



English Learning Workbook

Inglês Adulto

Básico 3

Student:

Class:

Teachers:

Programa Incluir — Universidade Federal de Minas Gerais

2026

MANUAL DO(A) ALUNO(A)

PROGRAMA INCLUIR

Prezado(a) estudante,

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

Coordenação do Programa

O QUE FAZEMOS

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

ONDE QUEREMOS CHEGAR

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

NOSSOS VALORES

Fazem parte dos nossos valores:

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

SEUS DIREITOS

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

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

SEUS DEVERES

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

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

CARGA HORÁRIA

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

SISTEMA DE AVALIAÇÃO

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

EMIÇÃO DE DECLARAÇÃO

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

RENOVAÇÃO DE MATRÍCULA

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

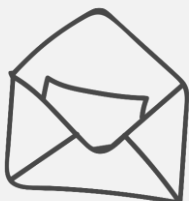
DESLIGAMENTO DO CURSO

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

SEGURANÇA

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

CONTATO



E-MAIL

secretaria.eicis@gmail.com

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

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



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

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



INSTAGRAM

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

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

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Inglês Adulto — Básico 3

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CHAPTER 1

TEACHER EDITION

Settling In: Your First Week at a New Course

Welcome to B3! Your mission this week: arrive at a new course at the community center, introduce yourself, describe your routine and what is happening around you, and ask daily-life questions to get the rooms and materials you need. The grammar you learned in B2 — Present Simple, Present Continuous, plurals, quantifiers, and determiners — is your survival kit for this mission.

Bem-vindo ao B3! Sua missão nesta semana: chegar a um curso novo, se apresentar, descrever sua rotina e o que está acontecendo ao seu redor, e fazer perguntas do dia a dia para conseguir as salas e os materiais de que você precisa. A gramática do B2 e o seu kit de sobrevivência para essa missão.



Time to review and get ready for new challenges!



Today's Mission:

It is your first week at a new course at the community center. Introduce yourself to the receptionist and your classmates, describe your routine, say what is happening around you right now, and ask daily-life questions to find the rooms and materials you need.



Survival Phrase Kit

TEACHER EDITION

Purpose	Useful language
Introduce yourself	My name is _____. / I live in _____. / I work in the mornings and study at night.
Routine vs. right now	I usually study at night. / Right now, I am looking for room 3.
Ask daily-life questions	Where is the library? / Do you have any pens? / Is there a bathroom on this floor?
Repair communication	Sorry, could you repeat that? / Do you mean this room or that one?



Teacher Read-Aloud: First Evening at the Community Center

Listen twice. First, identify the situation. Then listen for routine, right-now, and quantity details.

Mission Warm-up Routine, Right Now, or Request?

TEACHER EDITION

Listen without reading the script. Write short answers.

1. When does Marina usually study? Why?

She usually studies at night because she works in the mornings.

2. What are the students in room 3 doing right now?

They are doing a review activity.

3. What does Marina ask for, and where is it?

She asks for some pens; there are some pens on the table near the reception desk.

Teacher Route — 120 minutes:

0–15: mission and listening. **15–45:** Formula — Unit 1.1 Present Simple vs. Present Continuous, with quick reminders from the Unit 1.2 and 1.3 rule boxes (plurals, quantifiers, determiners). **45–80:** Practice — choose one exercise from each unit (Exercise 1 or 2, Exercise 3 or 4, Exercise 5 or 6). **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. Unit 1.4 (reading and writing) and the remaining exercises are extension or homework.

Read twice: Receptionist: “Good evening! Welcome to the community center. What's your name?” Marina: “My name is Marina. I live near the bus station, and I work in the mornings, so I usually study at night.” Receptionist: “Perfect. Your English class is in room 3. The students are doing a review activity right now.” Marina: “Sorry, could you repeat the room number?” Receptionist: “Room 3, next to the library.” Marina: “Thank you. Do you have any pens? I don't have any with me today.” Receptionist: “Of course. There are some pens on that table.”

Present Simple vs Present Continuous Review

TEACHER EDITION

Present Simple vs Present Continuous — Side-by-Side Comparison

These two tenses describe the present, but they are used for **different situations**.

(Esses dois tempos verbais descrevem o presente, mas são usados em situações diferentes.)

	Present Simple	Present Continuous
Use	Habits, routines, general truths, permanent situations	Actions happening right now, temporary situations, current trends
Affirmative	Subject + verb (+s/es for he/she/it)	Subject + am/is/are + verb-ing
Negative	Subject + don't/doesn't + base verb	Subject + am not/isn't/aren't + verb-ing
Question	Do/Does + subject + base verb?	Am/Is/Are + subject + verb-ing?
Example	Ana studies English every Monday.	Ana is studying English right now.



Time Expressions — Key Signals

TEACHER EDITION

Time expressions help you decide which tense to use. Pay close attention to them!

(Expressões de tempo ajudam você a decidir qual tempo verbal usar. Preste bastante atenção nelas!)

Present Simple Signals	Present Continuous Signals
always (<i>sempre</i>)	now (<i>agora</i>)
usually (<i>geralmente</i>)	right now (<i>agora mesmo</i>)
often (<i>frequentemente</i>)	at the moment (<i>neste momento</i>)
sometimes (<i>as vezes</i>)	today (<i>hoje</i>)
rarely / seldom (<i>raramente</i>)	this week (<i>esta semana</i>)
never (<i>nunca</i>)	this month (<i>este mes</i>)
every day / every week (<i>todo dia / toda semana</i>)	currently (<i>atualmente</i>)
on Mondays (<i>as segundas</i>)	Look! / Listen! (<i>Olhe! / Escute!</i>)

Contrastive Pairs — Present Simple vs Present Continuous

1. Lucas **plays** soccer every Saturday. (*Lucas joga futebol todo sabado.*)

Lucas **is playing** soccer right now. (*Lucas esta jogando futebol agora.*)

2. Camila **works** at a bookstore. (*Camila trabalha em uma livraria.*)

Camila **is working** from home this week. (*Camila esta trabalhando de casa esta semana.*)

3. We **don't eat** meat on Fridays. (*Nos nao comemos carne nas sextas.*)

We **aren't eating** anything at the moment. (*Nos nao estamos comendo nada neste momento.*)

4. Does Pedro **take** the bus to school? (*Pedro pega o onibus para a escola?*)

TEACHER EDITION

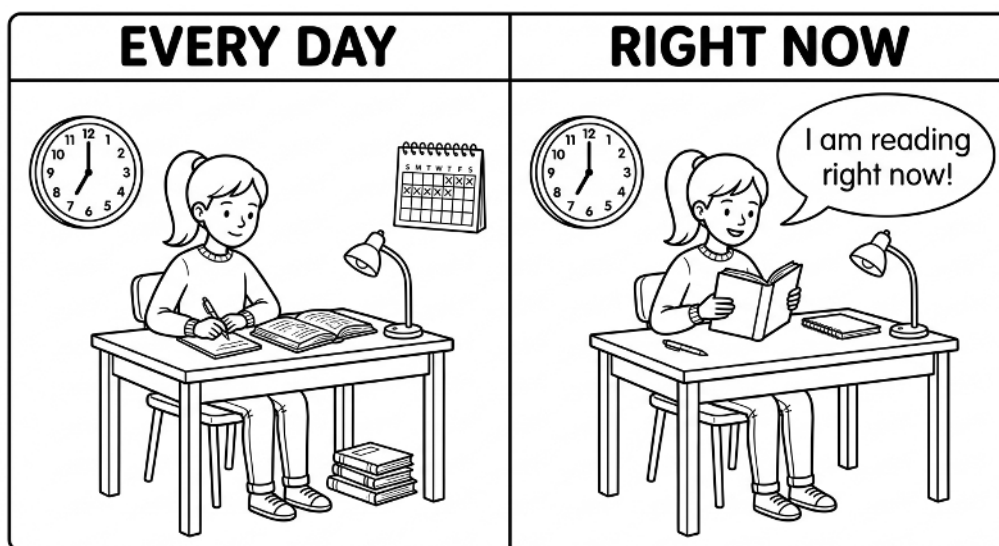
Is Pedro **taking** the bus today? (*Pedro esta pegando o onibus hoje?*)

5. My mother **cooks** dinner every night. (*Minha mae cozinha o jantar toda noite.*)

My mother **is cooking** a special meal today. (*Minha mae esta cozinhando uma refeicao especial hoje.*)

6. Maria **reads** before bed every day. (*Maria le antes de dormir todo dia.*)

Maria **is reading** an interesting book this month. (*Maria esta lendo um livro interessante este mes.*)



Every day vs Right now — habits vs actions in progress


Tip: Stative Verbs — NOT Used in the Continuous Form

TEACHER EDITION

Some verbs describe **states**, not actions. We do NOT normally use them in the continuous form, even when we are talking about "right now."

(Alguns verbos descrevem estados, não ações. Normalmente NAO os usamos na forma continua, mesmo quando estamos falando de "agora.")

Stative Verb	Portugues	Correct	Incorrect
know	saber / conhecer	I know the answer.	I am knowing the answer.
like	gostar	She likes chocolate.	She is liking chocolate.
want	querer	They want a new phone.	They are wanting a new phone.
need	precisar	He needs help.	He is needing help.
believe	acreditar	We believe in you.	We are believing in you.
understand	entender	I understand the lesson.	I am understanding the lesson.
belong	pertencer	This book belongs to Ana.	This book is belonging to Ana.

Vocabulary: Key Verbs for This Unit

Verb	Portugues	Present Simple Example	Present Continuous Example
study	<i>estudar</i>	He studies every night.	He is studying now.
watch	<i>assistir</i>	We watch TV on weekends.	We are watching a film.
cook	<i>cozinhar</i>	She cooks lunch every day.	She is cooking right now.

Verb	Portugues	Present Simple Example	Present Continuous
teach	<i>ensinar</i>	He teaches math.	He is teaching a class.
write	<i>escrever</i>	They write in English.	They are writing an essay.
run	<i>correr</i>	Lucas runs every morning.	Lucas is running in the park.

Teacher Note:

Suggested time: 35 minutes

Warm-up activity (5 min): Write two columns on the board: "Every day" and "Right now." Ask students to mime an action (e.g., eating, reading, running). The class must say the action in both tenses: "She eats every day" / "She is eating right now." This activates prior knowledge and gets the class engaged.

Strategy: Since B3 students already studied these tenses in B2, encourage them to attempt exercises first without looking at the rule boxes. If they struggle, they can refer back. This builds autonomy and reveals areas needing reinforcement.

L1 interference note: Brazilian Portuguese uses the gerund ("estou estudando") in a way that overlaps with both habitual and progressive meaning. Emphasize that English makes a clear distinction: "I study" (habit) vs "I am studying" (now). Also reinforce that stative verbs are a common error source for lusophone learners.

Differentiation: Faster students can write their own contrastive pairs. Students who need more support can work in pairs on the exercises.

Exercise 1 Present Simple or Present Continuous?

TEACHER EDITION

Complete each sentence with the correct form of the verb in parentheses. Decide if you need the Present Simple or the Present Continuous. Look at the time expressions for clues!

(Complete cada frase com a forma correta do verbo entre parenteses. Decida se voce precisa do Present Simple ou do Present Continuous. Olhe as expressoes de tempo como pistas!)

1. Pedro usually walks to school, but today he is taking the bus. (walk / take) **walks / is taking**
2. Look! The dog is running in the garden. (run) **is running**
3. Camila doesn't drink coffee. She always drinks tea in the morning. (not drink / drink) **doesn't drink / drinks**
4. Shhh! The baby is sleeping. Please be quiet. (sleep) **is sleeping**
5. Ana studies English at a language school every Tuesday. (study) **studies**
6. Right now, we are reviewing grammar from last semester. (review) **are reviewing**
7. Does your father work on Saturdays? (work) **Does ... work**
8. I know the answer, but I am not telling you! (know / not tell) **know / am not telling**
9. My grandparents live in Salvador. They never travel in winter. (live / travel) **live / travel**
10. Listen! Someone is playing the guitar in the next room. (play) **is playing**

Exercise 2 Choose the Correct Tense

TEACHER EDITION

Choose the best option to complete each sentence.

(Escolha a melhor opção para completar cada frase.)

1. Maria _____ a new recipe at the moment.

- ☐ a) tries
☐ b) is trying
☐ c) try

b) is trying

2. We _____ soccer every weekend.

- ☐ a) are playing
☐ b) plays
☐ c) play

c) play

3. I _____ this song. It's beautiful!

- ☐ a) am loving
☐ b) love
☐ c) loves

b) love

4. Lucas _____ to his grandmother on the phone right now.

- ☐ a) talks
☐ b) talk
☐ c) is talking

c) is talking

5. The children never _____ their homework before dinner.

TEACHER EDITION

☐ a) are doing

☐ b) do

☐ c) does

b) do

UNIT 1.2

Plural Nouns and Numbers in Nouns

PLURAL NOUNS			
SINGULAR			PLURAL
	1 book	→	 3 books
	1 child	→	 4 children
	1 tooth	→	 2 teeth

One book, many books — learning the rules of plural nouns



Regular Plural Noun Rules

TEACHER EDITION

Most English nouns form their plural by following simple spelling rules. Here is a summary.

(A maioria dos substantivos em ingles forma o plural seguindo regras simples de ortografia.

Aqui esta um resumo.)

Rule	Ending	Singular	Plural
Most nouns	add -s	book, car, student	books, cars, students
Nouns ending in -s, -ss, -sh, -ch, -x, -z	add -es	bus, class, dish, watch, box	buses, classes, dishes, watches, boxes
Nouns ending in consonant + y	change y to -ies	city, baby, story, family	cities, babies, stories, families
Nouns ending in vowel + y	add -s	boy, day, key, toy	boys, days, keys, toys
Nouns ending in -f or -fe	change to -ves	knife, wife, leaf, wolf	knives, wives, leaves, wolves
Nouns ending in -o (some)	add -es	tomato, potato, hero	tomatoes, potatoes, heroes

Irregular Plural Nouns

TEACHER EDITION

Some nouns have **irregular plurals** that do not follow the standard rules. You must memorize them.

(Alguns substantivos tem plurais irregulares que nao seguem as regras padrao. Voce precisa memoriza-los.)

Singular	Plural	Portugues
child	children	crianca / crianças
man	men	homem / homens
woman	women	mulher / mulheres
tooth	teeth	dente / dentes
foot	feet	pe / pes
mouse	mice	rato / ratos
person	people	pessoa / pessoas
fish	fish	peixe / peixes
sheep	sheep	ovelha / ovelhas



Countable vs Uncountable Nouns — Quick Review

TEACHER EDITION

Countable nouns can be counted (one apple, two apples). They have singular and plural forms.

Uncountable nouns cannot be counted individually. They do NOT have a plural form.

(Substantivos contaveis podem ser contados. Substantivos incontaveis nao podem ser contados individualmente e NAO tem forma plural.)

Countable (Contavel)	Uncountable (Incontavel)
book / books	water
student / students	information
apple / apples	music
chair / chairs	advice
city / cities	homework
child / children	money
idea / ideas	furniture
friend / friends	rice



Warning: Common Mistakes with Uncountable Nouns

TEACHER EDITION

Brazilian students often add -s to uncountable nouns because they are countable in Portuguese. Be careful!

(Estudantes brasileiros frequentemente adicionam -s a substantivos incontáveis porque eles são contáveis em português. Cuidado!)

Incorrect	Correct	Why?
informations	information	Uncountable in English (say: "pieces of information")
advices	advice	Uncountable in English (say: "pieces of advice")
homeworks	homework	Uncountable in English (say: "homework assignments")
furnitures	furniture	Uncountable in English (say: "pieces of furniture")
moneys	money	Uncountable in English
musics	music	Uncountable in English (say: "songs" or "pieces of music")

Teacher Note:

Suggested time: 25 minutes

Warm-up activity (5 min): Write 10 singular nouns on the board (mix of regular and irregular). Ask students to race in pairs to write the correct plural form. The first pair to get all 10 correct wins. This is a quick way to diagnose who remembers the rules and who needs more support.

Key focus: The countable/uncountable distinction is especially challenging for Brazilian learners because Portuguese treats many of these words differently. Spend extra time on the "Common Mistakes" callout. Have students say "This noun is uncountable in English" out loud for each word in the warning table.

Extension: For students who finish early, ask them to think of 3 more uncountable nouns that are countable in Portuguese (e.g., news, luggage, bread as a general concept).

TEACHER EDITION

Exercise 3 Write the Correct Plural

Write the plural form of the noun in parentheses. Be careful with spelling!

(Escreva a forma plural do substantivo entre parenteses. Cuidado com a ortografia!)

- | | |
|---|-----------------|
| 1. There are many <u>children</u> in the park. (child) | children |
| 2. I need two <u>knives</u> to cut the cake. (knife) | knives |
| 3. The <u>women</u> are waiting at the bus stop. (woman) | women |
| 4. Brasilia and Curitiba are large <u>cities</u> . (city) | cities |
| 5. The dentist checked all my <u>teeth</u> . (tooth) | teeth |
| 6. We need three <u>boxes</u> for the school supplies. (box) | boxes |
| 7. The <u>leaves</u> are falling from the trees. (leaf) | leaves |
| 8. My grandmother grows <u>tomatoes</u> in her garden. (tomato) | tomatoes |

Exercise 4 Countable or Uncountable?

TEACHER EDITION

Choose the correct option for each sentence. Think about whether the noun is countable or uncountable in English.

(Escolha a opção correta para cada frase. Pense se o substantivo é contável ou incontável em inglês.)

1. I need some _____ about the project.

☐ a) informations

☐ b) information

b) information

2. There are many _____ in the classroom.

☐ a) chair

☐ b) chairs

b) chairs

3. Can you give me some _____?

☐ a) advice

☐ b) advices

a) advice

4. We bought new _____ for the living room.

☐ a) furniture

☐ b) furnitures

a) furniture

5. How many _____ are there in your family?

☐ a) person

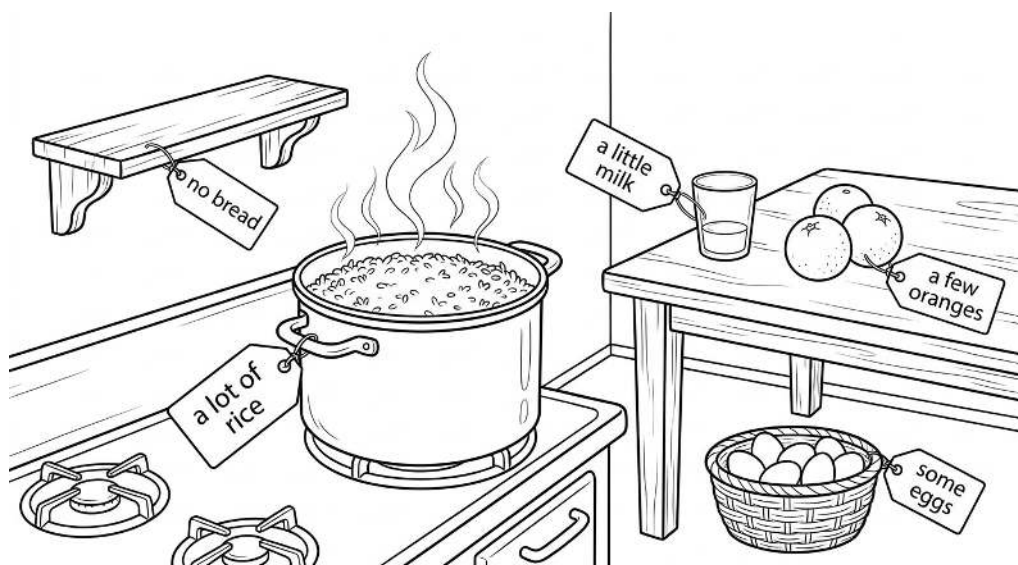
☐ b) people

b) people

UNIT 1.3

Quantifiers and Determiners Review

TEACHER EDITION



How much? How many? Using quantifiers in everyday life

Quantifiers — Complete Review Table

TEACHER EDITION

Quantifiers tell us **how much** or **how many** of something there is. Different quantifiers work with countable nouns, uncountable nouns, or both.

(Quantificadores nos dizem quanto ou quantos de algo existe. Diferentes quantificadores funcionam com substantivos contáveis, incontáveis, ou ambos.)

Quantifier	Portugues	Countable?	Uncountable?	Sentence Type	Example
many	muitos/as	Yes	No	Questions / Negatives	How many books do you have?
much	muito/a	No	Yes	Questions / Negatives	There isn't much water left.
a lot of	muitos/as, muito/a	Yes	Yes	Affirmative (mainly)	We have a lot of friends.
some	alguns/as, um pouco de	Yes	Yes	Affirmative / Offers	There are some apples on the table.
any	algum/a, nenhum/a	Yes	Yes	Negative / Questions	Is there any milk in the fridge?
a few	alguns/as (positivo)	Yes	No	Affirmative	I have a few questions.
a little	um pouco de (positivo)	No	Yes	Affirmative	There is a little sugar in my coffee.

Quantifier	Portugues	Countable?	Uncountable?	Sentence Type	TEACHER EDITION
no	nenhum/a	Yes	Yes	Affirmative form (negative meaning)	There are no buses on Sundays.

Articles and Demonstratives — Quick Review

TEACHER EDITION

Articles and **demonstratives** are determiners — words that come before a noun to identify it.

(Artigos e demonstrativos são determinantes — palavras que vêm antes de um substantivo para identifica-lo.)

Articles

Article	Use	Example
a	Before singular countable nouns (consonant sound)	Pedro has a new backpack.
an	Before singular countable nouns (vowel sound)	She is an excellent student.
the	Specific / already known / unique things	The teacher is explaining the homework.
zero article (no article)	General statements, uncountable nouns in general	I like — music. — Water is important.

Demonstratives

Demonstrative	Portugues	Distance	Number	Example
this	este/a, isto	Near	Singular	This book is very interesting.
that	aquele/a, aquilo	Far	Singular	That building is the school.
these	estes/as	Near	Plural	These exercises are easy.
those	aqueles/as	Far	Plural	Those trees are very tall.

Examples with Translations

TEACHER EDITION

1. There are **some** oranges in the kitchen. (*Ha algumas laranjas na cozinha.*)
2. We don't have **any** sugar. (*Nos nao temos nenhum acucar.*)
3. Ana has **a lot of** homework today. (*Ana tem muito dever de casa hoje.*)
4. There is **a little** rice left in the pot. (*Tem um pouco de arroz sobrando na panela.*)
5. How **many** students are there in your class? (*Quantos alunos tem na sua turma?*)
6. I don't have **much** time today. (*Eu nao tenho muito tempo hoje.*)
7. **This** pen is mine, but **that** one is yours. (*Esta caneta e minha, mas aquela e sua.*)
8. **These** cookies are delicious! (*Esses biscoitos sao deliciosos!*)
9. Camila is **an** honest person. (*Camila e uma pessoa honesta.*)
10. **The** Amazon River is the largest river in the world. (*O Rio Amazonas e o maior rio do mundo.*)



Remember: Some vs Any

TEACHER EDITION

Use **some** in **affirmative** sentences and in **offers/requests**.

Use **any** in **negative** sentences and in **questions**.

(Use "some" em frases afirmativas e em ofertas/pedidos. Use "any" em frases negativas e em perguntas.)

Sentence Type	Example
Affirmative	I have some friends in Sao Paulo.
Negative	I don't have any friends in Porto Alegre.
Question	Do you have any questions?
Offer	Would you like some coffee?
Request	Can I have some water, please?

Vocabulary: Food and Household Items

English	Portugues	Countable / Uncountable	Example
sugar	<i>acucar</i>	Uncountable	There is a little sugar in the bowl.
egg	<i>ovo</i>	Countable	We need a few eggs for the recipe.
bread	<i>pao</i>	Uncountable	Is there any bread on the table?
banana	<i>banana</i>	Countable	There are some bananas in the basket.
rice	<i>arroz</i>	Uncountable	Brazilians eat a lot of rice.
juice	<i>suco</i>	Uncountable	Would you like some juice?
apple	<i>maca</i>	Countable	I bought a few apples at the feira.

English	Portugues	Countable / Uncountable	Example
coffee	<i>café</i>	Uncountable	There isn't much coffee left.

TEACHER EDITION

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

Warm-up activity (5 min): Bring a bag with mixed items (or use pictures): some pencils, a little sugar in a bag, a few coins, a bottle of water. Ask the class to describe what you have using quantifiers: "You have some pencils. You have a little sugar." This concrete activity reinforces the countable/uncountable distinction before the exercises.

Common error: Students often use "much" and "many" in affirmative sentences ("I have much money"). Remind them that "a lot of" is the safer choice for affirmative sentences, while "much" and "many" are more natural in questions and negatives.

L1 interference note: The article system is one of the biggest challenges for Brazilian learners. Portuguese uses articles more broadly than English (e.g., "Eu gosto de musica" = "I like music" without an article, but Portuguese often says "Eu gosto da musica" with a definite article). Spend time on zero article usage.

Pair work: After Exercise 5, have students quiz each other: Student A says a noun, Student B says whether it is countable or uncountable and gives a sentence with an appropriate quantifier.

Exercise 5 Choose the Right Quantifier

TEACHER EDITION

Complete each sentence with the correct quantifier from the box: **much, many, some, any, a lot of, a few, a little, no**. Some may be used more than once.

(Complete cada frase com o quantificador correto da caixa. Alguns podem ser usados mais de uma vez.)

- | | |
|---|-----------------|
| 1. There are <u>some</u> students waiting in the hall. (affirmative, countable) | some |
| 2. We don't have <u>much</u> time before the exam. (negative, uncountable) | much |
| 3. How <u>many</u> brothers and sisters do you have? (question, countable) | many |
| 4. Lucas has <u>a lot of</u> friends at school. He is very popular. (affirmative, countable, large quantity) | a lot of |
| 5. Is there <u>any</u> milk in the refrigerator? (question, uncountable) | any |
| 6. I have <u>a few</u> coins in my pocket. Not many, but enough for the bus. (affirmative, countable, small quantity) | a few |
| 7. There is <u>a little</u> water in the bottle. You can drink it. (affirmative, uncountable, small quantity) | a little |
| 8. There are <u>no</u> buses after 10 p.m. in my city. (negative meaning, countable) | no |

Exercise 6 Articles and Demonstratives

TEACHER EDITION

Complete each sentence with the correct article (**a, an, the**) or demonstrative (**this, that, these, those**). In some cases, no article is needed — write — (dash).

(Complete cada frase com o artigo ou demonstrativo correto. Em alguns casos, nenhum artigo é necessário — escreva um traco.)

1. **The** _____ Amazon is the largest rainforest in the world. **The**
2. Can you pass me **those** _____ books on the shelf over there? **those**
3. Camila is **an** _____ honest and kind person. **an**
4. **This** _____ exercise is easy, but the next one will be harder. (near, singular) **This**
5. I like — _____ music. It makes me happy. (general statement) — **(no article)**
6. Maria bought **a** _____ new notebook for her English class. **a**
7. Look at **that** _____ bird on the tree across the street! (far, singular) **that**
8. **These** _____ cookies that my grandmother made are delicious! (near, plural) **These**

UNIT 1.4

Reading & Writing



A New School Year — read about Juliana's school life

Reading: A New School Year

My name is Juliana and I am 15 years old. I live in Belo Horizonte with my parents and my two brothers, Rafael and Felipe. Every day, I wake up at 6:30 and take the bus to school. My classes start at 7:15.

I study at a public school in the center of the city. There are many students in my school — about 800 people! My favorite subjects are English and History. I usually study English three times a week, and I always do my homework in the evening.

This week is special because it is the first week of the new school year. Right now, I am sitting in my English class and writing this text. My teacher, Professor Carla, is explaining the grammar review. She is a very good teacher. Some students are taking notes, and a few are looking at the board. There isn't much noise in the classroom because everyone is paying attention.

In my backpack, I have some notebooks, a few pens, and a new English dictionary. I don't have any colored pencils today because I forgot them at home. There is a little water left in my bottle, but there is no juice. I need to buy some at the school cafeteria later.

I like this school. These classrooms are big, and those trees in the garden make the school beautiful. The library has a lot of books, and there are some computers for the students. I believe this is going to be a great year!

Exercise 7 True or False?

TEACHER EDITION

Read the passage above. Write **T** (True) or **F** (False) for each statement. If false, write the correct information.

(Leia o texto acima. Escreva **T** (Verdadeiro) ou **F** (Falso) para cada afirmacao. Se falso, escreva a informacao correta.)

1. Juliana takes the bus to school every day. **T** _____ **T**
2. There are about 500 students in her school. **F** _____ **F (There are about 800 students.)**
3. At the moment, Juliana is writing a text in her English class. **T** _____ **T**
4. Juliana has some colored pencils in her backpack today. **F** _____ **F (She doesn't have any colored pencils. She forgot them at home.)**
5. The library has a lot of books and some computers. **T** _____ **T**

Exercise 8 Answer the Questions

TEACHER EDITION

Answer the following questions about the reading passage. Write complete sentences.

(Responda as seguintes perguntas sobre o texto. Escreva frases completas.)

1. What are Juliana's favorite subjects?

Her favorite subjects are English and History.

Her favorite subjects are English and History.

2. Why is this week special?

This week is special because it is the first week of the new school year.

This week is special because it is the first week of the new school year.

3. What is Professor Carla doing right now?

She is explaining the grammar review.

She is explaining the grammar review.

4. What does Juliana need to buy at the school cafeteria?

She needs to buy some juice.

She needs to buy some juice.

Exercise 9 Writing Task — My Daily Routine and Right Now

TEACHER EDITION

Write a short text (8–12 sentences) about **your daily routine** and **what is happening right now**. Use the Present Simple for your habits and routines, and the Present Continuous for things happening at this moment. Try to include quantifiers and articles.

(Escreva um texto curto (8–12 frases) sobre a sua rotina diaria e o que esta acontecendo agora. Use o Present Simple para habitos e rotinas, e o Present Continuous para coisas acontecendo neste momento. Tente incluir quantificadores e artigos.)

Checklist — include at least:

- 3 sentences in the Present Simple (habits/routines)
- 3 sentences in the Present Continuous (happening now)
- 1 quantifier (some, many, a lot of, a few, a little, etc.)
- 1 article (a, an, the) used correctly
- At least 1 plural noun

Write your text here:

Teacher Note:

Suggested time: 30 minutes (10 min reading + 5 min True/False + 5 min short answer + 10 min writing)

Reading strategy: Before reading, ask students to predict what the passage is about based on the title "A New School Year." After reading, ask them to identify all Present Simple verbs (blue) and all Present Continuous verbs (red) by underlining or highlighting. This reinforces the tense distinction in context.

Grammar scavenger hunt: As an extension activity, ask students to find in the reading passage: (a) 3 examples of quantifiers, (b) 2 examples of demonstratives, (c) 1 uncountable noun. This encourages careful re-reading.

Writing support: For students who need scaffolding, write sentence starters on the board:

- "Every day, I..." (Present Simple)

- "I usually..." (Present Simple)
- "Right now, I am..." (Present Continuous)
- "At the moment, my classmates are..." (Present Continuous)

Assessment criteria for Exercise 9:

- Correct use of Present Simple for habits (at least 3 sentences)
- Correct use of Present Continuous for current actions (at least 3 sentences)
- At least 1 quantifier used appropriately
- At least 1 article used correctly
- At least 1 correct plural noun
- Coherent and understandable text
- Minimum 8 complete sentences

Sample answer:

My name is Lucas and I am 14 years old. Every day, I wake up at 6:00 and eat breakfast with my family. I usually have some bread and a glass of juice. I go to school by bus. My classes start at 7:30. I study many subjects, but English is my favorite. Right now, I am sitting in my classroom and writing this text. My teacher is helping some students with the exercise. There are a lot of books on my desk. My friend Pedro is sitting next to me. He is reading the questions carefully. I like my school because the teachers are kind and the classrooms are big.

REAL USE

Mission Lab: First Week at a New Course



Introduce yourself and ask for what you need

Model Exchange

Receptionist: Hello! Are you a new student?

Student: Yes. My name is Paulo. I work during the day, so I usually come here in the evening.

Receptionist: Great. Your class is starting right now, in room 3.

Student: Sorry, do you mean this room or that one at the end?

Receptionist: That one, next to the library. Do you need anything?

Student: Yes, please. Do you have any paper? I only have a few pens.

Final Task New Student at the Front Desk

TEACHER EDITION

Work in pairs. Student A is a new student; Student B is the receptionist. Then switch roles. (Trabalhem em duplas e depois troquem os papeis.)

- A. New student:** introduce yourself (name, city, work/study), give two routine details and one thing that is happening right now, and ask two daily-life questions — one about a place and one about materials, using a quantifier (some/any/a few) or a demonstrative (this/that).
- B. Receptionist:** greet the new student, ask at least four questions (name, routine, what they need), give directions to a room, and answer the requests using some/any/a few.
- ✓ **Mission success:** both partners speak without reading every sentence, and the new student finds the room and gets the materials in a conversation of at least two minutes.

**Repair Challenge:**

Your partner must give one confusing direction or use one word you may not know. If you do not understand, say: *Sorry, could you repeat that?* or *Do you mean this room or that one?*

**AI Mission — First Day at the Community Center:**

In ChatGPT Voice, say: “Act as a receptionist at a community center in Brazil. I am a new English student. Ask me one question at a time about my name, my routine, and what I need. Speak slowly. Correct my main mistake in Portuguese and ask me to repeat.” Practice for 10 minutes. **Offline:** record your introduction and three daily-life questions on your phone, or practice with a partner.

Exit Check My Can-Do Checklist

TEACHER EDITION

- ☐ I can introduce myself and describe my routine.
- ☐ I can say what is happening around me right now.
- ☐ I can ask daily-life questions with some/any and this/that, and repair a misunderstanding.

Performance Feedback:

Listen for message completion first, then the Present Simple / Present Continuous contrast, quantifiers, and repair language. Do not interrupt every error. Note one successful phrase and one next step for each student.

Chapter 1 - Answer Key

Exercise 1: Present Simple or Present Continuous?

1. walks / is taking 2. is running 3. doesn't drink / drinks
4. is sleeping 5. studies 6. are reviewing 7. Does ... work
8. know / am not telling 9. live / travel 10. is playing

Exercise 2: Choose the Correct Tense

1. b) is trying 2. c) play 3. b) love 4. c) is talking
5. b) do

Exercise 3: Write the Correct Plural

1. children 2. knives 3. women 4. cities 5. teeth 6. boxes
7. leaves 8. tomatoes

Exercise 4: Countable or Uncountable?

1. b) information 2. b) chairs 3. a) advice 4. a) furniture
5. b) people

Exercise 5: Choose the Right Quantifier

1. some 2. much 3. many 4. a lot of 5. any 6. a few
7. a little 8. no

Exercise 6: Articles and Demonstratives

1. The 2. those 3. an 4. This 5. – (no article) 6. a
7. that 8. These

Exercise 7: True or False?

1. T 2. F (There are about 800 students in her school.) 3. T
4. F (She doesn't have any colored pencils. She forgot them at home.)

5. T

TEACHER EDITION

Exercise 8: Answer the Questions

1. Her favorite subjects are English and History.
2. This week is special because it is the first week of the new school year.
3. She is explaining the grammar review.
4. She needs to buy some juice.

Exercise 9: Writing Task

Answers will vary. Check for:

- *At least 3 sentences in Present Simple (habits/routines)*
- *At least 3 sentences in Present Continuous (current actions)*
- *At least 1 quantifier used appropriately*
- *At least 1 article used correctly*
- *At least 1 correct plural noun*
- *Coherent and understandable text*
- *Minimum 8 complete sentences*

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

TEACHER EDITION

CHAPTER 2

TEACHER EDITION

First Day on the Job: Advice, Rules & Prohibitions

Your mission: survive your first day at a new job. Ask for help when you don't understand, learn the rules with must and have to, find out what is not allowed with mustn't and can't, and give a colleague advice with should and shouldn't. These modal verbs are your survival kit for rules, recommendations, and prohibitions — at work, at school, and in everyday life in Brazil.

Read and Understand the Rules



What are the students doing? _____.

Rules, advice, and prohibitions - modal verbs help us express all of these!



Today's Mission:

It is your first day at a new job. Ask for help when you don't understand something, learn the workplace rules (what you must do and what you don't have to do), find out what is not allowed, and give a new colleague one piece of advice.



Survival Phrase Kit

TEACHER EDITION

Purpose	Useful language
Ask for help and advice	Could you help me? / What should I do first? / Can I ask a question?
Understand rules and obligations	You must wear this badge. / I have to start at 8. / You don't have to stay late.
Explain prohibitions	You can't smoke here. / We mustn't use the phone in the kitchen.
Repair communication	Sorry, could you say that more slowly? / Do you mean I have to, or I don't have to?



Teacher Read-Aloud: First Day at the Restaurant

Listen twice. First, identify the situation. Then listen for obligations, things that are not necessary, and prohibitions.

Mission Warm-up Must, Don't Have To, or Mustn't?

TEACHER EDITION

Listen without reading the script. Write short answers.

1. What must Jonas do before he starts working?

He must wash his hands and wear an apron.

2. Does Jonas have to bring his own apron tomorrow?

No, he doesn't have to. The restaurant gives him two.

3. What mustn't Jonas do in the kitchen?

He mustn't use his phone in the kitchen. (He can leave it in the locker.)

Teacher Route — 120 minutes:

0–15: mission and listening. **15–45:** Formula — the rule boxes of Units 2.1 (should/shouldn't), 2.2 (must/have to) and 2.3 (mustn't/can't), using the Summary table as a recap. **45–80:** Practice — choose one exercise from each unit (Exercise 1 or 2, Exercise 3 or 4, Exercise 5 or 6). **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. Unit 2.4 (School Rules) and the remaining exercises are extension or homework.

Read twice: Supervisor: “Welcome, Jonas. On your first day, you should watch carefully and ask questions.” Jonas: “Thank you. What should I do first?” Supervisor: “First, you must wash your hands and wear this apron. Everyone has to wear one in the kitchen.” Jonas: “Do I have to bring my own apron tomorrow?” Supervisor: “No, you don't have to. The restaurant gives you two.” Jonas: “Sorry, could you say that more slowly?” Supervisor: “Of course. You don't have to bring an apron. One more thing: you mustn't use your phone in the kitchen. You can leave it in the locker.”

Should / Shouldn't (Advice)

TEACHER EDITION

Should / Shouldn't: Giving Advice

Use **should + base verb** to give advice or make recommendations. Use **shouldn't + base verb** to advise against something.

- **Should** = it is a good idea / I recommend it (*Em portugues: deveria / e uma boa ideia*)
- **Shouldn't** = it is not a good idea / I don't recommend it (*Em portugues: nao deveria / nao e uma boa ideia*)

Form	Structure	Example
Affirmative	Subject + should + base verb	You should study for the test.
Negative	Subject + shouldn't + base verb	You shouldn't eat too much candy.
Interrogative	Should + subject + base verb?	Should I talk to the teacher?

Important: After *should*, always use the **base form** of the verb (no -s, no -ing, no -ed).

- She should **go**. (NOT: She should goes. / She should going.)
- He should **drink** water. (NOT: He should drinks water.)

Examples: Advice for Different Situations

HEALTH ADVICE

You should drink more water every day.

Voce deveria beber mais agua todos os dias.

HEALTH ADVICE (NEGATIVE)

Fernanda shouldn't eat fast food every day. It's not healthy.

Fernanda nao deveria comer fast food todos os dias. Nao e saudavel.

SCHOOL ADVICE

TEACHER EDITION

Rafael should pay attention in class.

Rafael deveria prestar atencao na aula.

SCHOOL ADVICE (NEGATIVE)

Students shouldn't use their phones during the lesson.

Os alunos nao deveriam usar o celular durante a aula.

SOCIAL SITUATION

You should apologize to Mariana. She is upset.

Voce deveria pedir desculpas para a Mariana. Ela esta chateada.

SOCIAL SITUATION (NEGATIVE)

You shouldn't talk about people behind their backs.

Voce nao deveria falar das pessoas pelas costas.

QUESTION

Should I wear a jacket? It looks cold outside.

Eu deveria vestir uma jaqueta? Parece frio la fora.



Tip / Dica:

"Should" is softer than **"must"**. When you say *should*, you are giving a suggestion or recommendation, not an order. It's like saying *"eu acho que voce deveria..."* in Portuguese. The person can choose to follow your advice or not.

- **Should** = suggestion (sugestao) - "You should rest." (Voce deveria descansar.)
- **Must** = order / obligation (obrigacao) - "You must rest." (Voce tem que descansar.)

Teacher Note:

Suggested time: 20 minutes

L1 note: In Portuguese, "deveria" is the closest equivalent to "should." Students may confuse *should* with *must* because both can be translated as "deveria" or "deve" depending on context. Emphasize that *should* is always a suggestion, never an obligation.

Activity: Before the exercises, ask students to brainstorm situations where they give advice to friends (e.g., a friend who is sick, a friend who has a test tomorrow, a friend who has an argument). Write their ideas on the board using *should/shouldn't*.

TEACHER EDITION

Exercise 1 Should or Shouldn't?

Complete the sentences with **should** or **shouldn't**.

Complete as frases com "should" ou "shouldn't".

1. You have a headache. You should take some medicine. **should**
2. It's very late. You shouldn't stay up watching TV. **shouldn't**
3. Gustavo wants to learn English faster. He should practice every day. **should**
4. Larissa is feeling tired all the time. She should sleep more. **should**
5. You shouldn't eat so much sugar. It's bad for your teeth. **shouldn't**
6. Bruno has an important exam tomorrow. He should study tonight. **should**
7. We shouldn't be rude to other people. **shouldn't**
8. Bianca wants to be healthier. She should eat more fruits and vegetables. **should**

Exercise 2 Choose the Best Advice

TEACHER EDITION

Read the situation and choose the best advice using **should** or **shouldn't**.

Leia a situacao e escolha o melhor conselho usando "should" ou "shouldn't".

1. Thiago is sick. He has a fever. What should he do?

- ☐ a) He should go to school.
- ☐ b) He should stay home and rest.
- ☐ c) He should play soccer outside.

b) He should stay home and rest.

2. Juliana wants to improve her English pronunciation.

- ☐ a) She shouldn't listen to English music or podcasts.
- ☐ b) She should only study grammar.
- ☐ c) She should listen to English songs and repeat the words.

c) She should listen to English songs and repeat the words.

3. Pedro is always late for school.

- ☐ a) He should wake up earlier.
- ☐ b) He should sleep more in the morning.
- ☐ c) He shouldn't set an alarm.

a) He should wake up earlier.

4. Camila's friend told her a secret. What should Camila do?

- ☐ a) She should tell everyone at school.
- ☐ b) She shouldn't tell anyone. She should keep the secret.
- ☐ c) She should post it on social media.

b) She shouldn't tell anyone. She should keep the secret.

5. It's going to rain, and Lucas doesn't have an umbrella.

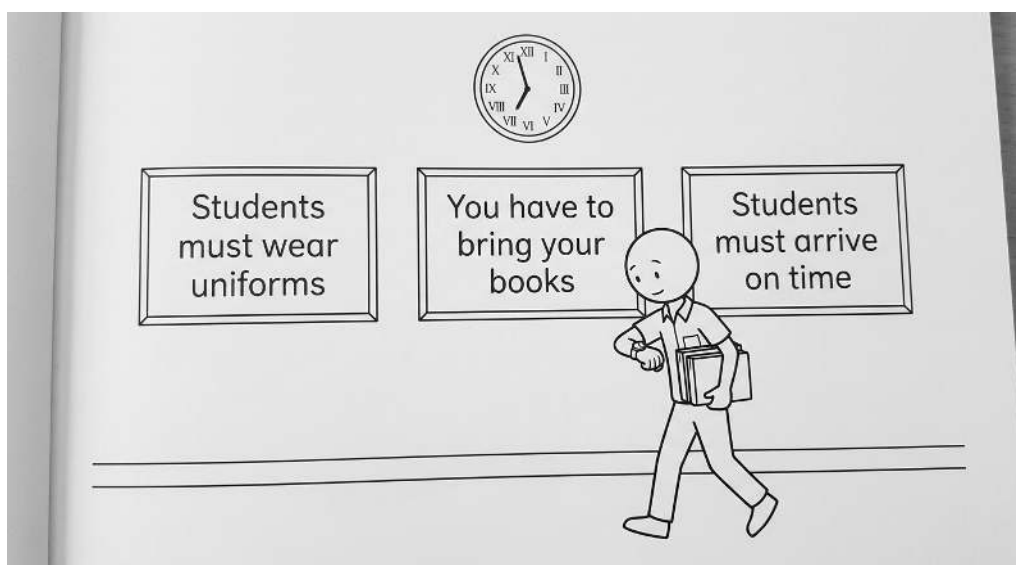
TEACHER EDITION

- ☐ a) He should walk home slowly.
- ☐ b) He shouldn't worry about the rain.
- ☐ c) He should wait for the rain to stop or borrow an umbrella.

c) He should wait for the rain to stop or borrow an umbrella.

UNIT 2.2

Must / Have To (Obligation)



Rules and obligations at school: must and have to

Must: Strong Obligation

TEACHER EDITION

Use **must + base verb** for strong obligation, especially when the speaker feels it is very important (personal authority, rules, or laws).

- **Must** = it is absolutely necessary / very important (*Em portugues: deve / tem que / precisa*)

Form	Structure	Example
Affirmative	Subject + must + base verb	You must wear a uniform at school.
Negative	Subject + mustn't + base verb	You mustn't run in the hallway.
Interrogative	Must + subject + base verb?	Must we finish this today?

Have To: External Obligation

Use **have to + base verb** for external obligation (rules made by someone else, laws, or situations that require something).

- **Have to** = it is necessary because of a rule or situation (*Em portugues: ter que / precisar*)
- Remember: **has to** for he/she/it (third person singular)

Form	Structure	Example
Affirmative	Subject + have to / has to + base verb	I have to do my homework every night.
Negative	Subject + don't / doesn't + have to + base verb	She doesn't have to work on Sundays.
Interrogative	Do / Does + subject + have to + base verb?	Do you have to wear a uniform?



Must vs. Have To: What's the Difference?

TEACHER EDITION

Modal	Type of Obligation	Example	Portugues
must	Internal / speaker's authority (I believe it is important)	I must study harder this semester.	Eu devo/preciso estudar mais este semestre.
have to	External / rules from someone else	We have to wear a uniform. (It's a school rule.)	Nos temos que usar uniforme. (E uma regra da escola.)

In practice: In everyday English, *must* and *have to* are often used interchangeably for obligation. However, the **negative forms are very different!**



Mustn't vs. Don't Have To: Very Different!

Form	Meaning	Example	Portugues
mustn't	PROHIBITION (it is forbidden / not allowed)	You mustn't cheat on the test.	Voce NAO PODE colar na prova. (E proibido!)
don't have to	NOT NECESSARY (you can if you want, but it's not required)	You don't have to wear a tie. (But you can if you want.)	Voce NAO PRECISA usar gravata. (Mas pode se quiser.)

**Warning / Atencao:**

TEACHER EDITION

"**Mustn't**" and "**don't have to**" have VERY different meanings! This is one of the most common mistakes for Portuguese speakers.

- **You mustn't park here.** = It is FORBIDDEN. You will get a fine! (Voce NAO PODE estacionar aqui.)
- **You don't have to park here.** = It is NOT NECESSARY. You can park somewhere else. (Voce nao precisa estacionar aqui.)

Examples in Context

SCHOOL RULE (MUST)

Students must arrive at school before 7:30 AM.

Os alunos devem chegar na escola antes das 7h30.

EXTERNAL RULE (HAVE TO)

Matheus has to take the bus because he lives far from school.

Matheus tem que pegar o onibus porque ele mora longe da escola.

PROHIBITION (MUSTN'T)

You mustn't copy your friend's homework. It's cheating!

Voce nao pode copiar a licao do seu amigo. E cola!

NOT NECESSARY (DON'T HAVE TO)

We don't have to go to school on Saturday. It's the weekend!

Nos nao precisamos ir a escola no sabado. E fim de semana!

PERSONAL OBLIGATION (MUST)

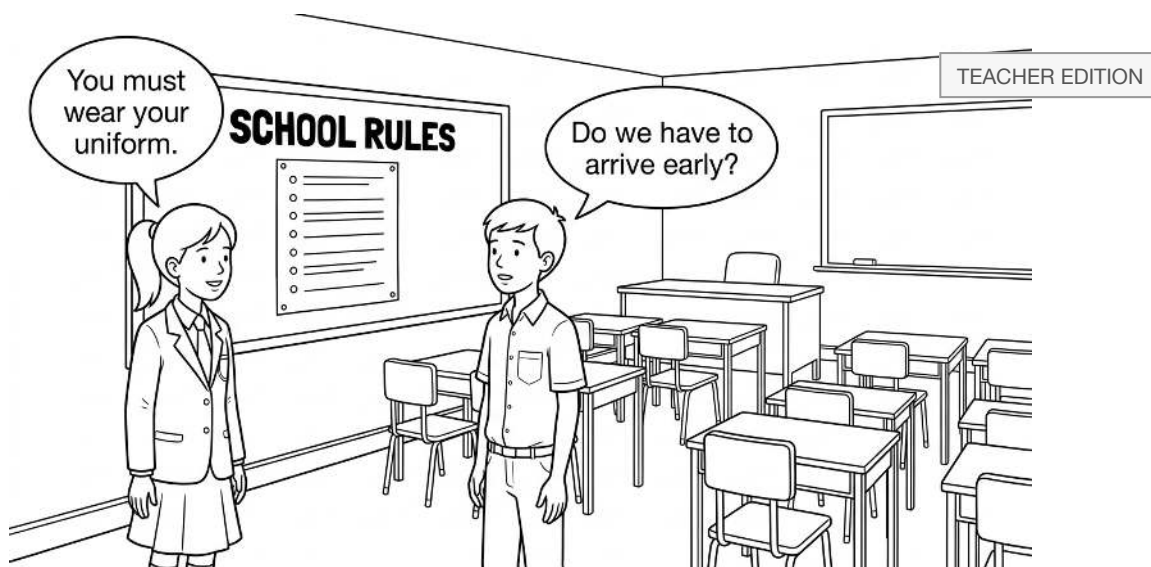
I must call my grandmother tonight. I promised her.

Eu devo ligar para minha avo hoje a noite. Eu prometi.

NOT NECESSARY (DOESN'T HAVE TO)

Ana doesn't have to bring lunch. The school has a cafeteria.

Ana nao precisa trazer almoco. A escola tem cantina.



Gabriela and Henrique discuss the rules at their new school

First Week at a New School

- Gabriela:** Henrique, did you read the school rules?
- Henrique:** Yes! There are so many rules. We must wear the uniform every day.
- Gabriela:** I know. And we mustn't use our phones in the classroom.
- Henrique:** Really? That's strict! What about food?
- Gabriela:** We mustn't eat during class. But we can eat during the break.
- Henrique:** Do we have to bring our own lunch?
- Gabriela:** No, we don't have to. The school has a cafeteria. But you can bring your own lunch if you prefer.
- Henrique:** Good. Do we have to stay after school for extra activities?
- Gabriela:** No, we don't have to. The extra activities are optional. But I think we should join the English club!
- Henrique:** Great idea! I must improve my English this year.

Teacher Note:

Suggested time: 30 minutes

L1 note: Portuguese "ter que" closely corresponds to "have to." Students will naturally understand this connection. The trickier concept is the difference between *mustn't* and *don't have to* (not necessary), as both can be translated as "nao ter que" or "nao precisar" in Portuguese, but they have opposite meanings in English. Spend extra time on this distinction.

TEACHER EDITION

Activity: Have students read the dialogue in pairs, then ask comprehension questions: "Do they have to bring lunch?" "Can they use phones in class?" After that, ask students to list 5 rules from their own school using *must/mustn't/have to/don't have to*.

Exercise 3 Must, Have To, Mustn't, or Don't Have To?

Complete the sentences with **must**, **have to**, **mustn't**, or **don't have to**. Use the correct form.

Complete as frases com "must", "have to", "mustn't" ou "don't have to". Use a forma correta.

1. You **mustn't** smoke in the hospital. It is forbidden. **mustn't**
2. In Brazil, children **have to** go to school. It's the law. **have to**
3. Tomorrow is a holiday. We **don't have to** go to school. **don't have to**
4. I **must** finish this project today. The deadline is tonight! **must**
5. Isabella **has to** wake up at 5 AM because her school is very far. **has to**
6. You **mustn't** touch that wire! It's dangerous! **mustn't**
7. You **don't have to** buy a new book. You can borrow one from the library. **don't have to**
8. Passengers **must** fasten their seatbelts during takeoff and landing. **must**
9. Felipe **doesn't have to** wear a suit to school. He only needs a uniform. **doesn't have to**
10. You **mustn't** cross the street when the light is red. It's very dangerous. **mustn't**

Exercise 4 Rewrite the Sentences

TEACHER EDITION

Rewrite each sentence using the word in parentheses. Keep the same meaning.

Reescreva cada frase usando a palavra entre parenteses. Mantenha o mesmo significado.

1. It is necessary for students to wear a uniform. (have to)

Students have to wear a uniform.

2. It is forbidden to run in the library. (mustn't)

You mustn't run in the library.

3. It is not necessary to bring a dictionary. (don't have to)

You don't have to bring a dictionary.

4. It is very important to be quiet in the hospital. (must)

You must be quiet in the hospital.

5. Renata is obligated to study for the test because her mother said so. (has to)

Renata has to study for the test.

Can't / Mustn't (Prohibition)

TEACHER EDITION

Can't and Mustn't: Things That Are NOT Allowed

Both **can't** and **mustn't** express prohibition - things you are NOT allowed to do.

- **Can't** = not allowed / not possible (*Em portugues: nao pode / nao e permitido*)
- **Mustn't** = forbidden / it is dangerous or strictly prohibited (*Em portugues: nao deve / e proibido*)

Modal	Meaning	Example	Portugues
can't	Not allowed / not possible	You can't park here. (There's a sign.)	Voce nao pode estacionar aqui.
mustn't	Forbidden / dangerous	You mustn't touch the electricity box!	Voce nao deve tocar na caixa de eletricidade!

Note: In everyday English, *can't* is more common and less formal. *Mustn't* is stronger and often used for safety rules or serious prohibitions.

English	Portugues	Example Sentence
No smoking	<i>Proibido fumar</i>	You can't smoke here. Look at the "No smoking" sign.
No running	<i>Proibido correr</i>	You mustn't run in the hallway. It's dangerous.
No parking	<i>Proibido estacionar</i>	You can't park in front of the hospital entrance.
No food or drinks	<i>Proibido comida ou bebida</i>	You can't bring food or drinks into the library.
No cell phones	<i>Proibido celular</i>	You mustn't use your cell phone during the exam.
No swimming	<i>Proibido nadar</i>	You can't swim here. The water is polluted.
No photography	<i>Proibido fotografar</i>	You can't take photos inside the museum.

English	Portugues	Example Sentence	TEACHER EDITION
No littering	<i>Proibido jogar lixo</i>	You mustn't throw trash on the ground.	



NO SMOKING



NO RUNNING



NO PARKING



NO CELL PHONES



NO FOOD OR DRINKS



NO SWIMMING

Common prohibition signs you see in public places

Examples: School Rules, Public Places, Traffic

SCHOOL RULE

Students can't leave the school during class hours.

Os alunos nao podem sair da escola durante o horario de aula.

SCHOOL RULE

You mustn't cheat on exams. You will be expelled.

Voce nao pode colar nas provas. Voce sera expulso.

PUBLIC PLACE

Visitors can't touch the paintings in the museum.

Os visitantes nao podem tocar nas pinturas do museu.

PUBLIC PLACE

You mustn't make noise in the library. People are studying.

Voce nao deve fazer barulho na biblioteca. As pessoas estao estudando.

TRAFFIC

TEACHER EDITION

You can't drive without a license in Brazil.*Voce nao pode dirigir sem carteira de motorista no Brasil.*

TRAFFIC

You mustn't drive when you are very tired. It's extremely dangerous.*Voce nao deve dirigir quando esta muito cansado. E extremamente perigoso.***Remember / Lembre-se:**

Both **can't** and **mustn't** mean something is NOT allowed, but there is a small difference:

- **Can't** = it is not allowed or not possible (general prohibition or impossibility)
- **Mustn't** = it is forbidden, often because it is dangerous or very serious

In everyday English, *can't* is used much more often. *Mustn't* sounds more formal and serious.

Na pratica, "can't" e mais usado no dia a dia. "Mustn't" soa mais formal e serio.

Teacher Note:

Suggested time: 20 minutes

Activity: Bring images of real prohibition signs (or draw them on the board). Ask students to write sentences using *can't* or *mustn't* to explain what each sign means. This works well as a pair activity.

Extension: Ask students to think about places they visit (shopping center, cinema, park, bus) and list the prohibitions for each place.

Exercise 5 Can't or Mustn't?

TEACHER EDITION

Complete the sentences with **can't** or **mustn't**. In some sentences both are acceptable; choose the best option based on the context.

Complete as frases com "can't" ou "mustn't". Em algumas frases ambos são aceitáveis; escolha a melhor opção de acordo com o contexto.

1. You mustn't play with fire! You could get seriously hurt. **mustn't**
2. We can't enter the cinema without a ticket. **can't**
3. You mustn't tell anyone the password. It's confidential. **mustn't**
4. Children can't watch this movie. It's only for adults. **can't**
5. You mustn't drink that water! It's contaminated! **mustn't**
6. Students can't use the computer lab without a teacher present. **can't**

Exercise 6 Match the Prohibition Sign to the Correct Sentence

TEACHER EDITION

Match each prohibition sign on the left with the correct sentence on the right.

Combine cada placa de proibicao a esquerda com a frase correta a direita.

1. No smoking

2. No parking

3. No food or drinks

4. No cell phones

5. No swimming

6. No littering

a) You can't leave your car here. It will be towed.

b) You mustn't throw trash on the beach. Keep it clean!

c) You can't bring your sandwich into the computer room.

d) You mustn't go in the water here. There are strong currents.

e) You can't use cigarettes in this area. It's a smoke-free zone.

f) You must turn off your phone before the exam begins.

1. e _____

2. a _____

3. c _____

4. f _____

5. d _____

6. b _____

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

Reading & Writing: School Rules

TEACHER EDITION



Escola Estadual Professor Augusto Lima - a school with clear rules for everyone

School Rules at Escola Estadual Professor Augusto Lima

Read the text and answer the questions below.

My name is Carolina, and I am a student at Escola Estadual Professor Augusto Lima in Belo Horizonte. Our school has many rules, and I think most of them are fair.

First, all students must wear the school uniform every day. We have to wear a white T-shirt with the school logo and dark blue pants or a dark blue skirt. We don't have to wear special shoes, but we must wear closed shoes - we can't wear flip-flops or sandals.

We must arrive at school before 7:15 AM. If you are late, you have to go to the secretary's office and get a late pass. You mustn't be late more than three times a month, or your parents will be called.

During class, we mustn't use our cell phones. The teacher can take your phone if you use it during the lesson. We also can't eat or drink in the classroom, but we can eat during the 20-minute break. The school has a cafeteria, so we don't have to bring our own food, but many students prefer to bring lunch from home.

Students should respect their classmates and teachers. We mustn't bully or disrespect anyone. If there is a problem, students should talk to the school counselor. I think this is the most important rule.

We don't have to participate in extracurricular activities, but the school has many options. I think every student should try at least one activity. I do volleyball on Tuesdays and Thursdays, and my friend Diego does the robotics club. We should all find something we enjoy!

Exercise 7 True or False?

TEACHER EDITION

Read the statements and write **True** or **False** based on the reading passage.

Leia as afirmacoes e escreva "True" ou "False" de acordo com o texto.

1. Students must wear a uniform with a white T-shirt and dark blue pants or skirt. **True**
True
2. Students have to wear special shoes to school. **False** **False**
3. Students can use their cell phones freely during class. **False** **False**
4. Students have to bring their own food because there is no cafeteria. **False** **False**
5. Extracurricular activities are optional; students don't have to participate. **True**
True

Exercise 8 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. What must students do if they arrive late to school?

They have to go to the secretary's office and get a late pass.

2. What happens if a student uses a cell phone during class?

The teacher can take the student's phone.

3. What should students do if there is a problem with bullying?

They should talk to the school counselor.

4. What extracurricular activities do Carolina and Diego do?

Carolina does volleyball on Tuesdays and Thursdays, and Diego does the robotics club.

Exercise 9 Write Rules for Your Ideal School

TEACHER EDITION

Imagine your ideal school. Write **5 rules** for your ideal school using the modal verbs you learned in this chapter: **should, shouldn't, must, mustn't, have to, don't have to, can't**.

Imagine a sua escola ideal. Escreva 5 regras para a sua escola ideal usando os verbos modais que voce aprendeu neste capitulo.

- Write at least 1 rule with **should** or **shouldn't** (advice).
- Write at least 1 rule with **must** or **mustn't** (obligation / prohibition).
- Write at least 1 rule with **have to** or **don't have to** (external rule).
- Write at least 1 rule with **can't** (prohibition).

Example:

MODEL

In my ideal school, students don't have to wear a uniform. They should wear comfortable clothes. Students must respect each other. They mustn't bully anyone. Students can't use phones during exams.

Your rules:

Teacher Note:

Suggested time: 30 minutes (15 for reading exercises, 15 for writing)

Reading: Before students read, pre-teach the following vocabulary: *flip-flops* (chinelos), *late pass* (passe de atraso), *counselor* (orientador/conselheiro), *bully* (intimidar/fazer bullying), *extracurricular* (extracurricular). Have students read the text silently first, then read aloud as a class.

Writing: Exercise 9 is an open-ended writing task. Encourage students to be creative. After writing, have 3-4 students share their rules with the class. The class can vote on the best rules for an "ideal school." Accept any grammatically correct sentence that uses the modals appropriately.

Assessment: The writing exercise is ideal for formative assessment. Check that students use the correct modal verbs and understand the difference between advice (should), obligation (must/have to), and prohibition (mustn't/can't).

SUMMARY

Chapter 2 - Modal Verbs Summary

TEACHER EDITION



Quick Reference: All Modal Verbs from Chapter 2

Modal Verb	Function	Meaning in Portuguese	Example
should	Advice (positive)	deveria	You should study more.
shouldn't	Advice (negative)	nao deveria	You shouldn't stay up late.
must	Strong obligation	deve / tem que (forte)	You must wear a seatbelt.
mustn't	Prohibition (forbidden)	nao pode / e proibido	You mustn't run in the hall.
have to	External obligation	ter que / precisar	I have to wear a uniform.
don't have to	Not necessary	nao precisa	You don't have to bring lunch.
can't	Not allowed / not possible	nao pode	You can't park here.



Key Differences to Remember / Diferencas-chave para lembrar:

- **should** (suggestion/advice) vs. **must** (obligation) - "should" is softer, "must" is stronger
- **must** (internal/personal) vs. **have to** (external/rules) - both express obligation but from different sources
- **mustn't** (FORBIDDEN!) vs. **don't have to** (not necessary) - this is the biggest difference to remember!
- **can't** (not allowed/not possible) vs. **mustn't** (strictly forbidden) - "can't" is more common in everyday English

REAL USE

Mission Lab: First Day on the Job



Learn the rules, ask for help, and give advice

Model Exchange

New employee: Good morning! It's my first day. What should I do first?

Supervisor: First, you must sign this form and wear your badge all day.

New employee: Do I have to buy a uniform?

Supervisor: No, you don't have to. We give you one. But remember: you mustn't wear it outside work.

New employee: Sorry, could you say that more slowly?

Supervisor: Of course. You mustn't wear the uniform outside work. And one tip: you should always ask when you are not sure.

Final Task First-Day Briefing

TEACHER EDITION

Work in pairs. Student A is a new employee; Student B is the supervisor. Then switch roles.

- A. New employee:** ask what you should do first, ask two questions about the rules (with *must* or *have to*), check one thing that is not necessary (*Do I have to...?*), and confirm one prohibition.
- B. Supervisor:** explain three rules — one obligation (must/have to), one thing that is not necessary (don't have to), and one prohibition (mustn't/can't) — and give the new employee one piece of advice with *should*.
- ✓ **Mission success:** the new employee repeats the three rules in their own words, both partners speak without reading every sentence, and the conversation lasts at least two minutes.

**Repair Challenge:**

Your partner must say one rule very fast or use one word you may not know. If you do not understand, say: *Sorry, could you say that more slowly?* or *Do you mean I have to, or I don't have to?*

**AI Mission — First Day at Work:**

In ChatGPT Voice, say: “Act as my supervisor on my first day at a restaurant in Brazil. Explain one rule at a time using *must*, *have to*, *don't have to*, *can't*, and *mustn't*. After each rule, ask me to repeat it in my own words. Speak slowly. Correct my main mistake in Portuguese.” Practice for 10 minutes. **Offline:** write three rules of your school or workplace and record yourself explaining them on your phone, or practice with a partner.

Exit Check My Can-Do Checklist

TEACHER EDITION

- ☐ I can ask for help and give advice with should and shouldn't.
- ☐ I can explain obligations with must and have to, and things that are not necessary with don't have to.
- ☐ I can explain prohibitions with mustn't and can't, and repair a misunderstanding.

Performance Feedback:

Listen for message completion first, then modal accuracy — especially the mustn't vs. don't have to contrast — and repair language. Do not interrupt every error. Note one successful phrase and one next step for each student.

Chapter 2 - Answer Key

Exercise 1: Should or Shouldn't?

1. should 2. shouldn't 3. should 4. should 5. shouldn't
6. should 7. shouldn't 8. should

Exercise 2: Choose the Best Advice

1. b) He should stay home and rest.
2. c) She should listen to English songs and repeat the words.
3. a) He should wake up earlier.
4. b) She shouldn't tell anyone. She should keep the secret.
5. c) He should wait for the rain to stop or borrow an umbrella.

Exercise 3: Must, Have To, Mustn't, or Don't Have To?

1. mustn't 2. have to 3. don't have to 4. must 5. has to
6. mustn't 7. don't have to 8. must 9. doesn't have to
10. mustn't

Exercise 4: Rewrite the Sentences

1. Students have to wear a uniform.
2. You mustn't run in the library.
3. You don't have to bring a dictionary.
4. You must be quiet in the hospital.
5. Renata has to study for the test.

Exercise 5: Can't or Mustn't?

1. mustn't 2. can't 3. mustn't 4. can't 5. mustn't
6. can't

Exercise 6: Match the Prohibition Sign to the Correct Sentence

TEACHER EDITION

1. e) You can't use cigarettes in this area. It's a smoke-free zone.
2. a) You can't leave your car here. It will be towed.
3. c) You can't bring your sandwich into the computer room.
4. f) You must turn off your phone before the exam begins.
5. d) You mustn't go in the water here. There are strong currents.
6. b) You mustn't throw trash on the beach. Keep it clean!

Exercise 7: True or False?

1. True
2. False (They don't have to wear special shoes, but they must wear closed shoes.)
3. False (Students mustn't use cell phones during class.)
4. False (The school has a cafeteria. Students don't have to bring their own food.)
5. True

Exercise 8: Answer the Questions

1. They have to go to the secretary's office and get a late pass.
2. The teacher can take the student's phone.
3. They should talk to the school counselor.
4. Carolina does volleyball on Tuesdays and Thursdays, and Diego does the robotics club.

Exercise 9: Write Rules for Your Ideal School

Answers will vary. Check that students use at least: 1 sentence with should/shouldn't, 1 with must/mustn't, 1 with have to/don't have to, and 1 with can't. All sentences should be grammatically correct with the base form of the verb after the modal.

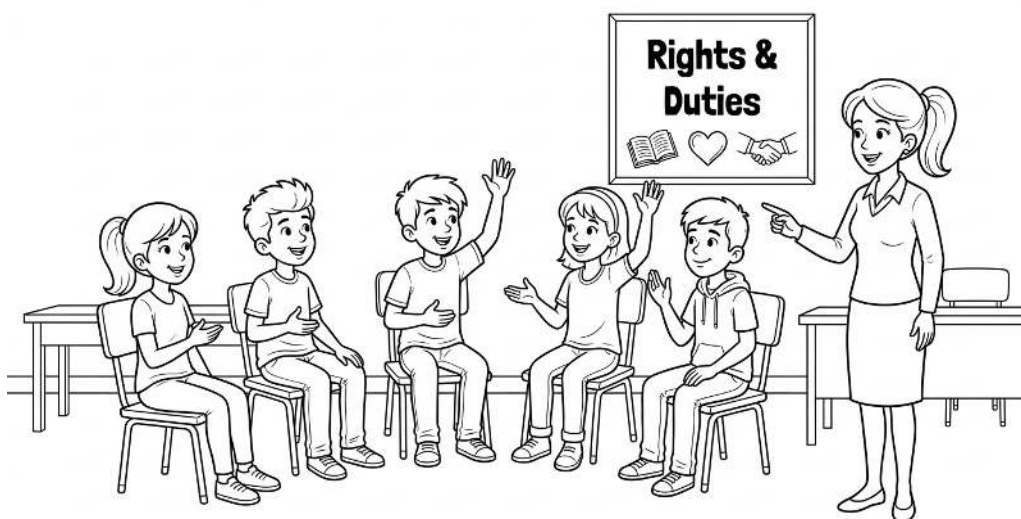
TEACHER EDITION

CHAPTER 3

TEACHER EDITION

Joining In: Rights and Duties in Your Community

Your mission: join a community association as a new volunteer. Understand your rights as a member, explain your duties as a volunteer, and ask what you can and can't do. You will use can, must, should, have to, mustn't, and can't — with civic vocabulary — to talk about responsibilities in school, work, and community life.



Rights and duties: building a better community together

**Today's Mission:**

You are joining a community association as a new volunteer. At the orientation meeting, understand your rights as a member, explain your duties as a volunteer, ask what you can and can't do, and agree on your responsibilities.



Survival Phrase Kit

TEACHER EDITION

Purpose	Useful language
Talk about rights	I can use the library. / We have the right to ask questions.
Explain duties	I must sign in every visit. / Volunteers have to arrive on time.
Ask what is (not) allowed	Can I bring my children? / You can't smoke inside. / We mustn't leave the gate open.
Repair communication	Could you explain that word, please? / Do you mean it is a right or a duty?



Teacher Read-Aloud: Volunteer Orientation Meeting

Listen twice. First, identify the situation. Then listen for rights, duties, and one important prohibition.

Mission Warm-up Right, Duty, or Prohibition?

TEACHER EDITION

Listen without reading the script. Write short answers.

1. What can members use for free?

They can use the library and the sports court for free.

2. What must volunteers do at the reception?

They must sign in at the reception (and arrive ten minutes before their activity).

3. Why mustn't they leave the gate open?

Because of the small children.

Teacher Route — 120 minutes:

0–15: mission and listening. **15–45:** Formula — the rule boxes of Units 3.1 (rights: can / have the right to), 3.2 (duties: must / have to / should) and 3.3 (prohibitions: mustn't / can't). **45–80:** Practice — choose one exercise from each unit (Exercise 1 or 2, Exercise 3 or 4, Exercise 5 or 6). **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. Unit 3.4 (Being a Good Citizen: reading and writing) and the remaining exercises are extension or homework.

Read twice: Coordinator: “Welcome to the community association, everyone. As members, you can use the library and the sports court for free.” Ana: “Can I bring my children to the reading club?” Coordinator: “Yes, you can. But there are also duties. All volunteers must sign in at the reception, and you have to arrive ten minutes before your activity.” Ana: “Do we have to come every day?” Coordinator: “No, you don't have to. Twice a week is enough. One rule is very important: you mustn't leave the gate open, because of the small children.” Ana: “Sorry, could you explain the word 'gate'?” Coordinator: “The gate is the metal door at the entrance.”

UNIT 3.1

Rights: What You CAN Do

TEACHER EDITION

 "Can" and "Have the Right to"

We use **can** to express:

- **Ability:** something you are able to do. *I can speak English.*
- **Permission (informal):** something you are allowed to do. *You can use the library after class.*

We use **have the right to + base verb** for **formal or legal rights**:

- *Everyone has the right to education.*
- *Citizens have the right to vote.*

Form	Structure	Example
Can (informal)	Subject + can + base verb	You can express your opinion.
Have the right to (formal)	Subject + have/has the right to + base verb	Everyone has the right to healthcare.
Negative (can't)	Subject + can't + base verb	You can't drive without a license.

English	Português	Example Sentence
right	<i>direito</i>	Education is a fundamental right.
vote	<i>votar / voto</i>	In Brazil, citizens can vote at 16.
education	<i>educação</i>	Everyone has the right to education.
freedom	<i>liberdade</i>	Freedom of speech is important.

English	Português	Example Sentence	TEACHER EDITION
opinion	<i>opinião</i>	You can express your opinion freely.	
equality	<i>igualdade</i>	Equality means everyone is treated fairly.	
healthcare	<i>saúde / assistência médica</i>	All citizens have the right to healthcare.	
safety	<i>segurança</i>	Children have the right to safety.	
privacy	<i>privacidade</i>	You have the right to privacy.	

Rights in Context

PERMISSION (CAN)

You can express your opinion in class.

Você pode expressar sua opinião na aula.

FORMAL RIGHT

Everyone has the right to education.

Todos têm direito à educação.

ABILITY (CAN)

Students can use the school library for free.

Os alunos podem usar a biblioteca da escola de graça.

FORMAL RIGHT

Citizens have the right to vote in elections.

Os cidadãos têm direito a votar nas eleições.

PERMISSION (CAN)

You can ask questions during the lesson.

Você pode fazer perguntas durante a aula.

FORMAL RIGHT

TEACHER EDITION

Every child has the right to safety and protection.

Toda criança tem direito à segurança e proteção.



Tip: "Can" vs. "Have the Right to"

Use **"can"** for everyday, informal permissions and abilities: "You *can* sit here." Use **"have the right to"** for formal, legal, or constitutional rights: "Everyone *has the right to* a fair trial." In many situations, both are possible, but "have the right to" sounds more serious and official.

Em português: "Can" funciona como "pode/consegue" (informal), enquanto "have the right to" funciona como "tem direito a" (formal/legal).



Education



Voting



Healthcare



Free Speech



Safety

Fundamental rights: education, voting, healthcare, free speech, and safety

Teacher Note:

Suggested time: 25 minutes

Warm-up activity (5 min): Ask students: "What rights do you think are most important?" Write their answers on the board in English. Help with vocabulary as needed.

Activity: Give students a list of statements and ask them to classify each as "informal permission (can)" or "formal right (have the right to)." For example: "use the computer lab" (can) vs. "access free education" (have the right to).

L1 connection: Remind students that in Portuguese, "direito" is used for legal rights, similar to "have the right to" in English. The word "can" covers both "poder" (permission) and "poder" (ability).

TEACHER EDITION

Exercise 1 Can or Have the Right to?

Complete each sentence with **can** or the correct form of **have the right to**. Think about whether the context is informal or formal/legal.

1. All children have the right to go to school. It's the law. **have the right to**
2. You can borrow books from the school library. **can**
3. Every citizen has the right to receive free healthcare in Brazil. **has the right to**
4. Students can use the computer lab during break time. **can**
5. People have the right to express their opinions freely. **have the right to**
6. Mariana can speak to the teacher after class if she needs help. **can**
7. Workers have the right to safe working conditions. **have the right to**
8. You can sit anywhere you want in the cafeteria. **can**

Exercise 2 Match the Rights to Their Descriptions

TEACHER EDITION

Match each right on the left with its correct description on the right. Write the letter in the box.

1. Right to education

2. Right to healthcare

3. Right to privacy

4. Right to equality

5. Right to freedom of speech

6. Right to vote

a) Everyone should be treated the same, regardless of gender, race, or religion.

b) You can go to a doctor or hospital when you are sick, even if you don't have money.

c) Citizens can choose their leaders in elections.

d) You can express your ideas and opinions without punishment.

e) Children and young people can go to school and learn.

f) Your personal information and private life should be protected.

1. **e** _____

2. **b** _____

3. **f** _____

4. **a** _____

5. **d** _____

6. **c** _____

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

UNIT 3.2

Duties and Responsibilities: What You **MUST** / **SHOULD** Do

Must, Have to, and Should

We use **must** and **have to** for **obligations** (things that are necessary):

- **Must:** strong personal obligation or rules. *You must respect other people.*
- **Have to:** external obligation (someone else decided). *Students have to wear a uniform.*

We use **should** for **advice and recommendations** (it's a good idea, but not obligatory):

- *You should help your neighbors.* (It's good advice, but not a rule.)
- *Citizens should participate in community events.*

Modal	Meaning	Português	Example
must	strong obligation / rule	deve / precisa (obrigação forte)	You must obey the law.
have to	external obligation / necessity	tem que / precisa	We have to pay taxes.
has to	external obligation (he/she/it)	tem que / precisa	She has to finish her homework.
should	advice / recommendation	deveria	You should recycle.

Important difference: *Must* does NOT change with the subject (She must go), but *have to* changes: he/she/it **has to**.

English	Português	Example Sentence
responsibility	<i>responsabilidade</i>	It is our responsibility to keep the school clean.

English	Português	Example Sentence	TEACHER EDITION
respect	<i>respeitar / respeito</i>	Students must respect their teachers.	
obey	<i>obedecer</i>	Everyone must obey the traffic laws.	
follow (rules)	<i>seguir (regras)</i>	You have to follow the school rules.	
protect	<i>proteger</i>	We should protect the environment.	
community	<i>comunidade</i>	We must help our community.	
citizen	<i>cidadão / cidadã</i>	A good citizen follows the law.	
contribute	<i>contribuir</i>	Everyone should contribute to a better society.	
participate	<i>participar</i>	Citizens should participate in elections.	

Duties and Responsibilities in Context

OBLIGATION (MUST)

Students must respect their teachers and classmates.

Os alunos devem respeitar seus professores e colegas.

RECOMMENDATION (SHOULD)

Citizens should vote in every election.

Os cidadãos deveriam votar em toda eleição.

EXTERNAL OBLIGATION (HAVE TO)

We have to follow the school rules.

Nós temos que seguir as regras da escola.

OBLIGATION (MUST)

Drivers must obey the speed limit.

Os motoristas devem obedecer o limite de velocidade.

RECOMMENDATION (SHOULD)

TEACHER EDITION

We should protect the environment and recycle.*Nós deveríamos proteger o meio ambiente e reciclar.*

EXTERNAL OBLIGATION (HAS TO)

Rafael has to do his homework before playing video games.*Rafael tem que fazer o dever de casa antes de jogar videogame.***Dialogue: Responsibilities at School and in the Community***Beatriz and Lucas talk about their responsibilities*

After Class: Talking About Responsibilities

TEACHER EDITION

- Beatriz:** Lucas, did you hear about the new community project? We should participate!
- Lucas:** What project? Tell me about it.
- Beatriz:** It's a recycling program. We have to separate our trash at school and at home.
- Lucas:** That's great! I think everyone should recycle. It's our responsibility to protect the environment.
- Beatriz:** Exactly! And we must also help keep our school clean. The teacher said we have to organize a cleanup day next week.
- Lucas:** I agree. As students, we should take care of our school. We must respect the space we share.
- Beatriz:** And we should also help our neighbors. My mom says good citizens must contribute to their community.
- Lucas:** Your mom is right! We have to remember that rights come with responsibilities. Let's sign up for the project!
- Beatriz:** Yes! Let's do it. I think we should invite more friends to participate too.



Remember: Rights Come with Responsibilities!

In English, we often say "**rights come with responsibilities**". This means that for every right you have, there is a duty. For example: You *have the right to* education, but you *must* respect your teachers. You *can* express your opinion, but you *should* listen to others too.

Em português: "Direitos vêm com responsabilidades." Para cada direito que temos, existe um dever correspondente.

Teacher Note:

Suggested time: 30 minutes

Dialogue activity (10 min): Have students read the dialogue in pairs. Ask them to underline all the modal verbs they find (should, must, have to) and classify each as "obligation" or "recommendation."

Discussion (5 min): Ask students: "What are your responsibilities at school? At home? In your community?" Encourage them to use **must/should/have to** in their answers.

TEACHER EDITION

L1 note: In Portuguese, "deve" can mean both "must" (obligation) and "should" (recommendation). Help students understand that in English these have different levels of strength: **must > have to > should**.

Exercise 3 Must, Should, or Have to?

Complete each sentence with **must**, **should**, or the correct form of **have to**. Think about whether it is a strong obligation, an external rule, or a recommendation.

WORD BANK

must

should

have to

has to

1. Students **must** respect their teachers. It is a fundamental rule. **must**
2. Fernanda **has to** wear a uniform to school. It's a school regulation. **has to**
3. You **should** help elderly people when they need it. It's the right thing to do. **should**
4. All citizens **must** obey the law. **must**
5. We **should** recycle and save water. It's important for the planet. **should**
6. Pedro **has to** finish his homework before dinner. His mother made this rule. **has to**
7. People **should** participate in community meetings to improve their neighborhood. **should**
8. We **have to** pay taxes. It is required by the government. **have to**

Exercise 4 Rewrite Using Modal Verbs

TEACHER EDITION

Rewrite each sentence using the modal verb indicated in parentheses. Keep the same meaning.

Example: *It is necessary for students to study. (have to) → Students have to study.*

1. It is obligatory for drivers to stop at red lights. (must) **Drivers must stop at red lights.**

2. It is a good idea for people to recycle. (should) **People should recycle.**

3. It is necessary for Ana to bring her books to class. (has to) **Ana has to bring her books to class.**

4. It is recommended that citizens vote. (should) **Citizens should vote.**

5. It is obligatory for everyone to respect the rights of others. (must) **Everyone must respect the rights of others.**

6. It is necessary for Thiago to take the bus to school. (has to) **Thiago has to take the bus to school.**

UNIT 3.3

Rules and Prohibitions: What You MUSTN'T / CAN'T Do

Mustn't, Can't, and Don't Have to

We use **mustn't** and **can't** for **prohibitions** (things you are NOT allowed to do):

- **Mustn't:** it is forbidden; it is against the rules. *You mustn't cheat on exams.*
- **Can't:** it is not allowed; it is not possible due to rules. *You can't park here.*

Be careful! *Don't have to* is very different from *mustn't*:

- **Don't have to:** it is NOT necessary (you can choose). *You don't have to wear a tie.* (You can if you want.)
- **Mustn't:** it is FORBIDDEN (you cannot do it). *You mustn't wear sandals in the laboratory.* (It's prohibited.)

Modal	Meaning	Português	Example
mustn't	prohibition (forbidden)	não deve / é proibido	You mustn't smoke here.
can't	not allowed / not possible	não pode / não é permitido	You can't enter without a badge.
don't have to	not necessary (optional)	não precisa / não é necessário	You don't have to come early.

Rules and Prohibitions in Different Contexts

SCHOOL RULE

Students mustn't use their phones during class.

Os alunos não devem usar seus celulares durante a aula.

SCHOOL RULE

TEACHER EDITION

You can't run in the hallways.*Você não pode correr nos corredores.*

COMMUNITY RULE

People mustn't throw trash on the street.*As pessoas não devem jogar lixo na rua.*

COMMUNITY RULE

You can't make loud noise after 10 PM in residential areas.*Você não pode fazer barulho alto depois das 22h em áreas residenciais.*

ENVIRONMENTAL RULE

You mustn't pollute rivers and lakes.*Você não deve poluir rios e lagos.*

NOT NECESSARY

You don't have to bring lunch. The school provides meals.*Você não precisa trazer almoço. A escola fornece refeições.**Signs help us understand rules and prohibitions*

**Warning: Don't Confuse "Mustn't" and "Don't Have to"!**

TEACHER EDITION

This is one of the most common mistakes for Portuguese speakers:

- **You mustn't park here.** = It is FORBIDDEN. You will get a fine. (Você NÃO PODE estacionar aqui. É proibido.)
- **You don't have to park here.** = It is NOT NECESSARY. You can park somewhere else. (Você não PRECISA estacionar aqui. Pode estacionar em outro lugar.)

Breaking rules has consequences! If you do something you *mustn't* do, there may be a penalty, fine, or punishment.

Teacher Note:

Suggested time: 25 minutes

Activity: Create cards with different scenarios. Students pick a card and decide if the answer is "mustn't," "can't," or "don't have to." Example: "Wearing a helmet on a motorcycle" (must/have to) vs. "Wearing a helmet on a bicycle" (should, but in some places have to) vs. "Wearing a hat to school" (don't have to).

Critical distinction: Spend extra time on the difference between "mustn't" (forbidden) and "don't have to" (not necessary). This is the most commonly confused pair. Use concrete examples: "You mustn't steal" (forbidden) vs. "You don't have to buy that" (not necessary). Write several pairs on the board for comparison.

L1 note: In Portuguese, "não deve" can be ambiguous between "shouldn't" and "mustn't." Help students see that "mustn't" in English is always a strong prohibition.

Exercise 5 Mustn't, Can't, or Don't Have to?

TEACHER EDITION

Complete each sentence with **mustn't**, **can't**, or **don't/doesn't have to**. Remember:
mustn't/can't = forbidden; don't have to = not necessary.

WORD BANK

mustn't

can't

don't have to

doesn't have to

1. You mustn't cheat on exams. It is strictly forbidden. **mustn't**
2. Tomorrow is a holiday. We don't have to go to school. **don't have to**
3. You can't enter the science lab without the teacher's permission. **can't**
4. Juliana doesn't have to bring lunch today. The school is serving free meals. **doesn't have to**
5. People mustn't throw trash in the river. It pollutes the water. **mustn't**
6. You can't drive a car if you are under 18 in Brazil. **can't**
7. Students don't have to wear formal clothes on Fridays. Casual clothes are fine. **don't have to**
8. You mustn't copy other people's work. It is dishonest. **mustn't**

Exercise 6 Choose the Correct Modal Verb

TEACHER EDITION

Select the best option to complete each sentence.

1. You _____ be quiet in the library. People are studying.

- ☐ a) don't have to
☐ b) must
☐ c) can

b) must

2. You _____ smoke near the school. It is prohibited.

- ☐ a) should
☐ b) don't have to
☐ c) mustn't

c) mustn't

3. It's Saturday. Camila _____ wake up early today.

- ☐ a) mustn't
☐ b) doesn't have to
☐ c) can't

b) doesn't have to

4. Everyone _____ contribute to keeping the environment clean. It's our responsibility.

- ☐ a) should
☐ b) can't
☐ c) mustn't

a) should

5. Students _____ use their phones during tests. The teacher will take them away.

- ☐ a) should
☐ b) don't have to
☐ c) can't

c) can't

UNIT 3.4

Reading & Writing: Being a Good Citizen

Being a good citizen means taking care of your community

Being a Good Citizen

Read the text carefully, then answer the questions below.

Mateus is a 16-year-old student who lives in Belo Horizonte, Minas Gerais. He studies at a public school in his neighborhood and is very active in his community. Mateus believes that being a good citizen is not just about knowing your rights. It is also about fulfilling your duties and responsibilities.

At school, Mateus knows that he has the right to a quality education. He can ask questions, participate in class discussions, and use the school library. But he also understands that rights come with responsibilities. He must respect his teachers and classmates. He has to follow the school rules, such as wearing a uniform and arriving on time. He should also help keep the school clean and organized.

In his community, Mateus is a volunteer at a local recycling center. He believes that everyone should contribute to protecting the environment. "We mustn't throw trash on the streets," he says. "We have to separate our recyclable materials, and we should encourage our neighbors to do the same." Every Saturday morning, Mateus and his friends collect recyclable materials in their neighborhood.

Mateus also thinks that citizens must obey the law and respect other people's rights. "You can't discriminate against anyone because of their race, gender, or religion," he explains. "Everyone has the right to equality and respect. We must treat all people fairly."

His mother, Dona Lucia, is a community leader. She organizes meetings where neighbors can discuss problems and find solutions together. She always says, "We don't have to agree on everything, but we must listen to each other. Good citizens should participate in community decisions."

Mateus wants to study law at university in the future. He dreams of becoming a lawyer who fights for people's rights. "I believe that every person can make a difference," he says. "We should all try to be good citizens, every day."

Original text for Incluir English Workbook

Exercise 7 True or False

TEACHER EDITION

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

1. Mateus lives in Sao Paulo and studies at a private school. **F** **F (He lives in Belo Horizonte and studies at a public school.)**
2. Mateus believes that being a good citizen means knowing your rights and fulfilling your duties. **T** **T**
3. Mateus volunteers at a hospital on weekends. **F** **F (He volunteers at a local recycling center.)**
4. Mateus and his friends collect recyclable materials every Saturday morning. **T** **T**
5. Mateus wants to be a doctor when he grows up. **F** **F (He wants to study law and become a lawyer.)**

Exercise 8 Answer the Questions

TEACHER EDITION

Answer each question in a complete sentence based on the text about Mateus.

1. What school rules does Mateus have to follow? **He has to follow the school rules, such as wearing a uniform and arriving on time.**

2. What does Mateus think people mustn't do with trash? **He thinks people mustn't throw trash on the streets.**

3. According to Mateus, why can't people discriminate against others? **Because everyone has the right to equality and respect. We must treat all people fairly.**

4. What does Mateus's mother, Dona Lucia, do for the community? **She organizes meetings where neighbors can discuss problems and find solutions together. She is a community leader.**

Exercise 9 Write About Your Rights and Duties as a Student

TEACHER EDITION

Write a paragraph (8-12 sentences) about your rights and duties as a student. Follow the guidelines below:

- Mention at least **2 rights** you have as a student (use *can* or *have the right to*).
- Mention at least **2 duties** you have (use *must* or *have to*).
- Mention at least **2 recommendations** for being a good student (use *should*).
- Mention at least **1 prohibition** at your school (use *mustn't* or *can't*).

Example beginning:

MODEL

As a student, I have the right to a quality education. I can ask questions and participate in class. However, I must respect my teachers and classmates. I also have to arrive on time and wear my uniform. I should study hard and do my homework every day. At my school, students can't use their phones during class...

Now write your paragraph:

**Writing Tips:**

- Start with your **rights**, then move to your **duties**, then your **recommendations**, and finally a **prohibition**.
- Use connectors like **also**, **however**, **and**, **but**, and **because** to connect your ideas.
- Remember: **must/should** + base verb (no "to"!). **Have to** uses "to" and changes with the subject (has to for he/she/it).
- Check your work: did you use at least 4 different modal verbs?

Teacher Note:

Suggested time: 35 minutes (10 min reading, 10 min comprehension exercises, 15 min writing)

Pre-reading activity (5 min): Ask students: "What does it mean to be a good citizen? What are some examples of good citizenship?" Write key ideas on the board.

Reading strategy: Have students read the text once quickly for general understanding. Then ask them to read it again and underline all modal verbs they find. Classify each as: right (can/have the right to), duty (must/have to), recommendation (should), or prohibition (mustn't/can't).

Writing assessment criteria:

- Correct use of at least 4 different modal verbs
- At least 2 rights, 2 duties, 2 recommendations, and 1 prohibition
- Correct modal verb structure (modal + base verb)
- 8-12 complete, coherent sentences
- Use of connectors (also, however, and, but, because)

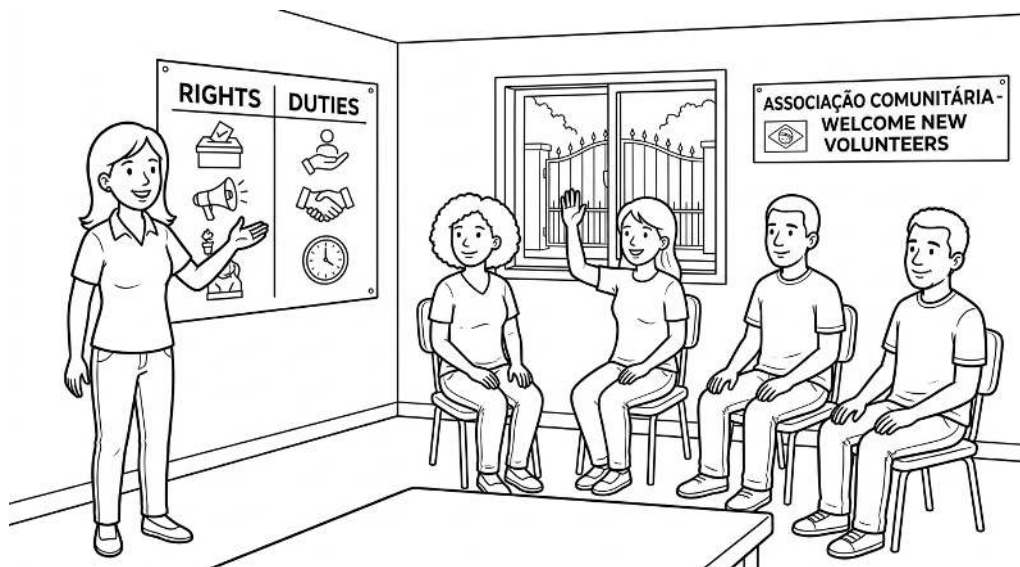
Peer review: After writing, have students swap papers. Can they identify all the modal verbs their partner used? Are they used correctly? This reinforces the grammar concepts from the chapter.

Extension activity: Stronger students can create a "Class Charter" or "Student Rights and Duties Poster" using all the modals from this chapter. Display the best ones in the

TEACHER EDITION

REAL USE

Mission Lab: Volunteer Orientation



Agree on your rights and duties as a new volunteer

Model Exchange

Coordinator: Welcome! As a member, you can use the library and join any free activity.

Volunteer: Great. Can I bring my children on Saturdays?

Coordinator: Yes, you can. But remember: volunteers must sign in, and you have to arrive ten minutes early.

Volunteer: Do I have to come every day?

Coordinator: No, you don't have to. Twice a week is enough. And you mustn't leave the gate open.

Volunteer: Sorry, do you mean that is a rule for everyone, or only for volunteers?

Final Task Orientation Meeting

TEACHER EDITION

Work in pairs. Student A is a new volunteer; Student B is the coordinator. Then switch roles.

- A. New volunteer:** ask about two rights (*Can I...?*), confirm two duties (*Do I have to...? / Must I...?*), and ask about one prohibition. At the end, repeat your responsibilities in your own words.
- B. Coordinator:** explain two rights (can / have the right to), two duties (must / have to), one thing that is not necessary (don't have to), and one prohibition (mustn't / can't). Give one recommendation with *should*.
- ✓ **Mission success:** the new volunteer lists their rights and duties in their own words, both partners speak without reading every sentence, and the conversation lasts at least two minutes.

**Repair Challenge:**

Your partner must use one difficult word (for example: gate, membership, schedule). If you do not understand, say: *Could you explain that word, please?* or *Do you mean it is a right or a duty?*

**AI Mission — Volunteer Orientation:**

In ChatGPT Voice, say: “Act as the coordinator of a community association in Brazil. I am a new volunteer. Explain my rights and duties one at a time, using can, must, have to, don't have to, and mustn't. Then ask me questions about my responsibilities. Speak slowly. Correct my main mistake in Portuguese.” Practice for 10 minutes. **Offline:** write a list of your rights and duties at school, work, or home, and record yourself reading it on your phone, or practice with a partner.

Exit Check My Can-Do Checklist

TEACHER EDITION

- ☐ I can talk about rights with can and have the right to.
- ☐ I can explain duties and responsibilities with must, have to, and should.
- ☐ I can say what is not allowed with mustn't and can't, and ask for an explanation when I don't understand.

Performance Feedback:

Listen for message completion first, then the rights/duties/prohibition distinction (can vs. must/have to vs. mustn't/can't) and repair language. Do not interrupt every error. Note one successful phrase and one next step for each student.

Chapter 3 - Answer Key

Exercise 1: Can or Have the Right to?

1. have the right to 2. can 3. has the right to 4. can
5. have the right to 6. can 7. have the right to 8. can

Exercise 2: Match the Rights to Their Descriptions

1-e (Right to education – Children and young people can go to school and learn.)

2-b (Right to healthcare – You can go to a doctor or hospital when you are sick.)

3-f (Right to privacy – Your personal information and private life should be protected.)

4-a (Right to equality – Everyone should be treated the same.)

5-d (Right to freedom of speech – You can express your ideas and opinions.)

6-c (Right to vote – Citizens can choose their leaders in elections.)

Exercise 3: Must, Should, or Have to?

1. must 2. has to 3. should 4. must 5. should 6. has to
7. should 8. have to

Exercise 4: Rewrite Using Modal Verbs

1. Drivers must stop at red lights. 2. People should recycle.
3. Ana has to bring her books to class. 4. Citizens should vote.
5. Everyone must respect the rights of others.
6. Thiago has to take the bus to school.

Exercise 5: Mustn't, Can't, or Don't Have to?

1. mustn't 2. don't have to 3. can't 4. doesn't have to

5. mustn't 6. can't 7. don't have to 8. mustn't

TEACHER EDITION

Exercise 6: Choose the Correct Modal Verb

1. b) must 2. c) mustn't 3. b) doesn't have to 4. a) should
5. c) can't

Exercise 7: True or False

1. F (He lives in Belo Horizonte and studies at a public school.)
2. T 3. F (He volunteers at a local recycling center.) 4. T
5. F (He wants to study law and become a lawyer.)

Exercise 8: Answer the Questions

1. He has to follow the school rules, such as wearing a uniform and arriving on time.
2. He thinks people mustn't throw trash on the streets.
3. Because everyone has the right to equality and respect. We must treat all people fairly.
4. She organizes meetings where neighbors can discuss problems and find solutions together. She is a community leader.

Exercise 9: Write About Your Rights and Duties as a Student

Answers will vary. Check for:

- *Correct use of at least 4 different modal verbs (can/have the right to, must/have to, should, mustn't/can't)*
- *At least 2 rights mentioned with "can" or "have the right to"*
- *At least 2 duties mentioned with "must" or "have to"*
- *At least 2 recommendations with "should"*
- *At least 1 prohibition with "mustn't" or "can't"*
- *Correct modal verb structure (modal + base verb, no "to" after must/should/can)*
- *8-12 complete, coherent sentences*
- *Use of connectors (also, however, and, but, because)*

Sample paragraph:

- *As a student, I have the right to a quality education. I can use the library and participate in class activities. However, I must respect my teachers and classmates. I have* TEACHER EDITION *school rules, like wearing a uniform. I should study hard every day and always do my homework. I should also help keep the school clean. At my school, students can't use their phones during class. I believe that being a good student is important because education helps us build a better future.*

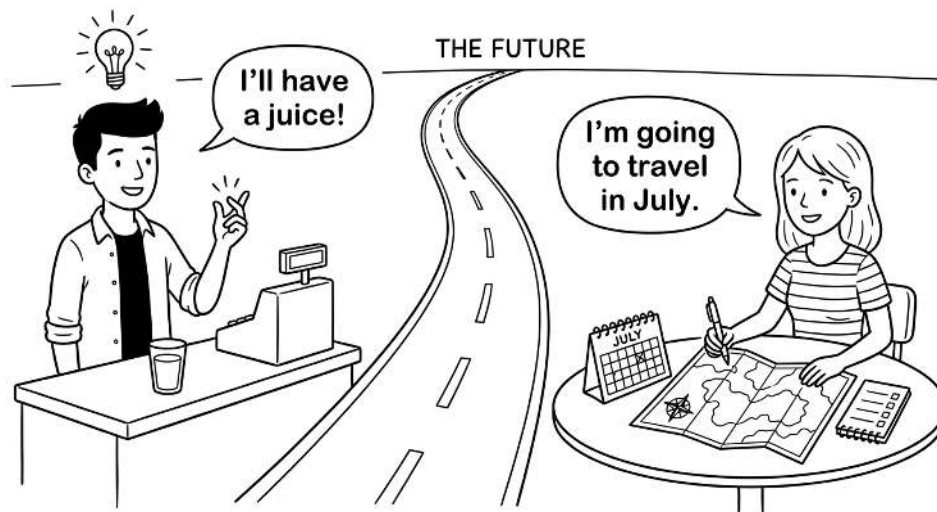
TEACHER EDITION

CHAPTER 4

TEACHER EDITION

The Big Trip: Plans, Predictions & Decisions

*Your mission: plan a trip to visit your family in another city. Explain your plans with **going to**, make predictions about the trip with **will**, and make quick decisions at the ticket office (I'll take the 9 o'clock bus). You will learn when to use each structure, how to make negative sentences and questions, and how to talk about plans, predictions, and promises.*



What will happen? What are you going to do?

**Today's Mission:**

Plan a weekend trip to visit your family in another city. Explain your plans with *going to*, make predictions about the trip, and make quick decisions at the ticket office with *will*.



Survival Phrase Kit

TEACHER EDITION

Purpose	Useful language
Explain your plans	I'm going to visit my family in Campinas. / We're going to leave on Friday.
Make predictions	The bus will be crowded on Friday. / I think it will rain tonight.
Decide on the spot	I'll take the 9 o'clock bus. / I'll pay by card, please.
Repair communication	Sorry, did you say nine or five? / Could you write the platform number, please?



Teacher Read-Aloud: At the Bus Station Ticket Office

Listen twice. First, identify the situation. Then listen for one plan, one decision, and one prediction.

Mission Warm-up Plan, Decision, or Prediction?

TEACHER EDITION

Listen without reading the script. Write short answers.

1. What is Rafael going to do this weekend?

He is going to visit his family in Campinas.

2. Which bus does he decide to take, and why?

He decides to take the 9 o'clock bus, because the 7 o'clock bus will be crowded.

3. What does the clerk predict about tonight?

It will probably rain, so Rafael should bring a jacket.

Teacher Route — 120 minutes:

0–15: mission and listening. **15–45:** Formula — the rule boxes of Units 4.1 (will) and 4.2 (going to), closing with the Unit 4.3 contrast (plan vs. spontaneous decision vs. prediction). **45–80:** Practice — choose one exercise from each unit (Exercise 1 or 2, Exercise 3 or 4, Exercise 5 or 6). **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. Unit 4.4 (Plans for the Future: reading and writing) and the remaining exercises are extension or homework.

Read twice: Clerk: “Good morning. Where are you going to travel?” Rafael: “I’m going to visit my family in Campinas this weekend.” Clerk: “There are two buses on Friday: at 7 or at 9 in the evening.” Rafael: “The 7 o'clock will be crowded... I'll take the 9 o'clock bus, please.” Clerk: “Fine. It arrives at 11:30, platform 5.” Rafael: “Sorry, did you say 11:30?” Clerk: “Yes, 11:30. And it will probably rain tonight, so bring a jacket.” Rafael: “Thank you! I'll buy a return ticket too.”

Will (Future Simple)

TEACHER EDITION

Will: Formation

We form the future with **will** using:

Subject + will + base verb

Em português: Sujeito + will + verbo na forma base (sem conjugar)

Will is the same for all subjects (I, you, he, she, it, we, they). The verb after **will** is always in the base form — never add -s, -ed, or -ing.

Form	Structure	Example
Affirmative	Subject + will + base verb	She will travel to São Paulo.
Negative	Subject + will + not + base verb	He will not (won't) forget the meeting.
Interrogative	Will + subject + base verb?	Will you help me?

Short answers:

- Yes, I/you/he/she/it/we/they **will**.
- No, I/you/he/she/it/we/they **won't**.

Uses of "Will"

TEACHER EDITION

We use **will** in the following situations:

Use	Explanation	Example
Predictions	Things we think or believe will happen (opinion, no evidence)	I think it will rain tomorrow.
Spontaneous decisions	Decisions made at the moment of speaking	I'm hungry. I will make a sandwich.
Promises	Things we promise to do	I will call you tonight. I promise.
Offers	Offering to help someone	That bag looks heavy. I will carry it for you.

Em português:

- **Predições:** coisas que achamos que vão acontecer (opinião, sem evidência)
- **Decisões espontâneas:** decisões tomadas no momento da fala
- **Promessas:** coisas que prometemos fazer
- **Ofertas:** oferecer ajuda a alguém

Expression	Português	Example Sentence
tomorrow	<i>amanhã</i>	I will study tomorrow.
next week	<i>na próxima semana</i>	We will have a test next week.
next month	<i>no próximo mês</i>	She will visit her grandmother next month.
next year	<i>no próximo ano</i>	They will finish school next year.
in the future	<i>no futuro</i>	In the future, cars will fly.

Expression	Português	Example Sentence	TEACHER EDITION
soon	<i>em breve / logo</i>	The bus will arrive soon.	
later	<i>mais tarde / depois</i>	I will call you later.	
tonight	<i>hoje à noite</i>	We will watch a movie tonight.	
in two days	<i>em dois dias</i>	The package will arrive in two days.	
one day	<i>um dia</i>	One day, I will travel to Japan.	

Examples in Context

PREDICTION

I think Brazil will win the next World Cup.

Eu acho que o Brasil vai ganhar a próxima Copa do Mundo.

PREDICTION

Technology will change the world in the next 20 years.

A tecnologia vai mudar o mundo nos próximos 20 anos.

SPONTANEOUS DECISION

It's cold in here. I'll close the window.

Está frio aqui. Eu vou fechar a janela.

SPONTANEOUS DECISION

The phone is ringing. I'll answer it.

O telefone está tocando. Eu vou atender.

PROMISE

I will always be your friend. I promise.

Eu sempre serei seu amigo. Eu prometo.

PROMISE

TEACHER EDITION

I won't tell anyone your secret.*Eu não vou contar o seu segredo para ninguém.*

OFFER

You look tired. I'll make you some coffee.*Você parece cansado. Eu vou fazer um café pra você.*

NEGATIVE

She won't come to the party tonight.*Ela não vai vir à festa hoje à noite.*

QUESTION

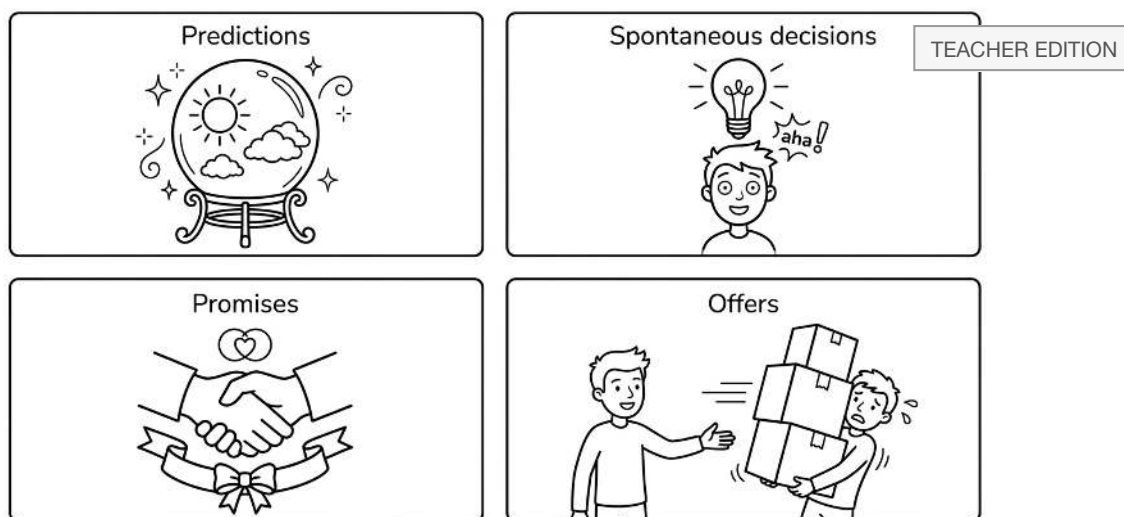
Will you be at school tomorrow?*Você vai estar na escola amanhã?***Tip:**

In spoken English and informal writing, we usually contract **will** to **'ll**:

- I will → **I'll**
- You will → **You'll**
- He will → **He'll**
- She will → **She'll**
- It will → **It'll**
- We will → **We'll**
- They will → **They'll**

The negative contraction is **won't** (will not → won't).

Na fala e na escrita informal, geralmente contraímos "will" para "'ll". A contração negativa é "won't".



The four main uses of "will"

Teacher Note:

Suggested time: 30 minutes

L1 note: In Portuguese, the future is often expressed with "ir" + infinitive ("eu vou estudar"), which is similar to "going to" in English. Students may initially overuse "going to" because of this L1 transfer. Emphasize the specific uses of "will" (spontaneous decisions, offers, promises) that do not map directly to the Portuguese "ir" + infinitive structure.

Activity: Create scenarios where students must react spontaneously (e.g., "Your friend drops their books" → "I'll help you pick them up"). This helps practice spontaneous decisions with "will".

Exercise 1 Complete with Will or Won't

TEACHER EDITION

Fill in the blanks with **will** or **won't** and the verb in parentheses.

Preencha os espaços com "will" ou "won't" e o verbo entre parênteses.

1. I think Fernanda **will pass** the English exam. She studies a lot. (pass) **will pass**
2. It's getting dark. I **will turn on** the lights. (turn on) **will turn on**
3. Don't worry! I **won't tell** anyone about the surprise party. (not tell) **won't tell**
4. **Will** you **help** me with my homework? (help) **Will ... help**
5. I'm thirsty. I **will get** a glass of water. (get) **will get**
6. Marcos **won't come** to the party. He is sick. (not come) **won't come**
7. I promise I **will study** harder next semester. (study) **will study**
8. In the future, robots **will do** many jobs for us. (do) **will do**
9. That suitcase is heavy. I **will carry** it for you. (carry) **will carry**
10. She **won't forget** to bring the books. I'm sure. (not forget) **won't forget**

Exercise 2 Choose the Correct Option

TEACHER EDITION

Select the best option to complete each sentence.

Escolha a melhor opção para completar cada frase.

1. The phone is ringing! I _____ it.

- ☐ a) am going to answer
- ☐ b) will answer
- ☐ c) answers

b) will answer

2. I think life _____ very different in 50 years.

- ☐ a) is
- ☐ b) will be
- ☐ c) is being

b) will be

3. Don't worry. I _____ you with the project. I promise.

- ☐ a) help
- ☐ b) am helping
- ☐ c) will help

c) will help

4. _____ Juliana _____ to the concert with us?

- ☐ a) Will ... come
- ☐ b) Does ... come
- ☐ c) Is ... coming

a) Will ... come

5. You look cold. I _____ you my jacket.

TEACHER EDITION

- ☐ a) lend
- ☐ b) will lend
- ☐ c) am lending

b) will lend

UNIT 4.2

Going to (Future Plans)

TEACHER EDITION

Going to: Formation

We form the future with **going to** using:

Subject + am / is / are + going to + base verb

Em português: Sujeito + am/is/are + going to + verbo na forma base

The auxiliary verb (**am / is / are**) changes depending on the subject, just like in the present continuous.

Form	Structure	Example
Affirmative	Subject + am/is/are + going to + base verb	I am going to study medicine.
Negative	Subject + am/is/are + not + going to + base verb	She is not going to travel this summer.
Interrogative	Am/Is/Are + subject + going to + base verb?	Are you going to watch the game?

Contractions:

- I am = I'm → *I'm going to study.*
- He is = He's → *He's going to play soccer.*
- She is = She's → *She's going to cook dinner.*
- It is = It's → *It's going to rain.*
- We are = We're → *We're going to visit our grandparents.*
- You are = You're → *You're going to love this movie.*
- They are = They're → *They're going to move to a new city.*
- is not = isn't → *He isn't going to come.*
- are not = aren't → *We aren't going to be late.*

Short answers:

- Yes, I **am**. / Yes, he/she/it **is**. / Yes, we/you/they **are**.
- No, I'm **not**. / No, he/she/it **isn't**. / No, we/you/they **aren't**.

TEACHER EDITION

Uses of "Going to"

We use **going to** in the following situations:

Use	Explanation	Example
Plans / Intentions	Things we have already decided to do (before the moment of speaking)	I am going to visit my aunt next weekend. (I already made the plan.)
Evidence-based predictions	Things we predict because we can see evidence right now	Look at those dark clouds! It is going to rain .

Em português:

- **Planos / Intenções:** coisas que já decidimos fazer (antes do momento da fala)
- **Predições baseadas em evidência:** coisas que prevemos porque podemos ver evidência agora

Examples in Context

PLAN / INTENTION

Rafaela is going to study engineering at university.

Rafaela vai estudar engenharia na universidade.

PLAN / INTENTION

We are going to have a barbecue on Saturday.

Nós vamos fazer um churrasco no sábado.

PLAN / INTENTION

TEACHER EDITION

My parents are going to buy a new car next month.*Meus pais vão comprar um carro novo no próximo mês.*

EVIDENCE-BASED PREDICTION

Look at those clouds! It's going to rain.*Olha aquelas nuvens! Vai chover.*

EVIDENCE-BASED PREDICTION

Be careful! That glass is going to fall!*Cuidado! Aquele copo vai cair!*

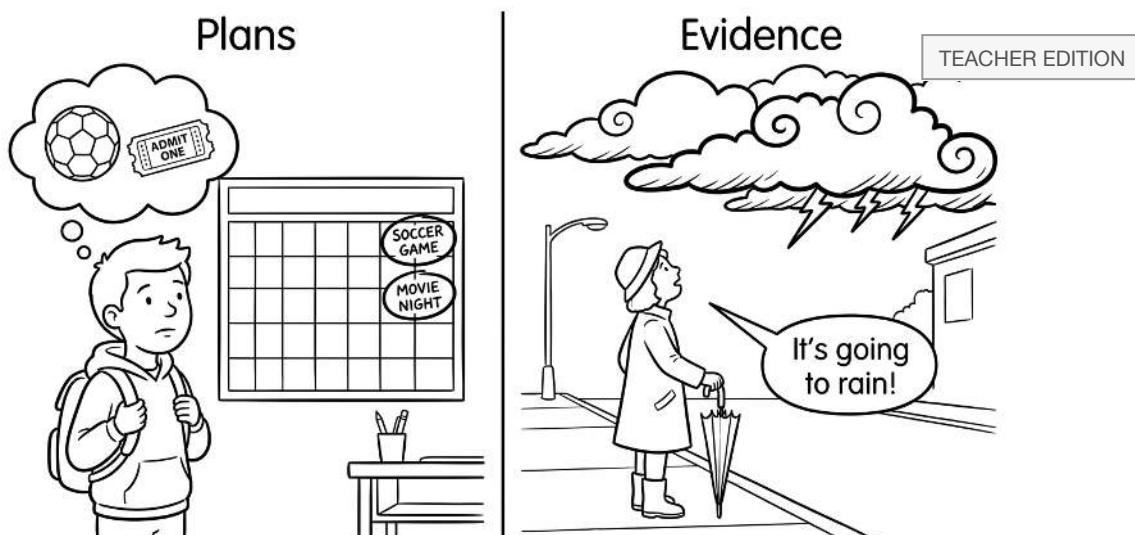
NEGATIVE

Thiago isn't going to play soccer today. His leg hurts.*Thiago não vai jogar futebol hoje. A perna dele dói.*

QUESTION

Are you going to travel during the holidays?*Você vai viajar durante as férias?***Remember / Lembre-se:****"going to"** = já decidido (already decided before the moment of speaking)**"will"** = decisão no momento (decision made at the moment of speaking)*Exemplo:*

- "I'm going to visit my grandmother this weekend." (Eu já decidi isso antes.) → *Já planejado!*
- "Oh, the phone is ringing! I'll answer it." (Decidi agora, neste momento.) → *Decisão espontânea!*



Plans (already decided) vs. evidence-based predictions

Dialogue: Making Weekend Plans



Weekend Plans at the School Cafeteria

TEACHER EDITION

- Camila:** Hey, Bruno! What are you going to do this weekend?
- Bruno:** I'm going to visit my grandparents in Campinas. We go there every month, but this time my cousin is going to come too. What about you?
- Camila:** I'm going to stay home on Saturday. I'm going to study for the math test. But on Sunday, I'm going to go to the beach with my family.
- Bruno:** Nice! Are you going to swim?
- Camila:** I hope so! But look at the weather forecast — it says it's going to rain on Sunday afternoon.
- Bruno:** Oh no! Well, if it rains, maybe I'll call you and we'll play video games online.
- Camila:** Great idea! I'll bring my headset. Talk to you later!
- Bruno:** See you! Have a good weekend!

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

L1 note: Portuguese uses "ir" (to go) + infinitive to express the future, which is very similar in structure to "going to" in English (e.g., "eu vou estudar" = "I am going to study"). Point out this similarity to help students feel confident with "going to", and then focus on showing that "will" serves different purposes (spontaneous decisions, offers, promises).

Dialogue activity: Read the dialogue aloud with a volunteer, then have students identify all instances of "going to" and "will" in the dialogue. Ask: "Which ones are plans? Which ones are spontaneous decisions?"

Activity: Have students write 3 sentences about their plans for next weekend using "going to".

Exercise 3 Complete with Going to

TEACHER EDITION

Fill in the blanks with the correct form of **going to** and the verb in parentheses. Use the affirmative, negative, or question form as indicated.

Preencha os espaços com a forma correta de "going to" e o verbo entre parênteses.

1. Lucas is going to travel to Rio de Janeiro next week. (travel) **is going to travel**
2. We are going to have a barbecue on Saturday. (have) **are going to have**
3. Are you going to watch the soccer match tonight? (watch) **Are ... going to watch**
4. Bianca isn't going to eat at the restaurant. She prefers to cook at home. (not eat) **isn't going to eat**
5. Look at those dark clouds! It is going to rain. (rain) **is going to rain**
6. I am going to study for the ENEM this year. (study) **am going to study**
7. They aren't going to move to a new apartment. They like their house. (not move) **aren't going to move**
8. Is your brother going to play in the school band this year? (play) **Is ... going to play**

Exercise 4 Rewrite the Sentences

TEACHER EDITION

Rewrite each sentence using the structure indicated in parentheses. Keep the same meaning.

Reescreva cada frase usando a estrutura indicada entre parênteses. Mantenha o mesmo significado.

1. I will study English tonight. (going to)

I am going to study English tonight.

2. She is going to visit her grandmother. (will)

She will visit her grandmother.

3. They won't play soccer tomorrow. (going to)

They aren't going to play soccer tomorrow.

4. Are you going to travel next month? (will)

Will you travel next month?

5. Pedro will not come to the party. (going to)

Pedro is not going to come to the party.

6. We are going to buy a new computer. (will)

We will buy a new computer.

UNIT 4.3

Will vs. Going to

TEACHER EDITION

 Will vs. Going to: When to Use Each

Both **will** and **going to** are used to talk about the future, but they are used in different situations:

Situation	Will	Going to
Plans made before speaking	—	I'm going to visit my aunt on Sunday. (I already decided.)
Spontaneous decisions	I'm hungry. I will make a sandwich. (Decided now.)	—
Predictions (opinion)	I think it will be hot tomorrow.	—
Predictions (evidence)	—	Look at those clouds! It's going to rain .
Promises	I will always love you.	—
Offers	I will help you carry that.	—

Resumo em português:

- **Will:** decisões espontâneas, promessas, ofertas, previsões baseadas em opinião
- **Going to:** planos já decididos, previsões baseadas em evidência

Contrastive Examples

WILL (SPONTANEOUS DECISION)

Oh, we don't have milk. I'll go to the supermarket.

Ah, não temos leite. Eu vou ao supermercado. (Decidi agora.)

GOING TO (PLAN)

TEACHER EDITION

I'm going to go to the supermarket after class. I made a shopping list.*Eu vou ao supermercado depois da aula. Eu fiz uma lista de compras. (Já planejado.)*

WILL (PREDICTION - OPINION)

I think Gustavo will be a great doctor one day.*Eu acho que o Gustavo vai ser um ótimo médico um dia. (Opinião.)*

GOING TO (PREDICTION - EVIDENCE)

Gustavo studies 10 hours a day. He's going to pass the vestibular.*Gustavo estuda 10 horas por dia. Ele vai passar no vestibular. (Evidência.)*

WILL (PROMISE)

I will never forget what you did for me.*Eu nunca vou esquecer o que você fez por mim. (Promessa.)*

GOING TO (INTENTION)

I'm going to learn to play guitar this year. I already signed up for classes.*Eu vou aprender a tocar violão este ano. Já me matriculei nas aulas. (Intenção, já decidido.)*

WILL (OFFER)

You look lost. I'll show you the way to the bus stop.*Você parece perdido. Eu vou te mostrar o caminho até o ponto de ônibus. (Oferta.)*

GOING TO (EVIDENCE)

The bus is full. We're not going to find a seat.*O ônibus está lotado. Não vamos encontrar um lugar. (Evidência visível.)*

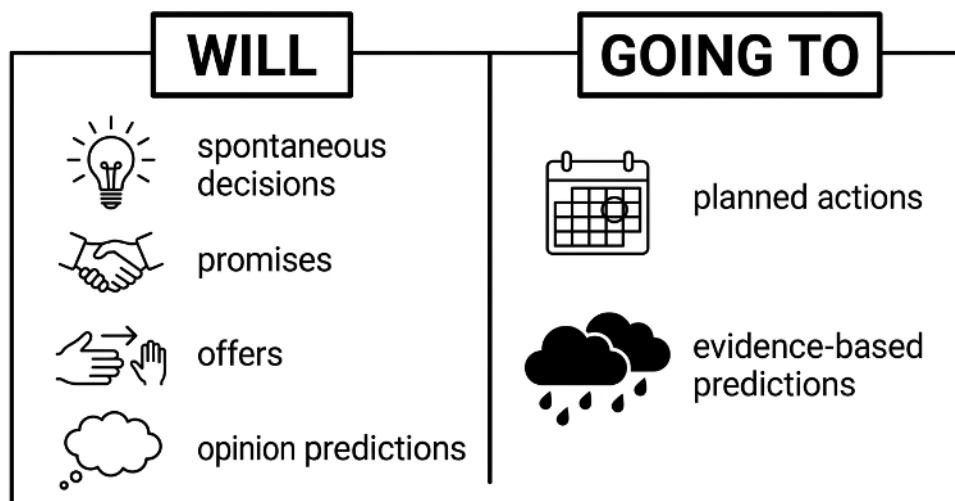
**Watch out!**

TEACHER EDITION

Common confusion situations between **will** and **going to**:

- **Wrong:** "I'm hungry. I'm going to make a sandwich." (if you just decided now) → **Correct:** "I'll make a sandwich."
- **Wrong:** "I bought the tickets yesterday. I will travel to Salvador." (if it's a plan) → **Correct:** "I'm going to travel to Salvador."
- **Wrong:** "Look! The car is going very fast. It will crash!" (there's evidence) → **Correct:** "It's going to crash!"

Dica: Pergunte a si mesmo: "Eu já tinha decidido isso antes?" Se sim, use "going to". Se você decidiu agora, use "will".



Will vs. Going to — Choose the right one!

Teacher Note:

Suggested time: 25 minutes

Common student error: Because Portuguese uses "ir" + infinitive for both planned and spontaneous future actions, students often default to "going to" for everything. Create scenarios that require spontaneous decisions to practice "will" (e.g., role-play: one student describes a problem, the other offers help using "I'll...").

Activity: Show pictures of situations (dark clouds, a person carrying heavy bags, a calendar with plans) and have students choose whether to use "will" or "going to" and explain why.

TEACHER EDITION

Exercise 5 Will or Going to?

Fill in the blanks with **will** or **going to** (with the correct form of "be" when needed) and the verb in parentheses. Think about the context to choose the correct form.

Preencha com "will" ou "going to" (com a forma correta de "be" quando necessário) e o verbo entre parênteses. Pense no contexto para escolher a forma correta.

1. I already bought the paint. I **am going to paint** my room this weekend. (paint) **am going to paint**
2. Oh no, I forgot my wallet! Don't worry, I **will lend** you some money. (lend) **will lend**
3. Look at that player! He **is going to score** a goal! (score) **is going to score**
4. I think electric cars **will become** very popular in the future. (become) **will become**
5. Ana and Carolina have signed up for a course. They **are going to learn** French next semester. (learn) **are going to learn**
6. I promise I **will be** on time for the meeting. (be) **will be**
7. That child is running toward the street! He **is going to get** hurt! (get) **is going to get**
8. Someone is knocking at the door. I **will open** it. (open) **will open**
9. We have already packed our bags. We **are going to fly** to Fortaleza tomorrow morning. (fly) **are going to fly**
10. I don't know what to eat. Hmm... I think I **will have** the pasta. (have) **will have**

Exercise 6 Choose the Correct Future Form

TEACHER EDITION

Choose the best option to complete each sentence. Think about whether the situation requires **will** or **going to**.

Escolha a melhor opção para completar cada frase. Pense se a situação pede "will" ou "going to".

1. We have reservations at the restaurant. We _____ dinner there tonight.

- ☐ a) will have
☐ b) are going to have
☐ c) have

b) are going to have

2. A: "I can't reach the shelf." B: "Don't worry. I _____ it for you."

- ☐ a) am going to get
☐ b) get
☐ c) will get

c) will get

3. The sky is completely clear. It _____ a beautiful day.

- ☐ a) will be
☐ b) is going to be
☐ c) is being

b) is going to be

4. I _____ you. You have my word.

- ☐ a) will never lie to
☐ b) am never going to lie to
☐ c) never lie to

a) will never lie to

5. My sister has already chosen the university. She _____ law at USP.

TEACHER EDITION

- ☐ a) will study
- ☐ b) is going to study
- ☐ c) studies

b) is going to study

UNIT 4.4

Reading & Writing: Plans for the Future

TEACHER EDITION

Plans for the Future

Read the text carefully, then answer the questions below.

Four students from Escola Municipal Professora Maria Clara, in Belo Horizonte, are talking about their plans for the future and their predictions for the world.

Amanda, 16: "I'm going to study medicine at UFMG. I've wanted to be a doctor since I was a little girl. My mother is a nurse, and she inspired me. I'm going to work at a public hospital and help people in my community. I think medicine will change a lot in the next 20 years. I believe technology will help doctors find cures for many diseases."

Rafael, 15: "I'm not going to go to university right away. First, I'm going to take a gap year and travel around Brazil. I want to visit the Amazon rainforest and the Pantanal. After that, I'm going to study environmental science. I think climate change will be the biggest challenge for our generation. I believe young people will find solutions to protect the environment."

Larissa, 16: "I'm going to be a software developer. I already take programming classes online, and I'm going to participate in a coding competition next month. I think artificial intelligence will change the way we work and study. In the future, I think people won't need to go to an office every day — they will work from home using technology. I'm also going to start my own tech company one day."

Matheus, 15: "I love music, and I'm going to study at a music school after high school. I play guitar and piano, and I'm going to form a band with my friends this summer. We're going to play at a local festival in July. I think Brazilian music will become even more popular around the world. One day, I will perform on stages in Europe and Japan!"

Original text for Incluir English Workbook

Teacher Note:

TEACHER EDITION

Pre-reading activity: Ask students: "What do you want to be in the future? What do you think the world will be like in 20 years?" This activates both "going to" (plans) and "will" (predictions) before reading.

Reading strategy: Have students underline sentences with "going to" in one color and sentences with "will" in another color while reading. Then discuss: "Which sentences are about plans? Which are about predictions?"

Exercise 7 True or False

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

*Leia cada frase. Escreva **T** (Verdadeiro) ou **F** (Falso) com base no texto.*

1. Amanda is going to study medicine because her mother is a doctor. **F** **F (Her mother is a nurse, not a doctor.)**
2. Rafael is going to travel around Brazil before going to university. **T** **T**
3. Larissa thinks people will need to go to an office every day in the future. **F** **F (She thinks people won't need to go to an office every day.)**
4. Matheus plays guitar and piano. **T** **T**
5. Rafael thinks technology will be the biggest challenge for his generation. **F** **F (He thinks climate change will be the biggest challenge.)**

Exercise 8 Answer the Questions

TEACHER EDITION

Answer the questions in complete sentences based on the text.

Responda as perguntas com frases completas com base no texto.

1. Where is Amanda going to work after she becomes a doctor?

She is going to work at a public hospital and help people in her community.

2. What places does Rafael want to visit during his gap year?

He wants to visit the Amazon rainforest and the Pantanal.

3. What is Larissa going to do next month?

She is going to participate in a coding competition next month.

4. What are Matheus and his friends going to do this summer?

They are going to form a band this summer. They are going to play at a local festival in July.

Exercise 9 Write About Your Future

TEACHER EDITION

Write two short paragraphs about your future. In **Paragraph 1**, write about your **plans for next year** using **going to**. In **Paragraph 2**, write about your **predictions for the future of the world** using **will**. Use the sentence starters below to help you.

Escreva dois parágrafos curtos sobre o seu futuro. No **Parágrafo 1**, escreva sobre seus planos para o próximo ano usando "going to". No **Parágrafo 2**, escreva sobre suas previsões para o futuro do mundo usando "will".



Tip:

Remember: use **going to** for things you have already decided or planned. Use **will** for your opinions and predictions about the future. Try to use at least 4 different verbs in each paragraph.

Lembre-se: use "going to" para coisas que você já decidiu ou planejou. Use "will" para suas opiniões e previsões sobre o futuro. Tente usar pelo menos 4 verbos diferentes em cada parágrafo.

Paragraph 1: My Plans for Next Year (going to)

Next year, I am going to _____. I am also going to _____. My family is going to _____. I am (not) going to _____.

Paragraph 2: My Predictions for the Future (will)

TEACHER EDITION

I think the world will _____. In the future, people will _____. Technology will _____. I believe _____ will/won't _____.

Teacher Note:

Suggested time: 25 minutes (reading and exercises), 20 minutes (writing)

Assessment criteria for Exercise 9:

- Correct use of **going to** in Paragraph 1 for plans and intentions
- Correct use of **will** in Paragraph 2 for predictions and opinions
- At least 4 different verbs in each paragraph
- Clear and coherent paragraph structure
- Use of future time expressions (tomorrow, next year, in the future, etc.)

Extension activity: Have students share their paragraphs in small groups. Other students should identify whether each sentence uses "will" or "going to" correctly, and ask follow-up questions about each other's plans and predictions.

Differentiation: For students who need more support, provide a word bank of useful verbs (study, travel, work, live, become, change, improve, create). For advanced students, ask them to also include negative sentences and questions about the future.

REAL USE

Mission Lab: The Big Trip



Plans with going to, decisions with will

Model Exchange

- Clerk:** Where are you going to travel?
- Traveler:** I'm going to visit my family in Fortaleza. I'm going to stay for a week.
- Clerk:** There's a bus at 8 and another at 10.
- Traveler:** Hmm... I'll take the 8 o'clock. Will it arrive before lunch?
- Clerk:** Yes, at 11:45, platform 3.
- Traveler:** Sorry, did you say platform 3? Great. I'll buy the ticket now.

Final Task At the Ticket Office

TEACHER EDITION

Work in pairs. Student A is a traveler; Student B is the ticket clerk. Then switch roles.

- A. Traveler:** explain your travel plan with *going to* (destination, day, how long), ask one question about the future (*Will...?*), and make two on-the-spot decisions with *I'll* (time, seat, or payment).
- B. Clerk:** offer two options (times or prices), make one prediction with *will* (weather, traffic, or crowds), and confirm the traveler's final decision.
- ✓ **Mission success:** the traveler finishes with a complete "ticket" (time, platform, and price noted on paper), both partners speak without reading every sentence, and the conversation lasts at least two minutes.

**Repair Challenge:**

Your partner must say one time or number very quickly. If you do not understand, say: *Sorry, did you say nine or five?* or *Could you write that down, please?*

**AI Mission — Buy a Bus Ticket:**

In ChatGPT Voice, say: “Act as a ticket clerk at a bus station in Brazil. I want to travel to another city. Ask about my plans, offer me two options, and make me decide quickly. Speak slowly. Correct my main mistake in Portuguese and ask me to repeat.” Practice for 10 minutes. **Offline:** record your plan for next weekend — three *going to* sentences and two *will* decisions or predictions — on your phone, or practice with a partner.

Exit Check My Can-Do Checklist

TEACHER EDITION

- ☐ I can explain my plans with going to.
- ☐ I can make predictions and promises with will.
- ☐ I can make quick decisions with I'll, and check numbers and times when I don't understand.

Performance Feedback:

Listen for message completion first, then the will vs. going to choice (planned intention vs. spontaneous decision vs. prediction) and repair language. Do not interrupt every error. Note one successful phrase and one next step for each student.

Chapter 4 - Answer Key

Exercise 1: Complete with Will or Won't

1. will pass 2. will turn on 3. won't tell 4. Will ... help
5. will get 6. won't come 7. will study 8. will do
9. will carry 10. won't forget

Exercise 2: Choose the Correct Option

1. b) will answer 2. b) will be 3. c) will help
4. a) Will ... come 5. b) will lend

Exercise 3: Complete with Going to

1. is going to travel 2. are going to have
3. Are ... going to watch 4. isn't going to eat
5. is going to rain 6. am going to study 7. aren't going to move
8. Is ... going to play

Exercise 4: Rewrite the Sentences

1. I am going to study English tonight.
2. She will visit her grandmother.
3. They aren't going to play soccer tomorrow.
4. Will you travel next month?
5. Pedro is not going to come to the party.
6. We will buy a new computer.

Exercise 5: Will or Going to?

1. am going to paint (plan – already bought paint)
2. will lend (spontaneous offer)
3. is going to score (evidence – can see the player)

4. will become (prediction – opinion)
5. are going to learn (plan – already signed up)
6. will be (promise)
7. is going to get (evidence – can see the child running)
8. will open (spontaneous decision)
9. are going to fly (plan – already packed bags)
10. will have (spontaneous decision – deciding now)

Exercise 6: Choose the Correct Future Form

1. b) are going to have (plan – reservations already made)
2. c) will get (spontaneous offer)
3. b) is going to be (evidence – clear sky)
4. a) will never lie to (promise)
5. b) is going to study (plan – already chosen the university)

Exercise 7: True or False

1. F (Her mother is a nurse, not a doctor.)
2. T
3. F (She thinks people won't need to go to an office every day.)
4. T
5. F (He thinks climate change, not technology, will be the biggest challenge.)

Exercise 8: Answer the Questions

1. She is going to work at a public hospital and help people in her community.
2. He wants to visit the Amazon rainforest and the Pantanal.
3. She is going to participate in a coding competition next month.
4. They are going to form a band this summer and play at a local festival in July.

Exercise 9: Write About Your Future

TEACHER EDITION

Answers will vary. Check for correct use of "going to" in Paragraph 1 (plans and intentions) and "will" in Paragraph 2 (predictions and opinions). Look for at least 4 different verbs per paragraph, use of future time expressions, and coherent paragraph structure.

TEACHER EDITION

CHAPTER 5

TEACHER EDITION

Plan B: Plans, Conditions & Consequences

Your mission: help organize a community festival — and be ready for anything.

Explain the plan step by step with time clauses (when, before, after, as soon as, until), and prepare a Plan B with first conditional sentences: if this happens, we will do that. You will also combine different future forms and get an introduction to the future continuous tense.

MY FUTURE PATHS



What will happen when you finish school?

**Today's Mission:**

Help organize a community festival. Explain the plan step by step with time clauses (*when, before, after, as soon as*), and be ready for problems: *if this happens, we will do that*.



Survival Phrase Kit

TEACHER EDITION

Purpose	Useful language
Explain the plan in order	As soon as we arrive, we will set up the tables. / Before the show starts, I'm going to test the sound.
Plan for problems	If it rains, we will move everything inside. / If Marcos doesn't come, I'll do the barbecue.
Promise and reassure	Don't worry — I'll help you. / We won't forget the ice.
Repair communication	Do you mean if it rains, or when it rains? / Could you explain the plan again, please?



Teacher Read-Aloud: Planning the Community Festival

Listen twice. First, identify the situation. Then listen for the plan steps and the if-solutions.

Mission Warm-up What Will They Do If...?

TEACHER EDITION

Listen without reading the script. Write short answers.

1. What will the team do as soon as they arrive on Saturday?

They will set up the tables.

2. What will they do if it rains?

They will move everything inside the gym.

3. Who will do the barbecue if Marcos doesn't come?

The coordinator will do it herself.

Teacher Route — 120 minutes:

0–15: mission and listening. **15–45:** Formula — the rule boxes of Units 5.1 (future with time clauses) and 5.2 (first conditional), with Unit 5.3 (will vs. going to vs. present continuous) as a quick recap. **45–80:** Practice — choose one exercise from each unit (Exercise 1 or 2, Exercise 3 or 4, Exercise 5 or 6). **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. Unit 5.4 (After Graduation: reading and writing) and the remaining exercises are extension or homework.

Read twice: Coordinator: “OK, team. As soon as we arrive on Saturday, we will set up the tables.” Bia: “What will we do if it rains?” Coordinator: “If it rains, we will move everything inside the gym.” Bia: “And the food?” Coordinator: “Marcos is going to do the barbecue. If he doesn't come, I'll do it myself.” Bia: “Sorry, do you mean if it rains, or when it rains?” Coordinator: “If! The weather report says it will probably be sunny. But when the festival ends, everyone will help clean up — rain or sun.”

Future with Time Clauses

TEACHER EDITION

Time Clauses with Future Meaning

When we talk about the future, certain time words introduce a clause that uses the **Present Simple** (NOT *will*). The main clause uses **will + base verb**.

Time Word	Meaning (Significado)	Example
when	quando	When I finish school, I will travel .
before	antes de	Before you leave , I will give you a gift.
after	depois de	After we eat , we will study .
as soon as	assim que	As soon as I get home, I will call you.
until	até que	I will wait until you arrive .

Key Rule: Time clause = **Present Simple** | Main clause = **will + base verb**

Examples with Portuguese Translations

WHEN

When I finish school, I will travel to Europe.

Quando eu terminar a escola, eu vou viajar para a Europa.

BEFORE

Before Rafaela leaves, she will say goodbye to everyone.

Antes de Rafaela ir embora, ela vai se despedir de todos.

AFTER

After we finish the exam, we will celebrate.

Depois que terminarmos a prova, vamos comemorar.

AS SOON AS

TEACHER EDITION

As soon as Mateus gets his results, he will tell his parents.*Assim que o Mateus receber os resultados, ele vai contar para os pais.*

UNTIL

I won't leave until the teacher arrives.*Eu nao vou sair ate que o professor chegue.*

WHEN (NEGATIVE)

When the rain stops, we will go outside.*Quando a chuva parar, nos vamos sair.***Warning: Common Mistake!**

Do **NOT** use *will* in the time clause! Use the **Present Simple** after *when*, *before*, *after*, *as soon as*, *until*.

- "When I **finish** school, I will travel." (CORRECT)
- ~~"When I **will finish** school, I will travel." (WRONG!)~~
- "Before she **goes** home, she will buy bread." (CORRECT)
- ~~"Before she **will go** home, she will buy bread." (WRONG!)~~

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

L1 Interference: In Portuguese, the future tense is often used in *both* clauses: "Quando eu *terminar*, eu *vou viajar*." Although Portuguese uses the future subjunctive (*terminar*), students may try to mirror this with "will" in English. Emphasize that English uses the **Present Simple** in the time clause, even though the meaning is future.

Activity: Write sentence starters on the board ("When I get home...", "Before the class ends...", "After I eat lunch...") and have students complete them with their own ideas using *will*.

Exercise 1 Complete the Time Clauses

TEACHER EDITION

Complete each sentence with the correct form of the verb in parentheses. Remember: use the **Present Simple** in the time clause and **will + base verb** in the main clause.

- | | |
|---|-------------------------------------|
| 1. When Larissa <u>arrives</u> (arrive) at the airport, her family <u>will be</u> (be) waiting for her. | arrives ...
will be |
| 2. I <u>will call</u> (call) you as soon as I <u>get</u> (get) the results. | will call ...
get |
| 3. Before the movie <u>starts</u> (start), we <u>will buy</u> (buy) some popcorn. | starts ... will
buy |
| 4. After Felipe <u>finishes</u> (finish) his homework, he <u>will play</u> (play) video games. | finishes ... will
play |
| 5. She <u>won't leave</u> (not / leave) the library until she <u>finishes</u> (finish) her project. | won't leave ...
finishes |
| 6. When the bus <u>comes</u> (come), we <u>will get</u> (get) on quickly. | comes ... will
get |
| 7. As soon as the teacher <u>explains</u> (explain) the exercise, the students <u>will begin</u> (begin) working. | explains ...
will begin |
| 8. Before Gustavo <u>goes</u> (go) to bed, he <u>will brush</u> (brush) his teeth. | goes ... will
brush |

Exercise 2 Find and Fix the Mistake

TEACHER EDITION

Each sentence has a mistake in the time clause. Find the error and rewrite the sentence correctly.

1. When I **will arrive** in Sao Paulo, I will visit my cousin.

When I arrive in Sao Paulo, I will visit my cousin.

2. She will wait until the rain **will stop**.

She will wait until the rain stops.

3. Before we **will eat** dinner, we will wash our hands.

Before we eat dinner, we will wash our hands.

4. As soon as Pedro **will finish** his test, he will go home.

As soon as Pedro finishes his test, he will go home.

5. After they **will graduate**, they will look for jobs.

After they graduate, they will look for jobs.

UNIT 5.2

First Conditional

First Conditional: Real / Possible Situations

We use the **first conditional** to talk about things that are **possible or likely** in the future. It describes a **real condition and its probable result**.

Part	Structure	Example
If clause (condition)	If + Present Simple	If it rains tomorrow,
Main clause (result)	will + base verb	we will stay home.

Formula: If + Present Simple, will + base verb

Reversed order: Subject + will + base verb + if + Present Simple (no comma needed)

Word Order and Comma Rule

Order	Sentence	Comma?
If clause first	If you study hard, you will pass the exam.	YES
Main clause first	You will pass the exam if you study hard.	NO

Real-Life Conditional Examples

SCHOOL

If you don't do your homework, the teacher will be upset.

Se voce nao fizer o dever de casa, o professor vai ficar chateado.

WEATHER

If it rains on Saturday, we will cancel the barbecue.

Se chover no sabado, vamos cancelar o churrasco.

TEACHER EDITION

PLANS

If I save enough money, I will buy a new phone.

Se eu economizar dinheiro suficiente, vou comprar um celular novo.

PROMISE

I will help you if you ask me nicely.

Eu vou te ajudar se voce me pedir com educacao.

WARNING

If you eat too much candy, you will get a stomachache.

Se voce comer muito doce, vai ter dor de barriga.

HEALTH

If she doesn't sleep well, she won't feel good tomorrow.

Se ela nao dormir bem, ela nao vai se sentir bem amanha.

**Tip: Comma Rule**

Use a **comma** after the "if" clause when it comes **first** in the sentence. When the main clause comes first, **no comma** is needed.

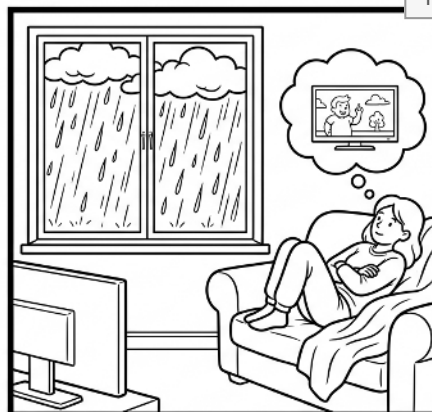
- **If** you study, you will pass. (comma after "if" clause)
- You will pass **if** you study. (no comma)

PANEL 1



If I study hard, I will graduate.

PANEL 2



If it rains, we will stay home.

If I study hard, I will graduate. / If it rains, we will stay home.

Dialogue: Making Plans

At School: "What will you do if...?"

- Beatriz:** Hey, Joao! What will you do if you pass all your exams?
- Joao:** If I pass all my exams, I'll celebrate with my friends! We'll go to that new pizza place. What about you?
- Beatriz:** If I get good grades, my parents will let me go to the beach for the holidays. I'm so excited!
- Joao:** That sounds amazing! But what will you do if you don't pass math?
- Beatriz:** If I don't pass math, I'll study all summer and take the exam again. But I think I'll be okay if I study this week.
- Joao:** I'll help you if you need it. We can study together on Wednesday.
- Beatriz:** Thanks, Joao! If we study together, we will both do well!

Teacher Note:

Suggested time: 30 minutes

Activity: After reading the dialogue, have students practice in pairs by asking each other "What will you do if...?" questions. Give them prompts such as: "...it rains this weekend?", "...you have free time tomorrow?"

TEACHER EDITION

L1 Note: In Portuguese, the conditional structure "Se + futuro do subjuntivo, futuro do indicativo" is similar in meaning but different in form. Students may want to use "will" in both clauses. Remind them: the "if" clause always uses Present Simple, never "will".

Exercise 3 Complete the First Conditional Sentences

Complete each sentence with the correct form of the verb in parentheses. Use the **Present Simple** in the "if" clause and **will + base verb** in the main clause.

1. If Camila studies (study) hard, she will pass (pass) the test. **studies ... will pass**
2. We will go (go) to the park if the weather is (be) nice. **will go ... is**
3. If you don't hurry (not / hurry), you will miss (miss) the bus. **don't hurry ... will miss**
4. If it rains (rain) tomorrow, the soccer match will be (be) cancelled. **rains ... will be**
5. They won't come (not / come) to the party if they don't finish (not / finish) their homework. **won't come ... don't finish**
6. If Marcos saves (save) enough money, he will buy (buy) a new guitar. **saves ... will buy**
7. I will lend (lend) you my book if you promise (promise) to return it. **will lend ... promise**
8. If she doesn't eat (not / eat) breakfast, she will feel (feel) tired at school. **doesn't eat ... will feel**

Exercise 4 Match the If-Clauses to the Main Clauses

TEACHER EDITION

Match each if-clause (left) with the correct main clause (right). Write the letter in the space provided.

- | | |
|-----------------------------------|---|
| 1. If you eat too much fast food, | a) we will have the picnic in the park. |
| 2. If we leave now, | b) you will get sick. |
| 3. If Ana practices every day, | c) she will become a great volleyball player. |
| 4. If it doesn't rain, | d) you will gain weight. |
| 5. If you don't wear a coat, | e) we will arrive on time. |
| 6. If Lucas gets a scholarship, | f) he will study at a university in another city. |

- | | | |
|-------------------|-------------------|-------------------|
| 1. d _____ | 2. e _____ | 3. c _____ |
| 4. a _____ | 5. b _____ | 6. f _____ |
- 1-d, 2-e, 3-c, 4-a, 5-b, 6-f**

UNIT 5.3

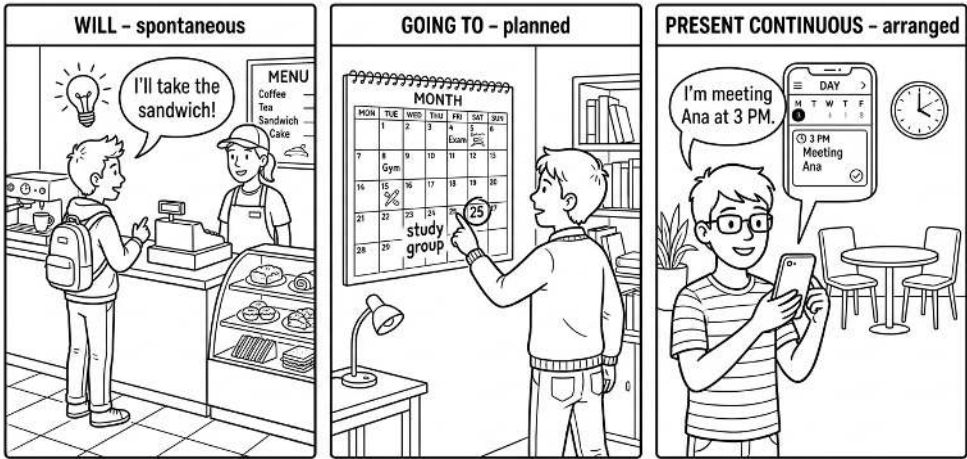
Future Plans in Context: Will, Going To, and Present Continuous

Three Ways to Talk About the Future

English has three main ways to express future actions. Each one has a different use:

Form	Use	Example
will + base verb	Predictions, promises, spontaneous decisions, offers	I think it will rain. / I ll help you.
be going to + base verb	Plans and intentions (decided before speaking), predictions with evidence	I m going to study medicine.
Present Continuous (am/is/are + verb-ing)	Fixed arrangements with a specific time/place	I m meeting Ana at 3 p.m.

Comparing Future Forms



Will = spontaneous | Going to = planned | Present Continuous = arranged

A Realistic Scenario: Fernanda's Weekend

TEACHER EDITION

GOING TO (PLANNED INTENTION)

Fernanda is going to visit her grandmother this weekend. She decided last week.

Fernanda vai visitar a avó dela neste fim de semana. Ela decidiu na semana passada.

PRESENT CONTINUOUS (FIXED ARRANGEMENT)

She is leaving at 8 a.m. on Saturday. The bus ticket is already booked.

Ela vai sair às 8 da manhã no sábado. A passagem de ônibus já está reservada.

WILL (SPONTANEOUS DECISION)

"Oh, I forgot to buy flowers! I'll stop at the flower shop on the way."

"Ah, eu esqueci de comprar flores! Vou parar na floricultura no caminho."

WILL (PREDICTION / OPINION)

I think her grandmother will be very happy to see her.

Eu acho que a avó dela vai ficar muito feliz em vê-la.

GOING TO (PREDICTION WITH EVIDENCE)

Look at the sky! It's going to be a beautiful day for the trip.

Olha o céu! Vai ser um dia lindo para a viagem.

PRESENT CONTINUOUS (CONFIRMED ARRANGEMENT)

She is having lunch with her cousins at noon on Sunday.

Ela vai almoçar com os primos ao meio-dia no domingo.

Future Continuous: Introduction

TEACHER EDITION

The **future continuous** describes an action that **will be in progress** at a specific time in the future.

Form	Structure	Example
Affirmative	Subject + will be + verb-ing	At 8 p.m., I will be studying .
Negative	Subject + won't be + verb-ing	She won't be sleeping at 10 p.m.
Interrogative	Will + subject + be + verb-ing?	Will you be working at 3 p.m.?

Use it when: You want to say what will be happening *at a particular moment* in the future.

- This time tomorrow, I **will be flying** to Rio. (Amanha a esta hora, eu estarei voando para o Rio.)
- At 7 p.m. tonight, they **will be having** dinner. (As 19h hoje, eles estarao jantando.)
- Don't call me at 9 a.m. I **will be taking** an exam. (Nao me ligue as 9h. Eu estarei fazendo prova.)

Teacher Note:

Suggested time: 25 minutes

Key distinction for students: The main challenge at this level is choosing between the three forms. Use this simple guide on the board:

- **Will:** "I just decided now" / "I think..." / "I promise..."
- **Going to:** "I already decided" / "I can see it happening"
- **Present Continuous:** "It's arranged - I have the ticket/reservation/appointment"

Future Continuous: This is an introduction only. Students should understand the basic concept (action in progress at a future time) without needing to master all its uses yet.

Exercise 5 Choose the Best Future Form

TEACHER EDITION

Complete each sentence with the correct future form: **will**, **going to**, **present continuous**, or **future continuous** (will be + verb-ing). Use the verb in parentheses.

1. I've already bought the tickets. We **are going to** (go to) watch the new movie on Friday. (*planned intention*) **are going to**
2. "It's cold in here!" "I **'ll close** (close) the window." (*spontaneous decision*) **'ll close**
3. Don't call Ricardo at 3 p.m. He **will be taking** (take) his English exam. (*action in progress at future time*) **will be taking**
4. Thais **is meeting** (meet) her study group at the library at 5 p.m. (*fixed arrangement*) **is meeting**
5. Look at those clouds! It **is going to** (go to) rain soon. (*prediction with evidence*) **is going to**
6. I think Brazil **will win** (win) the next World Cup. (*prediction / opinion*) **will win**
7. This time next week, we **will be lying** (lie) on the beach in Florianopolis! (*action in progress at future time*) **will be lying**
8. I promise I **will help** (help) you with your project this weekend. **will help**

Exercise 6 Choose the Correct Option

TEACHER EDITION

Select the best option to complete each sentence.

1. "The phone is ringing!" "Don't worry, I _____ it."

b) 'll answer

- ☐ a) am going to answer
☐ b) 'll answer
☐ c) am answering

2. Daniela has made her decision. She _____ law at university next year.

b) is going to study

- ☐ a) will study
☐ b) is going to study
☐ c) will be studying

3. At 10 a.m. tomorrow, the students _____ their science presentation.

c) will be giving

- ☐ a) will give
☐ b) are going to give
☐ c) will be giving

4. We _____ dinner with Tia Marcia on Sunday. She already made reservations.

c) are having

- ☐ a) will have
☐ b) will be having
☐ c) are having

5. I think electric cars _____ more popular in the next ten years.

a) will become

- ☐ a) will become
☐ b) are becoming
☐ c) are going to become

UNIT 5.4

Reading & Writing: After Graduation

What will you do after you graduate?

After Graduation

Read the conversation carefully and answer the questions below.

It is the last week of school, and four friends are sitting in the school courtyard talking about their plans for the future. They are all finishing the third year of *ensino médio* and feeling excited but nervous about what comes next.

Juliana: I can't believe school is almost over! I'm going to miss this place. But I already know what I'm going to do. I'm going to study nursing at UFMG. If I pass the *vestibular*, I will start classes in March. I'm really nervous, but I've been studying hard.

Rafael: That's great, Ju! I'm not sure about university yet. If I don't get into a public university, I will take a gap year and work to save money. My uncle has a restaurant, and he said I can work there. When I have enough money, I will apply to private universities too.

Bianca: I have a completely different plan. As soon as I graduate, I'm going to travel. My cousin lives in Lisbon, and she invited me to stay with her for three months. I will look for a part-time job there. If I find one, I will stay longer. Before I leave Brazil, I will get my passport and buy my plane ticket. I'm so excited!

Tiago: Wow, Bianca, that sounds amazing! My plan is simpler. I'm going to do a technical course in IT. I'm already registered at SENAI. Classes start in February, so I'm starting next month! After I finish the course, I will look for an internship at a tech company. If I get good experience, I think I will be able to get a good job. This time next year, I will be working with computers every day!

Juliana: We all have such different plans! But one thing is certain: when we look back in five years, we will be proud of ourselves.

Rafael: I agree. And I promise I will keep in touch with all of you, no matter what happens.

Bianca: Me too! If we all succeed, we will have a big reunion dinner. Deal?

Everyone: Deal!

Original text for Incluir English Workbook

TEACHER EDITION

Exercise 7 True or False

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

1. Juliana is going to study medicine at UFMG. **F (She is going to study nursing, not medicine.)**
F _____
2. Rafael will work at his uncle's restaurant if he doesn't get into a public university. **T**
T _____
3. Bianca's cousin lives in Madrid. **F (Her cousin lives in Lisbon.)**
F _____
4. Tiago is already registered for a technical course at SENAI. **T** _____ **T**
5. The four friends promise to keep in touch after graduation. **T** _____ **T**

Exercise 8 Answer the Questions

TEACHER EDITION

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

1. What will Rafael do when he has enough money?

When he has enough money, he will apply to private universities.

2. What will Bianca do before she leaves Brazil?

Before she leaves Brazil, she will get her passport and buy her plane ticket.

3. What will Tiago do after he finishes his technical course?

After he finishes his technical course, he will look for an internship at a tech company.

4. What condition does Bianca set for staying longer in Lisbon?

If she finds a part-time job, she will stay longer in Lisbon.

Exercise 9 Write About Your Future

TEACHER EDITION

Write a short paragraph (6-8 sentences) about your plans after you finish school. Use the structures you learned in this chapter. Try to include:

- At least **one time clause** (*when, before, after, as soon as, until*)
- At least **one first conditional** sentence (*If + present simple, will...*)
- Different future forms (**will, going to, present continuous**)

Example start: "After I finish school, I am going to..."

[illegible]



TEACHER EDITION

Teacher Note:

Suggested time: 20 minutes for the writing activity

Pre-writing activity: Before students write, brainstorm on the board: "What are some things people do after finishing school?" (university, work, travel, technical courses, military service, gap year, etc.). This will give students vocabulary and ideas.

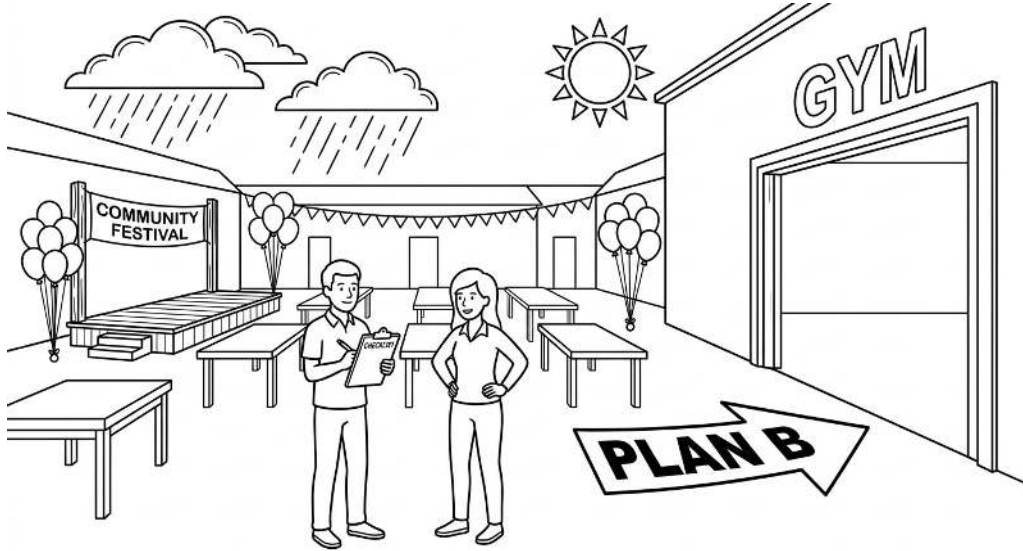
Assessment criteria:

- Correct use of at least one time clause with Present Simple
- Correct use of at least one first conditional sentence
- Appropriate use of different future forms (will, going to, present continuous)
- Clear and coherent paragraph structure
- Minimum of 6 sentences

Extension activity: Have students share their writing in pairs and ask each other follow-up questions using first conditional: "What will you do if that doesn't work out?"

REAL USE

Mission Lab: Festival Plan B



A good plan always has a Plan B

Model Exchange

Organizer 1: As soon as we arrive, we'll set up the sound system.

Organizer 2: What will we do if the speaker doesn't work?

Organizer 1: If it doesn't work, we'll borrow one from the school.

Organizer 2: OK. And if it rains?

Organizer 1: If it rains, we'll move the tables inside. Don't worry — I'll bring plastic covers too.

Organizer 2: Perfect. When everything is ready, I'll send you a message.

Final Task Plan the Event — with a Plan B

TEACHER EDITION

Work in pairs. Student A is the organizer; Student B is the helper. Then switch roles.

- A. Organizer:** present a plan with three steps for a class party or community event, using time clauses (*as soon as / before / after / when*).
- B. Helper:** ask three *What will we do if...?* questions (weather, food, people). The organizer answers each one with a first conditional sentence.
- ✓ **Mission success:** the pair produces a plan with at least three steps and three if-solutions, both partners speak without reading every sentence, and the conversation lasts at least two minutes.

**Repair Challenge:**

Your partner must ask about one strange problem (for example: *What will we do if the lights go out?*). If you do not understand, say: *Do you mean if it rains, or when it rains?* or *Could you explain the problem again, please?*

**AI Mission — Festival Plan B:**

In ChatGPT Voice, say: “Act as my co-organizer for a community festival in Brazil. Ask me what we will do if there are problems: rain, no electricity, few people, too many people. One question at a time. Speak slowly. Correct my main mistake in Portuguese and ask me to repeat.” Practice for 10 minutes. **Offline:** write three *If..., we will...* sentences about your own plans for next week and record yourself reading them, or practice with a partner.

Exit Check My Can-Do Checklist

TEACHER EDITION

- ☐ I can explain a plan step by step with when, before, after, and as soon as.
- ☐ I can explain consequences with the first conditional: if this happens, I will do that.
- ☐ I can make promises with will and ask for an explanation when a plan is not clear.

Performance Feedback:

Listen for message completion first, then present tense after if and time clauses (no “if it will rain”), and repair language. Do not interrupt every error. Note one successful phrase and one next step for each student.

Chapter 5 - Answer Key

Exercise 1: Complete the Time Clauses

1. arrives ... will be 2. will call ... get 3. starts ... will buy
4. finishes ... will play 5. won't leave ... finishes
6. comes ... will get 7. explains ... will begin
8. goes ... will brush

Exercise 2: Find and Fix the Mistake

1. When I arrive in Sao Paulo, I will visit my cousin. (remove "will" from "will arrive")
2. She will wait until the rain stops. (remove "will" from "will stop")
3. Before we eat dinner, we will wash our hands. (remove "will" from "will eat")
4. As soon as Pedro finishes his test, he will go home. (remove "will" from "will finish"; add -es)
5. After they graduate, they will look for jobs. (remove "will" from "will graduate")

Exercise 3: Complete the First Conditional Sentences

1. studies ... will pass 2. will go ... is
3. don't hurry ... will miss 4. rains ... will be
5. won't come ... don't finish 6. saves ... will buy
7. will lend ... promise 8. doesn't eat ... will feel

Exercise 4: Match the If-Clauses to the Main Clauses

- 1-d (If you eat too much fast food, you will gain weight.)
- 2-e (If we leave now, we will arrive on time.)
- 3-c (If Ana practices every day, she will become a great volleyball player.)

4-a (If it doesn't rain, we will have the picnic in the park.)

5-b (If you don't wear a coat, you will get sick.)

TEACHER EDITION

6-f (If Lucas gets a scholarship, he will study at a university in another city.)

Exercise 5: Choose the Best Future Form

1. are going to (planned intention)
2. 'll close (spontaneous decision)
3. will be taking (action in progress at a future time)
4. is meeting (fixed arrangement)
5. is going to (prediction with evidence)
6. will win (prediction / opinion)
7. will be lying (action in progress at a future time)
8. will help (promise)

Exercise 6: Choose the Correct Option

1. b) 'll answer (spontaneous decision)
2. b) is going to study (planned decision)
3. c) will be giving (action in progress at 10 a.m.)
4. c) are having (fixed arrangement with reservations)
5. a) will become (general prediction / opinion)

Exercise 7: True or False

1. F (She is going to study nursing, not medicine.) 2. T
3. F (Her cousin lives in Lisbon, not Madrid.) 4. T 5. T

Exercise 8: Answer the Questions

1. When he has enough money, he will apply to private universities.
2. Before she leaves Brazil, she will get her passport and buy her plane ticket.
3. After he finishes his technical course, he will look for an internship at a tech company.

4. If she finds a part-time job, she will stay longer in Lisbon.

TEACHER EDITION

Exercise 9: Write About Your Future

Answers will vary. Check for correct use of time clauses (Present Simple after when/before/after/as soon as/until), first conditional (If + Present Simple, will + base verb), and appropriate use of will, going to, and present continuous for future.

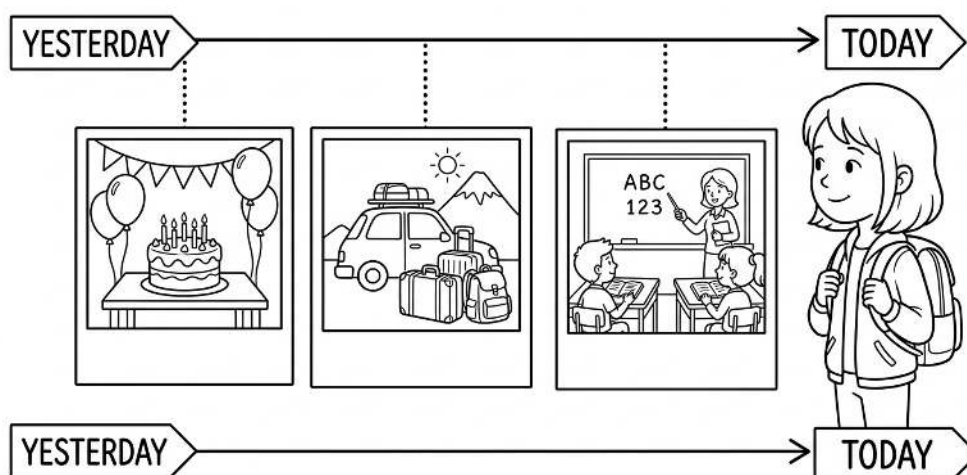
TEACHER EDITION

CHAPTER 6

TEACHER EDITION

What Happened? Explaining a Recent Problem

Your mission: you arrive late after a difficult morning, and you need to explain what happened. Use the Simple Past to describe completed actions, tell the events in order, and answer questions about the details — the survival skill for explaining any recent event or problem.



The Simple Past: talking about things that already happened.



Today's Mission:

You arrive late at work or class after a difficult morning. Explain what happened, tell the events in order, and answer your boss's or teacher's questions about the details.



Survival Phrase Kit

TEACHER EDITION

Purpose	Useful language
Say what happened	I missed the bus. / My phone died. / The bus broke down.
Give the details in order	First, I waited twenty minutes. Then I walked to the station. So I arrived late.
Answer past questions	Did you call? — Yes, I did. / No, I didn't. / What time did you leave?
Repair communication	Sorry, could you say that again? / Do you mean this morning or yesterday?



Teacher Read-Aloud: A Difficult Morning

Listen twice. First, identify the situation. Then listen for what happened, in what order, and why she didn't call.

Mission Warm-up What Happened This Morning?

TEACHER EDITION

Listen without reading the script. Write short answers.

1. Why was Denise late?

The bus broke down on the avenue.

2. What did she do when no other bus came?

She walked to the metro station.

3. Why didn't she call her boss?

Her phone died and she didn't have her charger.

Teacher Route — 120 minutes:

0–15: mission and listening. **15–45:** Formula — the rule boxes of Units 6.1 (regular -ed verbs) and 6.2 (irregular verbs), plus Unit 6.3 (didn't / Did...?) for negatives and questions. **45–80:** Practice — choose one exercise from each unit (Exercise 1 or 2, Exercise 3 or 4, Exercise 5 or 6). **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. Unit 6.4 (Reading & Writing) and the remaining exercises are extension or homework.

Read twice: Boss: “Good morning, Denise. You are late today. What happened?” Denise: “I’m so sorry. I left home early, but the bus broke down on the avenue.” Boss: “Did you wait for another bus?” Denise: “I waited twenty minutes, but no bus came. So I walked to the metro station.” Boss: “Did you try to call me?” Denise: “I tried, but my phone died. I didn’t have my charger.” Boss: “Do you mean the 8 o'clock bus?” Denise: “Yes, the 8 o'clock. It never arrived.”

Simple Past - Regular Verbs

TEACHER EDITION

Simple Past: Formation (Regular Verbs)

We use the Simple Past to talk about actions that **started and finished in the past**. For regular verbs, add **-ed** to the base form.

Form	Structure	Example
Affirmative	Subject + verb- ed	She worked yesterday.
Negative	Subject + didn't + base verb	She didn't work yesterday.
Interrogative	Did + subject + base verb?	Did she work yesterday?

Important: The past form is the **same for all subjects** (I, you, he, she, it, we, they). There is no -s for he/she/it in the past!

Spelling Rules for Adding -ed

TEACHER EDITION

Rule	When	Examples
Add -ed	Most verbs	work → worked , play → played , clean → cleaned
Add -d	Verbs ending in -e	live → lived , dance → danced , like → liked
Double the last consonant + -ed	Short verbs ending in consonant-vowel-consonant (CVC)	stop → stopped , plan → planned , drop → dropped
Change -y to -ied	Verbs ending in consonant + y	study → studied , try → tried , carry → carried

Note: If the verb ends in a **vowel + y**, just add -ed: play → **played**, enjoy → **enjoyed**.

Base Form	Past Form	Portugues
work	worked	<i>trabalhar</i>
play	played	<i>jogar / brincar</i>
study	studied	<i>estudar</i>
stop	stopped	<i>parar</i>
watch	watched	<i>assistir</i>
listen	listened	<i>ouvir / escutar</i>
cook	cooked	<i>cozinhar</i>
clean	cleaned	<i>limpar</i>
dance	danced	<i>dancar</i>

Base Form	Past Form	Portugues
live	lived	<i>morar / viver</i>
travel	traveled	<i>viajar</i>
arrive	arrived	<i>chegar</i>
try	tried	<i>tentar</i>
call	called	<i>ligar / chamar</i>
help	helped	<i>ajudar</i>
want	wanted	<i>querer</i>
need	needed	<i>precisar</i>

SIMPLE PAST REGULAR VERBS: SPELLING RULES

RULE: + ed walk → walked 	RULE: + d dance → danced 
RULE: double consonant + ed stop → stopped 	RULE: y → ied study → studied 

Spelling rules for adding -ed to regular verbs.

Examples in Context

AFFIRMATIVE

Fernanda studied for the test last night.

Fernanda estudou para a prova ontem a noite.

AFFIRMATIVE

TEACHER EDITION

We played soccer in the park yesterday.*Nos jogamos futebol no parque ontem.*

AFFIRMATIVE

Marcos cooked dinner for his family last Sunday.*Marcos cozinhou o jantar para a familia dele no domingo passado.*

NEGATIVE

I didn't watch TV yesterday.*Eu nao assisti TV ontem.*

QUESTION

Did you call your mother?*Voce ligou para a sua mae?*

SHORT ANSWERS

Yes, I did. / No, I didn't.*Sim, liguei. / Nao, nao liguei.***Tip: Pronunciation of -ed**The -ed ending has **three different pronunciations**:

- /t/ — after voiceless sounds (p, k, f, s, sh, ch): worked**ed**, watched**ed**, stopped**ed**, helped**ed**
- /d/ — after voiced sounds (b, g, v, z, l, m, n, r) and vowels: played**ed**, cleaned**ed**, called**ed**, listened**ed**
- /ɪd/ — after -t or -d sounds: wanted**ed**, needed**ed**, visited**ed**, started**ed**

Only the /ɪd/ sound adds an extra syllable. For example: "worked" = 1 syllable, but "wanted" = 2 syllables.

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

Pronunciation focus: Practice the three -ed sounds with students. Write verbs on the board and have students sort them into three columns: /t/, /d/, /ɪd/. Clap the syllables to see how /ɪd/ adds a syllable.

TEACHER EDITION

Common error for Brazilian students: Students often pronounce -ed as a separate syllable in all cases (e.g., "work-ED" instead of "workt"). Remind them that most of the time, -ed does NOT add an extra syllable.

Activity: Have students tell their partner three things they did yesterday using regular verbs from the vocabulary table.

Exercise 1 Write the Past Form

Write the Simple Past form of each regular verb. Pay attention to the spelling rules!

1. play → played

played

2. study → studied

studied

3. stop → stopped

stopped

4. dance → danced

danced

5. try → tried

tried

6. travel → traveled

traveled

7. clean → cleaned

cleaned

8. arrive → arrived

arrived

9. plan → planned

planned

10. carry → carried

carried

Exercise 2 Choose the Correct Past Form

TEACHER EDITION

Select the correct Simple Past form for each sentence.

1. They _____ soccer after school yesterday. (play)

- ☐ a) plaied
☐ b) played
☐ c) plaid

b) played

2. Helena _____ math for two hours last night. (study)

- ☐ a) studyed
☐ b) studed
☐ c) studied

c) studied

3. The bus _____ at the corner five minutes ago. (stop)

- ☐ a) stoped
☐ b) stopped
☐ c) stoppped

b) stopped

4. Carla _____ to a new song at the party. (dance)

- ☐ a) danceed
☐ b) dancied
☐ c) danced

c) danced

5. Gustavo _____ to fix the computer, but it didn't work. (try)

- ☐ a) tried
☐ b) tryed
☐ c) tryd

a) tried

UNIT 6.2

Simple Past - Irregular Verbs

Irregular Verbs: No Pattern!

Many of the most common English verbs are **irregular**. They do NOT follow the -ed pattern. Each verb has its own special past form that **must be memorized**.

- go → **went** (NOT "goed")
- eat → **ate** (NOT "eated")
- have → **had** (NOT "haved")
- see → **saw** (NOT "seed")

There is no rule for irregular verbs — you need to study and memorize them! Start with the most common ones in the table below.

Base Form	Past Form	Portugues
go	went	<i>ir</i>
eat	ate	<i>comer</i>
have	had	<i>ter</i>
see	saw	<i>ver</i>
come	came	<i>vir</i>
make	made	<i>fazer / preparar</i>
take	took	<i>pegar / levar</i>
get	got	<i>conseguir / receber</i>
buy	bought	<i>comprar</i>

Base Form	Past Form	Portugues	TEACHER EDITION
write	wrote	<i>escrever</i>	
read	read	<i>ler (a forma é igual, mas a pronuncia muda!)</i>	
speak	spoke	<i>falar</i>	
sleep	slept	<i>dormir</i>	
drink	drank	<i>beber</i>	
think	thought	<i>pensar / achar</i>	
know	knew	<i>saber / conhecer</i>	
give	gave	<i>dar</i>	
find	found	<i>encontrar / achar</i>	
tell	told	<i>contar / dizer</i>	
feel	felt	<i>sentir</i>	

IRREGULAR VERBS

go → went



eat → ate



see → saw



Irregular verbs change in unexpected ways. Memorize them!

Examples with Irregular Verbs

TEACHER EDITION

AFFIRMATIVE

Rafael went to the mall last Saturday.*Rafael foi ao shopping no sabado passado.*

AFFIRMATIVE

We ate pizza at Leticia's birthday party.*Nos comemos pizza na festa de aniversario da Leticia.*

AFFIRMATIVE

My grandmother made a delicious cake.*Minha avo fez um bolo delicioso.*

AFFIRMATIVE

They bought new shoes for school.*Eles compraram sapatos novos para a escola.*

NEGATIVE

I didn't go to the beach last weekend.*Eu nao fui a praia no fim de semana passado.*

QUESTION

Did you see the new movie?*Voce viu o filme novo?***Remember:**

In **negative sentences** and **questions**, use **did/didn't + BASE VERB** (not the past form!).

- **CORRECT:** She **didn't go** to school. / **Did** she **go** to school?
- **WRONG:** She didn't ~~went~~ to school. / Did she ~~went~~ to school?

The word "did" already carries the past meaning, so the main verb stays in the base form!

Dialogue: What Did You Do Last Weekend?

TEACHER EDITION



Talking about the weekend with friends.

Monday Morning at School

- Bruno:** Hey, Julia! How was your weekend?
- Julia:** It was awesome! I went to the beach with my cousins.
- Bruno:** Cool! Did you swim?
- Julia:** Yes, I did! We swam all morning. And we ate acai at a little shop near the beach. What about you?
- Bruno:** I stayed home on Saturday. I played video games and watched a series on Netflix.
- Julia:** Did you do anything on Sunday?
- Bruno:** Yes! I went to my grandma's house. She made feijoada and it was delicious!
- Julia:** Sounds great! I love feijoada. Did you help her cook?
- Bruno:** No, I didn't. I just ate a lot! I was so full after lunch.
- Julia:** Ha! That sounds like a perfect Sunday!

Teacher Note:

Suggested time: 30 minutes

Key concept: Irregular verbs are the biggest challenge for students at this level. Focus on the 20 most common verbs in the table. Use flashcards or a memory game to help students.

TEACHER EDITION

Dialogue activity: Read the dialogue aloud with the class. Then have students practice in pairs. Finally, ask pairs to create their own version, replacing the activities with what they actually did last weekend.

Common error: Brazilian students often say "Did you went?" or "I didn't went." Emphasize that "did" already contains the past meaning, so the main verb must be in the base form.

Exercise 3 Complete with the Irregular Past Form

Fill in the blank with the correct Simple Past form of the irregular verb in parentheses.

- | | |
|---|---------------|
| 1. We went _____ to the park after school. (go) | went |
| 2. Lucas ate _____ two slices of pizza for lunch. (eat) | ate |
| 3. I saw _____ a beautiful bird in the garden yesterday. (see) | saw |
| 4. My mother made _____ a cake for my birthday. (make) | made |
| 5. Larissa bought _____ a new backpack last week. (buy) | bought |
| 6. They came _____ to school by bus this morning. (come) | came |
| 7. He drank _____ a glass of orange juice for breakfast. (drink) | drank |
| 8. Dona Maria told _____ us an interesting story. (tell) | told |
| 9. I slept _____ for ten hours last night! (sleep) | slept |
| 10. Ana wrote _____ a letter to her friend in Bahia. (write) | wrote |

Exercise 4 Match the Base Form to the Past Form

TEACHER EDITION

Match each verb in the base form (left) with its correct past form (right). Write the letter in the box.

1. think

2. give

3. take

4. know

5. find

6. speak

7. feel

8. get

9. read

10. have

a) took

b) felt

c) found

d) thought

e) had

f) got

g) spoke

h) gave

i) read

j) knew

1. d2. h3. a4. j5. c6. g7. b8. f9. i10. e**1-d, 2-h, 3-a, 4-j, 5-c, 6-g, 7-b, 8-f, 9-i, 10-e**

UNIT 6.3

Negative and Question Forms

Simple Past: Negative Form

To make a negative sentence in the Simple Past, use **didn't (did not)** + the **base form** of the verb.

Subject	Didn't	Base Verb	Rest of Sentence
I	didn't	go	to school.
You	didn't	eat	breakfast.
He / She	didn't	study	for the test.
We / They	didn't	play	soccer yesterday.

Important: Use "didn't" for **ALL subjects**. The main verb is always in the **base form** (NOT past form).

Simple Past: Question Form

TEACHER EDITION

To make a question in the Simple Past, use **Did** + subject + **base verb**.

Did	Subject	Base Verb	Rest of Sentence
Did	you	go	to school?
Did	he	eat	lunch?
Did	they	play	soccer?

Short answers:

- **Yes**, I/you/he/she/we/they **did**.
- **No**, I/you/he/she/we/they **didn't**.

Time Expressions with the Simple Past

TEACHER EDITION

These **time expressions** are commonly used with the Simple Past:

English	Portugues	Example
yesterday	ontem	I played soccer yesterday .
last week	semana passada	She traveled last week .
last month	mes passado	We visited our grandparents last month .
last year	ano passado	They moved to Brasilia last year .
last night	ontem a noite	He studied math last night .
... ago	... atras	I started this school two years ago .
in 2020	em 2020	We lived in Sao Paulo in 2020 .
this morning	esta manha	I woke up early this morning .

Examples: Negative and Question Forms

NEGATIVE (REGULAR VERB)

Pedro didn't study for the English test.

Pedro nao estudou para a prova de ingles.

NEGATIVE (IRREGULAR VERB)

We didn't eat lunch at school yesterday.

Nos nao almocamos na escola ontem.

YES/NO QUESTION

Did Camila go to the party last night?

Camila foi a festa ontem a noite?

SHORT ANSWER

TEACHER EDITION

Yes, she did. / No, she didn't.*Sim, foi. / Nao, nao foi.*

WH- QUESTION

What did you do last weekend?*O que voce fez no fim de semana passado?*

WH- QUESTION

Where did they go on vacation?*Onde eles foram nas ferias?***Teacher Note:****Suggested time:** 20 minutes

Focus: The main challenge here is remembering to use the base form (not the past form) after "did/didn't." Drill this pattern repeatedly: "Did you GO?" not "Did you WENT?"

Activity: Play a "Did you...?" interview game. Give each student a card with a question (e.g., "Did you eat pizza last week?"). Students walk around the room asking classmates and recording Yes/No answers. Then they report: "Three students ate pizza last week."

Brazilian Portuguese comparison: In Portuguese, negatives are simpler ("nao + past verb"). Help students see that English needs the auxiliary "did" to form negatives and questions, which is different from Portuguese structure.

Exercise 5 Make It Negative

TEACHER EDITION

*Rewrite each sentence in the negative form using **didn't**.*

*Example: She played tennis. → She **didn't play** tennis.*

1. Roberto watched TV last night.

Roberto didn't watch TV last night.

2. They went to the beach on Sunday.

They didn't go to the beach on Sunday.

3. Mariana ate breakfast this morning.

Mariana didn't eat breakfast this morning.

4. I studied English yesterday.

I didn't study English yesterday.

5. He bought a new phone last week.

He didn't buy a new phone last week.

6. We slept well last night.

We didn't sleep well last night.

Exercise 6 Form Questions

TEACHER EDITION

Rewrite each sentence as a **Yes/No question** using **Did**.

Example: *She played tennis.* → **Did she *play* tennis?**

1. Tiago cooked dinner last night.

Did Tiago cook dinner last night?

2. She saw the new movie.

Did she see the new movie?

3. They traveled to Salvador last summer.

Did they travel to Salvador last summer?

4. You spoke English with the tourist.

Did you speak English with the tourist?

5. The students finished the homework.

Did the students finish the homework?

6. Carolina gave a present to her friend.

Did Carolina give a present to her friend?

UNIT 6.4

Reading & Writing

Last Summer Vacation

Read the text carefully, then answer the questions below.

Last summer, Beatriz and her family traveled to Florianopolis for their vacation. They left Curitiba early in the morning and drove for about six hours. Beatriz was very excited because she loved the beach.

On the first day, they went to Praia da Joaquina. Beatriz and her brother Felipe swam in the ocean and played in the sand. Their parents sat under an umbrella and read books. In the afternoon, the family ate lunch at a small restaurant near the beach. Beatriz tried a fish dish called "peixe na telha" and she loved it!

On Tuesday, the family visited the Lagoa da Conceicao. They didn't swim there because the water was cold, but they walked around the lake and took many photos. Felipe bought a small surfboard keychain at a souvenir shop. Beatriz didn't buy anything because she forgot her money at the hotel.

On the last day, they went to the historic center of Florianopolis. They saw the old market and Beatriz's mother bought fresh fruit. Beatriz's father talked to a fisherman and learned about the history of the city. Beatriz felt sad because the vacation was ending, but she was happy because she had amazing memories.

When they got home, Beatriz told all her friends about the trip. She showed them the photos on her phone and said: "I want to go back next year!" Her friends thought the trip sounded wonderful. They all wanted to visit Florianopolis too.

Original text for Incluir English Workbook

OUR DAY AT THE BEACH

TEACHER EDITION



"Last summer, Beatriz and her family traveled to Florianópolis."

Teacher Note:

Pre-reading activity: Ask students: "Where did you go on your last vacation? What did you do there?" Have 2-3 students share briefly. This activates prior knowledge and the Simple Past before reading.

Reading strategy: Have students read the text once for general understanding. Then read again and underline all verbs in the Simple Past. Ask: "How many regular verbs can you find? How many irregular verbs?"

Vocabulary support: Pre-teach: drove (drive), umbrella (guarda-sol/sombrinha), sand (areia), souvenir (lembrança), memories (memórias).

Exercise 7 True or False

TEACHER EDITION

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

1. Beatriz's family traveled to Florianopolis by plane. **F** **F (They drove from Curitiba)**
2. On the first day, they went to Praia da Joaquina. **T**
3. The family swam in the Lagoa da Conceicao. **F** **F (They didn't swim because the water was cold)**
4. Beatriz bought a surfboard keychain at the souvenir shop. **F** **F (Felipe bought the keychain; Beatriz didn't buy anything because she forgot her money)**
5. When Beatriz got home, she told her friends about the trip. **T**

Exercise 8 Answer the Questions

TEACHER EDITION

Answer the questions in **complete sentences** based on the text. Use the Simple Past.

1. What did Beatriz and Felipe do at Praia da Joaquina?

They swam in the ocean and played in the sand.

2. Why didn't Beatriz buy anything at the souvenir shop?

She didn't buy anything because she forgot her money at the hotel.

3. What did the family do on the last day of the vacation?

They went to the historic center of Florianopolis. They saw the old market, Beatriz's mother bought fresh fruit, and her father talked to a fisherman.

4. How did Beatriz feel at the end of the vacation? Why?

She felt sad because the vacation was ending, but she was happy because she had amazing memories.

Exercise 9 Write About Your Last Weekend

TEACHER EDITION

Write a short paragraph (6-8 sentences) about what you did last weekend. Use the **Simple Past** tense. Try to use both regular and irregular verbs. You can use the sentence starters below to help you.

**Tip: Sentence Starters**

- Last weekend, I...
- On Saturday morning, I...
- In the afternoon, I...
- On Sunday, I...
- I didn't... because...
- My weekend was... because...

Useful verbs: went, played, watched, ate, studied, visited, cooked, cleaned, stayed, slept, talked, helped, saw, made, read

My Last Weekend

TEACHER EDITION

Teacher Note:

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

Assessment criteria for Exercise 9:

- Correct use of the Simple Past tense (both regular and irregular verbs)
- At least 6 sentences
- Use of at least 3 different time expressions (yesterday, last Saturday, in the morning, etc.)
- At least one negative sentence
- Clear and coherent paragraph structure

Extension activity: Have students swap their paragraphs with a partner. The partner reads and writes 2 questions about the text using "Did you...?" The original author answers the questions.

Differentiation: For students who finish early, ask them to write 3 True/False questions about their paragraph for a classmate to answer.

REAL USE

Mission Lab: A Difficult Morning



Explain what happened — with a beginning, a middle, and an end

Model Exchange

Manager: Good morning! Is everything OK? You are never late.

Employee: I'm so sorry. The bus broke down, and I waited twenty minutes.

Manager: Did you take another bus?

Employee: No, I didn't. I walked to the metro and came from there.

Manager: What time did you leave home?

Employee: At seven, as always. Sorry, could you say the first task of today again?

Final Task Explain What Happened

TEACHER EDITION

Work in pairs. Student A arrived late; Student B is the boss or teacher. Then switch roles.

- A. Late person:** explain what happened this morning using at least four Simple Past verbs (at least one irregular), tell the events in order (*First... / Then... / So...*), and answer all follow-up questions.
- B. Boss/teacher:** react and ask at least three past questions (*What time did you leave? Did you...? Where did you...?*).
- ✓ **Mission success:** the story has a beginning, a middle, and an end, the late person answers every question in the past, and the conversation lasts at least two minutes.

**Repair Challenge:**

Your partner must ask one unexpected question about a detail (for example: *What did the driver say?*). If you do not understand, say: *Sorry, could you say that again?* or *Do you mean this morning or yesterday?*

**AI Mission — Tell Me What Happened:**

In ChatGPT Voice, say: “Act as my boss at a company in Brazil. I arrived late today. Ask me one question at a time about what happened this morning, using the past. Speak slowly. Correct my main mistake in Portuguese and ask me to repeat.” Practice for 10 minutes.

Offline: record the story of your own yesterday morning — five past sentences — on your phone, or tell it to a partner.

Exit Check My Can-Do Checklist

TEACHER EDITION

- ☐ I can explain what happened with regular and irregular past verbs.
- ☐ I can tell the events in order with first, then, and so.
- ☐ I can answer Did you...? questions and ask for repetition when I don't understand.

Performance Feedback:

Listen for message completion first, then past forms — especially irregular verbs and didn't + base verb — and repair language. Do not interrupt every error. Note one successful phrase and one next step for each student.

Chapter 6 - Answer Key

Exercise 1: Write the Past Form

1. played 2. studied 3. stopped 4. danced 5. tried
6. traveled 7. cleaned 8. arrived 9. planned 10. carried

Exercise 2: Choose the Correct Past Form

1. b) played 2. c) studied 3. b) stopped 4. c) danced
5. a) tried

Exercise 3: Complete with the Irregular Past Form

1. went 2. ate 3. saw 4. made 5. bought 6. came 7. drank
8. told 9. slept 10. wrote

Exercise 4: Match the Base Form to the Past Form

- 1-d (think → thought) 2-h (give → gave) 3-a (take → took)
- 4-j (know → knew) 5-c (find → found) 6-g (speak → spoke)
- 7-b (feel → felt) 8-f (get → got) 9-i (read → read)
- 10-e (have → had)

Exercise 5: Make It Negative

1. Roberto didn't watch TV last night.
2. They didn't go to the beach on Sunday.
3. Mariana didn't eat breakfast this morning.
4. I didn't study English yesterday.
5. He didn't buy a new phone last week.
6. We didn't sleep well last night.

Exercise 6: Form Questions

TEACHER EDITION

1. Did Tiago cook dinner last night?
2. Did she see the new movie?
3. Did they travel to Salvador last summer?
4. Did you speak English with the tourist?
5. Did the students finish the homework?
6. Did Carolina give a present to her friend?

Exercise 7: True or False

1. F (They drove from Curitiba)
2. T
3. F (They didn't swim because the water was cold)
4. F (Felipe bought it; Beatriz forgot her money)
5. T

Exercise 8: Answer the Questions

1. They swam in the ocean and played in the sand.
2. She didn't buy anything because she forgot her money at the hotel.
3. They went to the historic center. They saw the old market, her mother bought fresh fruit, and her father talked to a fisherman.
4. She felt sad because the vacation was ending, but she was happy because she had amazing memories.

Exercise 9: Write About Your Last Weekend

Answers will vary. Check for correct use of Simple Past (both regular and irregular verbs), at least 6 sentences, use of time expressions, at least one negative sentence, and coherent paragraph structure.

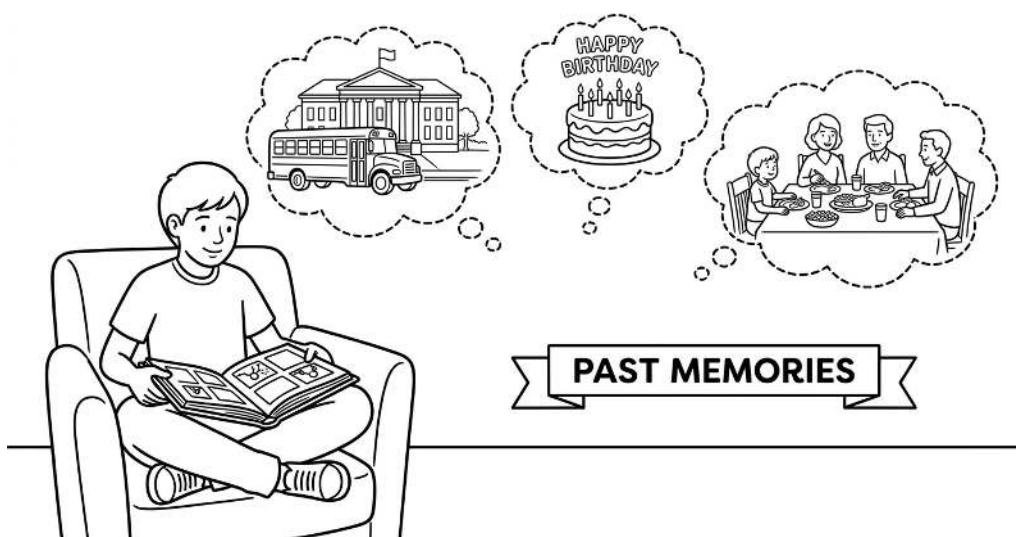
TEACHER EDITION

CHAPTER 7

TEACHER EDITION

Catching Up: Tell Your Story

Your mission: you meet a friend you haven't seen for a long time. Tell the story of your trip, party, or special day in order — and interview your friend about theirs. You will practice the Simple Past in real conversations: telling stories, describing how things were with was/were, and asking questions about the past.



Remembering the past... / Lembrando do passado...

**Today's Mission:**

You meet a friend you haven't seen for months. Tell the story of your trip, party, or special day in order (first, then, after that, finally), and interview your friend with past questions about their story.



Survival Phrase Kit

TEACHER EDITION

Purpose	Useful language
Start the story	Last weekend, I went to _____. / It was amazing. / There was a big party.
Keep the story in order	First, we visited _____. / Then we ate _____. / After that... / Finally...
Interview your friend	How was it? / Where did you go? / Who was with you? / Did you like it?
Repair communication	Can you tell that part again, more slowly? / Sorry, what does _____ mean?



Teacher Read-Aloud: The Reunion at the Café

Listen twice. First, identify the situation. Then listen for the order of events and the answers to the past questions.

Mission Warm-up How Was the Trip?

TEACHER EDITION

Listen without reading the script. Write short answers.

1. Where did Marcos travel, and who was with him?

He traveled to Salvador with his sister and his cousin.

2. Why didn't he swim?

The water was too cold.

3. What was the best part of the trip?

The live concert in the square on the last night.

Teacher Route — 120 minutes:

0–15: mission and listening. **15–45:** Formula — the rule boxes of Units 7.1 (was/were) and 7.2 (telling stories in order), plus Unit 7.3 (past questions for interviews). **45–80:** Practice — choose one exercise from each unit (Exercise 1 or 2, Exercise 3 or 4, Exercise 5 or 6). **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. Unit 7.4 (Reading & Writing) and the remaining exercises are extension or homework.

Read twice: Paula: “Marcos! Long time no see! How was your trip to Salvador?” Marcos: “It was amazing! First, we visited the historic center. The buildings were beautiful.” Paula: “Who was with you?” Marcos: “My sister and my cousin. Then we went to the beach, and after that we ate acarajé at a famous stand.” Paula: “Did you swim?” Marcos: “No, I didn't — the water was too cold. But finally, on the last night, we saw a live concert in the square. It was the best part.” Paula: “Sorry, can you tell that last part again, more slowly?” Marcos: “Of course. On the last night, we saw a concert in the square.”

Was / Were (Past of "To Be")

TEACHER EDITION

Past of "To Be": Was / Were

The verb **"to be"** has two past forms: **was** and **were**.

(O verbo "to be" tem duas formas no passado: was e were.)

Subject	Affirmative	Negative	Question
I	I was	I was not (wasn't)	Was I...?
You	You were	You were not (weren't)	Were you...?
He / She / It	He/She/It was	He/She/It was not (wasn't)	Was he/she/it...?
We	We were	We were not (weren't)	Were we...?
They	They were	They were not (weren't)	Were they...?

Short answers:

- Yes, I **was**. / No, I **wasn't**.
- Yes, you/we/they **were**. / No, you/we/they **weren't**.
- Yes, he/she/it **was**. / No, he/she/it **wasn't**.



There was / There were

TEACHER EDITION

Use **there was** for singular nouns and uncountable nouns. Use **there were** for plural nouns.

(Use "there was" para substantivos no singular e incontaveis. Use "there were" para substantivos no plural.)

Form	Singular / Uncountable	Plural
Affirmative	There was a cat on the roof.	There were many students in the room.
Negative	There wasn't any milk.	There weren't any chairs.
Question	Was there a party?	Were there many people?

Examples in Context

AFFIRMATIVE (WAS)

Rafaela was very happy yesterday.

Rafaela estava muito feliz ontem.

AFFIRMATIVE (WERE)

We were at the beach last weekend.

Nos estivemos na praia no fim de semana passado.

NEGATIVE (WASN'T)

The test wasn't difficult.

A prova nao foi dificil.

NEGATIVE (WEREN'T)

They weren't at school on Monday.

Eles nao estavam na escola na segunda-feira.

QUESTION (WAS)

Was the movie good?*O filme foi bom?*

TEACHER EDITION

QUESTION (WERE)

Were you at the party last night?*Voce estava na festa ontem a noite?*

THERE WAS

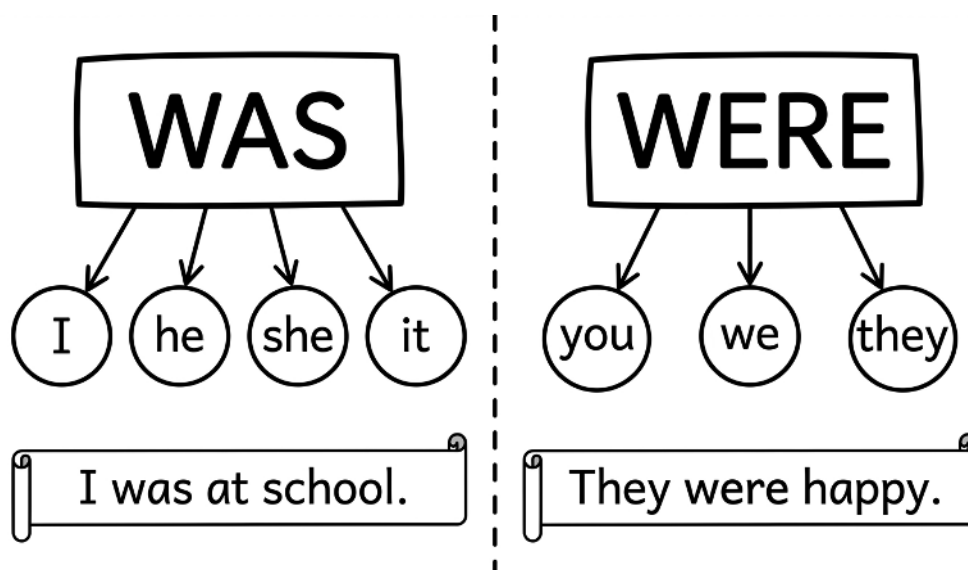
There was a big tree in front of the school.*Havia uma arvore grande na frente da escola.*

THERE WERE

There were many people at the festa junina.*Havia muitas pessoas na festa junina.***Tip:**

Use **was** with **I / he / she / it** and **were** with **you / we / they**. A common mistake is saying "I were" or "they was" -- remember: **"I was, they were!"**

(Use "was" com I/he/she/it e "were" com you/we/they. Um erro comum e dizer "I were" ou "they was" -- lembre-se: "I was, they were!")



Was = I / he / she / it | Were = you / we / they

Teacher Note:

TEACHER EDITION

Suggested time: 25 minutes

Warm-up: Ask students: "Where were you yesterday at 3 p.m.?" and "Was it a good day?" Practice short answers on the board. Then ask: "Was there a lot of traffic this morning?" to introduce there was/there were.

Common L1 interference: Brazilian Portuguese uses "tinha" (tinha uma árvore, tinha muitas pessoas) for "there was/there were." Point out the structural difference: English requires "there" + was/were.

Activity: Have students describe their classroom last year using was/were and there was/there were (e.g., "There were 30 students. The teacher was Professora Maria.").

Exercise 1 Complete with was, were, wasn't, or weren't

Fill in the blanks with **was**, **were**, **wasn't**, or **weren't**.

(Complete as lacunas com **was**, **were**, **wasn't** ou **weren't**.)

1. Joao **was** _____ tired after the soccer game. **was**
2. We **were** _____ at the shopping mall last Saturday. **were**
3. The restaurant **wasn't** _____ open on Sunday. It was closed. **wasn't**
4. **Were** _____ you at Bianca's birthday party? **Were**
5. My parents **weren't** _____ home yesterday. They were at work. **weren't**
6. It **was** _____ very cold last night. **was**
7. **Was** _____ the homework difficult? -- No, it **wasn't** _____. **Was ... wasn't**
8. Larissa and Felipe **were** _____ in the same class last year. **were**
9. I **wasn't** _____ hungry at lunchtime because I ate a big breakfast. **wasn't**
10. **Were** _____ the students quiet during the test? -- Yes, they **were** _____. **Were ... were**

Exercise 2 Complete with There was or There were

TEACHER EDITION

Fill in the blanks with **there was**, **there were**, **there wasn't**, or **there weren't**.

(Complete com there was, there were, there wasn't ou there weren't.)

- | | | | |
|----|----------------------|--|---------------|
| 1. | <u>There were</u> | many cars on the road this morning. | There were |
| 2. | <u>There was</u> | a new student in our class yesterday. | There was |
| 3. | <u>There weren't</u> | any eggs in the fridge, so we couldn't make a cake. | There weren't |
| 4. | <u>There was</u> | a beautiful sunset at the beach last evening. | There was |
| 5. | <u>There wasn't</u> | any water in the pool because they were cleaning it. | There wasn't |
| 6. | <u>There were</u> | three dogs playing in the park. | There were |

UNIT 7.2

Telling Stories in the Past



Sequence Words for Storytelling

When we tell a story in the past, we use **sequence words** to show the order of events. These words help the listener understand **what happened first, next, and last**.

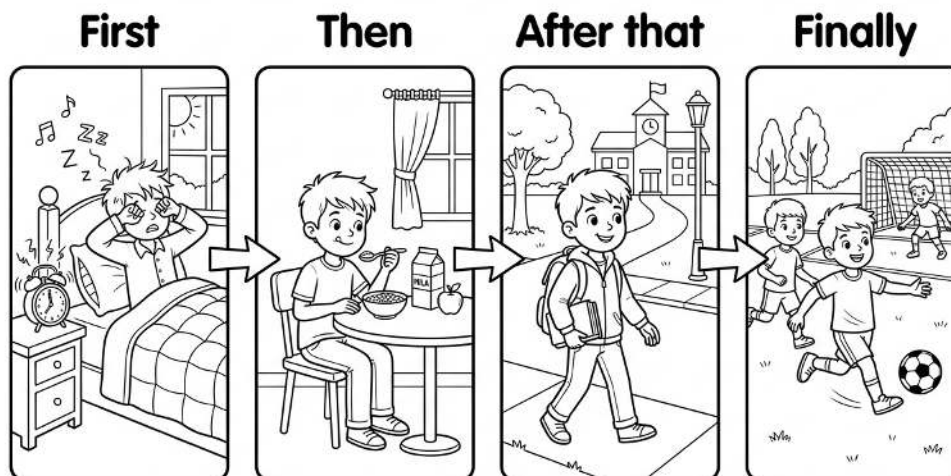
(Quando contamos uma historia no passado, usamos palavras de sequencia para mostrar a ordem dos eventos.)

Common structure:

First, + past tense sentence. **Then**, + past tense sentence. **After that**, + past tense sentence. **Finally**, + past tense sentence.

Important: All the main verbs in the story should be in the **past tense** (Simple Past).

Sequence Word	Portugues	Example
first	<i>primeiro / em primeiro lugar</i>	First, I woke up early.
then	<i>entao / depois</i>	Then, I took a shower.
next	<i>em seguida / depois</i>	Next, I ate breakfast.
after that	<i>depois disso</i>	After that, I went to school.
later	<i>mais tarde</i>	Later, we had a math test.
suddenly	<i>de repente</i>	Suddenly, it started to rain.
eventually	<i>finalmente / por fim</i>	Eventually, the bus arrived.
finally	<i>finalmente / por ultimo</i>	Finally, I went to bed.



A story follows a sequence: First... Then... After that... Finally...

Example: A Short Story

NARRATIVE

Last Saturday, something funny happened to Gustavo. First, he woke up late because his alarm didn't ring. Then, he ran to the kitchen and ate breakfast very fast. Next, he took a quick shower and got dressed. After that, he ran to the bus stop, but the bus had already left. Suddenly, his mother appeared in the car and gave him a ride. Finally, he arrived at his friend's house -- but nobody was there! He checked his phone and realized the party was on *Sunday*, not Saturday!

No sabado passado, algo engravado aconteceu com o Gustavo. Primeiro, ele acordou tarde porque o despertador nao tocou. Depois, ele correu para a cozinha e tomou cafe da manha bem rapido. Em seguida, tomou um banho rapido e se vestiu. Depois disso, correu ate o ponto de onibus, mas o onibus ja tinha ido embora. De repente, a mae dele apareceu de carro e deu uma carona. Finalmente, ele chegou na casa do amigo -- mas ninguem estava la! Ele olhou o celular e percebeu que a festa era no domingo, nao no sabado!

Telling a Friend What Happened / Contando para um amigo o que aconteceu

TEACHER EDITION

- Beatriz:** Hey, Mateus! You won't believe what happened to me yesterday!
- Mateus:** What happened? Tell me!
- Beatriz:** Okay, so first, I went to the park with my dog, Luna.
- Mateus:** That sounds nice. Then what?
- Beatriz:** Then, Luna saw a cat and started running. She pulled the leash out of my hand!
- Mateus:** Oh no! What did you do after that?
- Beatriz:** After that, I ran after her for ten minutes! I was so tired. Suddenly, Luna stopped because she found a ball.
- Mateus:** Ha! That's funny. And how did it end?
- Beatriz:** Finally, I caught her and we walked home. I was exhausted, but Luna was very happy!
- Mateus:** Dogs are crazy! At least you got some exercise!



Remember:

When you tell a story in the past, **all the main verbs should be in the past tense**. Don't mix present and past tenses in the same story!

(Quando voce conta uma historia no passado, todos os verbos principais devem estar no passado. Nao misture presente e passado na mesma historia!)

- **Correct:** "I went to the park and played soccer."
- **Incorrect:** "I went to the park and *play* soccer."

Teacher Note:

Suggested time: 30 minutes

Activity: Before Exercise 3, read the example narrative aloud and ask students to identify all the sequence words. Write them on the board in order. Then ask a student to retell the story in their own words using the sequence words as a guide.

Pair work: Have students tell each other a short story about something that happened last week using at least 4 sequence words. Partners should listen and then retell the story to

TEACHER EDITION

Common error: Students may use the present tense in narratives. Remind them: "A story that already happened = past tense for ALL verbs."

Exercise 3 Put the Story in Order

The sentences below tell a story about Carolina's day, but they are in the wrong order. Number them from 1 to 8 to put the story in the correct order. Use the sequence words to help you.

(As frases abaixo contam uma historia sobre o dia da Carolina, mas estao fora de ordem. Numere de 1 a 8 para colocar a historia na ordem correta.)

- | | | | |
|----|----------|---|----------|
| a. | <u>5</u> | After that, she took the bus to the mall with her friend Juliana. | 5 |
| b. | <u>2</u> | Then, she ate breakfast with her family. | 2 |
| c. | <u>8</u> | Finally, she went to bed early because she was very tired. | 8 |
| d. | <u>6</u> | They looked at many stores and Carolina bought a new book. | 6 |
| e. | <u>1</u> | First, Carolina woke up at 9 o'clock on Saturday morning. | 1 |
| f. | <u>4</u> | Next, she called her friend to make plans for the afternoon. | 4 |
| g. | <u>3</u> | She helped her mother clean the kitchen. | 3 |
| h. | <u>7</u> | Later, they ate pizza at the food court and talked for a long time. | 7 |

Exercise 4 Complete the Story

TEACHER EDITION

Complete the story with the **past tense** of the verbs in parentheses.

(Complete a historia com o passado dos verbos entre parenteses.)

1. Last Friday, something interesting happened to Pedro. First, he **woke up** _____ **woke up** early because he had a school trip. (wake up)
2. Then, he **ate** _____ a big breakfast because he knew it would be a long day. (eat) **ate**
3. Next, he **took** _____ the school bus with his classmates. (take) **took**
4. After that, they **arrived** _____ at the zoo and the teacher gave everyone a map. **arrived** (arrive)
5. Pedro and his friends **saw** _____ many animals: lions, monkeys, and snakes. **saw** (see)
6. Suddenly, it **started** _____ to rain very hard. (start) **started**
7. They **ran** _____ to the gift shop to stay dry and Pedro **bought** _____ **ran ... bought** a stuffed monkey. (run / buy)
8. Finally, the rain **stopped** _____ and they **went** _____ **stopped ... went** back to school on the bus. It was a great day! (stop / go)

UNIT 7.3

Past Tense Questions and Interviews

Forming Questions in the Simple Past

To make questions in the Simple Past, use **Did** + subject + **base verb** (not past tense!).

(Para fazer perguntas no Simple Past, use Did + sujeito + verbo na forma base -- nao no passado!)

Question Type	Structure	Example
Yes/No	Did + subject + base verb?	Did you go to the party?
WH-question	WH word + did + subject + base verb?	Where did you go yesterday?
Was/Were	Was/Were + subject + complement?	Was she happy ?
WH + was/were	WH word + was/were + subject?	Where were you last night?

Common WH words: What, Where, When, Who, Why, How, How long, How many

Important: After **did**, always use the **base form** of the verb:

- **Correct:** Did you **go**? (NOT: Did you *went*?)
- **Correct:** What did she **eat**? (NOT: What did she *ate*?)

Examples: Interview Questions and Answers

YES/NO QUESTION

Did you travel during the holidays? -- Yes, I did. I went to Bahia.

Voce viajou durante as ferias? -- Sim. Eu fui para a Bahia.

WH-QUESTION (WHERE)

TEACHER EDITION

Where did you study before this school?*Onde voce estudou antes desta escola?*

WH-QUESTION (WHAT)

What did you do last weekend? -- I visited my grandparents.*O que voce fez no fim de semana passado? -- Eu visitei meus avos.*

WH-QUESTION (WHEN)

When did you start learning English? -- I started two years ago.*Quando voce comecou a aprender ingles? -- Eu comecei ha dois anos.*

WAS/WERE QUESTION

Were you nervous before the presentation? -- Yes, I was, but it went well.*Voce estava nervoso(a) antes da apresentacao? -- Sim, estava, mas foi bem.*

WH-QUESTION (WHY)

Why did you miss class yesterday? -- Because I was sick.*Por que voce faltou a aula ontem? -- Porque eu estava doente.**Interviewing a classmate about the past / Entrevistando um colega sobre o passado*

**Tip: Short Answers**

TEACHER EDITION

In English, we usually give **short answers** to Yes/No questions. Don't just say "Yes" or "No" -- add the auxiliary verb!

(Em ingles, geralmente damos respostas curtas. Nao diga apenas "Yes" ou "No" -- adicione o verbo auxiliar!)

- **Did you go?** -- Yes, I **did**. / No, I **didn't**.
- **Was he happy?** -- Yes, he **was**. / No, he **wasn't**.
- **Were they at home?** -- Yes, they **were**. / No, they **weren't**.

Teacher Note:

Suggested time: 25 minutes

Activity: Pair Interview -- Have students work in pairs. Student A interviews Student B using the questions from Exercise 5 (and their own questions), then they switch roles. Each student should take notes on their partner's answers and report back to the class: "Ana went to the beach last vacation. She was very happy."

Common error: Students often say "Did you went?" instead of "Did you go?" Reinforce: after "did," always use the base form. Write on the board: "Did + BASE VERB (go, eat, play -- NOT went, ate, played)".

Extension: For stronger students, introduce "How long did you stay?" and "Who did you go with?" as additional question patterns.

Exercise 5 Write the Questions

TEACHER EDITION

Write a past tense question for each answer given. Use the words in parentheses to help you.

(Escreva uma pergunta no passado para cada resposta. Use as palavras entre parenteses para ajudar.)

1. **Q: Where did you go last vacation?** (Where / go / last vacation) **Where did you go last vacation?**

A: I went to Fortaleza.

2. **Q: What did you eat for dinner?** (What / eat / dinner) **What did you eat for dinner?**

A: I ate rice, beans, and chicken.

3. **Q: Did you watch the soccer game?** (Did / watch / the soccer game) **Did you watch the soccer game?**

A: Yes, I did. It was amazing!

4. **Q: When did she arrive?** (When / she / arrive) **When did she arrive?**

A: She arrived at 8 o'clock.

5. **Q: Why were you late?** (Why / be / late) **Why were you late?**

A: Because the bus broke down.

6. Q: **How was the movie?** (How / be / the movie)

How was the movie?

TEACHER EDITION

A: It was really good! I loved it.

Exercise 6 Complete the Interview

TEACHER EDITION

Complete the interview between two classmates. Fill in the blanks with the correct question or answer in the Simple Past.

(Complete a entrevista entre dois colegas de classe. Preencha as lacunas com a pergunta ou resposta correta no passado simples.)

1. **Thiago:** What did you do last weekend?

I went to the beach with my family. (Answers may vary; accept any logical past tense response.)

Leticia:

I went to the beach with my family.

2. **Thiago:**
Was the weather good?

Was the weather good? (Accept: Was it sunny? / How was the weather?)

Leticia: Yes, it was. It was sunny and hot.

3. **Thiago:** Did you swim in the ocean?

Yes, I did. The water was warm. (Accept any logical past tense response.)

Leticia:

Yes, I did. The water was warm.

4. **Thiago:**
What did you eat there?

What did you eat there? (Accept: What did you eat? / Did you eat anything special?)

Leticia: We ate grilled fish and acai.

5. **Thiago:** When did you come back home?

We came back on Sunday evening. (Accept any logical past tense response.)

TEACHER EDITION

Leticia:

We came back on Sunday evening.

6. **Thiago:**
Were you tired after the trip?

Were you tired after the trip? (Accept: Was it a good trip? / Were you happy?)

Leticia: Yes, I was! But it was a wonderful weekend.

TEACHER EDITION

UNIT 7.4

Reading & Writing

TEACHER EDITION

A Trip to Remember

Read the text carefully, then answer the questions below. / Leia o texto com atencao e depois responda as perguntas.

Last July, the students from Escola Municipal Monteiro Lobato went on a school trip to Ouro Preto, a historic city in Minas Gerais. The trip was organized by the history teacher, Professor Marcos, and the English teacher, Teacher Renata.

First, the students took a long bus ride from Belo Horizonte to Ouro Preto. The trip was about two hours. On the bus, the students were very excited. They talked, listened to music, and played games. There were 35 students and 4 teachers on the bus.

When they arrived, Teacher Renata gave each student a worksheet in English with questions about the city. She said, "Today we are going to practice English and learn history at the same time!"

Then, they visited the Museum of Inconfidencia. The guide told them about Tiradentes and the history of Minas Gerais. The students took many photos and wrote notes for their worksheets. After that, they walked through the beautiful colonial streets. There were old churches, colorful houses, and small shops everywhere.

Next, they stopped for lunch at a traditional restaurant. They ate feijao tropeiro, tutu de feijao, and couve. The food was delicious! There was also a special dessert: doce de leite.

Later in the afternoon, they visited the Church of Sao Francisco de Assis. The art inside was incredible. The students were amazed by the gold decorations. Suddenly, it started to rain, so they ran to a covered area and waited. Professor Marcos told funny stories to keep everyone happy.

Finally, they went back to the bus. On the way home, many students were tired and slept. Others talked about their favorite parts of the trip. Amanda said, "The museum was my favorite." Bruno said, "I loved the food!" And Isabela said, "I want to come back with my family."

It was a wonderful day. The students learned about history, practiced their English, and made great memories together.

TEACHER EDITION

Original text for Incluir English Workbook



The school trip to Ouro Preto / A viagem escolar para Ouro Preto

Teacher Note:

Pre-reading: Show photos of Ouro Preto and ask: "Have you ever visited a historic city? What did you see?" If students have not traveled, ask about school trips or local places they visited.

During reading: Have students underline all past tense verbs as they read. After reading, ask them to count how many they found (there are approximately 30+ past tense forms in the text).

Vocabulary support: Pre-teach: "worksheet" (folha de atividades), "guide" (guia), "colonial" (colonial), "decorations" (decoracoes), "covered area" (area coberta).

Exercise 7 True or False

TEACHER EDITION

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

(Leia cada frase. Escreva **T** (Verdadeiro) ou **F** (Falso) com base no texto. Se falso, corrija a frase.)

1. The school trip was to Salvador, Bahia. **F** **F (The trip was to Ouro Preto, Minas Gerais.)**
2. Teacher Renata gave the students a worksheet in English. **T** **T**
3. The students ate pizza for lunch. **F** **F (They ate feijao tropeiro, tutu de feijao, and couve.)**
4. It rained during the afternoon. **T** **T**
5. All the students were awake on the bus ride home. **F** **F (Many students were tired and slept on the way home.)**

Exercise 8 Answer the Questions

TEACHER EDITION

Answer the questions in **complete sentences** based on the text. Use the **past tense**.

(Responda as perguntas em frases completas com base no texto. Use o passado.)

1. How many students and teachers were on the bus?

There were 35 students and 4 teachers on the bus.

2. What did the students see at the Museum of Inconfidencia?

The guide told them about Tiradentes and the history of Minas Gerais. They took photos and wrote notes.

3. What happened when it started to rain?

They ran to a covered area and waited. Professor Marcos told funny stories.

4. What was Bruno's favorite part of the trip?

Bruno's favorite part was the food. He said, "I loved the food!"

Exercise 9 Write Your Own Story

TEACHER EDITION

Write a short story (8-12 sentences) about something that happened to you. It can be a trip, a special day, a funny event, or an important moment. Use the **Simple Past** and at least **4 sequence words** (first, then, after that, finally, etc.).

(Escreva uma historia curta (8-12 frases) sobre algo que aconteceu com voce. Pode ser uma viagem, um dia especial, um evento engraçado ou um momento importante. Use o Simple Past e pelo menos 4 palavras de sequencia.)

**Tip: Planning Your Story**

Before you write, make a quick plan:

- **When** did it happen? (Last week, last year, when I was 10...)
- **Where** were you? (At school, at the beach, at home...)
- **Who** was with you? (My family, my friends, my teacher...)
- **What happened?** (Use sequence words to organize the events.)
- **How did you feel?** (I was happy, nervous, surprised...)

My Story:

TEACHER EDITION

[illegible]

Teacher Note:

Suggested time: 20 minutes for writing + 10 minutes for sharing

Assessment criteria:

- Correct and consistent use of Simple Past throughout the story
- At least 4 different sequence words used correctly
- Story has a clear beginning, middle, and end

- 8-12 sentences minimum
- Includes was/were where appropriate

TEACHER EDITION

Scaffolding: For weaker students, provide a story template: "Last _____, I _____. First, I _____. Then, _____. After that, _____. Finally, _____. I was _____ because _____." For stronger students, encourage them to include dialogue and the word "suddenly" to add surprise to their story.

Sharing activity: Have students read their stories in small groups. Listeners should identify all the sequence words used. Optionally, vote on the most interesting or funniest story.

REAL USE

Mission Lab: Catching Up



Tell your story in order — and ask about theirs

Model Exchange

- Friend:** Long time no see! How was your vacation?
- You:** It was great! First, we drove to my grandmother's farm.
- Friend:** Really? Who was with you?
- You:** My whole family. Then we rode horses, and after that we made a huge dinner.
- Friend:** Did anything funny happen?
- You:** Yes! My uncle fell in the river. He was fine — and finally, we all swam with him.

Final Task Story Interview

TEACHER EDITION

Work in pairs. Student A is the storyteller; Student B is the interviewer. Then switch roles.

- A. Storyteller:** tell a true (or invented) story about a trip, a party, or a special day. Use at least five past verbs (including *was/were*) and tell the events in order with *First / Then / After that / Finally*.
- B. Interviewer:** react (*Really? / That sounds fun!*) and ask at least four past questions (*How was...? Where did you...? Who was...? Did you...?*).
- ✓ **Mission success:** the story has at least four events in order, every interview question gets a past-tense answer, and the conversation lasts at least two minutes without reading.

**Repair Challenge:**

Your partner must tell one part of the story very fast or use one word you may not know. If you do not understand, say: *Can you tell that part again, more slowly?* or *Sorry, what does ____ mean?*

**AI Mission — Interview Me About My Weekend:**

In ChatGPT Voice, say: “Act as my curious friend in Brazil. Interview me about my last weekend, one past question at a time (How was it? Where did you go? Did you...?). React to my answers. Speak slowly. Correct my main mistake in Portuguese and ask me to repeat.” Practice for 10 minutes. **Offline:** record the story of your best day this year — six sentences in order — on your phone, or tell it to a partner.

Exit Check My Can-Do Checklist

TEACHER EDITION

- ☐ I can tell a simple story in order with first, then, after that, and finally.
- ☐ I can use was/were and past verbs to describe how things were.
- ☐ I can ask and answer past questions, and ask for repetition when the story is too fast.

Performance Feedback:

Listen for message completion first, then story order (sequencers) and the was/were vs. did contrast in questions, and repair language. Do not interrupt every error. Note one successful phrase and one next step for each student.

Chapter 7 - Answer Key

Exercise 1: Complete with was, were, wasn't, or weren't

1. was 2. were 3. wasn't 4. Were 5. weren't 6. was
7. Was ... wasn't 8. were 9. wasn't 10. Were ... were

Exercise 2: Complete with There was or There were

1. There were 2. There was 3. There weren't 4. There was
5. There wasn't 6. There were

Exercise 3: Put the Story in Order

Correct order: e=1, b=2, g=3, f=4, a=5, d=6, h=7, c=8

Full story in order: (1-e) First, Carolina woke up at 9 o'clock. (2-b) Then, she ate breakfast with her family. (3-g) She helped her mother clean the kitchen. (4-f) Next, she called her friend. (5-a) After that, she took the bus to the mall with Juliana. (6-d) They looked at many stores and Carolina bought a new book. (7-h) Later, they ate pizza at the food court. (8-c) Finally, she went to bed early.

Exercise 4: Complete the Story

1. woke up 2. ate 3. took 4. arrived 5. saw 6. started
7. ran ... bought 8. stopped ... went

Exercise 5: Write the Questions

1. Where did you go last vacation? 2. What did you eat for dinner?
3. Did you watch the soccer game? 4. When did she arrive?
5. Why were you late? 6. How was the movie?

Exercise 6: Complete the Interview

1. I went to the beach with my family. (Answers may vary.)
2. Was the weather good? (Accept: Was it sunny? / How was the weather?)
3. Yes, I did. The water was warm. (Answers may vary.)

4. What did you eat there? (Accept: What did you eat?)
5. We came back on Sunday evening. (Answers may vary.)
6. Were you tired after the trip? (Accept: Was it a good trip?)

Exercise 7: True or False

1. F (The trip was to Ouro Preto, Minas Gerais.) 2. T
3. F (They ate feijao tropeiro, tutu de feijao, and couve.) 4. T
5. F (Many students were tired and slept on the bus.)

Exercise 8: Answer the Questions

1. There were 35 students and 4 teachers on the bus.
2. The guide told them about Tiradentes and the history of Minas Gerais. They took photos and wrote notes.
3. They ran to a covered area and waited. Professor Marcos told funny stories.
4. Bruno's favorite part was the food. He said, "I loved the food!"

Exercise 9: Write Your Own Story

Answers will vary. Check for: correct use of Simple Past, at least 4 sequence words (first, then, after that, finally, etc.), a clear beginning/middle/end, 8-12 sentences minimum, and appropriate use of was/were.

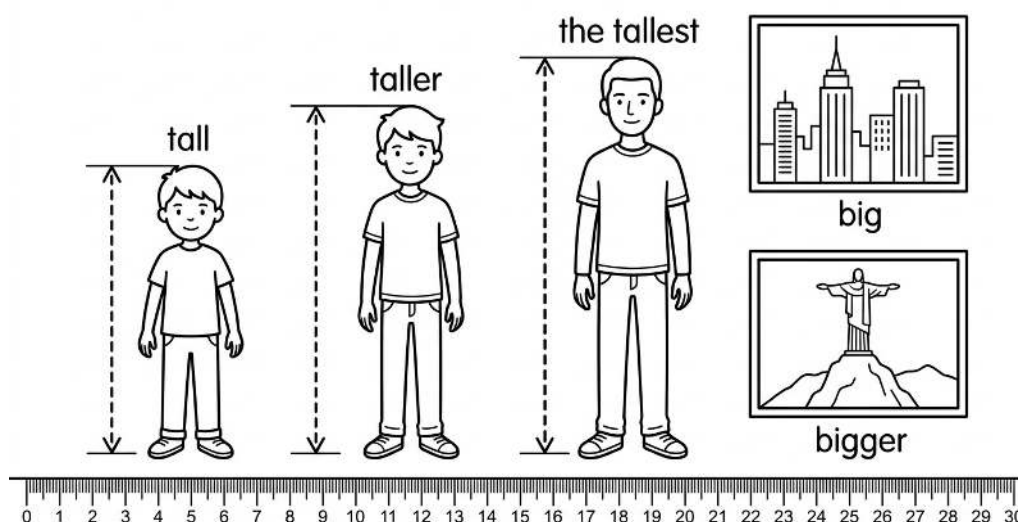
TEACHER EDITION

CHAPTER 8

TEACHER EDITION

Smart Shopping: Compare and Decide

Your mission: choose between two options at a store — and defend your decision. Use comparatives to compare two things (this one is cheaper), superlatives to find the number one in a group (the best price), and as...as to check if two options are equal. Comparing and deciding is a survival skill for shopping, services, and everyday choices.



Comparing people, places, and things!



Today's Mission:

You are at a store choosing between two phones. Compare the options, ask which one is better, check if the cheaper one is as good as the other, and make a decision with a clear reason.



Survival Phrase Kit

TEACHER EDITION

Purpose	Useful language
Compare two options	This one is cheaper than that one. / The blue phone is faster.
Ask for a comparison	Which one is better? / Is this one as good as that one?
Choose the number one	It's the best price in the store. / This is the most popular model.
Repair communication	Do you mean cheaper or better? / Could you show me the price, please?



Teacher Read-Aloud: Two Phones, One Decision

Listen twice. First, identify the situation. Then listen for the comparisons and the final decision.

Mission Warm-up Which One Wins?

TEACHER EDITION

Listen without reading the script. Write short answers.

1. Which phone is cheaper?

The black one is cheaper.

2. Why is the blue one better for photos?

It has a better camera and takes the best photos in its price range.

3. Which phone does Clara buy, and why?

The blue one — it is the best option for her (better camera, and not the most expensive in the store).

Teacher Route — 120 minutes:

0–15: mission and listening. **15–45:** Formula — the rule boxes of Units 8.1 (comparatives) and 8.2 (superlatives), with Unit 8.3 (as...as / not as...as) as the equality contrast. **45–80:** Practice — choose one exercise from each unit (Exercise 1, 2 or 3; Exercise 4 or 5; Exercise 6). **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. Unit 8.4 (Reading & Writing) and the remaining exercises are extension or homework.

Read twice: Seller: “Good afternoon! Are you looking for a phone?” Clara: “Yes. Which one is cheaper, the black one or the blue one?” Seller: “The black one is cheaper, but the blue one is faster and has a better camera.” Clara: “Is the black one as good as the blue one for photos?” Seller: “No, it isn't. The blue one takes the best photos in this price range.” Clara: “Hmm... do you mean it's the most expensive?” Seller: “No — it's more expensive than the black one, but it's not the most expensive in the store.” Clara: “OK. I'll take the blue one. It's the best option for me.”

Comparatives

TEACHER EDITION

Short Adjectives: adjective + -er + than

For short adjectives (1 syllable), add **-er** and use **than** to compare two things.

(Para adjetivos curtos de 1 sílaba, adicione **-er** e use **than** para comparar duas coisas.)

Adjective	Comparative	Example
tall	taller	Pedro is taller than Lucas.
old	older	My father is older than my mother.
fast	faster	A car is faster than a bicycle.
cheap	cheaper	This shirt is cheaper than that one.

Long Adjectives: more + adjective + than

For long adjectives (2+ syllables, except those ending in -y), use **more** before the adjective and **than** after it.

(Para adjetivos longos de 2 ou mais sílabas, use **more** antes do adjetivo e **than** depois.)

Adjective	Comparative	Example
beautiful	more beautiful	Florianópolis is more beautiful than many cities.
interesting	more interesting	This book is more interesting than that one.
expensive	more expensive	Rio is more expensive than my city.
important	more important	Health is more important than money.

Spelling Rules for Comparatives

TEACHER EDITION

Pay attention to these special spelling rules when adding **-er**:

*(Preste atencao nestas regras de ortografia ao adicionar **-er**.)*

Rule	Adjective	Comparative
Short vowel + consonant: double the consonant	big	bigger
	hot	hotter
	thin	thinner
Ends in -y: change y to i, add -er	happy	happier
	easy	easier
	busy	busier
Ends in -e: just add -r	nice	nicer
	large	larger

Irregular Comparatives

TEACHER EDITION

Some adjectives have **irregular** comparative forms. You must memorize them!

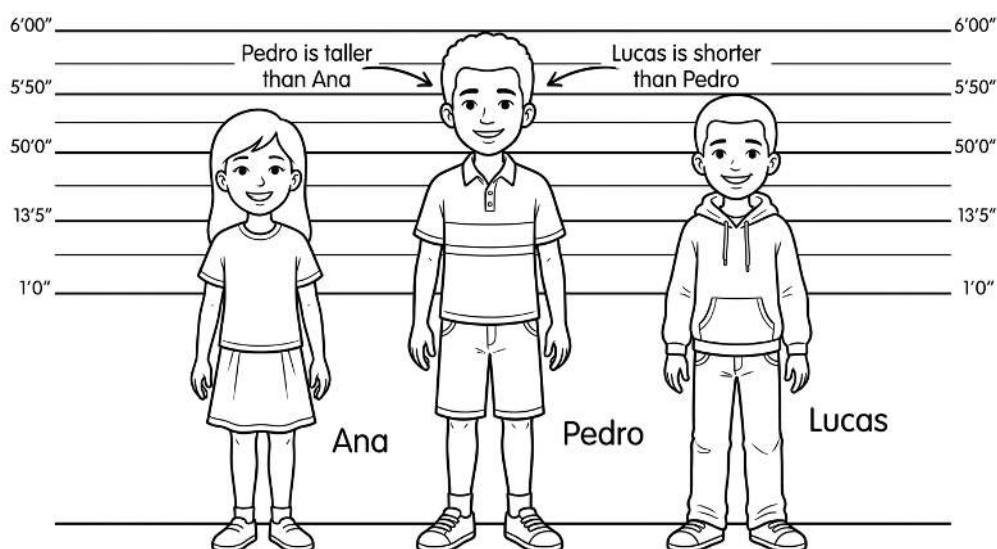
(Alguns adjetivos tem formas comparativas **irregulares**. Você precisa memoriza-los!)

Adjective	Comparative	Example
good (<i>bom</i>)	better	This restaurant is better than that one.
bad (<i>mau/ruim</i>)	worse	The weather today is worse than yesterday.
far (<i>longe</i>)	farther / further	Manaus is farther than Salvador from here.

Common Adjectives with Comparative Forms

Adjective	Portugues	Comparative	Type
tall	<i>alto</i>	taller	+ -er
short	<i>baixo / curto</i>	shorter	+ -er
big	<i>grande</i>	bigger	double consonant + -er
small	<i>pequeno</i>	smaller	+ -er
fast	<i>rapido</i>	faster	+ -er
slow	<i>lento</i>	slower	+ -er
cheap	<i>barato</i>	cheaper	+ -er
expensive	<i>caro</i>	more expensive	more + adj
easy	<i>facil</i>	easier	y → -ier
difficult	<i>difícil</i>	more difficult	more + adj

Adjective	Portugues	Comparative	Type
beautiful	<i>bonito/a</i>	more beautiful	more + adj
interesting	<i>interessante</i>	more interesting	more + adj
happy	<i>feliz</i>	happier	y → -ier
good	<i>bom</i>	better	irregular
bad	<i>mau / ruim</i>	worse	irregular
far	<i>longe</i>	farther / further	irregular



Pedro is taller than Ana. Lucas is shorter than Pedro.

Examples in Context

SHORT ADJECTIVE (-ER)

Pedro is taller than Lucas.

Pedro é mais alto do que Lucas.

SHORT ADJECTIVE (-ER)

Sao Paulo is bigger than Curitiba.

Sao Paulo é maior do que Curitiba.

LONG ADJECTIVE (MORE)

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English is more difficult than I expected.*Ingles e mais dificil do que eu esperava.*

LONG ADJECTIVE (MORE)

This movie is more interesting than the last one.*Este filme e mais interessante do que o ultimo.*

ADJECTIVE ENDING IN -Y

Camila is happier than she was last year.*Camila esta mais feliz do que estava no ano passado.*

IRREGULAR (GOOD → BETTER)

Brazilian coffee is better than most coffees in the world.*O cafe brasileiro e melhor do que a maioria dos cafes no mundo.*

IRREGULAR (BAD → WORSE)

My grade in math is worse than my grade in English.*Minha nota em matematica e pior do que minha nota em ingles.*

IRREGULAR (FAR → FARTHER)

Manaus is farther from Brasilia than Belo Horizonte.*Manaus fica mais longe de Brasilia do que Belo Horizonte.***Tip:**How do you know when to use **-er** or **more**? Count the syllables!

- **1 syllable** → add **-er** (tall → taller, fast → faster)
- **2 syllables ending in -y** → change y to i, add **-er** (happy → happier, easy → easier)
- **2 syllables (not ending in -y)** → usually **more** (more modern, more famous)
- **3+ syllables** → always **more** (more beautiful, more interesting, more expensive)

Dica: Conte as silabas! 1 silaba = -er. Terminados em -y = -ier. 3+ silabas = more.

Teacher Note:

TEACHER EDITION

Suggested time: 30 minutes

Common L1 interference: Brazilian Portuguese uses "mais...do que" for all comparatives. Students may try to say "more tall" instead of "taller." Emphasize the syllable-counting rule and practice with many examples before moving to exercises.

Activity: Write 10 adjectives on the board and ask students to sort them into two groups: "-er" adjectives and "more" adjectives. Then have them make sentences comparing things in the classroom.

Exercise 1 Write the Comparative Form

Write the comparative form of the adjective in parentheses.

Escreva a forma comparativa do adjetivo entre parenteses.

- | | |
|--|------------------|
| 1. tall → <u>taller</u> | taller |
| 2. big → <u>bigger</u> | bigger |
| 3. happy → <u>happier</u> | happier |
| 4. beautiful → <u>more beautiful</u> | more beautiful |
| 5. good → <u>better</u> | better |
| 6. expensive → <u>more expensive</u> | more expensive |
| 7. bad → <u>worse</u> | worse |
| 8. nice → <u>nicer</u> | nicer |
| 9. interesting → <u>more interesting</u> | more interesting |
| 10. hot → <u>hotter</u> | hotter |

Exercise 2 Choose the Correct Comparative

TEACHER EDITION

Select the correct comparative form to complete each sentence.

Escolha a forma comparativa correta para completar cada frase.

1. Sao Paulo is _____ Rio de Janeiro. (big)

- ☐ a) more big than
☐ b) bigger than
☐ c) bigger than

b) bigger than

2. This book is _____ that one. (interesting)

- ☐ a) interestinger than
☐ b) more interesting than
☐ c) more interesting

b) more interesting than

3. My English is _____ my Spanish. (good)

- ☐ a) gooder than
☐ b) more good than
☐ c) better than

c) better than

4. Today is _____ yesterday. (hot)

- ☐ a) hoter than
☐ b) more hot than
☐ c) hotter than

c) hotter than

5. Juliana is _____ her sister. (happy)

TEACHER EDITION

- ☐ a) happier than
- ☐ b) happier than
- ☐ c) more happy than

b) happier than

Exercise 3 Complete the Sentences with Comparatives

Complete each sentence with the correct comparative form of the adjective in parentheses. Do not forget **than**!

Complete cada frase com a forma comparativa correta do adjetivo entre parenteses. Não esqueça o **than**!

1. A plane is **faster than** a car. (fast) **faster than**
2. Brasilia is **more modern than** Salvador. (modern) **more modern than**
3. My grandmother's food is **better than** restaurant food. (good) **better than**
4. Winter in Curitiba is **colder than** winter in Recife. (cold) **colder than**
5. This exercise is **easier than** the last one. (easy) **easier than**
6. The traffic in Sao Paulo is **worse than** the traffic in my city. (bad) **worse than**

UNIT 8.2

Superlatives



Short Adjectives: the + adjective + -est

For short adjectives (1 syllable), add **-est** and always use **the** before it. Superlatives compare one thing to all others in a group.

*(Para adjetivos curtos, adicione **-est** e sempre use **the** antes. Superlativos comparam uma coisa com todas as outras de um grupo.)*

Adjective	Superlative	Example
tall	the tallest	Pedro is the tallest student in the class.
old	the oldest	My grandfather is the oldest person in our family.
fast	the fastest	The cheetah is the fastest animal on land.
big	the biggest	Sao Paulo is the biggest city in Brazil.
hot	the hottest	January is the hottest month in Rio.

Spelling rules are the same as for comparatives:

- Short vowel + consonant: double the consonant (big → biggest, hot → hottest)
- Ends in -y: change y to i, add -est (happy → happiest, easy → easiest)
- Ends in -e: just add -st (nice → nicest, large → largest)

Long Adjectives: the most + adjective

TEACHER EDITION

For long adjectives (2+ syllables, except those ending in -y), use **the most** before the adjective.

(Para adjetivos longos de 2 ou mais sílabas, use **the most** antes do adjetivo.)

Adjective	Superlative	Example
beautiful	the most beautiful	Fernando de Noronha is the most beautiful beach in Brazil.
interesting	the most interesting	History is the most interesting subject for me.
expensive	the most expensive	That restaurant is the most expensive in town.
important	the most important	Education is the most important thing for our future.

Irregular Superlatives

The same adjectives that have irregular comparatives also have irregular superlatives.

(Os mesmos adjetivos que tem comparativos irregulares também tem superlativos irregulares.)

Adjective	Comparative	Superlative	Example
good (bom)	better	the best	This is the best pizza in town!
bad (ruim)	worse	the worst	Monday is the worst day of the week.
far (longe)	farther / further	the farthest / the furthest	Manaus is the farthest city from here.

Examples in Context

TEACHER EDITION

SHORT ADJECTIVE (-EST)

The Amazon River is the longest river in South America.

O Rio Amazonas é o rio mais longo da América do Sul.

SHORT ADJECTIVE (-EST)

Sao Paulo is the biggest city in Brazil.

São Paulo é a maior cidade do Brasil.

ADJECTIVE ENDING IN -Y

Today was the happiest day of my life!

Hoje foi o dia mais feliz da minha vida!

LONG ADJECTIVE (THE MOST)

Carnival is the most famous festival in Brazil.

O Carnaval é o festival mais famoso do Brasil.

IRREGULAR (THE BEST)

Neymar is one of the best soccer players in history.

Neymar é um dos melhores jogadores de futebol da história.

IRREGULAR (THE WORST)

That was the worst movie I have ever seen.

Aquele foi o pior filme que eu já vi.



Remember:

Always use **"the"** before superlatives!

- **the tallest** (CORRECT) / tallest (WRONG)
- **the most beautiful** (CORRECT) / most beautiful (WRONG)
- **the best** (CORRECT) / best (WRONG, when used as an adjective before a noun)

Lembre-se: Sempre use "the" antes de superlativos! Em português, usamos "o/a mais..."

Adjective	Comparative	Superlative
tall 	taller 	the tallest 
long 	longer 	the longest 
big 	bigger 	the biggest 

From adjective to comparative to superlative: tall → taller → the tallest

Dialogue: Comparing Cities, Sports, and Food

At School During Break

- Rafaela:** Hey, Lucas! Have you ever been to Florianopolis?
- Lucas:** Yes! I went there last summer. The beaches are more beautiful than the beaches in Santos.
- Rafaela:** I agree! I think Floripa has the most beautiful beaches in the south of Brazil.
- Lucas:** What about Rio? Rio is bigger than Floripa, and the beaches are more famous.
- Rafaela:** True, but Floripa is quieter than Rio. And the food is cheaper there too.
- Lucas:** Do you think soccer is the best sport in Brazil?
- Rafaela:** Of course! Soccer is the most popular sport in the country. But volleyball is more exciting than people think.
- Lucas:** I prefer basketball. I think it is faster than volleyball. And what about food? What is the best Brazilian food?
- Rafaela:** That is the hardest question! I love feijoada, but acai is better than everything on a hot day.
- Lucas:** Ha! For me, my grandmother's coxinha is the best food in the world. Nothing is better than that!

Teacher Note:

TEACHER EDITION

Suggested time: 30 minutes

Dialogue activity: Have students read the dialogue in pairs. Then ask them to underline all comparatives in one color and all superlatives in another. Count how many of each they found. (Answer: 6 comparatives, 5 superlatives)

Extension: Ask students to create their own short dialogue comparing two cities, sports, or foods they know, using at least 3 comparatives and 2 superlatives.

Exercise 4 Write the Superlative Form

*Write the superlative form of the adjective in parentheses. Remember to include **the**!*

*Escreva a forma superlativa do adjetivo entre parenteses. Lembre-se de incluir **the**!*

- | | |
|--|--------------------|
| 1. tall → <u>the tallest</u> | the tallest |
| 2. big → <u>the biggest</u> | the biggest |
| 3. beautiful → <u>the most beautiful</u> | the most beautiful |
| 4. good → <u>the best</u> | the best |
| 5. happy → <u>the happiest</u> | the happiest |
| 6. bad → <u>the worst</u> | the worst |
| 7. expensive → <u>the most expensive</u> | the most expensive |
| 8. far → <u>the farthest</u> | the farthest |

Exercise 5 Comparative or Superlative?

TEACHER EDITION

Complete each sentence with the correct **comparative** or **superlative** form of the adjective in parentheses. Read carefully to decide which form is needed!

Complete cada frase com a forma **comparativa** ou **superlativa** correta do adjetivo entre parenteses. Leia com atencao para decidir qual forma usar!

1. The Amazon is the longest river in South America. (long) **the longest**
2. My house is smaller than your house. (small) **smaller than**
3. This is the most difficult test I have ever taken! (difficult) **the most difficult**
4. Rafaela is taller than Camila, but Pedro is the tallest of all. (tall / tall) **taller than ... the tallest**
5. Pizza is more popular than sushi in Brazil. (popular) **more popular than**
6. February is the shortest month of the year. (short) **the shortest**
7. My grade this semester is better than last semester. (good) **better than**
8. Feijoada is the most famous traditional dish in Brazil. (famous) **the most famous**

UNIT 8.3

As...As / Not As...As**Equal Comparison: as + adjective + as**

Use **as + adjective + as** to say two things are **equal** or the **same** in some way.

(Use **as + adjetivo + as** para dizer que duas coisas são **iguais** de alguma forma. Em português: "tao...quanto".)

Structure	Example	Meaning
as + adjective + as	Pedro is as tall as Marcos.	Pedro and Marcos have the same height.
as + adjective + as	This test is as easy as the last one.	Both tests have the same difficulty.
as + adjective + as	My bag is as heavy as yours.	Both bags weigh the same.



Unequal Comparison: not as + adjective + as

TEACHER EDITION

Use **not as + adjective + as** to say two things are **not equal**. The first thing has **less** of the quality.

(Use **not as + adjetivo + as** para dizer que duas coisas **nao sao iguais**. A primeira coisa tem **menos** dessa qualidade. Em portugues: "nao e tao...quanto".)

Structure	Example	Meaning
not as + adj + as	Curitiba is not as big as Sao Paulo.	Curitiba is smaller than Sao Paulo.
not as + adj + as	English is not as difficult as Chinese.	English is easier than Chinese.
not as + adj + as	My car is not as fast as your car.	My car is slower than your car.

Important: With "as...as" and "not as...as," use the **base form** of the adjective (NOT the comparative form).

- Pedro is as tall as Marcos. (CORRECT)
- Pedro is as taller as Marcos. (WRONG)

Examples in Context

EQUAL (AS...AS)

Sao Paulo is as exciting as Rio de Janeiro.

Sao Paulo e tao empolgante quanto o Rio de Janeiro.

EQUAL (AS...AS)

Camila is as smart as her brother.

Camila e tao inteligente quanto seu irmao.

EQUAL (AS...AS)

TEACHER EDITION

This pizza is as good as the pizza in Italy!*Esta pizza e tao boa quanto a pizza da Italia!*

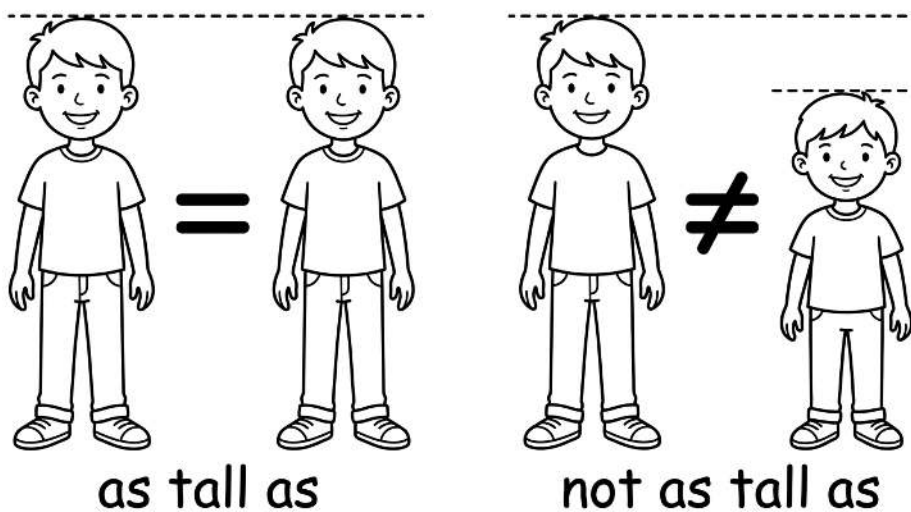
UNEQUAL (NOT AS...AS)

My city is not as big as Sao Paulo.*Minha cidade nao e tao grande quanto Sao Paulo.*

UNEQUAL (NOT AS...AS)

The bus is not as fast as the metro.*O onibus nao e tao rapido quanto o metro.*

UNEQUAL (NOT AS...AS)

This exercise is not as difficult as the last one.*Este exercicio nao e tao dificil quanto o ultimo.**As tall as = same height. Not as tall as = different heights.***Teacher Note:****Suggested time:** 20 minutes**Common mistake:** Students often confuse "as...as" with comparatives. Remind them that "as...as" uses the BASE form of the adjective, never the comparative form.

Activity: Bring two objects to class (e.g., two books, two pens). Have students compare them using "as...as" and "not as...as." Then have them compare classmates (height, hair) using polite examples.

TEACHER EDITION

L1 connection: "As...as" = "tao...quanto" and "not as...as" = "nao e tao...quanto." Showing this parallel helps students grasp the structure quickly.

Exercise 6 Complete with As...As or Not As...As

Complete each sentence with **as...as** or **not as...as** and the adjective in parentheses. Look at the context to decide if the comparison is equal or unequal.

Complete cada frase com **as...as** ou **not as...as** e o adjetivo entre parenteses. Observe o contexto para decidir se a comparacao e igual ou desigual.

1. Marcos is 1.75m tall. Pedro is 1.75m tall. Marcos is as tall as Pedro. (tall) **as tall as**
2. Curitiba has 2 million people. Sao Paulo has 12 million. Curitiba is not as big as Sao Paulo. (big) **not as big as**
3. Ana got 95% on the test. Juliana got 95% too. Ana is as smart as Juliana. (smart) **as smart as**
4. The bus takes 2 hours. The train takes 45 minutes. The bus is not as fast as the train. (fast) **not as fast as**
5. My mother's cake is delicious. My grandmother's cake is delicious too. My mother's cake is as good as my grandmother's cake. (good) **as good as**
6. The movie got 5 stars. The book got 9 stars. The movie is not as interesting as the book. (interesting) **not as interesting as**

UNIT 8.4

Reading & Writing

The Best City in Brazil

Read the text carefully, then answer the questions below.

Brazil is a very big country with many amazing cities. Each city is different and special. Let me compare three of my favorite cities: Sao Paulo, Rio de Janeiro, and Florianopolis.

Sao Paulo is the biggest city in Brazil. It has more than 12 million people. It is more modern than most Brazilian cities, and it has the best restaurants in the country. You can find food from every part of the world there. However, Sao Paulo is not as beautiful as Rio because it does not have beaches. The traffic in Sao Paulo is the worst in Brazil - sometimes people spend three hours in their cars!

Rio de Janeiro is the most famous city in Brazil. It is famous for Carnival, the Christ the Redeemer statue, and its beautiful beaches. Copacabana and Ipanema are two of the most popular beaches in the world. Rio is warmer than Sao Paulo and more exciting for tourists. But Rio is not as safe as Florianopolis, and it is more expensive than many other cities.

Florianopolis is smaller than Sao Paulo and Rio, but many people think it has the best quality of life. The beaches in Floripa are as beautiful as the beaches in Rio, and the city is cleaner and quieter. It is not as expensive as Rio or Sao Paulo. Floripa is farther from the equator, so the winters are colder than in Rio, but the summers are wonderful.

So, which is the best city in Brazil? That is a difficult question! Each city has its advantages. Sao Paulo has the best food, Rio has the most famous landmarks, and Florianopolis has the best quality of life. I think every city in Brazil is special, and that is what makes our country the most interesting country in the world!

Original text for Inclur English Workbook

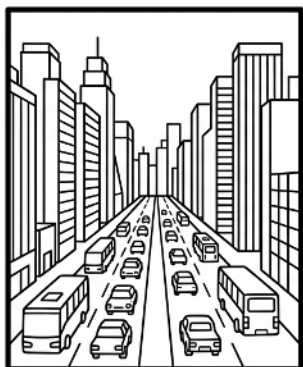
Teacher Note:

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Pre-reading activity: Ask students: "What is the best city in Brazil? Why?" Write their answers on the board. This activates their prior knowledge and gets them thinking about comparisons before reading.

Reading strategy: Have students read the text once for general understanding. Then have them read it again and underline all comparatives in one color and all superlatives in another. They should also circle every "as...as" and "not as...as" structure.

SAO PAULO



RIO DE JANEIRO



FLORIANOPOLIS



Three amazing Brazilian cities: Sao Paulo, Rio de Janeiro, and Florianopolis

Exercise 7 True or False

TEACHER EDITION

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

Leia cada frase. Escreva **T** (Verdadeiro) ou **F** (Falso) de acordo com o texto.

1. Sao Paulo is the biggest city in Brazil. **T** **T**
2. Sao Paulo is more beautiful than Rio de Janeiro. **F** **F (The text says Sao Paulo is not as beautiful as Rio because it does not have beaches.)**
3. Florianopolis is as expensive as Sao Paulo. **F** **F (Florianopolis is not as expensive as Rio or Sao Paulo.)**
4. Rio de Janeiro is the most famous city in Brazil. **T** **T**
5. The beaches in Florianopolis are as beautiful as the beaches in Rio. **T** **T**

Exercise 8 Answer the Questions

TEACHER EDITION

Answer the questions in complete sentences based on the text.

Responda as perguntas com frases completas, baseando-se no texto.

1. Why does Sao Paulo have the best restaurants?

Because you can find food from every part of the world there.

2. What is the worst problem in Sao Paulo according to the text?

The traffic is the worst in Brazil. Sometimes people spend three hours in their cars.

3. Why are the winters colder in Florianopolis than in Rio?

Because Florianopolis is farther from the equator.

4. According to the author, which city has the best quality of life? Why?

Florianopolis has the best quality of life because it is cleaner and quieter, and it is not as expensive as Rio or Sao Paulo.

Exercise 9 Writing: Compare Two Things You Know

TEACHER EDITION

Choose one of the topics below and write a short paragraph (6-8 sentences) comparing two things. Use **comparatives**, **superlatives**, and **as...as** / **not as...as** structures.

Escolha um dos temas abaixo e escreva um parágrafo curto (6-8 frases) comparando duas coisas. Use **comparativos**, **superlativos** e estruturas **as...as** / **not as...as**.

**Tip:**

Choose one topic:

- **Two cities** you know (your city and another city)
- **Two sports** you like (soccer and basketball, volleyball and swimming, etc.)
- **Two friends or family members** (compare their personalities, hobbies, appearance)

Try to use at least:

- 2 comparatives with **-er than** or **more...than**
- 1 superlative with **the -est** or **the most**
- 1 sentence with **as...as** or **not as...as**

Topic: I am going to compare _____ and _____.

TEACHER EDITION

Teacher Note:

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

Assessment criteria:

- Correct use of at least 2 comparative forms
- Correct use of at least 1 superlative form
- Correct use of at least 1 "as...as" or "not as...as" structure
- Correct spelling of comparative/superlative forms (doubling consonants, changing y to i, etc.)
- Clear and coherent paragraph structure
- Use of "the" before superlatives

Extension activity: After writing, have students share their paragraphs in small groups. Each group votes on the most interesting comparison and presents it to the class.

Differentiation: For weaker students, provide a model paragraph on the board. For stronger students, challenge them to use at least one irregular comparative and one irregular

TEACHER EDITION

REAL USE

Mission Lab: Smart Shopping



Compare the options — then decide with a reason

Model Exchange

- Customer:** Which one is cheaper, this one or that one?
- Seller:** This one is cheaper, but that one has a bigger screen.
- Customer:** Is the cheaper one as fast as the other?
- Seller:** Almost. And this model here is the most popular in the store.
- Customer:** Do you mean it's the best one?
- Seller:** For your budget, yes. It's better than the others at this price.
- Customer:** Great. I'll take it — it's the best option for me.

Final Task Compare and Decide

TEACHER EDITION

Work in pairs. Student A is the customer; Student B is the seller. Choose two real objects in the classroom (or two pictures) as the products. Then switch roles.

- A. Customer:** compare the two products with at least three comparatives, ask one *as...as* question, and use one superlative. Then announce your decision and give the reason.
- B. Seller:** answer with comparatives and superlatives, and try to sell the more expensive option using at least one superlative (*the best, the most modern...*).
- ✓ **Mission success:** the customer makes a decision with a clear reason (*because it is cheaper / the best...*), both partners speak without reading every sentence, and the conversation lasts at least two minutes.

**Repair Challenge:**

Your partner must use two similar words very quickly (for example: *cheaper* and *better*). If you are not sure, say: *Do you mean cheaper or better?* or *Could you show me the price, please?*

**AI Mission — Help Me Choose:**

In ChatGPT Voice, say: “Act as a seller in an electronics store in Brazil. I want to buy a phone. Describe two options, compare them, and answer my questions with comparatives and superlatives. Make me decide at the end. Speak slowly. Correct my main mistake in Portuguese and ask me to repeat.” Practice for 10 minutes. **Offline:** compare two things in your house in five recorded sentences — three comparatives, one *as...as*, one superlative — or practice with a partner.

Exit Check My Can-Do Checklist

TEACHER EDITION

- ☐ I can compare two options with -er and more ... than.
- ☐ I can ask Which one is...? questions and check equality with as...as.
- ☐ I can choose an option and explain my decision with a superlative.

Performance Feedback:

Listen for message completion first, then comparative and superlative form accuracy (no “more cheaper”), the decision with a stated reason, and repair language. Do not interrupt every error. Note one successful phrase and one next step for each student.

Chapter 8 - Answer Key

Exercise 1: Write the Comparative Form

1. taller 2. bigger 3. happier 4. more beautiful 5. better
6. more expensive 7. worse 8. nicer 9. more interesting
10. hotter

Exercise 2: Choose the Correct Comparative

1. b) bigger than 2. b) more interesting than 3. c) better than
4. c) hotter than 5. b) happier than

Exercise 3: Complete the Sentences with Comparatives

1. faster than 2. more modern than 3. better than 4. colder than
5. easier than 6. worse than

Exercise 4: Write the Superlative Form

1. the tallest 2. the biggest 3. the most beautiful 4. the best
5. the happiest 6. the worst 7. the most expensive
8. the farthest

Exercise 5: Comparative or Superlative?

1. the longest 2. smaller than 3. the most difficult
4. taller than ... the tallest 5. more popular than
6. the shortest 7. better than 8. the most famous

Exercise 6: Complete with As...As or Not As...As

1. as tall as 2. not as big as 3. as smart as 4. not as fast as
5. as good as 6. not as interesting as

Exercise 7: True or False

TEACHER EDITION

1. T
2. F (Sao Paulo is not as beautiful as Rio because it does not have beaches.)
3. F (Florianopolis is not as expensive as Rio or Sao Paulo.)
4. T
5. T

Exercise 8: Answer the Questions

1. Because you can find food from every part of the world there.
2. The traffic is the worst in Brazil. Sometimes people spend three hours in their cars.
3. Because Florianopolis is farther from the equator.
4. Florianopolis has the best quality of life because it is cleaner and quieter, and it is not as expensive as Rio or Sao Paulo.

Exercise 9: Writing

Answers will vary. Check for correct use of at least 2 comparatives, 1 superlative, and 1 "as...as" or "not as...as" structure. Look for correct spelling of comparative and superlative forms, use of "the" before superlatives, and use of "than" with comparatives. Paragraph should be 6-8 sentences and clearly compare two things.

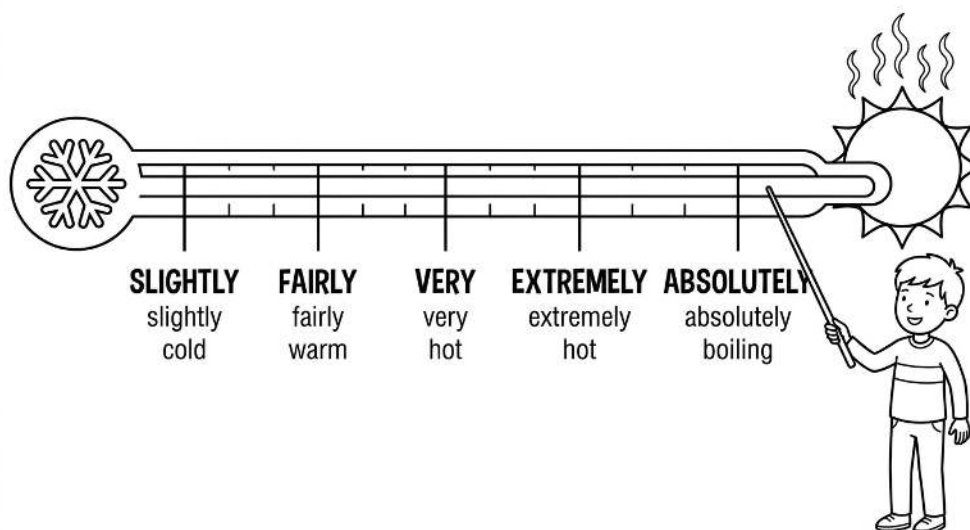
TEACHER EDITION

CHAPTER 9

TEACHER EDITION

The Local Guide: Recommend with Feeling

Your mission: a visitor has one free day in your city, and you are the local guide. Recommend places with intensifiers (really interesting, absolutely beautiful), warn about problems (too crowded), and say what is or isn't enough. Master the difference between "very" and "too", and discover which intensifiers go with which adjectives — this chapter also prepares you for the Speaking Mission Exam.



How strong is it? Intensifiers help you say exactly what you mean.



Today's Mission:

A visitor has one free day in your city. Recommend two places with feeling, warn about one problem (*too crowded*, *too hot*), and answer follow-up questions about distance, prices, and time.



Survival Phrase Kit

TEACHER EDITION

Purpose	Useful language
Recommend with feeling	This market is really interesting. / The view is absolutely amazing.
Warn politely	It's too crowded on Sundays. / The water isn't warm enough for swimming.
Answer follow-up questions	It's quite cheap. / It's very close — you can walk.
Repair communication	Do you mean very crowded or too crowded? / How do you say ____ in English?



Teacher Read-Aloud: A Visitor Asks for Tips

Listen twice. First, identify the situation. Then listen for the recommendations, the warning, and the very vs. too difference.

Mission Warm-up Very Good or Too Crowded?

TEACHER EDITION

Listen without reading the script. Write short answers.

1. What does Lia say about the central market and its food?

The market is really interesting, and the food there is very cheap.

2. Why should the visitor go to the beach early?

It's too crowded on Sundays; before ten it's quiet enough to relax.

3. What is Lia's warning about midday?

The sun is extremely strong at midday.

Teacher Route — 120 minutes:

0–15: mission and listening. **15–45:** Formula — the rule boxes of Units 9.1 (common intensifiers) and 9.2 (too and enough), with Unit 9.3 (gradable vs. non-gradable: very good / absolutely amazing) as the fine-tuning step. **45–80:** Practice — choose one exercise from each unit (Exercise 1, 2 or 3; Exercise 4 or 5; Exercise 6). **80–115:** Mission Lab — note that this is the last Mission Lab of the level, so treat it as a rehearsal for the Speaking Mission Exam. **115–120:** Can-Do exit check and home mission. Unit 9.4 (Reading & Writing) and the remaining exercises are extension or homework.

Read twice: Visitor: “Excuse me — I’m visiting for the weekend. Is the central market worth it?” Lia: “Yes! It’s really interesting, and the food there is very cheap.” Visitor: “And the beach?” Lia: “The beach is absolutely beautiful, but it’s too crowded on Sundays. Go early — before ten it’s quiet enough to relax.” Visitor: “Is the water warm?” Lia: “It’s quite warm in the morning. But be careful: the sun is extremely strong at midday.” Visitor: “Sorry, do you mean very crowded or too crowded?” Lia: “Too crowded — you won’t find a place to sit!”

UNIT 9.1

Common Intensifiers

TEACHER EDITION

 Intensity Scale: From Weak to Strong

Intensifiers modify adjectives to make them **weaker** or **stronger**. Here is the scale from weakest to strongest:

- **a little / slightly** (um pouco / ligeiramente) — weakest
- **fairly / quite / rather / pretty** (bastante / razoavelmente) — moderate
- **very / really** (muito) — strong
- **extremely / incredibly** (extremamente / incrivelmente) — very strong
- **absolutely** (absolutamente / completamente) — strongest

 Position: Intensifier + Adjective

Intensifiers always come **before** the adjective they modify:

- **very** tall — *muito alto*
- **really** good — *muito bom / realmente bom*
- **extremely** hot — *extremamente quente*
- **quite** difficult — *bastante difícil*

Structure: Subject + verb + **intensifier** + **adjective**

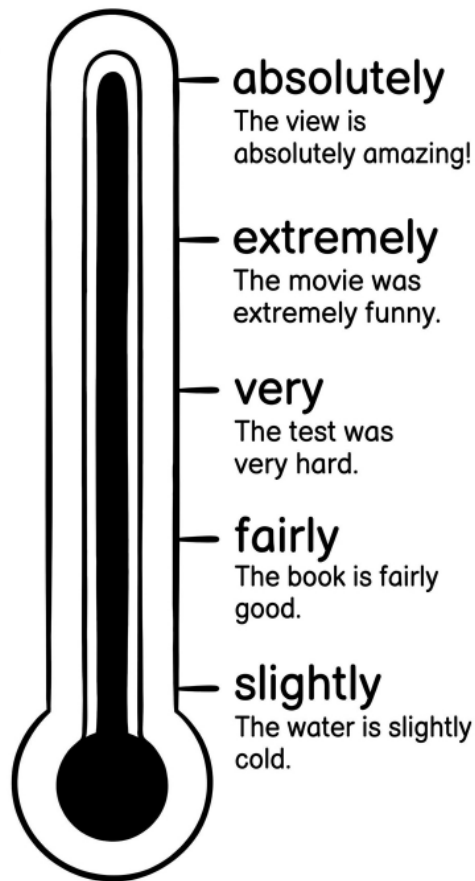
Example: The movie was **really interesting**. (O filme foi **muito interessante**.)

Intensifiers Vocabulary

Intensifier	Tradução	Intensity Level	Example
a little	<i>um pouco</i>	weak	I'm a little tired.

Intensifier	Tradução	Intensity Level	Example
slightly	<i>ligeiramente</i>	weak	It's slightly cold today.
fairly	<i>razoavelmente</i>	moderate	The test was fairly easy.
quite	<i>bastante / razoavelmente</i>	moderate	She is quite smart.
rather	<i>bastante / um tanto</i>	moderate	The movie was rather long.
pretty	<i>bastante (informal)</i>	moderate	The food was pretty good.
very	<i>muito</i>	strong	He is very tall.
really	<i>muito / realmente</i>	strong	This book is really interesting.
extremely	<i>extremamente</i>	very strong	The exam was extremely difficult.
incredibly	<i>incrivelmente</i>	very strong	She is incredibly talented.
absolutely	<i>absolutamente / completamente</i>	strongest	The show was absolutely fantastic!

TEACHER EDITION



Think of intensifiers like a thermometer — from cool to boiling!

Examples in Context

A LITTLE (WEAK)

Lucas is a little nervous about the test.

Lucas está um pouco nervoso com a prova.

FAIRLY (MODERATE)

The homework was fairly easy.

A lição de casa foi razoavelmente fácil.

QUITE (MODERATE)

The restaurant is quite popular in our neighborhood.

O restaurante é bastante popular no nosso bairro.

VERY (STRONG)

TEACHER EDITION

Beatriz is very happy with her new school.*Beatriz está muito feliz com a nova escola.*

REALLY (STRONG)

The concert was really exciting!*O show foi muito empolgante!*

EXTREMELY (VERY STRONG)

It was extremely cold in Curitiba last winter.*Estava extremamente frio em Curitiba no inverno passado.*

ABSOLUTELY (STRONGEST)

The view from Pão de Açúcar is absolutely stunning!*A vista do Pão de Açúcar é absolutamente deslumbrante!***Tip:****"Quite" can have different meanings depending on the context:**

- With **gradable adjectives**: "quite" = *bastante* / *razoavelmente* (moderate intensity).
"The film was **quite good**." = O filme foi bastante bom.
- With **non-gradable adjectives**: "quite" = *completamente* (strong intensity). "You are **quite right**." = Você está completamente certo.
- In **British English**, "quite" is often weaker than "very". In **American English**, "quite" is closer to "very".

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

L1 note: In Portuguese, "muito" covers a wide range of English intensifiers (very, really, quite, extremely). Help students understand that English has a more precise scale. Ask: "Is it *um pouco*, *bastante*, *muito*, or *extremamente*?" and then guide them to the corresponding English intensifier.

Activity: Write an adjective on the board (e.g., "cold") and have students create sentences with at least four different intensifiers, noticing how the meaning changes each time.

TEACHER EDITION

Exercise 1 Add the Right Intensifier

Fill in the blanks with an appropriate intensifier from the box. Use each word only once.

Word box: a little, fairly, quite, rather, very, really, extremely, absolutely

1. The water in the pool was a little cold, but I swam anyway. (just slightly cold) **a little**
2. Fernanda thought the math test was extremely difficult. She could not answer a single question! (the hardest possible) **extremely**
3. The new student is very friendly. Everybody likes her. (strong) **very**
4. The pasta at that restaurant is fairly good, but nothing special. (moderate, not amazing) **fairly**
5. I'm really sorry about what happened yesterday. I didn't mean it. (strong emphasis) **really**
6. The documentary about the Amazon was absolutely fascinating! I couldn't stop watching! (the strongest level) **absolutely**
7. It is rather unusual to see snow in São Paulo. (somewhat surprising) **rather**
8. The new pizza place downtown is quite popular. There's always a line. (moderately strong) **quite**

Exercise 2 Choose the Best Intensifier

TEACHER EDITION

Choose the best option to complete each sentence.

1. The weather in Rio is _____ hot in January. (strong intensity)

- ☐ a) slightly
☐ b) very
☐ c) a little

b) very

2. The soup was _____ warm — not hot, not cold. (weak intensity)

- ☐ a) extremely
☐ b) absolutely
☐ c) slightly

c) slightly

3. Gustavo is _____ good at soccer. He plays on the school team. (moderate-to-strong)

- ☐ a) pretty
☐ b) a little
☐ c) slightly

a) pretty

4. The final exam was _____ hard. Only three students passed! (very strong)

- ☐ a) fairly
☐ b) incredibly
☐ c) a little

b) incredibly

5. The movie was _____ long, but I enjoyed it. (somewhat, with a hint of negativity)

- ☐ a) rather
☐ b) absolutely
☐ c) very

a) rather

Exercise 3 Rank from Weakest to Strongest

TEACHER EDITION

Read each group of sentences. Number them from **1** (weakest intensity) to **3** (strongest intensity).

- 1.** a) The coffee is **extremely** hot.
b) The coffee is **slightly** hot.
c) The coffee is **very** hot.

b (1 - weakest) → c (2) → a (3 - strongest)

- 2.** a) The book is **really** interesting.
b) The book is **fairly** interesting.
c) The book is **absolutely** fascinating.

b (1 - weakest) → a (2) → c (3 - strongest)

- 3.** a) The test was **quite** difficult.
b) The test was **incredibly** difficult.
c) The test was **a little** difficult.

c (1 - weakest) → a (2) → b (3 - strongest)

- 4.** a) Larissa is **very** happy.
b) Larissa is **fairly** happy.
c) Larissa is **extremely** happy.

b (1 - weakest) → a (2) → c (3 - strongest)

5. a) The soup is **pretty** good.
- b) The soup is **absolutely** delicious.
- c) The soup is **slightly** warm.

TEACHER EDITION

c (1 - weakest) → a (2) → b (3 - strongest)

UNIT 9.2

Too and Enough



"Too" + Adjective = Excessive / Negative

"Too" means *demais* / *excessivamente*. It always has a **negative meaning** — something is more than what is good, acceptable, or necessary.

Structure: too + adjective (+ to + verb)

- The coffee is **too hot**. = O café está quente **demais**. (I can't drink it.)
- He is **too young** to drive. = Ele é jovem **demais** para dirigir.
- This bag is **too heavy** for me. = Esta bolsa é pesada **demais** para mim.



Adjective + "Enough" = Sufficient

"Enough" after an adjective means *suficiente* / *o suficiente*. It means something is at the right level.

Structure: adjective + enough (+ to + verb)

- She is **old enough** to vote. = Ela é velha **o suficiente** para votar.
- The water is **warm enough** to swim. = A água está quente **o suficiente** para nadar.
- Is this box **big enough**? = Esta caixa é grande **o suficiente**?

"Enough" + Noun = Sufficient Quantity

TEACHER EDITION

When "**enough**" is used with a **noun**, it comes **before** the noun. It means *suficiente / bastante*.

Structure: enough + noun

- We have **enough money** for the trip. = Temos **dinheiro suficiente** para a viagem.
- There aren't **enough chairs** for everyone. = Não há **cadeiras suficientes** para todos.
- Do you have **enough time** to finish? = Você tem **tempo suficiente** para terminar?

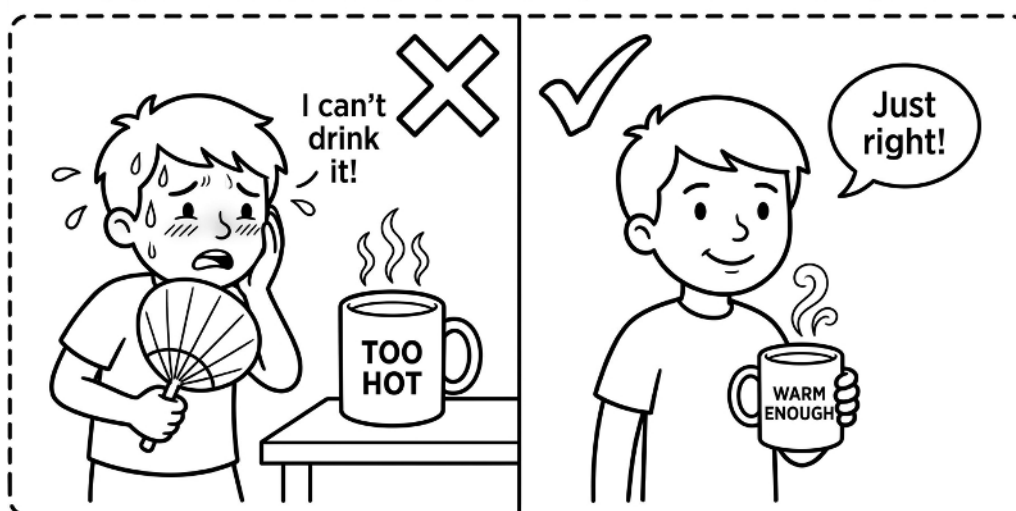
"Not" + Adjective + "Enough" = Insufficient

Use "**not ... enough**" to say something is *insuficiente* — it does not reach the required level.

Structure: not + adjective + enough (+ to + verb)

- He is **not tall enough** to reach the shelf. = Ele **não é alto o suficiente** para alcançar a prateleira.
- The room is **not big enough** for 30 students. = A sala **não é grande o suficiente** para 30 alunos.

CONTRASTING SCENES: TEMPERATURE



Too hot = I can't drink it! Warm enough = Just right!

Examples in Context

TEACHER EDITION

TOO + ADJECTIVE

The music is too loud. I can't concentrate.*A música está alta demais. Não consigo me concentrar.*

TOO + ADJECTIVE + TO

Marcelo is too tired to study tonight.*Marcelo está cansado demais para estudar esta noite.*

ADJECTIVE + ENOUGH

Ana Clara is smart enough to solve the problem.*Ana Clara é inteligente o suficiente para resolver o problema.*

NOT + ADJECTIVE + ENOUGH

Thiago is not old enough to enter the club.*Thiago não tem idade suficiente para entrar na boate.*

ENOUGH + NOUN

We don't have enough water for the whole hike.*Não temos água suficiente para toda a caminhada.*

ENOUGH + NOUN

There are enough desks for all the students.*Há carteiras suficientes para todos os alunos.*

**Warning:**

TEACHER EDITION

"Very" ≠ "Too" — This is a very common mistake for Portuguese speakers!

- **"Very"** = strong intensity, but **neutral/positive**: "The food is **very** good." = A comida é **muito** boa. (positive!)
- **"Too"** = excessive, always **negative**: "The food is **too** salty." = A comida está salgada **demais**. (negative!)
- "This hotel is **very** expensive" = é caro, mas talvez eu fique. "This hotel is **too** expensive" = é caro demais, não vou ficar.

In Portuguese, "muito" can mean both "very" and "too", which causes confusion. Ask yourself: **is it a problem or just a description?** Problem = too. Description = very.



Rafaela and João Pedro discuss the school trip to Serra da Canastra.

Planning the School Trip

TEACHER EDITION

- Rafaela:** Are you excited about the trip to Serra da Canastra, João Pedro?
- João Pedro:** Yes! But I'm a little worried. The hike is really long. Is it too far for us?
- Rafaela:** The teacher said it's 5 kilometers. I think we're fit enough to do it!
- João Pedro:** True. But I don't have enough warm clothes. It's extremely cold in the mountains at night.
- Rafaela:** You can borrow my brother's jacket. It's big enough for you.
- João Pedro:** Thanks! Do you think the weather will be too cold to camp outside?
- Rafaela:** No, it should be warm enough if we have sleeping bags. The teacher said the campsite is really nice.
- João Pedro:** I hope there is enough space for everyone in the bus. Last year it was too crowded!
- Rafaela:** Don't worry. This year we have two buses. There will be enough room for everybody!

Teacher Note:

Suggested time: 30 minutes

L1 note: The word "muito" in Portuguese can translate to both "very" and "too" in English. This is one of the most common sources of confusion for Brazilian learners. Spend extra time on the distinction: **"very" = description / "too" = problem**. Give pairs of sentences and ask students to identify which is positive and which is negative.

Dialogue activity: Have students read the dialogue aloud in pairs and underline every instance of "too", "enough", "really", and "extremely". Then ask them to create their own mini-dialogue about planning a party or trip using at least three examples of too/enough.

Exercise 4 Complete with Too or Enough

TEACHER EDITION

Fill in the blanks with **too** or **enough**. Pay attention to the position!

1. This shirt is **too** small for me. I need a bigger size. **too**
2. Juliana is old **enough** to get a driver's license. She turned 18 last month. **enough**
3. We don't have **enough** time to finish the project today. **enough**
4. The movie is **too** scary for children under 10. **too**
5. Is the soup warm **enough** to eat, or should I heat it up? **enough**
6. Pedro can't carry the box. It's **too** heavy. **too**
7. There are **enough** chairs for all the guests. We prepared 50. **enough**
8. It's **too** noisy in here. I can't hear you! **too**

Exercise 5 Rewrite Using Too or Enough

TEACHER EDITION

Rewrite each sentence using **too** or **enough**, keeping the same meaning.

Example: *The bag is so heavy that I can't carry it.* → *The bag is **too heavy** for me to carry.*

1. Bruno is so short that he can't reach the top shelf.

Bruno is too short to reach the top shelf. / Bruno is not tall enough to reach the top shelf.

2. Carolina has sufficient money to buy the book.

Carolina has enough money to buy the book.

3. The water is so cold that we can't swim.

The water is too cold to swim (in). / The water is not warm enough to swim (in).

4. Mateus is strong. He can move the table by himself.

Mateus is strong enough to move the table by himself.

5. The exercise is so difficult that I can't do it alone.

The exercise is too difficult for me to do alone. / The exercise is not easy enough for me to do alone.

6. We don't have sufficient chairs for all the visitors.

We don't have enough chairs for all the visitors.

UNIT 9.3

Gradable vs Non-Gradable Adjectives



Gradable Adjectives: Use **very**, **really**, **quite**, **extremely**

Gradable adjectives (adjetivos gradáveis) can have different levels of intensity. You can be *a little* tired, *very* tired, or *extremely* tired.

Common gradable adjectives: big, small, hot, cold, interesting, difficult, happy, sad, expensive, cheap, important, beautiful, tired, hungry, old, young, tall, short, good, bad

Intensifiers that work with gradable adjectives:

- a little / slightly / fairly / quite / rather / pretty / very / really / extremely / incredibly

Examples:

- **very** big ✓
- **extremely** hot ✓
- **quite** interesting ✓



Non-Gradable Adjectives: Use **absolutely**, **completely**, **totally**

TEACHER EDITION

Non-gradable adjectives (adjetivos não gradáveis) already express an extreme or absolute idea. They are already at the maximum or minimum — you can't make them "more".

Common non-gradable adjectives: perfect (perfeito), impossible (impossível), excellent (excelente), dead (morto), unique (único), amazing (incrível), terrible (terrível), enormous (enorme), tiny (minúsculo), freezing (congelante), boiling (fervendo), fantastic (fantástico), delicious (delicioso), exhausted (exausto), starving (morrendo de fome), furious (furioso)

Intensifiers that work with non-gradable adjectives:

- **absolutely** / **completely** / **totally** / **utterly**

Examples:

- **absolutely** perfect ✓ (NOT ~~very perfect~~ ✗)
- **completely** impossible ✓ (NOT ~~very impossible~~ ✗)
- **totally** exhausted ✓ (NOT ~~extremely exhausted~~ ✗)

See the Difference

GRADABLE ✓

The test was very difficult.

A prova foi muito difícil.

NON-GRADABLE ✓

The test was absolutely impossible!

A prova foi absolutamente impossível!

GRADABLE ✓

The weather is extremely hot today.

O tempo está extremamente quente hoje.

NON-GRADABLE ✓

TEACHER EDITION

The weather is absolutely boiling today!*O tempo está absolutamente fervendo hoje!*

WRONG ✗

~~**The answer is very perfect.**~~ → **The answer is absolutely perfect. ✓***"Perfect" já é o máximo — não se pode ser "muito perfeito".*

WRONG ✗

~~**The food was very delicious.**~~ → **The food was absolutely delicious. ✓***"Delicious" já é um adjetivo extremo — use "absolutely".*

GRADABLE PAIR

very big ✓ (gradable) → absolutely enormous ✓ (non-gradable)*muito grande → absolutamente enorme*

GRADABLE PAIR

very tired ✓ (gradable) → completely exhausted ✓ (non-gradable)*muito cansado → completamente exausto***Remember:****"Really" is special!** It works with **both** gradable and non-gradable adjectives:

- **really** big ✓ (gradable) — *muito grande*
- **really** enormous ✓ (non-gradable) — *realmente enorme*
- **really** tired ✓ (gradable) — *muito cansado*
- **really** exhausted ✓ (non-gradable) — *realmente exausto*

When in doubt, **"really"** is a safe choice!**Teacher Note:****Suggested time:** 20 minutes

Activity: Create a matching game with two columns: one with gradable adjectives (big, cold, good, tired, bad, hungry, small, hot) and one with their non-gradable equivalents (freezing, excellent/perfect, exhausted, terrible/awful, starving, tiny, boiling). Have students match them, then practice: "The room is *very cold* / The room is *absolutely freezing*."

TEACHER EDITION

L1 note: In Portuguese, "muito" works with nearly all adjectives. Students may need repeated practice to internalize that English distinguishes between gradable ("very big") and non-gradable ("absolutely enormous") adjectives.

Exercise 6 Choose the Correct Intensifier

Fill in the blank with the correct intensifier: **very** or **absolutely**. Remember: use "very" with gradable adjectives and "absolutely" with non-gradable adjectives.

1. The pizza was absolutely delicious! (delicious = non-gradable) **absolutely**
2. Camila's presentation was very good. The teacher was impressed. (good = gradable) **very**
3. After the 10-kilometer run, Rafael was absolutely exhausted. (exhausted = non-gradable) **absolutely**
4. The Iguaçu Falls are absolutely amazing! Everyone should visit! (amazing = non-gradable) **absolutely**
5. The temperature in the Pantanal is very high in summer. (high = gradable) **very**
6. It is absolutely impossible to finish this in five minutes! (impossible = non-gradable) **absolutely**

UNIT 9.4

Reading & Writing

Isabela writes a review of her trip to Ouro Preto.

A Trip to Remember: My Weekend in Ouro Preto

Read the text carefully, then answer the questions below.

Last weekend, my family and I visited Ouro Preto, a historic city in Minas Gerais. It was an absolutely amazing trip! I had been there once before when I was very young, but I didn't remember much. This time, I enjoyed every moment.

We left Belo Horizonte early on Saturday morning. The drive took about two hours. The road through the mountains was really beautiful, with incredibly green hills on both sides. When we arrived, we were slightly tired from the drive, but the city was so charming that we forgot about being tired immediately.

The first thing we noticed was that the streets are extremely steep. My father said they were too steep for my grandmother, so she waited for us at a café while we explored. The colonial churches are absolutely stunning. We visited the Igreja de São Francisco de Assis, which was very impressive. The gold decorations inside were really beautiful. Our guide was extremely knowledgeable and told us fascinating stories about Tiradentes and the Inconfidência Mineira.

For lunch, we went to a restaurant that was quite popular with tourists. The food was absolutely delicious! I had "frango com quiabo" and my mother had "feijão tropeiro". The portions were fairly large — actually, they were too big for us to finish. We were completely full after the meal.

In the afternoon, we visited the Museu da Inconfidência. It was really interesting, but rather sad at the same time. The museum has enough historical artifacts to keep you busy for hours. I was particularly fascinated by the old documents and maps.

The weather was pretty good — not too hot and not too cold. It was warm enough to walk around comfortably, but cool enough that we didn't need sunscreen. The sunset over the mountains was absolutely breathtaking!

On Sunday, we visited a gem mine near the city. The entrance was a little dark and slightly scary at first, but inside it was totally fascinating. The guide showed us incredibly beautiful crystals and explained how they were formed millions of years ago.

I would say Ouro Preto is an absolutely perfect destination for a weekend trip. The city is extremely rich in history and culture. The food is really tasty, the people are very friendly, and the scenery is utterly spectacular. My only complaint is that two days is not enough time to see everything. I definitely want to go back!

TEACHER EDITION

Original text for Incluir English Workbook

Teacher Note:

Pre-reading activity: Ask students: "Have you ever visited a historic city in Brazil? What did you think of it? Was it very interesting or absolutely amazing?" This activates intensifier vocabulary before reading.

Reading strategy: Have students underline or highlight all intensifiers as they read. Challenge them to find at least 15 different intensifiers in the text. Then ask them to classify each as weak, moderate, strong, or strongest.

Vocabulary support: Pre-teach: steep (íngreme), charming (encantador), knowledgeable (conhecedor), artifacts (artefatos), breathtaking (de tirar o fôlego), gem mine (mina de pedras preciosas).

Exercise 7 True or False

TEACHER EDITION

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

1. It was Isabela's first time visiting Ouro Preto. **F** _____ **F (She had been there once before when she was very young.)**
2. Isabela's grandmother walked through the steep streets with the family. **F** _____ **F (The streets were too steep for her grandmother, so she waited at a café.)**
3. The restaurant portions were too big for the family to finish. **T** _____ **T**
4. The weather was too hot to walk around comfortably. **F** _____ **F (It was warm enough to walk around comfortably; not too hot and not too cold.)**
5. Isabela thinks two days is enough time to see everything in Ouro Preto. **F** _____ **F (She says two days is not enough time to see everything.)**

Exercise 8 Answer the Questions

TEACHER EDITION

Answer the questions in complete sentences based on the text. Try to use intensifiers in your answers!

1. How was the drive from Belo Horizonte to Ouro Preto?

The drive took about two hours. The road through the mountains was really beautiful, with incredibly green hills on both sides.

2. Why didn't Isabela's grandmother explore the streets with the family?

The streets were too steep for her grandmother, so she waited at a café while the family explored.

3. What did Isabela think about the food at the restaurant?

The food was absolutely delicious, but the portions were too big for them to finish. They were completely full after the meal.

4. Would Isabela recommend Ouro Preto as a travel destination? Why or why not?

Yes, she would. She says Ouro Preto is an absolutely perfect destination for a weekend trip because it is extremely rich in history and culture, the food is really tasty, the people are very friendly, and the scenery is utterly spectacular.

Exercise 9 Write Your Own Review

TEACHER EDITION

Write a short review (8–12 sentences) about a **place you visited**, a **movie you watched**, or a **restaurant you went to**. Use at least **8 different intensifiers** from this chapter. Underline each intensifier you use.

Ideas to include: How was the experience? What did you like? What was too much or not enough? Would you recommend it? Was anything absolutely amazing or rather disappointing?

My review of: _____

Answers will vary. Students should write 8-12 sentences using at least 8 different intensifiers. Check for correct use of intensifiers with gradable/non-gradable adjectives, correct position of too/enough, and variety of intensifiers.

Teacher Note:

Suggested time: 35 minutes (15 for reading exercises, 20 for writing)

TEACHER EDITION

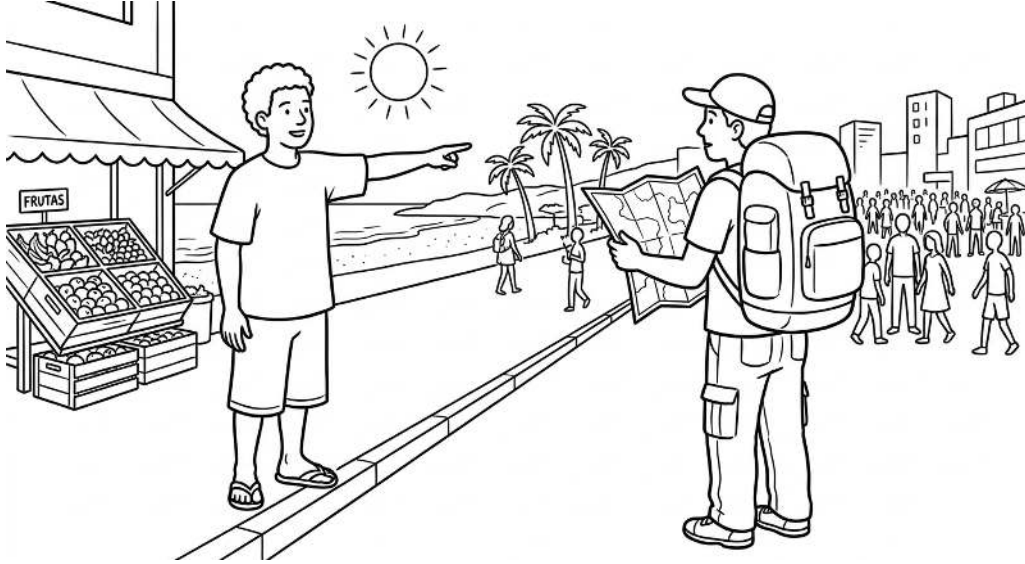
Writing support: Before students begin writing, brainstorm useful adjective-intensifier combinations on the board. For example: absolutely amazing, really interesting, quite popular, too expensive, warm enough, very friendly, extremely beautiful, rather boring, fairly easy, pretty good.

Peer review: Have students exchange their reviews with a partner. The partner should circle all intensifiers and check: (1) Are there at least 8? (2) Is each one used correctly with the right type of adjective? (3) Is "too" used for negative meanings and "very" for neutral/positive?

Extension: Students can present their reviews to the class, reading them aloud with appropriate intonation to emphasize the intensifiers.

REAL USE

Mission Lab: The Local Guide



Recommend, warn, and answer follow-up questions

Model Exchange

- Visitor:** I have one free day. What should I visit?
- Guide:** Go to the old market — it's really interesting, and the food is very cheap.
- Visitor:** Is it far?
- Guide:** No, it's quite close. But don't go at lunchtime — it gets too crowded.
- Visitor:** And is one day enough?
- Guide:** It's not long enough for everything, but it's enough for the market and the beach. The sunset there is absolutely beautiful.

Final Task One Free Day

TEACHER EDITION

Work in pairs. Student A is a visitor; Student B is the local guide. Then switch roles.

- A. Visitor:** ask about at least three places (*Is it interesting? Is it far? Is one day enough?*) and ask one *Do you mean...?* repair question.
- B. Local guide:** recommend two places and warn about one problem, using at least five intensifiers (*really, very, quite, too, enough, absolutely*).
- ✓ **Mission success:** the visitor finishes with a one-day plan, the guide uses *very* vs. *too* correctly, and the conversation lasts at least two minutes without reading.

**Repair Challenge:**

Your partner must exaggerate one description (for example: *The line is absolutely enormous!*). If you are not sure what they mean, say: *Do you mean very expensive or too expensive?* or *How do you say ____ in English?*

**AI Mission — Show Me Your City:**

In ChatGPT Voice, say: “Act as a tourist visiting my city in Brazil. Ask me for recommendations, one question at a time: places, food, prices, and problems. React to my answers. Speak slowly. Correct my main mistake in Portuguese — especially *very* vs. *too* — and ask me to repeat.” Practice for 10 minutes. **Offline:** record a one-minute guide to your neighborhood using five intensifiers, or present it to a partner. This recording is excellent practice for the Speaking Mission Exam.

Exit Check My Can-Do Checklist

TEACHER EDITION

- ☐ I can recommend places with really, very, quite, and absolutely.
- ☐ I can warn about problems with too, and say what is or isn't enough.
- ☐ I can check meaning with Do you mean...? when a description is confusing.

Performance Feedback:

Listen for message completion first, then the very vs. too distinction and gradable/non-gradable pairing (very good / absolutely amazing), and repair language. Do not interrupt every error. This is the last Mission Lab before review — note each student's strongest phrase and one next step as preparation notes for the Speaking Mission Exam.

Chapter 9 - Answer Key

Exercise 1: Add the Right Intensifier

1. a little 2. extremely 3. very 4. fairly 5. really
6. absolutely 7. rather 8. quite

Exercise 2: Choose the Best Intensifier

1. b) very 2. c) slightly 3. a) pretty 4. b) incredibly
5. a) rather

Exercise 3: Rank from Weakest to Strongest

1. b (slightly) → c (very) → a (extremely)
2. b (fairly) → a (really) → c (absolutely)
3. c (a little) → a (quite) → b (incredibly)
4. b (fairly) → a (very) → c (extremely)
5. c (slightly) → a (pretty) → b (absolutely)

Exercise 4: Complete with Too or Enough

1. too 2. enough 3. enough 4. too 5. enough 6. too
7. enough 8. too

Exercise 5: Rewrite Using Too or Enough

1. Bruno is too short to reach the top shelf. / Bruno is not tall enough to reach the top shelf.
2. Carolina has enough money to buy the book.
3. The water is too cold to swim (in). / The water is not warm enough to swim (in).
4. Mateus is strong enough to move the table by himself.
5. The exercise is too difficult for me to do alone. / The exercise is not easy enough for me to do alone.

6. We don't have enough chairs for all the visitors.

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Exercise 6: Choose the Correct Intensifier

1. absolutely (delicious = non-gradable) 2. very (good = gradable)
3. absolutely (exhausted = non-gradable)
4. absolutely (amazing = non-gradable) 5. very (high = gradable)
6. absolutely (impossible = non-gradable)

Exercise 7: True or False

1. F – She had been there once before when she was very young.
2. F – The streets were too steep for her grandmother, so she waited at a café.
3. T – The portions were too big for them to finish.
4. F – The weather was warm enough to walk around comfortably; it was not too hot.
5. F – She says two days is not enough time to see everything.

Exercise 8: Answer the Questions

1. The drive took about two hours. The road through the mountains was really beautiful, with incredibly green hills on both sides.
2. The streets were too steep for her grandmother, so she waited at a café while the family explored.
3. The food was absolutely delicious, but the portions were too big for them to finish. They were completely full after the meal.
4. Yes, she would recommend it. She says Ouro Preto is an absolutely perfect destination because it is extremely rich in history and culture, the food is really tasty, the people are very friendly, and the scenery is utterly spectacular.

Exercise 9: Write Your Own Review

Answers will vary. Evaluate based on the following criteria:

- Length: 8–12 sentences
- At least 8 different intensifiers used correctly

- Correct pairing: "very/extremely" with gradable adjectives; "absolutely/completely" with non-gradable adjectives
- Correct use of "too" for negative/excessive meaning
- Correct position of "enough" (after adjectives, before nouns)
- Variety of intensifiers (not just "very" repeated)

TEACHER EDITION