the people in the square doing?

---

**They are getting ready for the June festival — hanging flags and dancing.**

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

---

**He says "Sorry, can you speak more slowly?"**

**Teacher Route — 120 minutes:**

**0–15:** mission and listening warm-up. **15–45:** rapid formula review with the review boxes in Units 10.1–10.3 (tenses and questions; nouns, articles, and quantifiers; connectors) — let the students state each rule before you confirm it. **45–80:** speed practice in pairs: one exercise from each review unit — Unit 10.1 (Exercise 1 or 2), Unit 10.2 (Exercise 3 or 4), Unit 10.3 (Exercise 5 or 6). **80–115:** Mission Lab — this is the dress rehearsal for the Speaking Mission Exam. **115–120:** Can-Do exit check and home mission. The reading (Unit 10.4, Exercises 7–8) and the pen-pal letter (Unit 10.5, Exercise 9) are extension or homework — the letter is a strong take-home task before the exam.

**Read twice:** Visitor: “Thanks for showing me around! Where do you usually buy food?” Guide: “At the street market. It happens every Saturday, so we're lucky — it's today!” Visitor: “Great! And what's that building over there?” Guide: “That's the community centre. There are English classes there, and also a small library.” Visitor: “And what is everyone doing in the square?” Guide: “They're getting ready for the June festival. Look — those men are hanging flags, and the children are dancing.” Visitor: “Sorry, can you speak more slowly? Which festival?” Guide: “The June festival — Festa Junina! First we eat, then we dance, and finally we watch the bonfire!”

## UNIT 10.1

## Grammar Review Part 1: Tenses and Questions

TEACHER EDITION

 **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                               |
|--------------------|--------------------------------------|---------------------------------------|
| <b>Affirmative</b> | Subject + verb (+s/es for he/she/it) | Renata <b>works</b> at a hospital.    |
| <b>Negative</b>    | Subject + don't/doesn't + base verb  | They <b>don't speak</b> French.       |
| <b>Question</b>    | Do/Does + subject + base verb?       | <b>Does</b> Bruno <b>play</b> 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

TEACHER EDITION

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                                |
|--------------------|--------------------------------------|----------------------------------------|
| <b>Affirmative</b> | Subject + am/is/are + verb-ing       | Juliana <b>is studying</b> right now.  |
| <b>Negative</b>    | Subject + am/is/are + not + verb-ing | We <b>aren't watching</b> TV today.    |
| <b>Question</b>    | Am/Is/Are + subject + verb-ing?      | <b>Are</b> you <b>listening</b> 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

TEACHER EDITION

**Structure:** WH word + auxiliary (do/does/am/is/are) + subject + base verb/verb-ing?

| WH Word         | Portugues    | Asks about                     | Example                        |
|-----------------|--------------|--------------------------------|--------------------------------|
| <b>What</b>     | O que / Qual | things, activities             | What does she study?           |
| <b>Where</b>    | Onde         | places                         | Where do you live?             |
| <b>When</b>     | Quando       | time                           | When does class start?         |
| <b>Who</b>      | Quem         | people                         | Who teaches English?           |
| <b>Why</b>      | Por que      | reasons                        | Why are you smiling?           |
| <b>How</b>      | Como         | manner, method                 | How do you get to school?      |
| <b>How many</b> | Quantos/as   | quantity (countable)           | How many brothers do you have? |
| <b>How much</b> | Quanto/a     | quantity (uncountable) / price | How much water do you drink?   |


**Remember: Present Simple vs Present Continuous**

TEACHER EDITION

| Present Simple                     | Present Continuous                           |
|------------------------------------|----------------------------------------------|
| Habits and routines                | Actions happening NOW                        |
| General truths / permanent         | Temporary situations                         |
| I <b>walk</b> to school every day. | I <b>am walking</b> to school right now.     |
| She <b>doesn't eat</b> meat.       | She <b>isn't eating</b> 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.)*

**Teacher Note:**

**Suggested time:** 30 minutes

**Warm-up activity (5 min):** Write two sentences on the board: "I eat rice every day" and "I am eating rice right now." Ask students to explain the difference and identify the tenses. Use this to activate prior knowledge before the review.

**Strategy:** Since this is a review chapter, encourage students to try the exercises first WITHOUT looking at the rule boxes. They can check the rules only if they get stuck. This builds confidence and helps identify areas that still need work.

**L1 interference note:** Brazilian students often struggle with the continuous form because Portuguese uses the gerund differently. Reinforce that "I am studying" is happening NOW, not a general habit.

**Exercise 1 Present Simple or Present Continuous?**

TEACHER EDITION

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 **takes** \_\_\_\_\_ the bus to school, but today she **is walking** \_\_\_\_\_. (take / walk) **takes / is walking**
2. Look! The children **are playing** \_\_\_\_\_ in the park. (play) **are playing**
3. Rafael **doesn't like** \_\_\_\_\_ coffee. He always **drinks** \_\_\_\_\_ juice in the morning. (not like / drink) **doesn't like / drinks**
4. Shhh! Be quiet! The baby **is sleeping** \_\_\_\_\_. (sleep) **is sleeping**
5. **Does** \_\_\_\_\_ Marcelo **speak** \_\_\_\_\_ English at home? (speak) **Does ... speak**
6. Right now, we **are doing** \_\_\_\_\_ a grammar review. We **do** \_\_\_\_\_ this every semester. (do / do) **are doing / do**
7. Larissa **studies** \_\_\_\_\_ at a public school in Belo Horizonte. (study) **studies**
8. What **are** \_\_\_\_\_ you **reading** \_\_\_\_\_ at the moment? (read) **are ... reading**
9. My parents **don't watch** \_\_\_\_\_ TV during the week. They only **watch** \_\_\_\_\_ on weekends. (not watch / watch) **don't watch / watch**
10. Listen! Someone **is knocking** \_\_\_\_\_ at the door. (knock) **is knocking**

**Exercise 2 Form the WH Question**

TEACHER EDITION

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 does Beatriz live?**

(Where) **Where does Beatriz live?**

2. **Answer:** They are studying for the English test.

**What are they studying for?**

(What) **What are they studying for?**

3. **Answer:** Rodrigo goes to the gym three times a week.

**How often does Rodrigo go to the gym?**

(How often)

**How often does Rodrigo go to the gym?**

4. **Answer:** Because she wants to be a doctor.

**Why does she study so hard? (accept similar variations)**

(Why)

**Why does she study so hard?**

5. **Answer:** Professor Carla teaches English at our school.

**Who teaches English at your school?**

(Who) **Who teaches English at your school?**

## 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 <b>-s</b>                    | book                 | books                   |
| <b>-s, -sh, -ch, -x, -z</b> : add <b>-es</b> | bus, box             | buses, boxes            |
| Consonant + y: change to <b>-ies</b>         | city, family         | cities, families        |
| <b>-f / -fe</b> : change to <b>-ves</b>      | knife, life          | knives, lives           |
| Irregular plurals                            | child, person, tooth | children, people, teeth |



## Countable & Uncountable Nouns - Quick Review

TEACHER EDITION

| 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                                 |
|-----------------|---------------------------------------------------|-----------------------------------------|
| <b>a</b>        | Before consonant sounds (singular, first mention) | She is <b>a</b> student.                |
| <b>an</b>       | Before vowel sounds (singular, first mention)     | He is <b>an</b> engineer.               |
| <b>the</b>      | Specific / already known / unique                 | <b>The</b> school is on Rua das Flores. |
| <b>- (zero)</b> | General / plural / uncountable (general sense)    | - Music makes people happy.             |



## Quantifiers - Quick Review

TEACHER EDITION

| Quantifier      | Countable       | Uncountable    | Portugues                         |
|-----------------|-----------------|----------------|-----------------------------------|
| <b>some</b>     | some books      | some water     | alguns / alguma / um pouco de     |
| <b>any</b>      | any students    | any milk       | algum / nenhum (neg. e perguntas) |
| <b>many</b>     | many friends    | ---            | muitos/as                         |
| <b>much</b>     | ---             | much time      | muito/a                           |
| <b>a lot of</b> | a lot of people | a lot of fun   | muito/a, muitos/as                |
| <b>a few</b>    | a few ideas     | ---            | alguns/algumas (positivo)         |
| <b>a little</b> | ---             | a little sugar | um pouco de (positivo)            |



## Demonstratives & There is / There are - Quick Review

TEACHER EDITION

### Demonstratives:

|                     | Singular                    | Plural                         |
|---------------------|-----------------------------|--------------------------------|
| <b>Near</b> (perto) | <b>this</b> (este/esta)     | <b>these</b> (estes/estas)     |
| <b>Far</b> (longe)  | <b>that</b> (aquele/aquela) | <b>those</b> (aqueles/aquelas) |

### There is / There are:

| Form               | Singular / Uncountable         | Plural                               |
|--------------------|--------------------------------|--------------------------------------|
| <b>Affirmative</b> | There <b>is</b> a park nearby. | There <b>are</b> three schools here. |
| <b>Negative</b>    | There <b>isn't</b> any milk.   | There <b>aren't</b> any buses today. |
| <b>Question</b>    | <b>Is there</b> a supermarket? | <b>Are there</b> any students?       |


**Tip: Common Errors to Watch Out For**

TEACHER EDITION

| Wrong                         | Right                           | Why?                                 |
|-------------------------------|---------------------------------|--------------------------------------|
| I need <b>an</b> information. | I need <b>some</b> information. | "Information" is uncountable         |
| There is <b>many</b> people.  | There <b>are many</b> people.   | "People" is plural                   |
| I like <b>the</b> music.      | I like - music. (in general)    | No article for general statements    |
| She is <b>a</b> engineer.     | She is <b>an</b> engineer.      | "Engineer" starts with a vowel sound |
| <b>This</b> books are mine.   | <b>These</b> books are mine.    | Plural = these/those                 |

*(Cuidado com esses erros comuns! Muitos deles acontecem por causa de interferência do português.)*

**Teacher Note:**

**Suggested time:** 30 minutes

**Activity idea (5 min):** Before starting, give students a quick oral quiz: hold up objects in the classroom and ask questions like "What is this?" "How many chairs are there?" "Is there a computer in the room?" This activates all the target structures at once.

**Vocabulary support:** Students may need reminders about common uncountable nouns in English that are countable in Portuguese: information, advice, furniture, homework, news, luggage.

**Differentiation:** Stronger students can attempt the exercises without the rule boxes. Weaker students should be encouraged to use the rule boxes as reference while working.

**Exercise 3 Articles, Quantifiers, and Demonstratives**

TEACHER EDITION

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. <b>There are</b> _____ five students absent today.                             | <b>There are</b> |
| 2. Can I have <b>some</b> _____ water, please?                                    | <b>some</b>      |
| 3. Look at <b>those</b> _____ birds over there in the tree! They are so colorful. | <b>those</b>     |
| 4. Gustavo is <b>an</b> _____ excellent soccer player.                            | <b>an</b>        |
| 5. We don't have <b>much</b> _____ time. The bus leaves in ten minutes.           | <b>much</b>      |
| 6. <b>This</b> _____ is my new English workbook. I bought it yesterday.           | <b>This</b>      |
| 7. Are there <b>any</b> _____ good restaurants near your school?                  | <b>any</b>       |
| 8. How <b>many</b> _____ languages does your teacher speak?                       | <b>many</b>      |
| 9. <b>The</b> _____ Incluir English School is on Avenida Brasil.                  | <b>The</b>       |
| 10. I have <b>a few</b> _____ friends who speak English very well.                | <b>a few</b>     |

**Exercise 4 Find and Fix the Mistakes**

TEACHER EDITION

*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.

---

**She doesn't like vegetables.**

2. There is many childrens in the park.

---

**There are many children in the park.**

3. I need a advice about my homework.

---

**I need some advice about my homework.**

4. This shoes are very comfortable.

---

**These shoes are very comfortable.**

5. Marcos is eating lunch right now. He eats lunch every day at noon. He is liking rice and beans.

---

**Marcos is eating lunch right now. He eats lunch every day at noon. He likes rice and beans. ("like" is a stative verb)**

6. How much students are there in your class?

---

**How many students are there in your class?**

7. She is a honest person.

TEACHER EDITION

---

**She is an honest person.**

8. Does Ana has any brothers or sisters?

---

**Does Ana have any brothers or sisters?**

9. I like the music. It makes me happy.

---

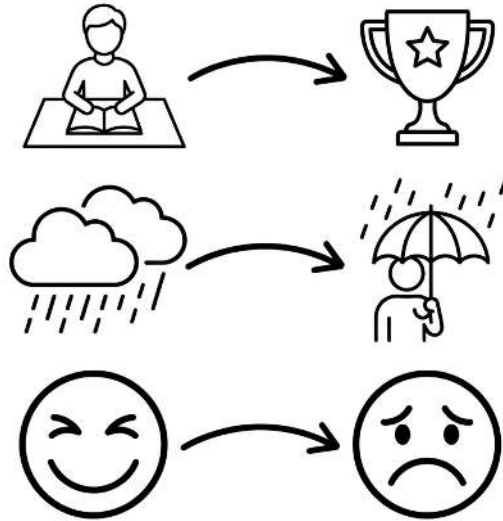
**I like music. It makes me happy. (no article for general statements)**

10. There isn't some milk in the fridge.

---

**There isn't any 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

TEACHER EDITION

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                                        |
|------------|------------------|-------------|------------------------------------------------|
| <b>and</b> | e                | addition    | I study English <b>and</b> Spanish.            |
| <b>but</b> | mas              | contrast    | She studies hard, <b>but</b> she doesn't pass. |
| <b>or</b>  | ou               | alternative | Do you want coffee <b>or</b> tea?              |
| <b>so</b>  | então / por isso | result      | It's raining, <b>so</b> we can't play outside. |

### 2. Subordinating Connectors (one idea depends on the other)

| Connector                     | Portugues          | Use        | Example                                           |
|-------------------------------|--------------------|------------|---------------------------------------------------|
| <b>because</b>                | porque             | reason     | I study <b>because</b> I want a good job.         |
| <b>when</b>                   | quando             | time       | <b>When</b> it rains, I take the bus.             |
| <b>if</b>                     | se                 | condition  | <b>If</b> you study, you will learn.              |
| <b>although / even though</b> | embora / mesmo que | concession | <b>Although</b> she is tired, she keeps studying. |

### 3. Linking Words / Adverbs (connect sentences or paragraphs)

| Connector                     | Portugues                      | Use             | Example                                                   |
|-------------------------------|--------------------------------|-----------------|-----------------------------------------------------------|
| <b>however</b>                | no entanto                     | contrast        | I like math. <b>However</b> , I prefer English.           |
| <b>also / too</b>             | tambem                         | addition        | She speaks English. She <b>also</b> speaks French.        |
| <b>for example</b>            | por exemplo                    | exemplification | I like sports. <b>For example</b> , I play soccer.        |
| <b>first / then / finally</b> | primeiro / depois / finalmente | sequence        | <b>First</b> , I wake up. <b>Then</b> , I have breakfast. |

**Teacher Note:**

**Suggested time:** 25 minutes

**Mini-activity (5 min):** Write a simple story on the board using no connectors: "I woke up. I had breakfast. I went to school. It was raining. I got wet." Ask students to improve it by adding connectors. This demonstrates the importance of connectors for fluency.

**Common confusion:** Students often confuse "but" and "however." Explain that "but" joins two clauses in one sentence, while "however" usually starts a new sentence (or follows a semicolon). Both show contrast.

**L1 interference note:** In Portuguese, "porque" can be used for both "because" and "why" in certain contexts. Reinforce that in English, "because" gives a reason and "why" asks for one.

**Exercise 5 Choose the Right Connector**

TEACHER EDITION

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, so he is learning English every day. **so**
2. Camila likes English and Biology. They are her favorite subjects. **and**
3. Although the test was difficult, most students passed. **Although**
4. I always bring an umbrella when I see dark clouds in the sky. **when**
5. Pedro is a good student, but he sometimes forgets to do his homework. **but**
6. If you practice every day, your English will improve quickly. **If**
7. Larissa studies English at school. She also watches English videos at home. **also**
8. I couldn't go to class because I was sick last week. **because**
9. There are many fun activities in our city. For example, there are free concerts in the park every Sunday. **For example**
10. The weather is beautiful today. However, we can't go to the beach because we have class. **However**

**Exercise 6 Combine the Sentences**

TEACHER EDITION

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)

**Ana is studying hard because she wants to pass the exam.**

2. Lucas likes soccer. He doesn't like basketball. (contrast)

**Lucas likes soccer, but he doesn't like basketball.**

3. It starts to rain. We close the windows. (time)

**When it starts to rain, we close the windows.**

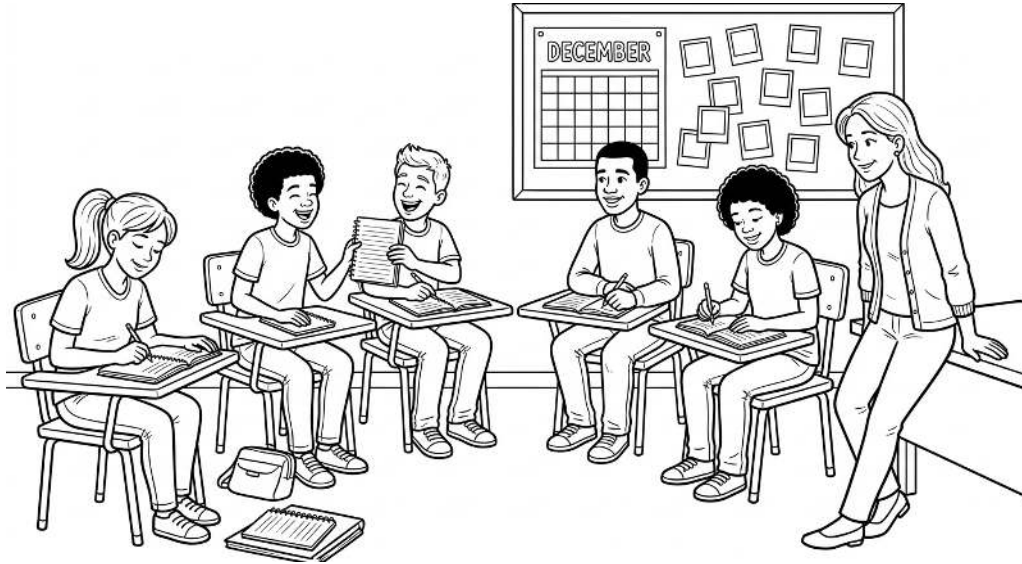
4. Fernanda didn't sleep well. She is tired today. (result)

**Fernanda didn't sleep well, so she is tired today.**

5. The homework was hard. Beatriz finished it on time. (concession)

**Although the homework was hard, Beatriz finished it on time.**

## 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*

### Teacher Note:

**Suggested time:** 30 minutes (10 min reading, 20 min exercises)

**Pre-reading activity (5 min):** Ask students: "What is your favorite grammar topic from this year? Why?" and "What was the most difficult topic?" Let a few students share their answers.

**Reading strategy:** Encourage students to read the text once quickly for general comprehension. On the second reading, they should underline examples of the grammar structures they recognize (Present Simple, Present Continuous, articles, quantifiers, connectors, etc.).

**Grammar spotting:** After the exercises, you can ask students to find specific grammar structures in the text. For example: "Find two sentences with 'there is/there are'" or "Find three connectors in the text." This reinforces the review nature of the chapter.

**Discussion:** End with a class discussion: "Which student (Beatriz, Rodrigo, or Juliana) is most like you? Why?"

**Exercise 7 True or False**

TEACHER EDITION

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. **F** **F (Beatriz usually walks to class because it only takes fifteen minutes.)**
2. Rodrigo is originally from Recife but is living in Sao Paulo this year. **T** **T**
3. Juliana drives to school every day. **F** **F (Juliana takes the bus to school every day.)**
4. Rodrigo's favorite grammar topic is quantifiers and "there is/there are." **T** **T**
5. Beatriz says that articles were easy for her from the beginning. **F** **F (Beatriz remembers that she had a lot of difficulty with articles at the beginning.)**

**Exercise 8 Answer the Questions**

TEACHER EDITION

*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?

---

**Rodrigo is living in Sao Paulo this year because his father got a new job there.**

2. What does Juliana do on the bus to practice English?

---

**She listens to English podcasts on the bus.**

3. What was difficult for Beatriz when she started learning English? Give an example from the text.

---

**Beatriz had difficulty with articles. For example, she was confused because in Portuguese you say "a musica" but in English you say "music" (without an article) when talking in general.**

4. What sentence did Juliana write about what English means to her?

---

**Juliana wrote: "English gives me confidence to dream bigger."**

## 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**

TEACHER EDITION

*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:**

TEACHER EDITION

Dear [pen pal's name],

My name is \_\_\_\_\_ and I am \_\_\_\_\_ years old. I live in \_\_\_\_\_, a city in Brazil...

[illegible]

TEACHER EDITION

*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!)*

### Teacher Note:

**Suggested time:** 30-40 minutes

**Pre-writing activity (5 min):** Ask students to brainstorm ideas using the checklist. They can make quick notes in Portuguese if needed, then write the letter in English.

### Assessment criteria:

- **Grammar variety (40%):** Student uses at least 6 of the 9 grammar structures from the checklist

- **Accuracy (25%):** Correct verb forms, articles, plurals, and agreement
- **Content (20%):** Letter includes relevant personal information and descriptive details
- **Organization (15%):** Letter has a clear beginning, middle, and end; ideas are connected with appropriate connectors

TEACHER EDITION

**Minimum length:** 10 sentences. Strong students may write 15-20 sentences.

**Differentiation:** For students who find this challenging, allow them to use the rule boxes from Units 10.1-10.3 as reference. For advanced students, ask them to also include questions for the pen pal and to compare their life in Brazil with what they imagine the pen pal's life is like.

**Follow-up:** If possible, have students exchange letters and write responses to each other's letters as a follow-up activity. This creates an authentic communication experience.

### Sample answer:

*Dear Emily,*

*My name is Rodrigo and I am 16 years old. I live in Recife, a beautiful city in the northeast of Brazil. There are many beaches near my house, and the weather is always warm. I live with my parents and my older brother, Felipe.*

*Every day, I wake up at 6:30 and take the bus to school. My classes start at 7:15. I study many subjects, but my favorite is English because I want to travel abroad someday. After school, I usually play soccer with my friends. We don't have a big field, but there is a small one near our apartment.*

*This week, I am studying for my final exams, so I am not playing soccer. I am also reading a book in English. Although it is a little difficult, I am enjoying it. My teacher says that reading is the best way to learn new vocabulary.*

*I also like music. I listen to a lot of Brazilian music, for example, sertanejo and funk. However, I also enjoy some English songs. Do you like music? What kind of music do you listen to?*

*Best wishes,*

*Rodrigo*

## 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**

TEACHER EDITION

*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**

TEACHER EDITION

- ☐ 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.

**Performance Feedback:**

This is the dress rehearsal for the Speaking Mission Exam. Listen for message completion first: did the pair survive all three stops in English? Then review one target per stop: question formation and short answers (Stop 1), there is/there are with demonstratives and articles (Stop 2), quantifiers (Stop 3), plus connectors and repair language throughout. Do not interrupt every error. Note one successful phrase and one next step for each student — that note is their personal preparation guide for the exam. Give feedback in Portuguese where needed.

## Chapter 10 - Answer Key

### Exercise 1: Present Simple or Present Continuous?

1. takes / is walking
2. are playing
3. doesn't like / drinks
4. is sleeping
5. Does ... speak
6. are doing / do
7. studies
8. are ... reading
9. don't watch / watch
10. is knocking

### Exercise 2: Form the WH Question

1. Where does Beatriz live?
2. What are they studying for?
3. How often does Rodrigo go to the gym?
4. Why does she study so hard? (accept similar variations)
5. Who teaches English at your school?

### Exercise 3: Articles, Quantifiers, and Demonstratives

1. There are
2. some
3. those
4. an
5. much
6. This
7. any
8. many
9. The
10. a few

### Exercise 4: Find and Fix the Mistakes

1. She doesn't like vegetables.
2. There are many children in the park.
3. I need some advice about my homework.
4. These shoes are very comfortable.
5. He likes rice and beans. ("like" is a stative verb - no continuous form)
6. How many students are there in your class?
7. She is an honest person.
8. Does Ana have any brothers or sisters?
9. I like music. It makes me happy. (no article for general statements)
10. There isn't any milk in the fridge.

**Exercise 5: Choose the Right Connector**

1. so    2. and    3. Although    4. when    5. but    6. If  
 8. because    9. For example    10. However

TEACHER EDITION

**Exercise 6: Combine the Sentences**

1. Ana is studying hard because she wants to pass the exam.
2. Lucas likes soccer, but he doesn't like basketball.
3. When it starts to rain, we close the windows.
4. Fernanda didn't sleep well, so she is tired today.
5. Although the homework was hard, Beatriz finished it on time.

**Exercise 7: True or False**

1. F (Beatriz usually walks to class because it only takes fifteen minutes.)
2. T    3. F (Juliana takes the bus to school every day.)    4. T
5. F (Beatriz had a lot of difficulty with articles at the beginning.)

**Exercise 8: Answer the Questions**

1. Rodrigo is living in Sao Paulo this year because his father got a new job there.
2. She listens to English podcasts on the bus.
3. Beatriz had difficulty with articles. For example, she was confused because in Portuguese you say "a musica" but in English you say "music" (without an article) when talking in general.
4. Juliana wrote: "English gives me confidence to dream bigger."

**Exercise 9: Write a Letter to Your Pen Pal**

*Answers will vary. Check for:*

- Use of at least 6 of the 9 grammar structures from the checklist
- Correct Present Simple forms (including third person -s)
- Correct Present Continuous forms (am/is/are + verb-ing)
- Appropriate use of articles (a/an/the/zero article)

- *Correct quantifiers with countable and uncountable nouns*
- *At least one example of "there is/there are"*
- *At least 3 connectors used appropriately*
- *Minimum of 10 complete, coherent sentences*
- *Clear organization with beginning, middle, and end*
- *At least one WH question addressed to the pen pal*

*See Teacher Note above for a sample answer and detailed assessment criteria.*