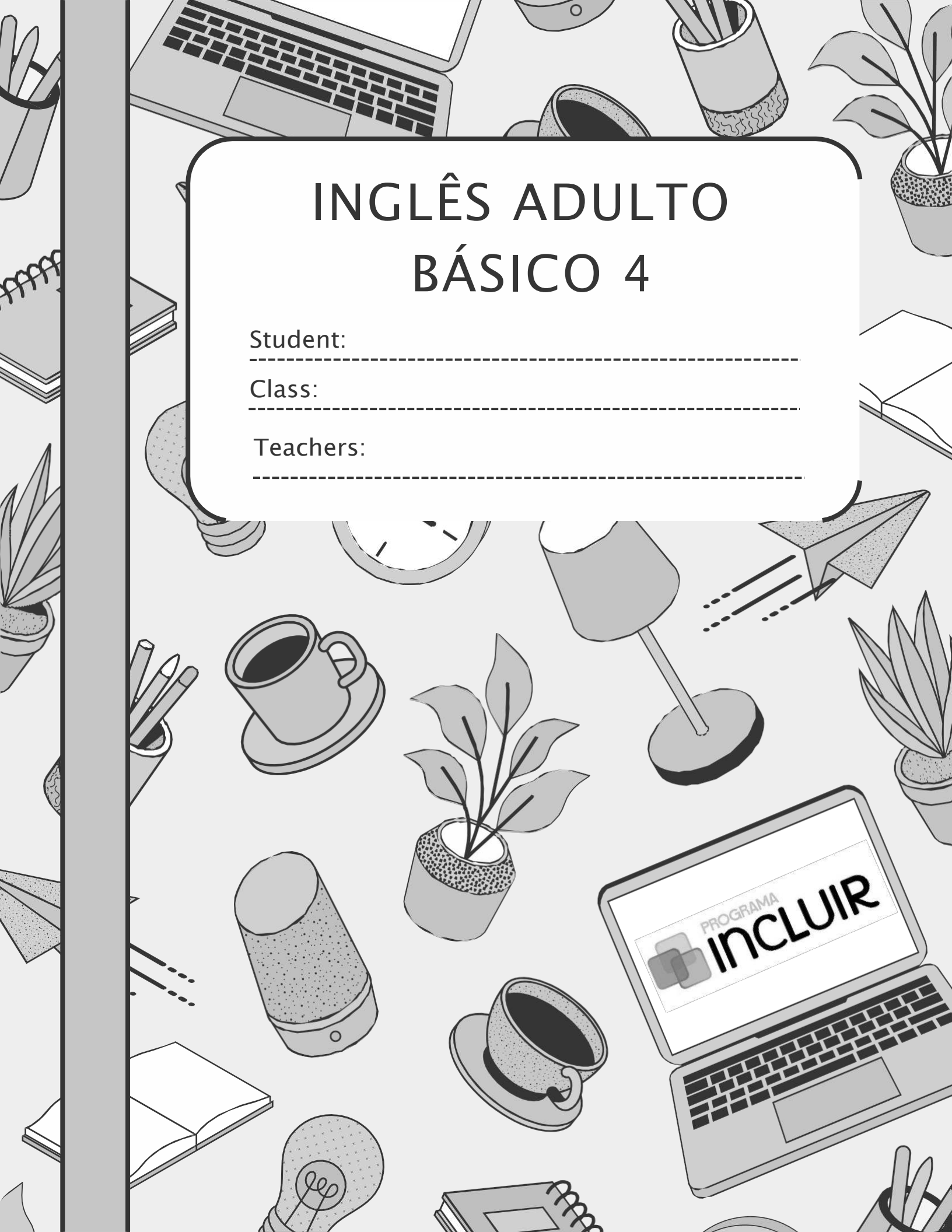




INGLÊS ADULTO BÁSICO 4

Student:

Class:

Teachers:



MANUAL DO(A) ALUNO(A)

PROGRAMA INCLUIR

Prezado(a) estudante,

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

Coordenação do Programa

O QUE FAZEMOS

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

ONDE QUEREMOS CHEGAR

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

NOSSOS VALORES

Fazem parte dos nossos valores:

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

SEUS DIREITOS

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

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

SEUS DEVERES

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

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

CARGA HORÁRIA

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

SISTEMA DE AVALIAÇÃO

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

EMIÇÃO DE DECLARAÇÃO

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

RENOVAÇÃO DE MATRÍCULA

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

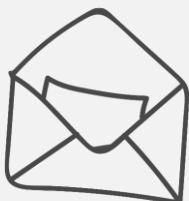
DESLIGAMENTO DO CURSO

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

SEGURANÇA

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

CONTATO



E-MAIL

secretaria.eicis@gmail.com

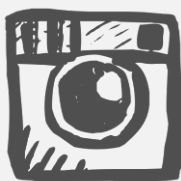
Informações sobre declarações, certificados e pendências relacionadas a inscrições e matrículas.

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



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

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



INSTAGRAM

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

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

SUMMARY

Inglês Adulto — Básico 4

01	Starting Over: Routines and Recent Events	1
	Meet someone in a new environment, describe your routine, and explain what happened recently.	
02	Planning the Trip: Arrival, Help, and Instructions	26
	Explain an arrival plan, ask what you have to do, and confirm a time and place.	
03	Recent Problems: Lost Luggage and Travel Experience	51
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04	Passing On Information: What They Said	71
	Explain an ongoing problem and accurately pass on service or workplace messages.	
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08	A Day Abroad: Final Survival Mission	158
	Integrate travel, instructions, service language, problem solving, and communication repair.	

CHAPTER 1

TEACHER EDITION

Starting Over: Routines and Recent Events

Use the Present Simple and Simple Past to introduce your daily life, explain what happened, and keep a first conversation going in a new environment.



Every day... vs. Last week...

**Today's Mission:**

Meet someone in a new class, workplace, or volunteer project. Describe your normal routine, explain one recent event, and ask a follow-up question.



Survival Phrase Kit

TEACHER EDITION

Purpose	Useful language
Describe your routine	I usually work/study _____. / I take the bus every day.
Explain a recent event	Yesterday I missed _____. / My bus broke down.
Continue the conversation	What about you? / What happened?
Repair communication	Could you repeat the last question? / Do you mean today or every day?



Teacher Read-Aloud: First Day at a Volunteer Project

Listen twice. First, identify the situation. Then listen for routine and past-event details.

Mission Warm-up Routine or Recent Event?

TEACHER EDITION

Listen without reading the script. Write short answers.

1. How does Camila usually travel?

She usually takes the bus.

2. What happened that morning?

Her bus broke down, so she arrived late.

3. What did Camila ask the coordinator to repeat?

She asked the coordinator to repeat the room number.

Teacher Route — 120 minutes:

0–15: mission and listening. **15–45:** Present/Past formula. **45–80:** choose one controlled exercise from each tense. **80–115:** Mission Lab. **115–120:** Can-Do exit check and home mission. The remaining exercises are extension or homework.

Read twice: Coordinator: “Welcome, Camila. How do you usually come here?” Camila: “I usually take the bus.” Coordinator: “Did anything happen on the way today?” Camila: “Yes. My bus broke down, so I arrived late.” Coordinator: “That is okay. Please go to room 204.” Camila: “Sorry, could you repeat the room number?” Coordinator: “Room 204.”

Present Simple Review

TEACHER EDITION

Present Simple: Formation

We use the Present Simple to talk about habits, routines, and general truths.

For I / you / we / they → use the **base verb** (no change):

Form	Structure	Example
Affirmative	Subject + base verb	I work every day. / They play soccer.
Negative	Subject + do not (don't) + base verb	We don't eat meat.
Interrogative	Do + subject + base verb?	Do you speak English?

For he / she / it → add **-s** or **-es** to the verb:

Form	Structure	Example
Affirmative	Subject + verb + -s / -es	She works every day. / He watches TV.
Negative	Subject + does not (doesn't) + base verb	He doesn't like coffee.
Interrogative	Does + subject + base verb?	Does she play soccer?

How to add -s / -es / -ies (for he / she / it):

Rule	When to Use	Examples
Add -s	Most verbs	play → plays, read → reads, like → likes

Rule	When to Use	Examples	TEACHER EDITION
Add -es	Verbs ending in -ch, -sh, -ss, -x, -o	watch → watches , go → goes , miss → misses	
Change y → -ies	Verbs ending in consonant + y	study → studies , carry → carries	
Irregular	have	have → has	

Verb	Português	Example Sentence
wake up	<i>acordar</i>	I wake up at 7 a.m.
belong to	<i>pertencer a</i>	This book belongs to Maria.
depend on	<i>depende de</i>	The answer depends on the situation.
look forward to	<i>estar ansioso por</i>	I look forward to the holidays every year.
consist of	<i>consistir em</i>	The test consists of 20 questions.
improve	<i>melhorar</i>	She improves her English every semester.
attend	<i>frequentar / participar de</i>	He attends classes every morning.
involve	<i>envolver</i>	The project involves a lot of research.
require	<i>exigir / precisar</i>	This job requires good communication skills.
recognize	<i>reconhecer</i>	I don't recognize this word.
avoid	<i>evitar</i>	She avoids eating too much sugar.
prefer	<i>preferir</i>	They prefer to study in the morning.



What are Phrasal Verbs?

TEACHER EDITION

Some verbs in the table above have two or three words: **wake up**, **depend on**, **look forward to**. These are called **phrasal verbs** — a verb combined with a preposition or adverb that creates a new meaning.

For example, **look** means *olhar*, but **look forward to** means *estar ansioso por* — a completely different idea!

Don't worry about memorizing all of them now. We will study phrasal verbs in detail in **Chapter 8**.



Examples in Context

AFFIRMATIVE

Ana wakes up early every day.

Ana acorda cedo todos os dias.

AFFIRMATIVE (HE/SHE/IT)

TEACHER EDITION

Lucas studies at a public school.*Lucas estuda em uma escola pública.*

NEGATIVE

They don't eat meat.*Eles não comem carne.*

NEGATIVE (HE/SHE/IT)

She doesn't like cold weather.*Ela não gosta de tempo frio.*

QUESTION

Do you play any sports?*Você pratica algum esporte?*

**Tip:**

TEACHER EDITION

Common mistakes with the Present Simple:

- **Forgetting the -s:** "She work" → "She **works**"
- **Double marking:** "She doesn't works" → "She doesn't **work**"
- **Wrong auxiliary:** "Does they like?" → "**Do** they like?"



Time Signal Words:

TEACHER EDITION

These words help you know which tense to use:

Present Simple	Simple Past
every day / every morning	yesterday
usually / always / never	last week / last night
on Mondays / on weekends	two days ago / a year ago
sometimes / often	in 2024 / when I was young

Where do time signals go in a sentence?

Most time expressions can go at the **beginning** or the **end** of the sentence — both are correct:

- **Every day**, she rides her bike. = She rides her bike **every day**. ✓
- **Yesterday**, I went to the park. = I went to the park **yesterday**. ✓

Frequency adverbs (usually, sometimes, often, always, never) most commonly go **before the main verb**:

- She **usually** wakes up at 7. ✓
- They **never** eat fish. ✓

But **usually**, **sometimes**, and **often** are flexible — they can also go at the **beginning** or **end**:

- **Usually**, she wakes up at 7. ✓
- She wakes up at 7, **usually**. ✓
- **Sometimes** I go to the park. ✓

Always and **never** are strict — they stay **before the main verb**:

- She **always** arrives on time. ✓
- ~~Always she arrives on time.~~ ✗
- ~~She arrives on time always.~~ ✗

Exception: With the verb **to be**, all frequency adverbs go **after** the verb:

TEACHER EDITION

- He **is always** late. ✓
- They **are never** bored. ✓
- She **is usually** happy. ✓

Teacher Note:

Suggested time: 25 minutes

Pronunciation focus: Practice the three pronunciations of the -s ending: /s/ (works, likes), /z/ (plays, reads), and /ɪz/ (watches, teaches). Have students sort verbs by sound.

Activity: Ask students to describe their daily routines using at least 5 different verbs from the vocabulary table.

Exercise 1 Complete with the Present Simple

TEACHER EDITION

Fill in the blanks with the correct Present Simple form of the verb in parentheses.

1. The final exam consists of three parts: listening, reading, and writing. **consists**
(consist)
2. This course doesn't require any previous experience. (not require) **doesn't require**
3. Does the answer depend on the context? **Does ... depend**
(depend)
4. She usually attends all the meetings, but sometimes she is busy. (usually **usually**
/ attend) **attends**
5. My parents don't recognize most English words in songs. (not **don't**
recognize) **recognize**
6. The project involves a lot of teamwork and research. (involve) **involves**
7. He always avoids speaking in front of the class. (always / avoid) **always avoids**
8. Do you look forward to the summer holidays? (look **Do ... look**
forward) **forward**
9. This book doesn't belong to me — it belongs to the **doesn't belong ...**
library. (not belong / belong) **belongs**
10. Her English improves every semester because she **improves ...**
prefers to practise every day. (improve / prefer) **prefers**

Exercise 2 Choose the Correct Option

TEACHER EDITION

Select the correct form to complete each sentence.

1. The teacher _____ us to bring our notebooks every day.

- ☐ a) require
☐ b) requires
☐ c) don't require

b) requires

2. She _____ eats fast food because she prefers healthy meals.

- ☐ a) never
☐ b) yesterday
☐ c) last week

a) never

3. The result _____ on how much you practise.

- ☐ a) depend
☐ b) depends
☐ c) depending

b) depends

4. Which sentence has the frequency adverb in the CORRECT position?

- ☐ a) He arrives always late to class.
☐ b) He always arrives late to class.
☐ c) Always he arrives late to class.

b) He always arrives late to class.

5. My parents _____ me to attend university, but I _____ to work first.

- ☐ a) wants / prefer
☐ b) want / prefers
☐ c) want / prefer

c) want / prefer

UNIT 1.2

Simple Past Review

Simple Past: Formation

We use the Simple Past to talk about completed actions in the past.

Form	Structure	Example
Affirmative	Subject + verb in past form	She worked yesterday.
Negative	Subject + did not (didn't) + base verb	He didn't go to school.
Interrogative	Did + subject + base verb?	Did you eat lunch?

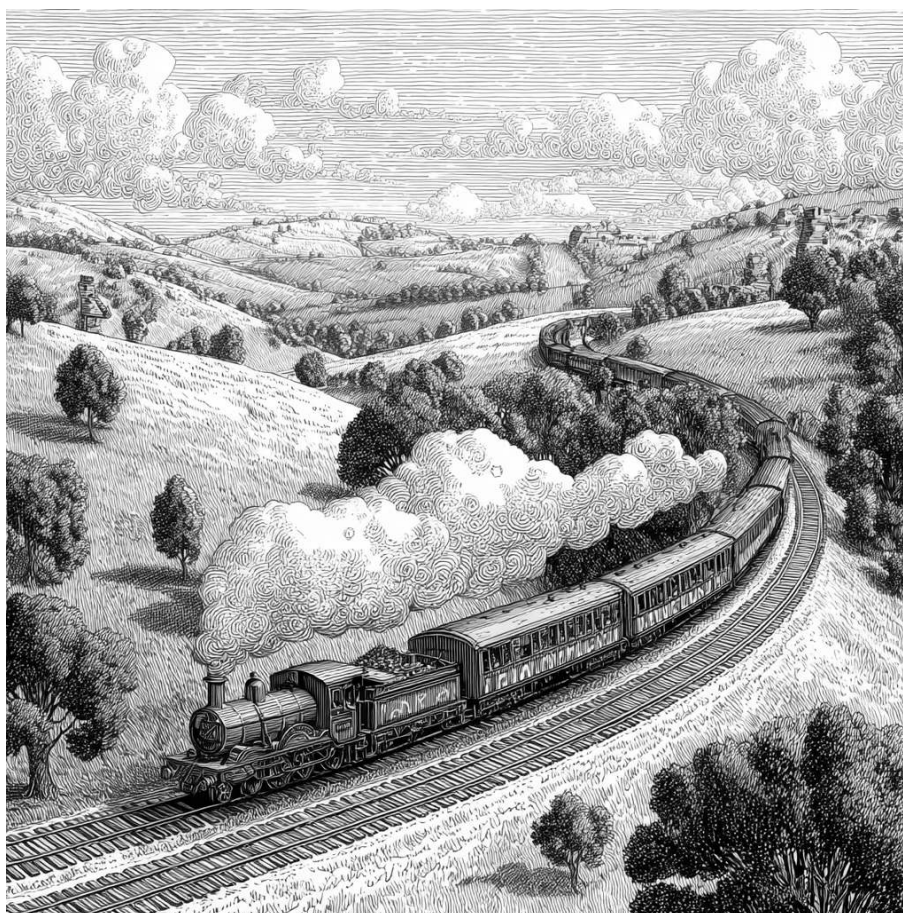
Regular verbs: Add **-ed** to the base form:

- Most verbs: add **-ed** (work → worked, play → played)
- Verbs ending in -e: add **-d** (live → lived, like → liked)
- Verbs ending in consonant + y: change y to **-ied** (study → studied)
- Short verbs (CVC): double the final consonant + **-ed** (stop → stopped)

Irregular verbs have special past forms that must be memorized (see table below).

Base Form	Simple Past	Português
go	went	<i>ir → foi</i>
eat	ate	<i>comer → comeu</i>
have	had	<i>ter → teve</i>
see	saw	<i>ver → viu</i>
come	came	<i>vir → veio</i>

Base Form	Simple Past	Português	TEACHER EDITION
make	made	<i>fazer → fez</i>	
take	took	<i>pegar/levar → pegou/levou</i>	
get	got	<i>conseguir/ficar → conseguiu/ficou</i>	
read	read	<i>ler → leu</i>	
write	wrote	<i>escrever → escreveu</i>	
buy	bought	<i>comprar → comprou</i>	
sleep	slept	<i>dormir → dormiu</i>	
wake up	woke up	<i>acordar → acordou</i>	
drink	drank	<i>beber → bebeu</i>	



Dialogue: Talking About the Weekend

TEACHER EDITION



Monday Morning at School

- Pedro:** Hi, Camila! How was your weekend?
- Camila:** It was great! I went to the beach with my family.
- Pedro:** Nice! Did you swim in the ocean?
- Camila:** Yes, I did! And we ate fish at a restaurant. What about you?
- Pedro:** I stayed home. I watched a movie and played video games.
- Camila:** That sounds fun too! Did you go out on Sunday?
- Pedro:** Yes, I went to the park with my friends. We played soccer.
- Camila:** Cool! I didn't play any sports. I was too tired from the beach!

**Remember:**

TEACHER EDITION

Regular verbs follow a pattern (work → worked, play → played). **Irregular verbs** change completely (go → went, eat → ate). There is no rule for irregular verbs — you need to memorize them! Start with the most common ones in the table above.

Teacher Note:

Suggested time: 25 minutes

Pronunciation focus: Practice the three pronunciations of -ed endings: /t/ (worked, watched), /d/ (played, lived), and /ɪd/ (wanted, needed).

Activity: Have students read the dialogue in pairs. Then ask them to write 3 sentences about what they did last weekend.

Exercise 3 Complete with the Simple Past

TEACHER EDITION

Fill in the blanks with the correct Simple Past form of the verb in parentheses.

1. The students **took** a bus to the museum and **spent** the **took ... spent** whole day there. (take / spend)
2. She **didn't recognize** her old teacher at the supermarket. (not recognize) **didn't recognize**
3. **Did** the project **involve** any group work? (involve) **Did ... involve**
4. We **woke up** late, so we **missed** the first class. (wake up / miss) **woke up ... missed**
5. He **avoided** answering the question because he **didn't know** the answer. (avoid / not know) **avoided ... didn't know**
6. Last year, the course **required** students to write three essays. (require) **required**
7. My grandmother **taught** me how to cook when I **was** ten years old. (teach / be) **taught ... was**
8. They **didn't attend** the ceremony because they **forgot** the date. (not attend / forget) **didn't attend ... forgot**
9. **Did** her English **improve** after she **studied** abroad? (improve / study) **Did ... improve ... studied**
10. I **looked forward** to the trip, but it **rained** the entire weekend. (look forward / rain) **looked forward ... rained**

Exercise 4 Match the Present to the Past

TEACHER EDITION

Match each verb in the present form (left) with its correct past form (right). Write the letter in the box.

1. go
2. eat
3. have
4. see
5. buy
6. sleep
7. write
8. drink

- a) had
- b) wrote
- c) went
- d) slept
- e) drank
- f) bought
- g) ate
- h) saw

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

UNIT 1.3

Reading: Present and Past Together

Lucas's Week

Read the text carefully, then answer the questions below.

Lucas is a 16-year-old student who lives in Belo Horizonte. Every day, he wakes up at six o'clock and takes a bus to school. He studies in the morning and usually eats lunch at the school cafeteria. In the afternoon, he goes home and does his homework. He likes to play video games after he finishes studying. On weekends, he plays soccer with his friends at the park near his house.

Last week was different from his normal routine. On Monday, Lucas woke up late because his alarm didn't ring. He missed the bus and his mother drove him to school. He arrived ten minutes late and his teacher was not happy.

On Wednesday, the school organized a field trip to a science museum. Lucas and his classmates took a special bus to the museum. They saw many interesting exhibits about space and technology. Lucas loved the planetarium show. He took many photos and bought a small telescope at the gift shop.

On Friday, Lucas didn't go to school because he was sick. He stayed in bed all day and drank a lot of tea. His friend Camila called him after school and told him about the math test. Lucas felt worried, but his mother said he could take the test the next week.

Now it is Monday again. Lucas feels better and he is back at school. He has his routine back, but he still remembers last week. It was an unusual week, but he learned something important: every day is different, and that is what makes life interesting.

Original text for Incluir English Workbook

Teacher Note:

TEACHER EDITION

Pre-reading activity: Ask students: "What is your normal school routine? Did anything different happen last week?" This helps activate both tenses before reading.

Reading strategy: Have students underline present tense verbs in one color and past tense verbs in another color while reading.



Lucas's Unusual Monday



The Field Trip to the Museum

Exercise 5 True or False

TEACHER EDITION

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

1. Lucas usually takes a bus to school. **T** **T**
2. On Monday, Lucas woke up early. **F** **F (He woke up late because his alarm didn't ring)**
3. The field trip was to a history museum. **F** **F (It was a science museum)**
4. Lucas bought a telescope at the museum gift shop. **T** **T**
5. On Friday, Lucas went to school and took the math test. **F** **F (He didn't go to school because he was sick)**

Exercise 6 Answer the Questions

TEACHER EDITION

Answer the questions in complete sentences based on the text.

1. What does Lucas usually do in the afternoon?

He goes home and does his homework. He likes to play video games after he finishes studying.

2. Why did Lucas arrive late on Monday?

Lucas arrived late because he woke up late. His alarm didn't ring.

3. What did Lucas see at the museum?

He saw many interesting exhibits about space and technology. He loved the planetarium show.

4. Who called Lucas on Friday, and what did she tell him?

His friend Camila called him and told him about the math test.

TEACHER EDITION

UNIT 1.4

Writing: My Yesterday vs. My Typical Day

TEACHER EDITION

Exercise 7 Write About Your Routine and Your Yesterday

Write two short paragraphs. In the first paragraph, describe your typical day using the **Present Simple**. In the second paragraph, describe what you did yesterday using the **Simple Past**. Use the sentence starters below to help you.



Tip:

Try to use at least 5 different verbs in each paragraph. Compare what you usually do with what you actually did yesterday. Were they the same or different?

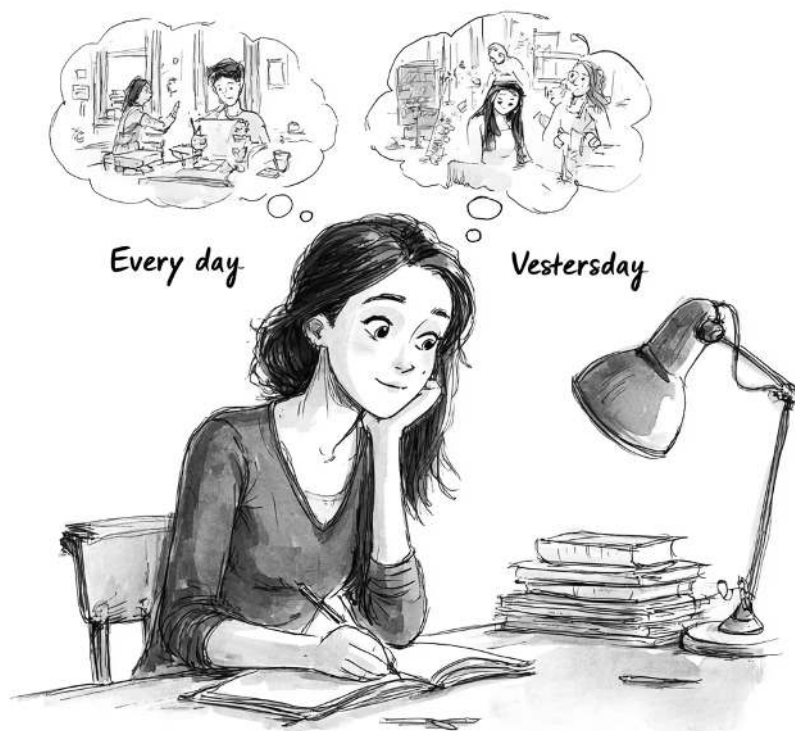
Paragraph 1: My Typical Day (Present Simple)

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

Paragraph 2: My Yesterday (Simple Past)

TEACHER EDITION

Yesterday, I woke up at _____. I _____. In the morning, I _____. After school, I _____. In the evening, I _____.

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

Assessment criteria:

TEACHER EDITION

- Correct use of Present Simple in Paragraph 1
- Correct use of Simple Past in Paragraph 2
- At least 5 different verbs in each paragraph
- Clear and coherent paragraph structure
- Comparison between routine and actual day (bonus)

Extension activity: Have students share their paragraphs in pairs and find 3 differences between their routines and their yesterdays.

REAL USE

Mission Lab: Your First Day



A first conversation in a new environment

Model Exchange

Coordinator: What do you usually do on weekday mornings?

Newcomer: I usually work, but yesterday I stayed home because I was sick.

Coordinator: Are you feeling better now?

Newcomer: Yes, thank you. Sorry, could you repeat the next question?

Final Task Newcomer Interview

TEACHER EDITION

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

- A. Newcomer:** give three routine details, explain one thing that happened recently, and use one repair phrase.
- B. Coordinator:** ask at least four questions, including one past question, and react to the answers.
- ✓ **Mission success:** both partners speak without reading every sentence and the conversation lasts at least two minutes.

**Repair Challenge:**

Your partner must ask one unexpected question. If you do not understand, say: *Could you repeat that?* or *Do you mean today or every day?*

**AI Mission — Meet a New Classmate:**

In ChatGPT Voice, say: “Act as a new classmate. Ask me one question at a time about my routine and one recent event. Speak slowly. Correct my main mistake in Portuguese and ask me to repeat.” Practice for 10 minutes. **Offline:** record the same answers on your phone or practice with a partner.

Exit Check My Can-Do Checklist

- ☐ I can describe my normal routine.
- ☐ I can explain a recent event with the Simple Past.
- ☐ I can ask a follow-up question and repair a misunderstanding.

Performance Feedback:

TEACHER EDITION

Listen for message completion first, then target tense, clarity, 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: Complete with the Present Simple

1. consists 2. doesn't require 3. Does ... depend
4. usually attends 5. don't recognize 6. involves
7. always avoids 8. Do ... look forward
9. doesn't belong ... belongs 10. improves ... prefers

Exercise 2: Choose the Correct Option

1. b) requires 2. a) never 3. b) depends
4. b) He always arrives late to class. 5. c) want / prefer

Exercise 3: Complete with the Simple Past

1. took ... spent 2. didn't recognize 3. Did ... involve
4. woke up ... missed 5. avoided ... didn't know 6. required
7. taught ... was 8. didn't attend ... forgot
9. Did ... improve ... studied 10. looked forward ... rained

Exercise 4: Match the Present to the Past

- 1-c (go → went) 2-g (eat → ate) 3-a (have → had) 4-h (see → saw)
- 5-f (buy → bought) 6-d (sleep → slept) 7-b (write → wrote)
- 8-e (drink → drank)

Exercise 5: True or False

1. T 2. F (He woke up late) 3. F (It was a science museum) 4. T
5. F (He was sick and stayed home)

Exercise 6: Answer the Questions

1. He goes home and does his homework. He likes to play video games after he finishes studying.

2. He arrived late because his alarm didn't ring and he woke up late.
3. He saw exhibits about space and technology, and he loved the planetarium show.
4. Camila called him and told him about the math test.

TEACHER EDITION

Exercise 7: Write About Your Routine and Your Yesterday

Answers will vary. Check for correct use of Present Simple in Paragraph 1 and Simple Past in Paragraph 2. Look for at least 5 different verbs per paragraph and coherent paragraph structure.

TEACHER EDITION

CHAPTER 2

TEACHER EDITION

Planning the Trip: Arrival, Help, and Instructions

Use future forms, modal verbs, and prepositions to explain travel plans, ask for help, and understand when and where you need to go.



What will your future look like?

**Today's Mission:**

Explain an arrival plan, ask what you have to do, and confirm a time and place at an airport or station.



Survival Phrase Kit

TEACHER EDITION

Purpose	Useful language
State a plan	I am going to stay for two weeks. / My flight will arrive at 8.
Ask about an obligation	Do I have to fill out this form? / Should I wait here?
Confirm time and place	Is that at 8 p.m.? / Is the desk in Terminal 2?
Repair communication	Could you say the gate number again? / Could you write that down?



Teacher Read-Aloud: Arrival Information

Listen for the traveler's plan, obligation, time, and place.

Mission Warm-up Confirm the Arrival Plan

TEACHER EDITION

Listen twice and write short answers.

1. Where is Daniel going to stay?

He is going to stay at the Green Park Hotel.

2. What does he have to do first?

He has to show his passport at Desk 12.

3. Where and when will the shuttle leave?

It will leave from Exit B at 9:30.

Teacher Route — 120 minutes:

0–15: mission and listening. **15–45:** future and modal formulas. **45–80:** one future, one modal, and one preposition activity. **80–115:** Mission Lab. **115–120:** exit check. Treat the remaining exercises as extension.

Read twice: Worker: “Where are you going to stay?” Daniel: “At the Green Park Hotel.” Worker: “First, you have to show your passport at Desk 12.” Daniel: “Could you say the desk number again?” Worker: “Desk 12, in Terminal 2. The hotel shuttle will leave from Exit B at 9:30.” Daniel: “Exit B at 9:30. Thank you.”

Future Simple: Will and Going To

TEACHER EDITION

Future with "Will"

Use **will + base verb** for:

- **Predictions** (opinions about the future): *I think it will rain tomorrow.*
- **Promises**: *I will help you with your homework.*
- **Spontaneous decisions** (decided at the moment of speaking): *I'll have the chicken, please.*
- **Offers**: *I'll carry that bag for you.*

Form	Structure	Example
Affirmative	Subject + will + base verb	She will travel next year.
Negative	Subject + will not (won't) + base verb	They won't come to the party.
Interrogative	Will + subject + base verb?	Will you be there?



Future with "Going To"

TEACHER EDITION

Use **am/is/are + going to + base verb** for:

- **Plans and intentions** (decided before the moment of speaking): *I'm going to study medicine.*
- **Predictions based on evidence** (you can see it happening): *Look at those clouds! It's going to rain.*

Form	Structure	Example
Affirmative	Subject + am/is/are + going to + base verb	We are going to visit London.
Negative	Subject + am/is/are + not + going to + base verb	He isn't going to play today.
Interrogative	Am/Is/Are + subject + going to + base verb?	Are you going to travel?

Will vs. Going To: Contrast Examples

SPONTANEOUS DECISION (WILL)

The phone is ringing. I'll answer it.

O telefone está tocando. Eu vou atender.

PLAN (GOING TO)

I'm going to visit my grandmother this weekend.

Eu vou visitar minha avó neste fim de semana.

PREDICTION / OPINION (WILL)

I think Brazil will win the next World Cup.

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

PREDICTION WITH EVIDENCE (GOING TO)

TEACHER EDITION

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

PROMISE (WILL)

I will always be your friend.*Eu sempre serei seu amigo.**Will = spontaneous decisions | Going to = planned actions***Tip:**

Sometimes both *will* and *going to* are acceptable, especially for predictions. "It will rain tomorrow" and "It's going to rain tomorrow" are both correct. The difference is subtle: *going to* often implies you have evidence, while *will* is more of a general opinion.

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

Activity: Give students scenarios and ask them to decide whether to use *will* or *going to*. For example: "You see your friend carrying too many books" (I'll help you) vs. "You already bought plane tickets" (I'm going to travel).

Exercise 1 Will or Going To?

TEACHER EDITION

Complete the sentences with **will** or **going to** (use the correct form).

- | | |
|--|---------------------|
| 1. I've already decided. I <u>am going to</u> study engineering at university. | am going to |
| 2. It's cold in here. I <u>'ll</u> close the window. | 'll |
| 3. Look at the time! We <u>are going to</u> be late for class. | are going to |
| 4. I promise I <u>will</u> call you tomorrow. | will |
| 5. She has a plane ticket. She <u>is going to</u> fly to Paris next month. | is going to |
| 6. I think robots <u>will</u> do most jobs in the future. | will |
| 7. We <u>are going to</u> have a barbecue on Saturday. Want to come? | are going to |
| 8. Don't worry. I <u>won't</u> tell anyone your secret. | won't |
| 9. Be careful! That glass <u>is going to</u> fall off the table! | is going to |
| 10. Someone's at the door. I <u>'ll</u> get it! | 'll |

Exercise 2 Choose the correct future form

TEACHER EDITION

Select the best option to complete each sentence.

1. "Would you like tea or coffee?" "I _____ have tea, please."

☐ a) am going to

☐ b) 'll

☐ c) going to

b) 'll

2. She's packed her bags. She _____ travel to London.

☐ a) is going to

☐ b) will

☐ c) is will

a) is going to

3. I think it _____ be sunny this weekend.

☐ a) is going to

☐ b) will

☐ c) are going to

b) will

4. We've booked the restaurant. We _____ eat there on Friday.

☐ a) will

☐ b) are going to

☐ c) won't

b) are going to

5. "This box is heavy!" "Don't worry, I _____ help you."

☐ a) am going to

☐ b) 'll

☐ c) going

b) 'll

6. Look! That car is driving too fast. It _____ crash!

TEACHER EDITION

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

b) is going to

UNIT 2.2

Modal Verbs Review

Modal Verbs: Form and Meaning

Modal verbs express **ability**, **possibility**, **permission**, **obligation**, and **advice**.

Structure: **Subject + modal + base verb** (no *to*, no *-s*)

Modal	Meaning	Example
can	ability, permission (present)	I can swim.
could	ability (past), polite request	She could read at age 4.
may	possibility, formal permission	It may rain later.
might	possibility (less certain)	He might come to the party.
must	strong obligation, certainty	You must wear a seatbelt.
should	advice, recommendation	You should study more.
have to	external obligation, necessity	I have to work on Saturday.

English	Português	Example
can / can't	<i>poder / não poder (consigo / não consigo)</i>	I can speak two languages.
could / couldn't	<i>podia / não podia (consequia)</i>	Could you help me, please?
may / may not	<i>pode ser que / talvez não</i>	May I open the window?
might / might not	<i>talvez / talvez não</i>	I might be late tonight.

English	Português	Example TEACHER EDITION
must / mustn't	<i>devo / não devo (preciso)</i>	You mustn't use your phone in class.
should / shouldn't	<i>deveria / não deveria</i>	You should drink more water.
would / wouldn't	<i>gostaria / não gostaria</i>	Would you like some tea?
have to / don't have to	<i>tenho que / não preciso</i>	I have to get up early tomorrow.

Modal Verbs in Context

ABILITY

She can play the guitar very well.

Ela sabe tocar violão muito bem.

POLITE REQUEST

Could you pass me the salt, please?

Você poderia me passar o sal, por favor?

POSSIBILITY

It might snow this weekend.

Talvez neve neste fim de semana.

OBLIGATION

Students must wear a uniform at this school.

Os alunos devem usar uniforme nesta escola.

ADVICE

You should see a doctor if you feel sick.

Você deveria ir ao médico se estiver doente.

NO OBLIGATION

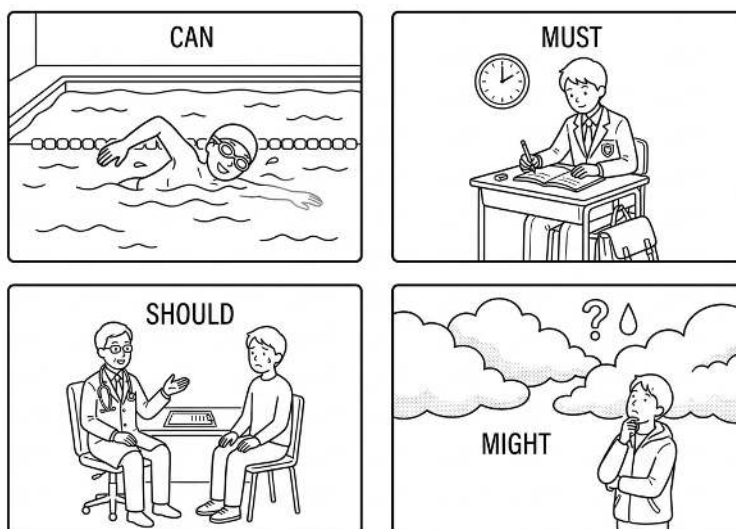
You don't have to come if you're busy.

Você não precisa vir se estiver ocupado.

POLITE OFFER / REQUEST

Would you like something to drink?*Você gostaria de algo para beber?*

TEACHER EDITION

*Modal verbs express ability, obligation, advice, and possibility*

⚠ Important Rules About Modal Verbs

Rule 1: No -s in the third person

Modal verbs do NOT change form. They stay the same for all subjects — no -s, no -es, no -ies.

✓ **She can swim very well.**

Ela sabe nadar muito bem.

✗ **She ~~can~~s swim very well.**

✓ **He must study for the exam.**

Ele deve estudar para a prova.

✗ **He ~~must~~s study for the exam.**

Rule 2: No "to" after modal verbs

Modal verbs are followed directly by the base form of the verb — never by "to".

✓ **You should study every day.**

Você deveria estudar todos os dias.

✗ **You should ~~to~~-study every day.**

✓ **She can speak three languages.**

Ela sabe falar três idiomas.

✗ **She can ~~to~~-speak three languages.**



Be careful!

Don't confuse "to" as part of the verb with "to" as a preposition. "I must **go to** the church" is correct — the "to" belongs to the destination, not the modal!

Rule 3: "Have to" is the exception

Have to is NOT a true modal verb — it behaves like a regular verb. It uses "to" and it changes with the subject.

I have to work tomorrow.

Eu tenho que trabalhar amanhã.

She has to work tomorrow.

Ela tem que trabalhar amanhã.

They don't have to wear a uniform.

Eles não precisam usar uniforme.

TEACHER EDITION

**Common Mistake:**

In Portuguese, we say "Eu *devo ir*" — the verb changes form. In English, modals never change: "I **must** go", "He **must** go", "They **must** go" — always the same!

Teacher Note:

Suggested time: 25 minutes

Activity: Create "modal verb cards" with situations. Students pick a card and choose the correct modal. Example: "Your friend has a headache" (You should take some medicine). Discuss the difference between *must* (strong) and *should* (advice).

Exercise 3 Choose the correct modal verb

TEACHER EDITION

Complete each sentence with the most appropriate modal verb from the box.

WORD BANK

can

could

must

mustn't

should

might

have to

don't have to

1. You **must** stop at a red light. It's the law. **must**
2. She **can** speak English and French fluently. **can**
3. You **should** eat more vegetables. It's good for your health. **should**
4. **Could** you open the door for me, please? **Could**
5. I'm not sure, but it **might** rain this afternoon. **might**
6. You **mustn't** park here. It's a no-parking zone. **mustn't**
7. Tomorrow is a holiday. We **don't have to** go to school. **don't have to**
8. I **have to** wake up at 6 AM every day for work. **have to**

Exercise 4 Translate into English

TEACHER EDITION

Translate the following sentences from Portuguese into English using the correct modal verb.

1. Eu sei nadar. (ability)

I can swim.

2. Você deveria estudar mais. (advice)

You should study more.

3. Nós temos que usar uniforme. (obligation)

We have to wear a uniform.

4. Você não pode fumar aqui. (prohibition)

You mustn't smoke here.

5. Você poderia me ajudar? (polite request)

Could you help me?

6. Talvez ele venha à festa. (possibility)

He might come to the party.

UNIT 2.3

Prepositions: On, In, At (Time and Place)

 Prepositions of Time

Preposition	Use	Examples
at	Specific times, holidays (no "day"), night	at 3 PM, at noon, at night, at Christmas
on	Days of the week, specific dates	on Monday, on July 4th, on my birthday
in	Months, years, seasons, parts of the day (except night)	in January, in 2024, in summer, in the morning

 Prepositions of Place

Preposition	Use	Examples
at	Specific points, addresses, events	at the bus stop, at school, at home
on	Surfaces, streets, floors	on the table, on Main Street, on the second floor
in	Enclosed spaces, cities, countries	in the room, in the car, in Brazil, in London

At	On	In
at 7 o'clock	on Monday	in January
at noon / at midnight	on the weekend	in the morning
at night	on Christmas Day	in the afternoon
at the bus stop	on the table	in the car
at home / at work	on the wall	in the city
at school	on the second floor	in Brazil



Prepositions of place: on, in, at



Common Errors:

- "on Monday" (NOT "in Monday")
- "at night" (NOT "in night" or "on night")
- "in the morning" (NOT "at the morning")
- "at home" (NOT "in home")
- "on the weekend" (NOT "in the weekend" in American English)

Teacher Note:

Suggested time: 20 minutes

Activity: Write daily routine sentences on the board with blanks for prepositions. Students come up and fill in the correct preposition. Discuss why Portuguese speakers often confuse days and months (in Portuguese, "em" is used for both).

TEACHER EDITION

Exercise 5 On, In, or At?

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

1. I wake up **at** _____ 7 o'clock every morning. **at**
2. My birthday is **in** _____ March. **in**
3. We have English class **on** _____ Wednesdays. **on**
4. The book is **on** _____ the table. **on**
5. She lives **in** _____ a small apartment **in** _____ London. **in, in**
6. The meeting is **at** _____ noon. **at**
7. I like to read **at** _____ night. **at**
8. We go to the beach **in** _____ the summer. **in**
9. He's waiting for you **at** _____ the bus stop. **at**
10. I was born **on** _____ September 15th, 2005. **on**
11. The picture is **on** _____ the wall. **on**
12. My dad works **in** _____ an office **on** _____ the third floor. **in, on**

Exercise 6 Match the expression with the correct preposition

TEACHER EDITION

Match each expression on the left with the correct preposition on the right.

1. _____ the morning

a) at

2. _____ Friday

b) on

3. _____ midnight

c) in

4. _____ 2024

5. _____ the bus stop

6. _____ the second floor

7. _____ Brazil

8. _____ my birthday

1. **c** _____2. **b** _____3. **a** _____4. **c** _____5. **a** _____6. **b** _____7. **c** _____8. **b** _____

1-c (in), 2-b (on), 3-a (at), 4-c (in), 5-a (at), 6-b (on), 7-c (in), 8-b (on)

READING

Weekend Plans



Camila is writing to her friend about her weekend plans

An Email About Weekend Plans

Read the email and answer the questions below.

Hi Laura,

How are you? I'm writing because I have exciting plans for this weekend and I'd love to see you!

On Saturday morning, I'm going to the new shopping center on Main Street. My sister and I are going to buy some clothes for our trip to London. We're going to travel in July! I'm so excited. I think it will be an amazing experience. We must get our passports ready before June.

In the afternoon, I might go to the cinema with my brother. He wants to watch the new superhero film. I'm not sure yet, but it could be fun. Can you come with us? The film starts at 3 PM.

On Sunday, I have to study for my English exam. It's on Monday, so I should stay at home and review my notes. But in the evening, we could meet at the park near my house. We don't have to do anything special. We can just sit on the grass and talk.

Let me know if you're free! I'll call you on Friday night to confirm.

See you soon,

Camila

Teacher Note:

Suggested time: 20 minutes

Activity: Have students read the email silently first, then read aloud in pairs. Ask them to underline all future tenses (will/going to), modal verbs, and prepositions of time/place. This reinforces all three topics from the chapter.

Exercise 7 True or False?

TEACHER EDITION

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

- | | |
|---|--------------|
| 1. Camila is going to go shopping on Saturday morning. <u>True</u> | True |
| 2. Camila and her sister are going to travel to Paris. <u>False</u> | False |
| 3. Camila is definitely going to the cinema on Saturday. <u>False</u> | False |
| 4. Camila has an English exam on Monday. <u>True</u> | True |
| 5. Camila will call Laura on Saturday night. <u>False</u> | False |

Exercise 8 Answer the questions

Answer the following questions based on the email. Write complete sentences.

- | | |
|---|---|
| 1. What is Camila going to buy at the shopping center? | She is going to buy some clothes for her trip to London. |
| _____ | |
| 2. What time does the film start? | The film starts at 3 PM. |
| _____ | |
| 3. Why does Camila have to study on Sunday? | Because she has an English exam on Monday. |
| _____ | |
| 4. Where does Camila suggest meeting on Sunday evening? | At the park near her house. |
| _____ | |

REAL USE

Mission Lab: Arrival Desk



Confirm the plan before you move

Model Exchange

Worker: What are you going to do after you arrive?

Traveler: I am going to take the shuttle to my hotel.

Worker: You have to wait at Exit C. It will leave at 10.

Traveler: Do you mean Exit C at 10 p.m.?

Final Task Build and Confirm an Arrival Plan

TEACHER EDITION

Work in pairs. Use a real or imaginary destination. Then switch roles.

- A. Traveler:** state where you are going to stay, ask what you have to do, and confirm two details.
- B. Worker:** give a desk/gate, a time, one obligation, and one suggestion. Change one detail when asked to repeat.
- ✓ **Mission success:** the traveler can repeat the final plan correctly: action + place + time.



Repair Challenge:

Confirm before acting: *So I have to go to Desk 12 in Terminal 2. Is that right?*



AI Mission — Plan Your Arrival:

In ChatGPT Voice, say: “Act as an airport information worker. Ask about my arrival plan, then give me a gate, time, and instruction. Speak slowly and make me confirm the details.”

Offline: write an arrival plan and read it to a partner, who changes one detail.

Exit Check My Can-Do Checklist

- ☐ I can explain a future travel plan.
- ☐ I can ask about obligations and permission.
- ☐ I can confirm a time and place using repair language.

Performance Feedback:

Score the task informally for plan clarity, correct future/modal use, accurate confirmation, and one repair phrase. Prioritize successful communication over perfect grammar.

TEACHER EDITION

Chapter 2 - Answer Key

Exercise 1: Will or Going To?

1. am going to 2. 'll close 3. are going to 4. will
5. is going to 6. will 7. are going to 8. won't
9. is going to 10. 'll get

Exercise 2: Choose the correct future form

1. b) 'll 2. a) is going to 3. b) will 4. b) are going to
5. b) 'll 6. b) is going to

Exercise 3: Choose the correct modal verb

1. must 2. can 3. should 4. Could 5. might 6. mustn't
7. don't have to 8. have to

Exercise 4: Translate into English

1. I can swim. 2. You should study more.
3. We have to wear a uniform. 4. You mustn't smoke here.
5. Could you help me? 6. He might come to the party.

Exercise 5: On, In, or At?

1. at 2. in 3. on 4. on 5. in, in 6. at 7. at 8. in
9. at 10. on 11. on 12. in, on

Exercise 6: Match the expression with the correct preposition

1. c) in (the morning) 2. b) on (Friday) 3. a) at (midnight)
4. c) in (2024) 5. a) at (the bus stop)
6. b) on (the second floor) 7. c) in (Brazil)
8. b) on (my birthday)

Exercise 7: True or False?

1. True
2. False (They are going to travel to London, not Paris.)
3. False (She says "I might go" - she's not sure.)
4. True
5. False (She will call Laura on Friday night.)

TEACHER EDITION

Exercise 8: Answer the questions

1. She is going to buy some clothes for her trip to London.
2. The film starts at 3 PM.
3. Because she has an English exam on Monday.
4. At the park near her house.

Teacher Note:

Grading guidance: For Exercise 4 (translation) and Exercise 8 (short answer), accept any grammatically correct answer that conveys the same meaning. For instance, in Exercise 4.1, "I am able to swim" is also acceptable.

Common mistakes to watch for: Students may confuse *must* and *have to* (both express obligation but in slightly different contexts), and may use "in" instead of "on" for days of the week (interference from Portuguese "em").

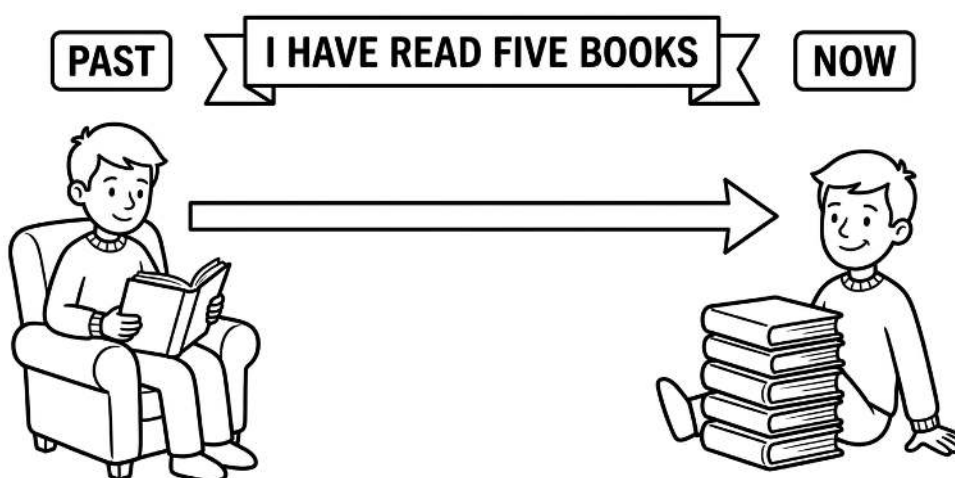
TEACHER EDITION

CHAPTER 3

TEACHER EDITION

Recent Problems: Lost Luggage and Travel Experience

Use the Present Perfect to report a problem that matters now, describe what you have already tried, and answer follow-up questions with specific past details.



The Present Perfect connects the past to now.

**Today's Mission:**

Report a lost item, explain what you have already done, and give the last known time and place.



Survival Phrase Kit

TEACHER EDITION

Purpose	Useful language
State the current problem	I have lost my suitcase. / My passport has disappeared.
Explain attempts	I have already checked the gate. / I haven't called security yet.
Give a specific detail	I last saw it at 6:30. / I left it beside the ticket machine.
Repair communication	Do you mean where I last saw it? / Could you ask that another way?



Teacher Read-Aloud: Lost Property Desk

Listen for the problem, completed attempts, and the last specific detail.

Mission Warm-up What Has the Traveler Done?

TEACHER EDITION

Listen twice and write short answers.

1. What has Sofia lost?

She has lost a small black backpack.

2. Where has she already checked?

She has already checked the café and Gate 18.

3. Where and when did she last see it?

She last saw it at the café at about 7:10.

Teacher Route — 120 minutes:

0–15: mission and listening. **15–45:** participle and Present Perfect formula. **45–80:** one participle task plus Present Perfect/Simple Past contrast. **80–115:** Mission Lab. **115–120:** exit check. Use travel-blog work as extension.

Read twice: Worker: “How can I help?” Sofia: “I have lost a small black backpack.” Worker: “Where have you checked?” Sofia: “I have already checked the café and Gate 18, but I haven't called security yet.” Worker: “Where did you last see it?” Sofia: “Do you mean the last exact place?” Worker: “Yes.” Sofia: “I last saw it at the café at about 7:10.”

Past Participle

TEACHER EDITION

What Is a Past Participle?

The **past participle** is the third form of a verb. It is used with **have/has** to form the Present Perfect tense.

Regular verbs: The past participle is the same as the Simple Past form. Add **-ed**:

- work → worked → **worked**
- play → played → **played**
- study → studied → **studied**
- live → lived → **lived**

Irregular verbs: The past participle is often different from the Simple Past form. These must be memorized:

- go → went → **gone**
- see → saw → **seen**
- do → did → **done**
- eat → ate → **eaten**

Base Form	Simple Past	Past Participle	Português
go	went	gone	<i>ir</i>
see	saw	seen	<i>ver</i>
do	did	done	<i>fazer</i>
eat	ate	eaten	<i>comer</i>
take	took	taken	<i>pegar/levar</i>
write	wrote	written	<i>escrever</i>
speak	spoke	spoken	<i>falar</i>

Base Form	Simple Past	Past Participle	Portuguese
give	gave	given	<i>dar</i>
break	broke	broken	<i>quebrar</i>
drive	drove	driven	<i>dirigir</i>
choose	chose	chosen	<i>escolher</i>
forget	forgot	forgotten	<i>esquecer</i>
know	knew	known	<i>saber/conhecer</i>
fly	flew	flown	<i>voar</i>
be	was/were	been	<i>ser/estar</i>
have	had	had	<i>ter</i>
make	made	made	<i>fazer/fabricar</i>
buy	bought	bought	<i>comprar</i>
read	read	read	<i>ler</i>
come	came	come	<i>vir</i>

SIMPLE FORM	PAST SIMPLE	PAST PARTICIPLE
GO	WENT	GONE
EAT	ATE	EATEN
WRITE	WROTE	WRITTEN

Irregular verbs change form in different ways.

TEACHER EDITION

Examples: Past Participles in Sentences

EXAMPLE 1

I have eaten breakfast already.

Eu já tomei café da manhã.

EXAMPLE 2

She has written three emails today.

Ela escreveu três e-mails hoje.

EXAMPLE 3

We have seen that movie before.

Nós já vimos esse filme antes.

EXAMPLE 4

He has gone to the supermarket.

Ele foi ao supermercado.

EXAMPLE 5

They have spoken to the teacher about the project.

Eles falaram com a professora sobre o projeto.

Teacher Note:

Suggested time: 20 minutes

Activity: Have students create flashcards with the base form on one side and the past participle on the other. Practice in pairs: one student says the base form, the other says the past participle.

Tip: Group irregular verbs by pattern to help memorization (e.g., verbs with -en ending: eaten, written, spoken, broken, driven, chosen, forgotten, known, flown).

Exercise 1 Write the Past Participle

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*Write the past participle form of each verb.***1.** go → **gone** _____**gone****2.** eat → **eaten** _____**eaten****3.** write → **written** _____**written****4.** see → **seen** _____**seen****5.** speak → **spoken** _____**spoken****6.** drive → **driven** _____**driven****7.** forget → **forgotten** _____**forgotten****8.** break → **broken** _____**broken****9.** fly → **flown** _____**flown****10.** give → **given** _____**given**

Exercise 2 Match the Base Form to the Past Participle

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Match each verb (left) with its correct past participle form (right). Write the letter in the box.

1. take

2. do

3. buy

4. know

5. be

6. come

7. make

8. have

9. choose

10. read

a) done

b) been

c) made

d) taken

e) bought

f) had

g) come

h) known

i) read

j) chosen

1. d2. a3. e4. h5. b6. g7. c8. f9. j10. i**1-d, 2-a, 3-e, 4-h, 5-b, 6-g, 7-c, 8-f, 9-j, 10-i**

UNIT 3.2

Present Perfect (have/has + past participle)

Present Perfect: Formation

The Present Perfect is formed with **have/has + past participle**.

Form	Structure	Example
Affirmative	Subject + have/has + past participle	I have visited Paris.
Negative	Subject + have/has + not + past participle	She hasn't finished yet.
Interrogative	Have/Has + subject + past participle?	Have you eaten lunch?

Remember:

- Use **have** with I, you, we, they
- Use **has** with he, she, it
- Contractions: I've, you've, we've, they've, he's, she's, it's
- Negative contractions: haven't, hasn't



Present Perfect: When to Use It

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We use the Present Perfect to talk about:

1. Life experiences (with **ever** and **never**):

- Have you **ever** been to London? (at any time in your life)
- I have **never** eaten sushi.

2. Recent actions (with **just**, **already**, **yet**):

- She has **just** arrived. (a moment ago)
- I have **already** done my homework. (before now, finished)
- Have you finished **yet**? (by now, used in questions and negatives)

3. Unfinished time (with **since** and **for**):

- I have lived here **since** 2020. (from a point in the past until now)
- She has studied English **for** three years. (duration of time)

Examples with Time Markers

EVER / NEVER

Have you ever been to another country?

Você já esteve em outro país?

NEVER

I have never flown in an airplane.

Eu nunca voei de avião.

JUST

He has just left the house.

Ele acabou de sair de casa.

ALREADY

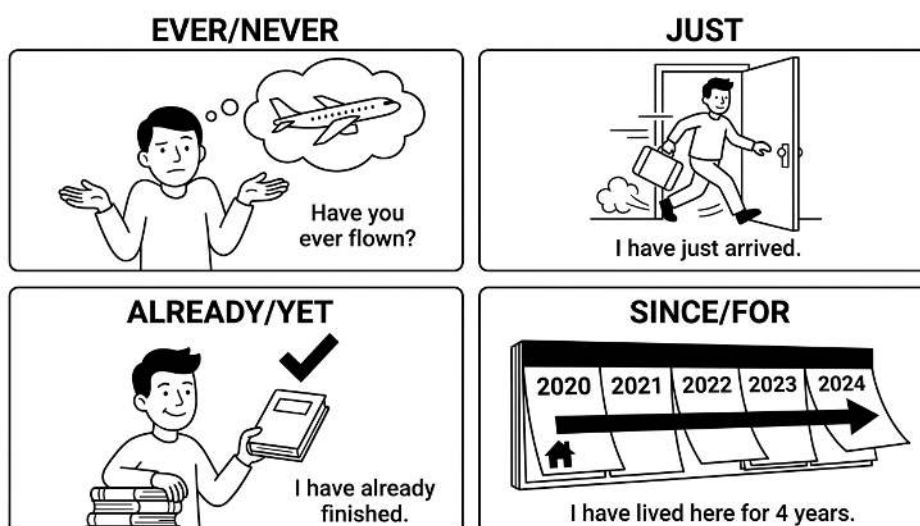
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We have already finished the project.*Nós já terminamos o projeto.*

YET

She hasn't called me yet.*Ela ainda não me ligou.*

SINCE / FOR

They have lived in Belo Horizonte since 2018.*Eles moram em Belo Horizonte desde 2018.**Key time markers used with the Present Perfect.***Tip: Present Perfect vs. Simple Past**

The **Present Perfect** connects the past to NOW. The **Simple Past** talks about a FINISHED time.

- **Present Perfect:** I **have visited** Paris. (at some time in my life — no specific time)
- **Simple Past:** I **visited** Paris **last year**. (specific finished time)

Key rule: If you mention a specific past time (yesterday, last week, in 2020, when I was 10), use the **Simple Past**. If the time is not specified or not finished, use the **Present Perfect**.

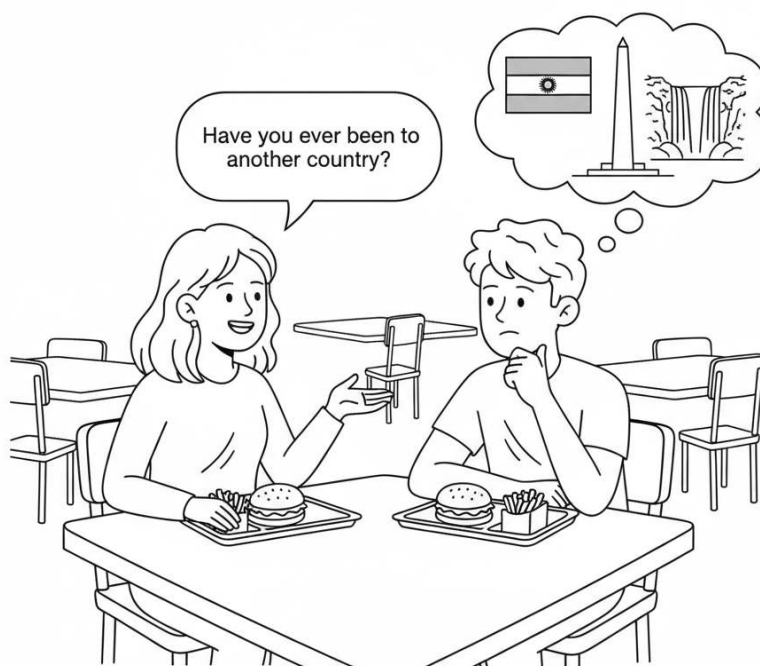
**Remember: since vs. for**

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since = a specific point in time (since Monday, since 2020, since I was born)

for = a period/duration of time (for two days, for three years, for a long time)

Dialogue: Talking About Travel



Camila and Pedro talk about their travel experiences.

At the School Cafeteria

TEACHER EDITION

- Camila:** Have you ever been to another country, Pedro?
- Pedro:** Yes, I have! I've been to Argentina. My family went there last summer.
- Camila:** Wow, that's cool! Have you ever visited Buenos Aires?
- Pedro:** Yes, we stayed there for five days. I've never seen a city so big! Have you ever traveled abroad?
- Camila:** No, I haven't. I've never left Brazil. But I've already started saving money for a trip!
- Pedro:** That's great! Where do you want to go?
- Camila:** I've always wanted to visit Portugal. My grandmother has lived there since 2015.
- Pedro:** I've heard Portugal is beautiful. I hope you can go soon!

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

Pre-exercise activity: Read the dialogue aloud with a student volunteer. Then ask the class: "What places has Pedro visited? Has Camila traveled abroad? Where does her grandmother live?"

Extension: Have students interview each other using "Have you ever...?" questions and report back to the class.

Exercise 3 Complete with the Present Perfect

TEACHER EDITION

Fill in the blanks with the correct Present Perfect form of the verb in parentheses.

1. I **have visited** three countries in my life. (visit) **have visited**
2. She **has already eaten** lunch. (already / eat) **has already eaten**
3. They **haven't finished** the test yet. (not finish) **haven't finished**
4. **Have** you ever **been** to the United States? (be) **Have ... been**
5. He **has just arrived** at the airport. (just / arrive) **has just arrived**
6. We **have known** each other since 2019. (know) **have known**
7. My parents **have lived** in this house for twenty years. (live) **have lived**
8. I **have never seen** snow. (never / see) **have never seen**
9. **Has** she **read** the new book yet? (read) **Has ... read**
10. Lucas **has studied** English for four years. (study) **has studied**

Exercise 4 Present Perfect or Simple Past?

TEACHER EDITION

Choose the correct tense to complete each sentence.

1. I _____ sushi many times.

☐ a) ate

☐ b) have eaten

b) have eaten

2. She _____ to London last summer.

☐ a) went

☐ b) has gone

a) went

3. We _____ in this city since 2010.

☐ a) lived

☐ b) have lived

b) have lived

4. He _____ his phone yesterday.

☐ a) lost

☐ b) has lost

a) lost

5. _____ you ever _____ a famous person?

☐ a) Did ... meet

☐ b) Have ... met

b) Have ... met

6. They _____ married in 2015.

☐ a) got

☐ b) have gotten

a) got

Exercise 5 Put the Words in Order

TEACHER EDITION

Rearrange the words to make correct Present Perfect sentences. Write the complete sentence on the line.

1. have / I / never / to / Japan / been

I have never been to Japan.

2. she / finished / has / already / homework / her

She has already finished her homework.

3. you / eaten / yet / have / dinner / ?

Have you eaten dinner yet?

4. they / lived / have / here / 2016 / since

They have lived here since 2016.

5. has / arrived / the / just / teacher

The teacher has just arrived.

UNIT 3.3

Reading: A Travel Blog

Marina writes about her travel adventures in Europe.

My Travel Adventures

Read the text carefully, then answer the questions below.

Hi, everyone! My name is Marina, and I am 22 years old. I am from São Paulo, Brazil, but I have lived in Lisbon, Portugal, since last year. I moved here to study at the university. Living abroad has been an amazing experience, and I have learned so much about different cultures.

Since I arrived in Europe, I have visited five countries. First, I went to Spain. I took a bus from Lisbon to Madrid and stayed there for four days. I have never seen a city with so much energy! I visited the Prado Museum and tried many delicious tapas. I have always loved Spanish food.

After Spain, I traveled to France. I have been to Paris twice now. The first time, I went with a friend from university. We visited the Eiffel Tower and walked along the Seine River. The second time, I went alone and spent three days exploring small cafés and bookshops. I have already decided that Paris is my favorite city in Europe.

I have also visited Italy, Germany, and the Netherlands. In Italy, I ate the best pizza I have ever tasted. In Germany, I visited Berlin and learned about its fascinating history. In the Netherlands, I rode a bicycle through Amsterdam, just like the locals. I have taken hundreds of photos on all my trips.

I haven't visited the United Kingdom yet, but I have already bought a ticket to London for next month. I have wanted to see Big Ben and Buckingham Palace since I was a child. I am so excited! Traveling has changed my life. I have met wonderful people, I have tried new foods, and I have discovered that the world is much bigger and more beautiful than I ever imagined.

Original text for Inclur English Workbook

Teacher Note:

Pre-reading activity: Ask students: "Have you ever traveled to another city or state? What places have you always wanted to visit?" This activates the Present Perfect before reading.

Reading strategy: Have students underline all Present Perfect verbs as they read. Ask them to notice which time markers are used (since, for, ever, never, already, yet, just).

TEACHER EDITION

Exercise 6 True or False

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

1. Marina has lived in Lisbon since she was a child. **F** **F (She has lived in Lisbon since last year)**
2. Marina has visited five countries in Europe. **T** **T**
3. She has been to Paris three times. **F** **F (She has been to Paris twice)**
4. Marina has already visited London. **F** **F (She hasn't visited yet, but has bought a ticket)**
5. She has ridden a bicycle in Amsterdam. **T** **T**
6. Marina has decided that Berlin is her favorite city. **F** **F (She has decided that Paris is her favorite city)**

Exercise 7 Answer the Questions

TEACHER EDITION

Answer the questions using the Present Perfect. Write complete sentences based on the text.

1. How long has Marina lived in Lisbon?

She has lived in Lisbon since last year.

2. How many times has Marina been to Paris?

She has been to Paris twice.

3. What has Marina always wanted to see in London?

She has always wanted to see Big Ben and Buckingham Palace.

4. What has traveling taught Marina about the world?

She has discovered that the world is much bigger and more beautiful than she ever imagined.

REAL USE

Mission Lab: Report a Lost Item



Give the current problem and the last known detail

Model Exchange

- Traveler:** I have lost my phone.
- Worker:** What have you done so far?
- Traveler:** I have called it twice, but I haven't checked the bus yet.
- Worker:** When did you last use it?
- Traveler:** I used it on the number 12 bus at 5:40.

Final Task Lost Property Report

TEACHER EDITION

Choose a lost item. Work in pairs, then switch roles.

- A. Traveler:** describe the item, say two things you have tried, and state where/when you last saw it.
- B. Worker:** ask for a description, attempts, last location, contact information, and one clarifying detail.
- ✓ **Mission success:** the worker can complete a clear verbal report without switching to Portuguese.



Repair Challenge:

If the worker's question is unclear, ask: *Do you mean what I have done or where I last saw it?*



AI Mission — Lost Item Report:

In ChatGPT Voice, say: “Act as a lost property worker. I have lost an item. Ask one question at a time about its appearance, what I have already done, and where I last saw it. Speak slowly.” **Offline:** record a 60-second lost-item report and listen for the Present Perfect and Simple Past.

Exit Check My Can-Do Checklist

- ☐ I can report a recent problem that matters now.
- ☐ I can explain what I have already tried.
- ☐ I can give a specific past time and place.

Performance Feedback:

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Listen for a clear problem statement, Present Perfect for current relevance, Simple Past for finished details, response to follow-up questions, and repair language.

Chapter 3 - Answer Key

Exercise 1: Write the Past Participle

1. gone 2. eaten 3. written 4. seen 5. spoken 6. driven
7. forgotten 8. broken 9. flown 10. given

Exercise 2: Match the Base Form to the Past Participle

- 1-d (take → taken) 2-a (do → done) 3-e (buy → bought)
4-h (know → known) 5-b (be → been) 6-g (come → come)
7-c (make → made) 8-f (have → had) 9-j (choose → chosen)
10-i (read → read)

Exercise 3: Complete with the Present Perfect

1. have visited 2. has already eaten 3. haven't finished
4. Have ... been 5. has just arrived 6. have known 7. have lived
8. have never seen 9. Has ... read 10. has studied

Exercise 4: Present Perfect or Simple Past?

1. b) have eaten 2. a) went 3. b) have lived 4. a) lost
5. b) Have ... met 6. a) got

Exercise 5: Put the Words in Order

1. I have never been to Japan.
2. She has already finished her homework.
3. Have you eaten dinner yet? 4. They have lived here since 2016.
5. The teacher has just arrived.

Exercise 6: True or False

1. F (She has lived there since last year) 2. T

3. F (She has been to Paris twice) 4. F (She hasn't visited yet)
5. T 6. F (Paris is her favorite city)

TEACHER EDITION

Exercise 7: Answer the Questions

1. She has lived in Lisbon since last year.
2. She has been to Paris twice.
3. She has always wanted to see Big Ben and Buckingham Palace.
4. She has discovered that the world is much bigger and more beautiful than she imagined.

Teacher Note:**Common errors to watch for:**

- Confusing Simple Past and Present Perfect: "I have gone yesterday" (wrong) vs. "I went yesterday" (correct)
- Wrong participle form: "I have went" (wrong) vs. "I have gone" (correct)
- Forgetting has/have: "She written a letter" vs. "She has written a letter"
- Mixing up since/for: "since three years" (wrong) vs. "for three years" (correct)

Follow-up activity: Have students write 5 sentences about their own experiences using the Present Perfect with ever, never, already, yet, since, and for.

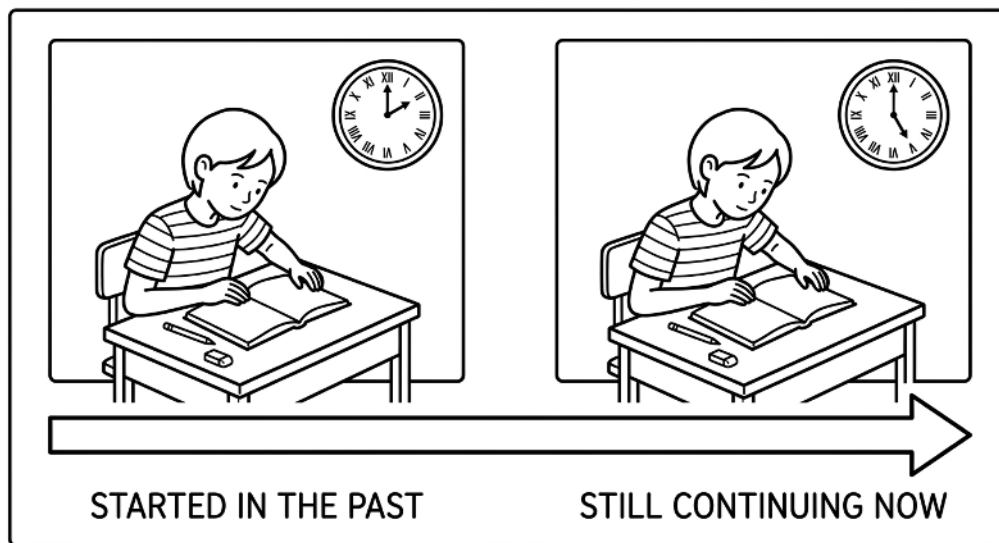
TEACHER EDITION

CHAPTER 4

TEACHER EDITION

Passing On Information: What They Said

Explain how long a problem has continued and accurately pass on what a worker, teacher, or service agent said, told, or asked you.



The Present Perfect Continuous describes actions that started in the past and continue to the present.

**Today's Mission:**

Explain an ongoing service problem and tell another person exactly what the staff said, told, or asked you.

**Survival Phrase Kit**

TEACHER EDITION

Purpose	Useful language
Describe duration	I have been waiting for two hours. / The heater hasn't been working.
Report information	She said the technician was coming. / He told me to wait here.
Report a question	They asked me whether I could change rooms.
Check accuracy	Did you say today or tomorrow? / Let me check that I understood.

**Teacher Read-Aloud: Hotel Maintenance Problem**

Listen for the ongoing problem and three messages from hotel staff.

Mission Warm-up What Did the Staff Say?

TEACHER EDITION

Listen twice and report the information in your own words.

1. How long has the guest been waiting?

The guest has been waiting for two hours.

2. What did the receptionist say about the technician?

She said the technician would come at four.

3. What did the manager ask?

The manager asked whether the guest could change rooms.

Teacher Route — 120 minutes:

0–15: mission and listening. **15–45:** ongoing-result contrast and reported-speech formula. **45–80:** one contrast activity and one reporting activity. **80–115:** Mission Lab. **115–120:** exit check. Keep advanced backshift exceptions as extension.

Read twice: Guest: “The heater hasn't been working, and I have been waiting for two hours.” Friend: “What did the receptionist say?” Guest: “She said the technician would come at four. A maintenance worker told me to keep the door unlocked. Then the manager asked whether I could change rooms.” Friend: “Did he ask you to change today?” Guest: “Yes, today.”

Present Perfect — Advanced Uses

TEACHER EDITION

Present Perfect Continuous

We use the **Present Perfect Continuous** to talk about actions that started in the past and are still continuing, or have just stopped with a visible result.

Form	Structure	Example
Affirmative	Subject + have/has + been + verb-ing	She has been studying all day.
Negative	Subject + have/has + not + been + verb-ing	I haven't been sleeping well.
Interrogative	Have/Has + subject + been + verb-ing?	Have you been waiting long?

Key uses:

- **Duration of an ongoing activity:** I have been learning English for three years.
- **Recent activity with visible result:** You're sweating! Have you been running?
- **Temporary situations:** He has been working at this company since January.

Present Perfect with For and Since

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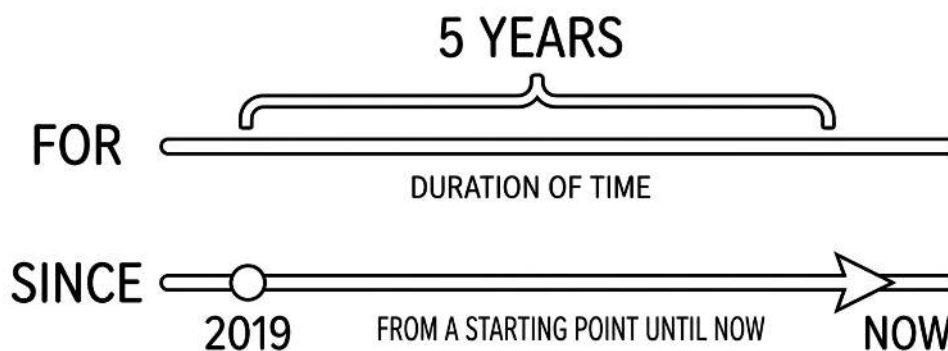
We use **for** and **since** with the Present Perfect to talk about duration.

Word	Used with	Examples
for	a period of time (duration)	for two hours, for six months, for a long time
since	a point in time (starting point)	since 2020, since Monday, since I was a child

Both work with Present Perfect Simple and Continuous:

- I have lived here **for** five years.
- I have been living here **since** 2021.
- She has worked at the hospital **for** ten years.
- She has been working at the hospital **since** 2016.

FOR vs. SINCE



FOR refers to a period of time (duration); SINCE refers to a specific point in time (starting point).

Present Perfect Simple vs Continuous

TEACHER EDITION

SIMPLE (COMPLETED RESULT)

I have read three books this month.

Eu li três livros este mês. (foco no resultado: 3 livros completos)

CONTINUOUS (ONGOING ACTIVITY)

I have been reading a really good book lately.

Eu tenho lido um livro muito bom ultimamente. (foco na atividade em andamento)

SIMPLE (PERMANENT STATE)

They have known each other for ten years.

Eles se conhecem há dez anos. (verbos de estado usam Simple)

CONTINUOUS (TEMPORARY ACTIVITY)

They have been playing soccer since 3 o'clock.

Eles estão jogando futebol desde as 3 horas. (atividade temporária em andamento)

SIMPLE (HOW MANY/HOW MUCH)

She has visited Paris twice.

Ela visitou Paris duas vezes. (quantidade definida)

CONTINUOUS (HOW LONG)

She has been travelling around Europe for two weeks.

Ela está viajando pela Europa há duas semanas. (duração da atividade)



Tip:

"I have lived here for 5 years" and "I have been living here for 5 years" are both correct and have almost the same meaning. The Simple form suggests a more permanent situation, while the Continuous form can suggest the situation might change. For most everyday situations, both are acceptable.

Teacher Note:

Suggested time: 25 minutes

Key distinction: Help students see that Simple = result/quantity, Continuous = activity/duration. Use timeline diagrams on the board to illustrate the difference.

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Common L1 interference: Portuguese speakers often translate "há" (for time) as "there is." Reinforce that "I have lived here for 5 years" is the correct pattern, not "There is 5 years I live here."

Exercise 1 Present Perfect Simple or Continuous?

Complete the sentences with the correct form of the verb in parentheses. Use the Present Perfect Simple or Continuous.

1. She has been studying English since she was ten. (study) **has been studying**
2. I have visited that museum three times. (visit) **have visited**
3. How long have you been waiting for the bus? (you / wait) **have you been waiting**
4. We have known each other for over twenty years. (know) **have known**
5. It has been raining all morning. The streets are wet. (rain) **has been raining**
6. He has written five emails today. (write) **has written**
7. They have been living in this city since 2019. (live) **have been living**
8. You look tired. Have you been working all night? (you / work) **Have you been working**
9. I have never tried sushi. (never / try) **have never tried**
10. My sister has been teaching at that school for six years. (teach) **has been teaching**

Exercise 2 Translate to English

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Translate the sentences from Portuguese to English using the Present Perfect Simple or Continuous.

1. Eu moro nesta cidade desde 2018.

I have lived / have been living in this city since 2018.

2. Ela está estudando para a prova o dia inteiro.

She has been studying for the test all day.

3. Nós já visitamos o Rio de Janeiro duas vezes.

We have already visited Rio de Janeiro twice.

4. Há quanto tempo você está esperando?

How long have you been waiting?

5. Ele trabalha nesta empresa há dez anos.

He has worked / has been working at this company for ten years.

6. Eu nunca comi comida japonesa.

I have never eaten Japanese food.

UNIT 4.2

Reported Speech (Indirect Speech)

Direct vs Indirect Speech

When we report what someone said, we usually change the **tense**, **pronouns**, and **time/place words**.

Direct speech: The exact words someone said, in quotation marks.

Reported speech: Telling someone what was said, without quotation marks.

What changes	Direct Speech	Reported Speech
Tenses	"I like pizza."	She said she liked pizza.
Pronouns	" I am tired."	He said he was tired.
Time words	"I'll do it tomorrow ."	She said she would do it the next day .
Place words	"I live here ."	He said he lived there .

Reporting Verbs

The most common reporting verbs are:

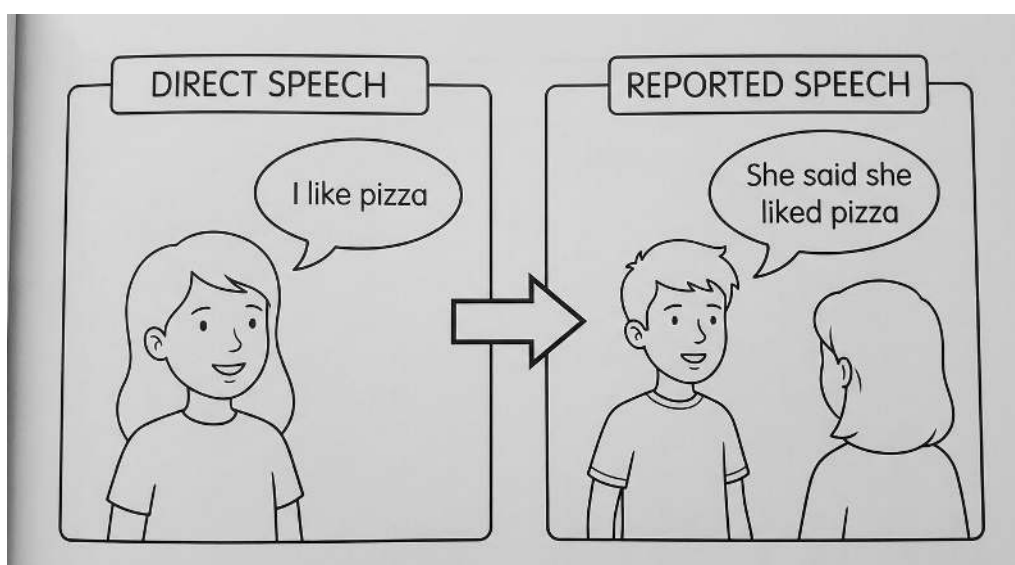
- **said** — He said (that) he was busy. (*no person after "said"*)
- **told** — He told **me** (that) he was busy. (*always needs a person*)
- **asked** — She asked me **if/whether** I was coming. (*for questions*)
- **explained** — The teacher explained that the test was on Friday.

Note: The word **"that"** is optional in reported speech. "He said he was busy" and "He said that he was busy" are both correct.

Tense Backshift Table

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Direct Speech (original tense)	Reported Speech (backshifted)	Example
Present Simple	<i>Past Simple</i>	"I work" → He said he worked
Present Continuous	<i>Past Continuous</i>	"I am working" → He said he was working
Past Simple	<i>Past Perfect</i>	"I worked" → He said he had worked
Present Perfect	<i>Past Perfect</i>	"I have worked" → He said he had worked
will	<i>would</i>	"I will help" → He said he would help
can	<i>could</i>	"I can swim" → He said he could swim
may	<i>might</i>	"I may come" → He said he might come
must	<i>had to</i>	"I must go" → He said he had to go



In reported speech, we change the tense, pronouns, and time words when telling someone what was said.

Direct to Reported Speech

TEACHER EDITION

STATEMENT

"I am very happy today." → She said she was very happy that day.

"Eu estou muito feliz hoje." → Ela disse que estava muito feliz naquele dia.

STATEMENT WITH WILL

"I will call you tomorrow." → He told me he would call me the next day.

"Eu vou te ligar amanhã." → Ele me disse que me ligaria no dia seguinte.

STATEMENT WITH CAN

"I can speak three languages." → She said she could speak three languages.

"Eu sei falar três idiomas." → Ela disse que sabia falar três idiomas.

YES/NO QUESTION

"Do you like music?" → He asked me if I liked music.

"Você gosta de música?" → Ele me perguntou se eu gostava de música.

WH- QUESTION

"Where do you live?" → She asked me where I lived.

"Onde você mora?" → Ela me perguntou onde eu morava.

PAST SIMPLE → PAST PERFECT

"I bought a new car." → He said he had bought a new car.

"Eu comprei um carro novo." → Ele disse que tinha comprado um carro novo.



Warning:

Common mistakes with reported questions: In reported questions, use **statement word order** (subject before verb). Do NOT use question word order or question marks!

- **Wrong:** She asked me where **did I live?**
- **Correct:** She asked me where **I lived.**
- **Wrong:** He asked me **do I like** music?
- **Correct:** He asked me **if I liked** music.

Dialogue and Its Reported Version

TEACHER EDITION



Ana and Pedro chat at the school cafeteria before heading to the library.

At the School Cafeteria (Direct Speech)

- Ana:** I am going to the library after lunch.
- Pedro:** Can I come with you? I need to return a book.
- Ana:** Of course! I will wait for you at the entrance.
- Pedro:** Great. Did you finish the history homework?
- Ana:** No, I haven't finished it yet. I will do it tonight.

Reported Version

TEACHER EDITION

Narrator: Ana said she was going to the library after lunch. Pedro asked if he could come with her because he needed to return a book. Ana said he could and that she would wait for him at the entrance. Pedro asked her if she had finished the history homework. Ana said she hadn't finished it yet and that she would do it that night.

Teacher Note:

Suggested time: 30 minutes

Activity: Read the direct dialogue aloud with a student. Then have pairs practice converting each line to reported speech orally before writing. The dialogue block above provides the model answer.

Tip: Point out the time/place word changes: "after lunch" stays the same (still relevant context), but "tonight" changes to "that night."

Exercise 3 Change to Reported Speech

TEACHER EDITION

Rewrite each sentence in reported speech. Use the reporting verb given in parentheses.

1. "I am learning to drive." (said) **She/He said she/he was learning to drive.**

2. "We will travel to Bahia next month." (told me) **They told me they would travel to Bahia the following month.**

3. "I can't find my keys." (said) **She/He said she/he couldn't find her/his keys.**

4. "Do you want some coffee?" (asked me) **She/He asked me if I wanted some coffee.**

5. "I bought a new phone yesterday." (told me) **She/He told me she/he had bought a new phone the day before.**

6. "Where is the nearest pharmacy?" (asked) **She/He asked where the nearest pharmacy was.**

7. "I have never been to Europe." (said) **She/He said she/he had never been to Europe.**

8. "You must study harder for the exam."
(told me)
-

**She/He told me I had to study harder for
the exam.**

TEACHER EDITION

Exercise 4 Choose the Correct Reported Form

TEACHER EDITION

Select the correct way to report each sentence.

1. "I like this city." → She said ...

- ☐ a) she likes this city.
☐ b) she liked that city.
☐ c) she had liked that city.

b) she liked that city.

2. "Are you coming to the party?" → He asked me ...

- ☐ a) if I was coming to the party.
☐ b) was I coming to the party.
☐ c) if was I coming to the party.

a) if I was coming to the party.

3. "I will help you tomorrow." → She told me ...

- ☐ a) she will help me tomorrow.
☐ b) she would help me the next day.
☐ c) she helped me tomorrow.

b) she would help me the next day.

4. "I can't swim." → He said ...

- ☐ a) he can't swim.
☐ b) he couldn't swim.
☐ c) he didn't can swim.

b) he couldn't swim.

5. "Where did you buy this book?" → She asked me ...

- ☐ a) where did I buy that book.
☐ b) where I had bought that book.
☐ c) where had I bought that book.

b) where I had bought that book.

6. "I have finished my homework." → He told his mother ...

TEACHER EDITION

- ☐ a) he has finished his homework.
☐ b) he had finished his homework.
☐ c) he finished his homework.

b) he had finished his homework.

Exercise 5 Complete the Reported Sentences

Complete each reported sentence with the correct form of the verb or word.

1. "I am tired." → She said she was tired. **was**
2. "We are going to the beach." → They said they were going to the beach. **were going**
3. "I will call you later." → He told me he would call me later. **would**
4. "Do you speak English?" → She asked me if I spoke English. **if / whether**
5. "I bought a new jacket." → He said he had bought a new jacket. **had bought**
6. "I can play the guitar." → She said she could play the guitar. **could**
7. "Where is the train station?" → He asked me where the train station was. **was**
8. "I have never been to Salvador." → She said she had never been to Salvador. **never been**

UNIT 4.3

Reading: News Report

Mariana receives her award at the National Science Competition.

Local Student Wins National Science Competition

Read the news article and then convert the quotes to reported speech.

Mariana Costa, a 17-year-old student from Recife, has won first place in the National Science Competition. She has been working on her project about renewable energy for over a year and presented it at the event in Brasilia last weekend.

"I am very proud of this achievement," Mariana said after receiving her award. "I have been researching solar energy since I was fifteen, and this prize means a lot to me."

Her teacher, Professor Silva, was also at the ceremony. "Mariana is an exceptional student," he said. "She has worked very hard on this project, and she deserves this recognition." He added, "I will continue to support her research next year."

When asked about her future plans, Mariana replied, "I want to study environmental engineering at university. I believe that renewable energy can change the future of Brazil." She also told reporters, "I can't wait to start the next phase of my research."

The competition organizer, Dr. Almeida, explained, "We received over 500 projects this year. The quality was very impressive." He said, "Mariana's project stood out because of its practical applications."

Mariana will receive a scholarship to attend a summer research programme in Germany. She told her family, "This is the best day of my life!"

Original text for Incluir English Workbook

Teacher Note:

Pre-reading: Ask students: "Have you ever won a competition or an award? What was it for?" This activates the Present Perfect and connects to their experience.

Reading strategy: Have students underline all direct quotes (text in quotation marks) as they read. They will need to convert these in Exercise 6.

Exercise 6 Convert to Reported Speech

TEACHER EDITION

Read the quotes from the text and rewrite them in reported speech.

1. Mariana: "I am very proud of this achievement."
- _____

Mariana said (that) she was very proud of that achievement.

2. Professor Silva: "Mariana is an exceptional student."
- _____

Professor Silva said (that) Mariana was an exceptional student.

3. Professor Silva: "I will continue to support her research next year."
- _____

He said (that) he would continue to support her research the following year.

4. Mariana: "I want to study environmental engineering at university."
- _____

Mariana said (that) she wanted to study environmental engineering at university.

5. Mariana: "This is the best day of my life!"
- _____

Mariana told her family (that) that was the best day of her life.

REAL USE

Mission Lab: Relay the Message



Pass on the important information accurately

Model Exchange

- Guest:** I have been waiting since three.
- Friend:** What did the receptionist tell you?
- Guest:** She told me to return at six, and she said the new key would be ready.
- Friend:** Six today?
- Guest:** Yes. I asked her to write it down.

Final Task Service Message Relay

TEACHER EDITION

Student A receives a message from the teacher. Student B was not present. Relay the information, then switch.

- A.** Include: how long the problem has continued, what someone said, one instruction someone gave, and one question someone asked.
 - B.** Ask follow-up questions about the person, action, time, and place. Repeat the final message back to check it.
- ✓ **Mission success:** Student B can repeat all four important details accurately.

**Repair Challenge:**

Check one ambiguous detail: *Did she say the technician is coming today or tomorrow?*

**AI Mission — Pass On a Service Message:**

In ChatGPT Voice, say: “Act as a hotel receptionist. Give me three short instructions one at a time. Then act as my friend and ask me to report what the receptionist said.” **Offline:** ask someone to read three instructions, take notes, and report them to another person.

Exit Check My Can-Do Checklist

- ☐ I can explain how long a problem has continued.
- ☐ I can report what someone said, told, or asked me.
- ☐ I can check an unclear detail before passing it on.

Performance Feedback:

Reward accurate transfer of meaning, not mechanical backshift alone. Listen for said/told/asked patterns, duration language, follow-up questions, and confirmation.

TEACHER EDITION

Chapter 4 - Answer Key

Exercise 1: Present Perfect Simple or Continuous?

1. has been studying 2. have visited 3. have you been waiting
4. have known 5. has been raining 6. has written
7. have been living 8. Have you been working 9. have never tried
10. has been teaching

Exercise 2: Translate to English

1. I have lived / have been living in this city since 2018.
2. She has been studying for the test all day.
3. We have already visited Rio de Janeiro twice.
4. How long have you been waiting?
5. He has worked / has been working at this company for ten years.
6. I have never eaten Japanese food.

Exercise 3: Change to Reported Speech

1. She/He said she/he was learning to drive.
2. They told me they would travel to Bahia the following month.
3. She/He said she/he couldn't find her/his keys.
4. She/He asked me if I wanted some coffee.
5. She/He told me she/he had bought a new phone the day before.
6. She/He asked where the nearest pharmacy was.
7. She/He said she/he had never been to Europe.
8. She/He told me I had to study harder for the exam.

Exercise 4: Choose the Correct Reported Form

1. b) she liked that city. 2. a) if I was coming to the party.

3. b) she would help me the next day. 4. b) he couldn't swim.
5. b) where I had bought that book.
6. b) he had finished his homework.

TEACHER EDITION

Exercise 5: Complete the Reported Sentences

1. was 2. were going 3. would 4. if / whether 5. had bought
6. could 7. was 8. never been

Exercise 6: Convert to Reported Speech

1. Mariana said (that) she was very proud of that achievement.
2. Professor Silva said (that) Mariana was an exceptional student.
3. He said (that) he would continue to support her research the following year.
4. Mariana said (that) she wanted to study environmental engineering at university.
5. Mariana told her family (that) that was the best day of her life.

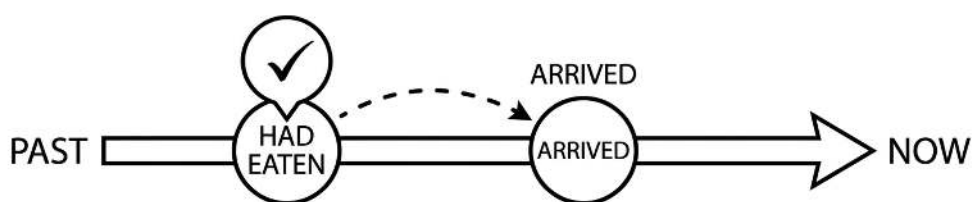
TEACHER EDITION

CHAPTER 5

TEACHER EDITION

Travel Disruptions: What Happened First

Use the Past Perfect and Simple Past to explain a travel problem in order, show its cause, and ask what to do next.



She had already eaten when he arrived.

The Past Perfect describes an action that happened before another past action.

**Today's Mission:**

Explain a missed connection or delayed journey in a clear sequence and ask a travel worker for the next option.



Survival Phrase Kit

TEACHER EDITION

Purpose	Useful language
Show the earlier event	My flight had landed late. / The train had already left.
Connect the events	By the time I arrived, _____. / After I had collected my bag, _____.
Ask for a solution	What should I do now? / Is there another train today?
Repair communication	Let me explain the order. / Which event do you mean?



Teacher Read-Aloud: Missed Train Connection

Listen and put the traveler's events in order.

Mission Warm-up What Had Happened?

Listen twice. Number the events from 1 to 3, then answer the final question.

____ The train left. ____ Ravi's flight landed. ____ Ravi reached the station.

1. Ravi's flight landed. 2. The train left. 3. Ravi reached the station.

1. Why did Ravi miss the train?

He missed it because his flight had landed late and the train had already left by the time he reached the station.

2. What solution did the worker offer?

The worker offered a seat on the 9:15 train.

Teacher Route — 120 minutes:

TEACHER EDITION

0–15: mission and listening. **15–45:** sequence formula. **45–80:** one completion task and one chronology task. **80–115:** Mission Lab. **115–120:** exit check. The mystery reading is optional extension.

Read twice: Ravi: “I missed the 7:40 train. My flight had landed late, and after I had collected my bag, I took the airport bus. By the time I reached the station, the train had already left.”

Worker: “I understand. There is another train at 9:15.” Ravi: “Could you say the time again?”

Worker: “Nine fifteen. I can move your ticket to that train.”

UNIT 5.1

Past Perfect (had + past participle)**Past Perfect: Formation**

We use the Past Perfect to talk about an action that was **completed before** another action in the past. It shows which event happened first.

Form	Structure	Example
Affirmative	Subject + had + past participle	She had finished her homework.
Negative	Subject + had not (hadn't) + past participle	He hadn't eaten breakfast.
Interrogative	Had + subject + past participle?	Had you seen that movie before?

Key point: The auxiliary verb is always **had** for all subjects (I, you, he, she, it, we, they). The contraction is **'d** (I'd, she'd, they'd).



Past Perfect: Usage

TEACHER EDITION

Use the Past Perfect when you want to make clear that one past action happened **before** another past action.

- **Action 1 (earlier):** Past Perfect (had + past participle)
- **Action 2 (later):** Simple Past

Think of a timeline:

Past Perfect ← ← ← **Simple Past** ← ← ← **Now**

(happened first) → (happened second) → (present)

Examples: Two Past Actions

ACTION 1 BEFORE ACTION 2

When I arrived at the station, the train had already left.

Quando eu cheguei na estação, o trem já tinha partido.

First: train left. Then: I arrived.

ACTION 1 BEFORE ACTION 2

She had studied English for three years before she moved to London.

Ela tinha estudado inglês por três anos antes de se mudar para Londres.

First: studied English. Then: moved to London.

ACTION 1 BEFORE ACTION 2

By the time we got to the cinema, the film had started.

Quando chegamos ao cinema, o filme já tinha começado.

First: film started. Then: we got to the cinema.

ACTION 1 BEFORE ACTION 2

TEACHER EDITION

He hadn't finished his report when the boss asked for it.*Ele não tinha terminado o relatório quando o chefe pediu.*

First: didn't finish report. Then: boss asked for it.

QUESTION FORM

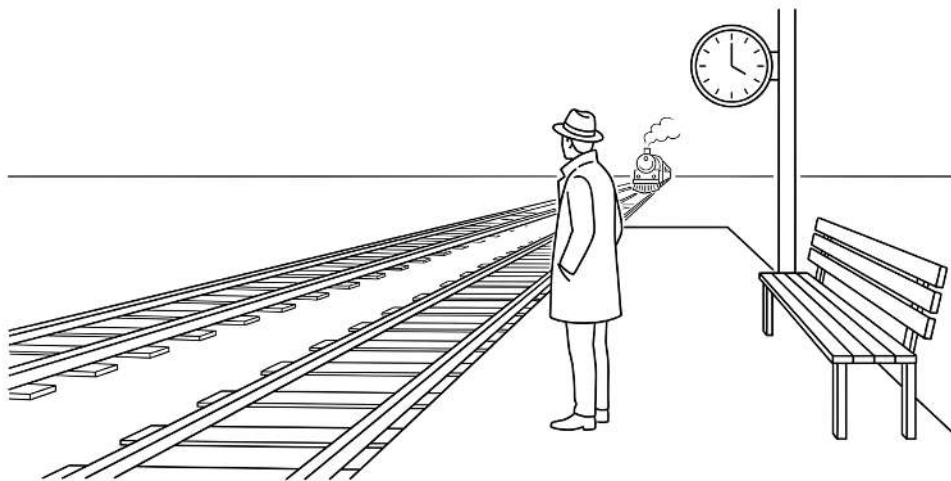
Had you ever visited Brazil before your trip last year?*Você já tinha visitado o Brasil antes da sua viagem do ano passado?*

Asking about an experience before another past event.

ACTION 1 BEFORE ACTION 2

They had never seen snow until they traveled to Canada.*Eles nunca tinham visto neve até viajarem para o Canadá.*

First: never saw snow (all their life). Then: traveled to Canada.

*"When I arrived at the station, the train had already left."*

**Tip:**

TEACHER EDITION

These **signal words** often appear with the Past Perfect:

- **before** — She had left *before* I called.
- **after** — *After* he had eaten, he went out.
- **by the time** — *By the time* we arrived, they had gone.
- **already** — I had *already* finished.
- **when** — *When* she got home, he had cooked dinner.
- **until** — They hadn't met *until* that party.

English	Português	Example
had already	<i>já tinha</i>	She had already left when I called.
had never	<i>nunca tinha</i>	I had never tried sushi before.
had just	<i>tinha acabado de</i>	He had just arrived when it started raining.
by the time	<i>quando / até o momento em que</i>	By the time I woke up, she had left.
before	<i>antes de</i>	He had eaten before the meeting started.
after	<i>depois de/que</i>	After they had finished, they went home.
until	<i>até</i>	I hadn't known the truth until she told me.
as soon as	<i>assim que</i>	As soon as I had packed, we left for the airport.

Teacher Note:

Suggested time: 25 minutes

Key concept: Students often struggle with understanding why Simple Past isn't enough. Use timeline drawings on the board to show two past events, emphasizing which happened first. The Past Perfect always describes the "earlier" event.

Activity: Give students pairs of events and ask them to combine them into one sentence using the Past Perfect. E.g., "The bus left. I arrived." → "When I arrived, the bus had already TEACHER EDITION

Exercise 1 Complete with the Past Perfect

Fill in the blanks with the Past Perfect form (*had + past participle*) of the verb in parentheses.

1. When we arrived at the restaurant, our friends had already ordered dinner. (already / order) **had already ordered**
2. She was tired because she hadn't slept well the night before. (not sleep) **hadn't slept**
3. By the time the teacher came, the students had finished the exercise. (finish) **had finished**
4. He didn't recognize the city because it had changed so much. (change) **had changed**
5. Had you ever traveled abroad before that trip? (travel) **Had ... traveled**
6. They had never eaten Brazilian food before they visited São Paulo. (never / eat) **had never eaten**
7. I couldn't get into the house because I had lost my keys. (lose) **had lost**
8. After she had read the book, she watched the movie adaptation. (read) **had read**
9. The match had already started when we turned on the TV. (already / start) **had already started**
10. We hadn't met each other before the party last Saturday. (not meet) **hadn't met**

Exercise 2 Simple Past or Past Perfect?

TEACHER EDITION

Choose the correct option to complete each sentence.

1. When I got home, my mother _____ dinner.

- ☐ a) already cooked
☐ b) had already cooked
☐ c) has already cooked

b) had already cooked

2. She _____ her keys, so she couldn't open the door.

- ☐ a) lost
☐ b) had lost
☐ c) has lost

b) had lost

3. After they _____ lunch, they went for a walk.

- ☐ a) had
☐ b) had had
☐ c) have had

b) had had

4. I _____ the book, so I knew the ending of the film.

- ☐ a) read
☐ b) had read
☐ c) was reading

b) had read

5. By the time the ambulance _____, the patient had recovered.

- ☐ a) arrived
☐ b) had arrived
☐ c) has arrived

a) arrived

6. They _____ never _____ to a concert before that night.

TEACHER EDITION

- ☐ a) had ... been
- ☐ b) have ... been
- ☐ c) were ... being

a) had ... been

UNIT 5.2

Past Perfect in Context



Past Perfect vs Simple Past: Choosing the Right One

Both tenses talk about the past, but they describe **different moments**:

Simple Past	Past Perfect
A completed action in the past	An action completed before another past action
The "main" past event in a story	The "background" or "earlier" event
I arrived at 8 p.m.	She had left at 7 p.m. (before I arrived)
We watched the film.	I had read the book before we watched the film.

When do you NOT need the Past Perfect?

- When events are in **chronological order** and the sequence is clear: "I woke up, ate breakfast, and went to school." (all Simple Past is fine)
- When only **one past event** is mentioned: "She left at 7." (Simple Past)

When DO you need the Past Perfect?

- When you mention the **later event first**: "When I arrived, she *had already left*."
- When you want to **emphasize** which event happened first: "I was sad because I *had failed* the test."

TEACHER EDITION



Mariana tells Lucas about her Saturday disaster.

Dialogue: A Story About Last Weekend

TEACHER EDITION

Two Friends Catching Up on Monday

Lucas: Hey, Mariana! How was your Saturday?

Mariana: It was a disaster! When I arrived at the shopping centre, my friend had already left.

Lucas: Oh no! Why?

Mariana: She waited for 30 minutes, but I didn't see her messages because my phone had died.

Lucas: Why did it die?

Mariana: I forgot to charge it the night before. I felt so bad because she planned the whole afternoon for us.

Lucas: Did you call her later?

Mariana: Yes! I charged my phone, called her, and we met up for dinner instead. It turned out fine in the end.

Comparing Simple Past and Past Perfect

SIMPLE PAST (CHRONOLOGICAL)

She finished her work and then went home.

Ela terminou o trabalho e depois foi para casa.

Events in order — Simple Past is enough.

PAST PERFECT (LATER EVENT FIRST)

She went home after she had finished her work.

Ela foi para casa depois que tinha terminado o trabalho.

Later event mentioned first — Past Perfect shows which happened first.

SIMPLE PAST (CHRONOLOGICAL)

TEACHER EDITION

He ate breakfast and drove to work.*Ele tomou café da manhã e dirigiu para o trabalho.*

Events in order — Simple Past is natural.

PAST PERFECT (EMPHASIZING SEQUENCE)

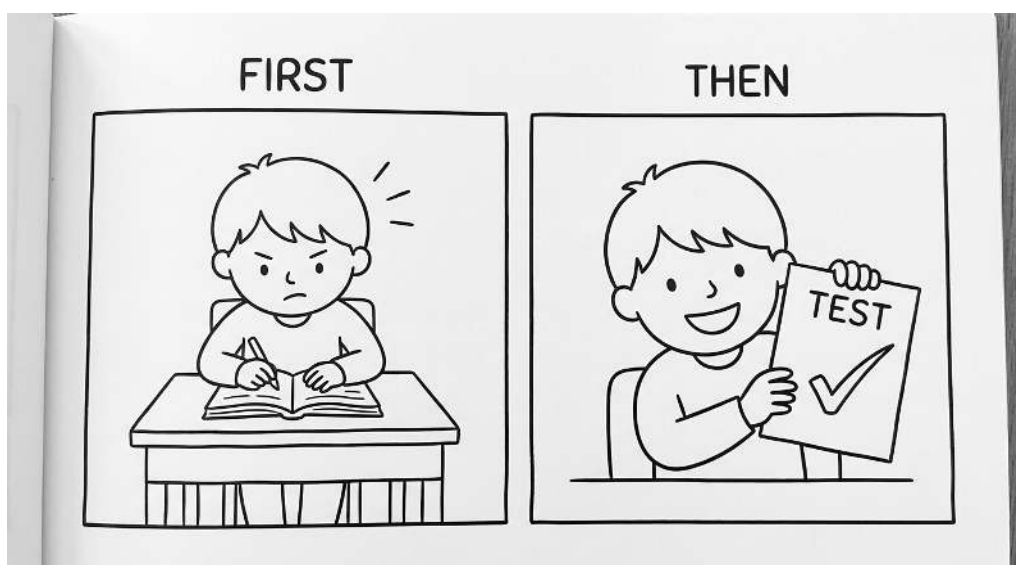
He drove to work after he had eaten breakfast.*Ele dirigiu para o trabalho depois de ter tomado café da manhã.*

Past Perfect clarifies the sequence.

PAST PERFECT (CAUSE AND EFFECT)

I was hungry because I hadn't eaten all day.*Eu estava com fome porque não tinha comido o dia todo.*

The Past Perfect explains the cause (earlier event) of the past situation.

*First: He had studied hard. Then: He passed the exam.***Remember:**

The Past Perfect is the **"past of the past"**. When you are telling a story in the Simple Past and need to go back even further in time, use the Past Perfect. Think of it as a "flashback" in a film.

Teacher Note:

TEACHER EDITION

Suggested time: 30 minutes

Activity: Read the dialogue aloud with a student. Then ask the class to identify all Past Perfect forms and explain why each one is used (what happened before what). Have students underline Past Perfect in one color and Simple Past in another.

Extension: Ask students to write a short conversation about a day that went wrong, using at least 3 Past Perfect forms.

Exercise 3 Put the Events in Chronological Order

TEACHER EDITION

Read each sentence carefully. The Past Perfect tells you which event happened first. Number the events in the order they actually happened (1 = first, 2 = second).

1. "When Maria arrived at the airport, the plane had already taken off." **b=1, a=2 (The plane took off first, then Maria arrived)**
 - a) Maria arrived at the airport.
2 _____
 - b) The plane took off. **1** _____

2. "He passed the exam because he had studied very hard." **a=1, b=2 (He studied first, then passed the exam)**
 - a) He studied very hard. **1** _____
 - b) He passed the exam. **2** _____

3. "After the children had gone to bed, the parents watched a movie." **b=1, a=2 (Children went to bed first, then parents watched)**
 - a) The parents watched a movie.
2 _____
 - b) The children went to bed.
1 _____

4. "The streets were wet because it had rained all night." **b=1, a=2 (It rained first, then the streets were wet)**
 - a) The streets were wet. **2** _____
 - b) It rained all night. **1** _____

5. "By the time I called her, she had already heard the news."

b=1, a=2 (She heard the news first, then I called)

TEACHER EDITION

a) I called her. **2** _____

b) She heard the news. **1** _____

6. "She couldn't pay for dinner because she had forgotten her wallet at home."

a=1, b=2 (She forgot her wallet first, then couldn't pay)

a) She forgot her wallet at home.

1 _____

b) She couldn't pay for dinner. **2** _____

Exercise 4 Simple Past or Past Perfect?

TEACHER EDITION

Complete the sentences with the correct form: Simple Past or Past Perfect. Think about which action happened first.

1. When I **arrived** _____ (arrive) at the cinema, the film **had already started** _____ (already / start). **arrived ... had already started**
2. She **was** _____ (be) very happy because she **had passed** _____ (pass) the driving test. **was ... had passed**
3. After they **had eaten** _____ (eat) lunch, they **went** _____ (go) to the park. **had eaten ... went**
4. He **didn't know** _____ (not know) the answer because he **hadn't studied** _____ (not study) for the test. **didn't know ... hadn't studied**
5. By the time we **got** _____ (get) to the party, most people **had left** _____ (leave). **got ... had left**
6. I **recognized** _____ (recognize) her because I **had seen** _____ (see) her photo online. **recognized ... had seen**
7. The garden was beautiful because my grandmother **had planted** _____ (plant) flowers all spring. **had planted**
8. As soon as the rain **had stopped** _____ (stop), the children **ran** _____ (run) outside to play. **had stopped ... ran**

Exercise 5 Combine the Sentences

TEACHER EDITION

Combine each pair of sentences into one sentence using the Past Perfect and the word in parentheses. The first event should be in the Past Perfect.

1. The train left. We arrived at the station. (when)

When we arrived at the station, the train had already left.

2. She finished her homework. She went out to play. (after)

After she had finished her homework, she went out to play.

3. They ate all the cake. I got to the party. (by the time)

By the time I got to the party, they had eaten all the cake.

4. He saved enough money. He bought a new phone. (before)

He had saved enough money before he bought a new phone.

5. The concert ended. We found a taxi. (when)

When we found a taxi, the concert had already ended.

6. I never visited Paris. I went there last summer. (before)

I had never visited Paris before I went there last summer.

UNIT 5.3

Reading: The Missing Necklace

Detective Oliveira investigates the scene of the crime.

The Missing Necklace

Read the story carefully and answer the questions below.

Detective Oliveira arrived at the Silveira mansion at exactly 9 p.m. on a cold Friday evening. Mrs. Silveira had called the police an hour earlier because her diamond necklace was missing from the bedroom safe.

When the detective entered the house, he noticed that the living room was in perfect order. Mrs. Silveira explained that she had locked the necklace in the safe before going to a dinner party at 6 p.m. When she returned at 8 p.m., the safe was open and the necklace was gone.

The detective interviewed the three people who were in the house that evening. The housekeeper, Dona Rosa, said she cleaned all the rooms before 5 p.m. and did not enter the bedroom after that. The gardener, Carlos, said he finished his work at 4 p.m. and went home. However, a neighbor told the detective that she saw Carlos near the back door at 7 p.m.

The detective examined the safe carefully. He noticed that someone had opened it without forcing the lock. Only three people knew the combination: Mrs. Silveira, her husband (who was traveling abroad), and Dona Rosa, who sometimes put away the jewelry.

After checking all the rooms, the detective found something interesting: there were fresh muddy footprints near the bedroom window. It rained that afternoon, and the garden was wet. He also discovered that someone had moved a ladder to the wall below the window.

Detective Oliveira called everyone to the living room. He explained that Carlos lied about going home at 4 p.m. — the neighbor saw him at 7 p.m. Carlos had placed the ladder against the wall and climbed through the window. But how did he open the safe without the combination? The detective looked at Dona Rosa. She turned red. She admitted that she had told Carlos the combination the week before. They planned the robbery together.

The mystery was solved. The necklace was found in Carlos's garden shed, where he had hidden it under a pile of tools.

Original story for Incluir English Workbook

TEACHER EDITION

Past Perfect in the Story — Why?

Past Perfect (earlier event)	Simple Past (later event)
Mrs. Silveira had called the police	The detective arrived at 9 p.m.
She had locked the necklace in the safe	She went to a dinner party at 6 p.m.
Someone had opened the safe	The detective examined it
Someone had moved a ladder to the wall	The detective found the footprints
Carlos had placed the ladder	He climbed through the window
Dona Rosa had told him the combination	Carlos opened the safe
He had hidden the necklace	The police found it in the shed

Teacher Note:

Pre-reading activity: Ask students: "Do you like detective stories? What makes a good mystery?" This activates the schema for narrative reading.

Reading strategy: Have students read the story once quickly for the main idea, then re-read and underline all Past Perfect verbs. Ask: "Why does the author use Past Perfect so much in this story?" (Because the detective is piecing together what had happened before he arrived.)

Exercise 6 True or False

TEACHER EDITION

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

1. Mrs. Silveira had locked the necklace in the safe before going to the dinner party. **T**
T
2. The detective arrived before Mrs. Silveira called the police. **F** **F (She had called the police an hour before the detective arrived)**
F
3. Carlos had told the truth about going home at 4 p.m. **F** **F (A neighbor had seen him near the back door at 7 p.m.)**
F
4. Someone had forced the lock on the safe to open it. **F** **F (Someone had opened it without forcing the lock)**
F
5. Dona Rosa had given Carlos the safe combination before the robbery. **T** **T**
T
6. The detective found the necklace inside the house. **F** **F (It was found in Carlos's garden shed)**
F

Exercise 7 Answer the Questions

TEACHER EDITION

Answer the questions in complete sentences. Pay attention to the sequence of events.

1. What had Mrs. Silveira done before going to the dinner party?

She had locked the necklace in the safe before going to the dinner party.

2. How did the detective know that Carlos had lied?

A neighbor saw Carlos near the back door at 7 p.m., but Carlos said he went home at 4 p.m.

3. What evidence had the detective found near the bedroom window?

He found fresh muddy footprints near the window, and someone had moved a ladder to the wall below it.

4. How had Carlos been able to open the safe?

Dona Rosa had told Carlos the combination the week before. They planned the robbery together.

REAL USE

Mission Lab: Rebook the Journey



Explain the sequence, then find the next option

Model Exchange

Traveler: My bus had broken down before I reached the station.

Worker: Had the train already left when you arrived?

Traveler: Yes. By the time I arrived, it had left. What should I do now?

Worker: You can use the same ticket on the next train at 8:20.

Final Task Travel Help Desk

TEACHER EDITION

*Choose a disruption: delayed flight, broken-down bus, long security line, or wrong platform.
Work in pairs and switch.*

- A. Traveler:** explain three events in order, give the result, and ask for a solution.
- B. Worker:** ask what had happened first, confirm one detail, and offer two possible next steps.
- ✓ **Mission success:** the worker understands the cause and the traveler leaves with a clear new plan.



Repair Challenge:

If the sequence becomes confusing, pause and say: *Let me explain the order. First..., then..., by the time...*



AI Mission — Missed Connection:

In ChatGPT Voice, say: “Act as a station worker. I missed my connection. Ask me what had happened before I arrived, then offer two solutions. Speak slowly and ask one question at a time.” **Offline:** draw a three-event timeline and use it to explain the disruption to a partner.

Exit Check My Can-Do Checklist

- ☐ I can explain which past event happened first.
- ☐ I can connect events with before, after, and by the time.
- ☐ I can ask a worker for the next option.

Performance Feedback:

Listen for a comprehensible sequence, appropriate Past Perfect/Simple Past contrast, a clear request for help, and successful repair if the listener is confused.

TEACHER EDITION

Chapter 5 - Answer Key

Exercise 1: Complete with the Past Perfect

1. had already ordered 2. hadn't slept 3. had finished
4. had changed 5. Had ... traveled 6. had never eaten
7. had lost 8. had read 9. had already started 10. hadn't met

Exercise 2: Simple Past or Past Perfect?

1. b) had already cooked 2. b) had lost 3. b) had had
4. b) had read 5. a) arrived 6. a) had ... been

Exercise 3: Put the Events in Chronological Order

1. b=1, a=2 (plane took off, then Maria arrived)
2. a=1, b=2 (studied, then passed)
3. b=1, a=2 (children to bed, then parents watched)
4. b=1, a=2 (rained, then streets were wet)
5. b=1, a=2 (heard news, then I called)
6. a=1, b=2 (forgot wallet, then couldn't pay)

Exercise 4: Simple Past or Past Perfect?

1. arrived ... had already started 2. was ... had passed
3. had eaten ... went 4. didn't know ... hadn't studied
5. got ... had left 6. recognized ... had seen 7. had planted
8. had stopped ... ran

Exercise 5: Combine the Sentences

1. When we arrived at the station, the train had already left.
2. After she had finished her homework, she went out to play.
3. By the time I got to the party, they had eaten all the cake.

4. He had saved enough money before he bought a new phone.
5. When we found a taxi, the concert had already ended.
6. I had never visited Paris before I went there last summer.

TEACHER EDITION

Exercise 6: True or False

1. T 2. F (She had called the police an hour before he arrived)
3. F (A neighbor saw him at 7 p.m.)
4. F (Opened without forcing the lock) 5. T
6. F (Found in Carlos's garden shed)

Exercise 7: Answer the Questions

1. She had locked the necklace in the safe before going to the dinner party.
2. A neighbor had seen Carlos near the back door at 7 p.m., but he said he had gone home at 4 p.m.
3. He found fresh muddy footprints and a ladder that had been moved to the wall below the window.
4. Dona Rosa had told Carlos the combination because they had planned the robbery together.

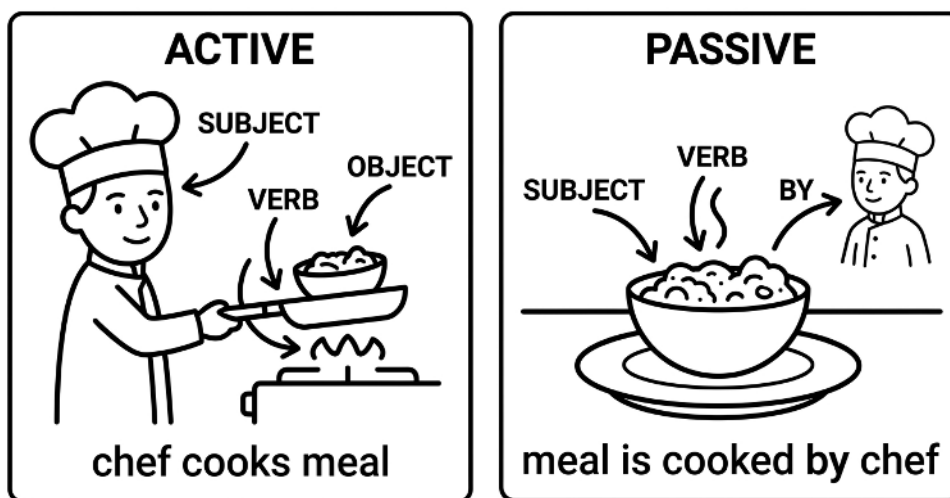
TEACHER EDITION

CHAPTER 6

TEACHER EDITION

Customer Service: What Was Lost, Canceled, or Declined

Use the Passive Voice to report what happened to a payment, reservation, order, or personal item and request a practical solution.



Active Voice vs Passive Voice — Who does the action? Who receives it?

**Today's Mission:**

Report a payment, booking, delivery, or lost-item problem, answer follow-up questions, and request a solution politely.



Survival Phrase Kit

TEACHER EDITION

Purpose	Useful language
Report the problem	My card was declined. / My reservation has been canceled.
Describe an incorrect result	I was charged twice. / I was served the wrong dish.
Request action	Can the payment be checked? / Could a new room be arranged?
Repair communication	Could you explain why it was canceled? / What do you mean by “pending”?



Teacher Read-Aloud: Canceled Hotel Booking

Listen for what was canceled, what was processed, and the solution.

Mission Warm-up What Happened to the Booking?

TEACHER EDITION

Listen twice and write short answers.

1. What was canceled?

Maya's hotel reservation was canceled.

2. What had already been processed?

Her payment had already been processed.

3. How was the problem resolved?

A new room was arranged and the extra charge was refunded.

Teacher Route — 120 minutes:

0–15: mission and listening. **15–45:** passive formula in service phrases. **45–80:** one transformation and one contextual practice task. **80–115:** Mission Lab. **115–120:** exit check. Historical passive examples are extension, not the class mission.

Read twice: Maya: “My reservation was canceled, but my payment had already been processed.” Agent: “I am sorry. The booking was removed because of a system error.” Maya: “Could you explain what can be done?” Agent: “A new room has been arranged, and the extra charge will be refunded.” Maya: “When will the refund be processed?” Agent: “Within five business days.”

Passive Voice — Formation

TEACHER EDITION

Active vs Passive — Structure

In an **active** sentence, the subject performs the action. In a **passive** sentence, the subject receives the action.

Voice	Structure	Example
Active	Subject + verb + object	The chef prepares the meal.
Passive	Subject + <i>be</i> + past participle (+ by agent)	The meal is prepared by the chef.

Key formula: Subject + form of **be** + **past participle** (+ by + agent)

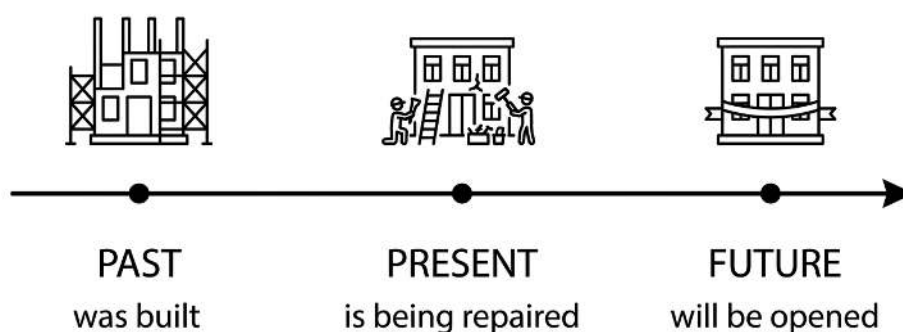
- The **object** of the active sentence becomes the **subject** of the passive sentence.
- The **subject** of the active sentence becomes the **agent** (introduced by "by").
- The verb changes to **be** + **past participle**.

Passive Voice in Different Tenses

The form of **be** changes according to the tense, but the main verb is always in the **past participle** form.

Tense	Passive Structure	Example
Present Simple	<i>am/is/are + past participle</i>	Coffee is grown in Brazil.
Past Simple	<i>was/were + past participle</i>	The letter was written yesterday.
Present Perfect	<i>has/have been + past participle</i>	The report has been finished .
Future (will)	<i>will be + past participle</i>	The results will be announced tomorrow.

Tense	Passive Structure	Example
Present Continuous	<i>am/is/are being + past participle</i>	The road is being repaired right now.
Past Continuous	<i>was/were being + past participle</i>	The house was being painted when I arrived.
Modal (can/must/should)	<i>modal + be + past participle</i>	This form must be signed by a parent.



The passive voice across tenses — the form of "be" changes, but the past participle stays the same.

Active to Passive — Transformation Examples

PRESENT SIMPLE

Active: Millions of people speak English worldwide.

Passive: English is spoken by millions of people worldwide.

PAST SIMPLE

Active: Alexander Graham Bell invented the telephone.

Passive: The telephone was invented by Alexander Graham Bell.

PRESENT PERFECT

TEACHER EDITION

Active: Someone has stolen my bicycle.**Passive:** My bicycle has been stolen.

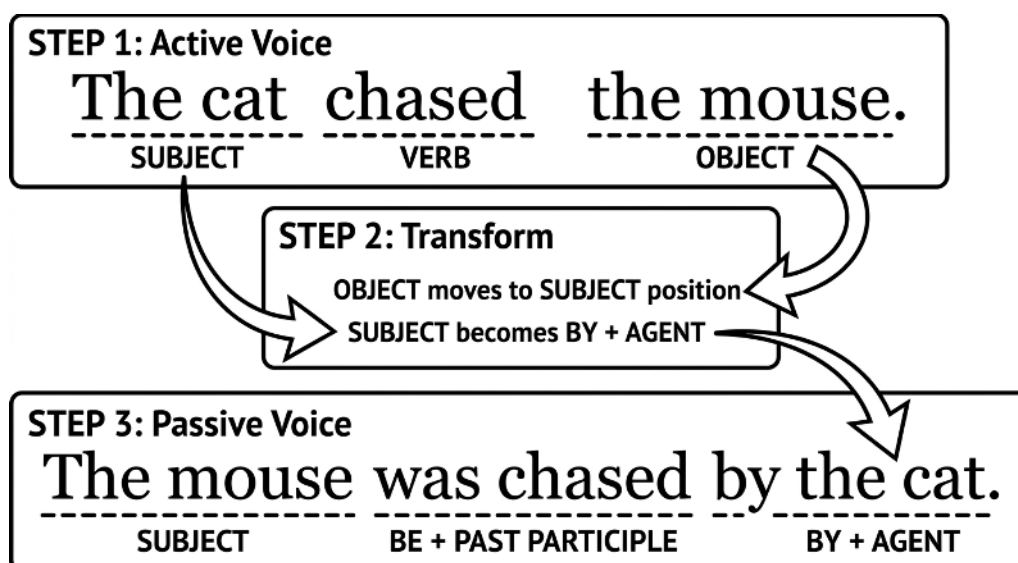
FUTURE (WILL)

Active: The company will deliver the package tomorrow.**Passive:** The package will be delivered tomorrow.

PRESENT CONTINUOUS

Active: Workers are building a new bridge.**Passive:** A new bridge is being built.

MODAL (MUST)

Active: Students must complete the assignment by Friday.**Passive:** The assignment must be completed by Friday.

How to transform a sentence from active to passive voice — step by step.

**Tip:**

Use the passive voice when:

TEACHER EDITION

- **The agent is unknown:** "My car *was stolen* last night." (We don't know who did it.)
- **The agent is unimportant:** "The windows *are cleaned* every week." (It doesn't matter who cleans them.)
- **The agent is obvious:** "The suspect *was arrested*." (Obviously by the police.)
- **You want to emphasize the action or result:** "A new hospital *has been built* in the city center."

Teacher Note:

Suggested time: 30 minutes

Key concept: Emphasize that the passive is NOT about memorizing rules for each tense, but understanding the pattern: **be + past participle**. Once students see the pattern, they can form the passive in any tense by changing only the form of "be."

Activity: Write 5 active sentences on the board. Have students work in pairs to transform them into passive. Then discuss: which version sounds more natural in each context?

Exercise 1 Rewrite in the Passive Voice

TEACHER EDITION

Rewrite each active sentence in the passive voice. Keep the same tense.

1. They clean the classrooms every day. (Present Simple)

The classrooms are cleaned every day.

POR QUÊ:

The classrooms are cleaned ✓ — o objeto ("the classrooms", plural) vira sujeito; present simple passivo = are + particípio (cleaned). Agente ("they") é genérico, então some.

✗ Erro comum: **is cleaned** — o "be" precisa concordar com "classrooms" (plural → are, não is).

✗ Erro comum: **are clean** — depois de "are" usa-se o PARTICÍPIO (cleaned), não o adjetivo/base.

2. A famous architect designed this building. (Past Simple)

This building was designed by a famous architect.

POR QUÊ:

This building was designed by a famous architect ✓ — o objeto ("this building", singular) vira sujeito; past simple passivo = was + particípio (designed). O agente é específico/importante, então mantém-se com "by".

✗ Erro comum: **were designed** — sujeito singular pede "was", não "were".

✗ Erro comum: **was design** — depois de "was" vem o particípio (designed), não a base.

3. The government has approved the new law. (Present Perfect)

The new law has been approved by the government.

POR QUÊ:

The new law has been approved by the government ✓ — present perfect passivo = has/have been + particípio (approved). "The new law" é singular → has been.

✗ Erro comum: **have been approved** — sujeito singular pede "has", não "have".

✗ Erro comum: **has approved** — isso é ativo; falta o "been" antes do particípio para virar passiva.

4. They will announce the winner next week. (Future)

TEACHER EDITION

The winner will be announced next week.

POR QUÊ:

The winner will be announced next week ✓ — futuro passivo = will be + particípio (announced). O agente ("they") é genérico, então some.

✗ Erro comum: **will announced** — falta o "be"; a passiva precisa de will + BE + particípio.

✗ Erro comum: **will be announce** — depois de "be" vem o particípio (announced), não a base.

5. Someone broke the window during the storm. (Past Simple)

The window was broken during the storm.

POR QUÊ:

The window was broken during the storm ✓ — past simple passivo = was + particípio. "break" é irregular: particípio = broken. O agente ("someone") é desconhecido, então some.

✗ Erro comum: **was broke** — "broke" é passado simples (ativo); na passiva usa-se o PARTICÍPIO "broken".

✗ Erro comum: **were broken** — "the window" é singular → was, não were.

6. People speak Portuguese in Brazil. (Present Simple)

Portuguese is spoken in Brazil.

POR QUÊ:

Portuguese is spoken in Brazil ✓ — present simple passivo = is + particípio. "speak" é irregular: particípio = spoken. "people" é gente em geral, então o agente some.

✗ Erro comum: **is spoke** — "spoke" é passado simples; o particípio é "spoken".

✗ Erro comum: **are spoken** — "Portuguese" é singular → is, não are.

7. The police have arrested two suspects. (Present Perfect)

TEACHER EDITION

Two suspects have been arrested by the police.**POR QUÊ:**

Two suspects have been arrested by the police ✓ — present perfect passivo = have/has been + particípio (arrested). "Two suspects" é plural → have been.

✗ Erro comum: **has been arrested** — sujeito plural pede "have", não "has".

✗ Erro comum: **have arrested** — isso é ativo; falta o "been" para formar a passiva.

8. Workers are repairing the road right now. (Present Continuous)

The road is being repaired right now.**POR QUÊ:**

The road is being repaired right now ✓ — present continuous passivo = am/is/are being + particípio (repaired). "The road" é singular → is being.

✗ Erro comum: **is repaired** — perde o "being"; sem ele vira present simple, não continuous.

✗ Erro comum: **is being repair** — depois de "being" vem o particípio (repaired), não a base.

Exercise 2 Complete with the Correct Passive Form

TEACHER EDITION

Fill in the blanks with the correct passive form of the verb in parentheses. Pay attention to the tense indicated.

1. English **is spoken** in many **is** countries around the world. (speak **spoken** — Present Simple)

POR QUÊ:

is spoken ✓ — present simple passivo = is + particípio. "English" é singular → is; particípio irregular de "speak" = spoken.

✗ Erro provável: **is speak** — usou a base; depois de "is" vem o particípio "spoken".

✗ Erro provável: **is spoke** — "spoke" é passado simples, não particípio.

2. The pyramids **were built** thousands of years ago. (build — **were built** Past Simple)

POR QUÊ:

were built ✓ — past simple passivo = was/were + particípio. "The pyramids" é plural → were; particípio irregular de "build" = built.

✗ Erro provável: **was built** — sujeito plural pede "were", não "was".

✗ Erro provável: **were build** — depois de "were" vem o particípio (built), não a base.

3. The homework **must be submitted** by Monday. (must / submit)

POR QUÊ:

must be submitted ✓ — passiva com modal = modal + be + particípio. Depois de "must" o verbo fica na base "be" + particípio (submitted). Aqui "by" indica prazo (segunda), não agente.

✗ Erro provável: **must submitted** — falta o "be"; modal exige modal + BE + particípio.

✗ Erro provável: **must be submit** — depois de "be" vem o particípio (submitted), não a base.

4. A new shopping center **is being built** near our school. (build — Present Continuous)

**is
being
built**

POR QUÊ:

TEACHER EDITION

is being built ✓ — present continuous passivo = is/are being + particípio. Sujeito singular → is being; particípio de "build" = built.

✗ Erro provável: **is built** — sem "being" vira present simple, não continuous (ação em andamento).

✗ Erro provável: **is being build** — depois de "being" vem o particípio (built), não a base.

5. The email **was sent** to all employees yesterday. (send — Past Simple)

**was
sent**

POR QUÊ:

was sent ✓ — past simple passivo = was + particípio. "The email" é singular → was; particípio irregular de "send" = sent. "yesterday" confirma o passado.

✗ Erro provável: **was send** — depois de "was" vem o particípio (sent), não a base.

✗ Erro provável: **is sent** — "yesterday" exige passado (was), não presente.

6. Three new teachers **have been hired** this year. (hire — Present Perfect)

**have
been
hired**

POR QUÊ:

have been hired ✓ — present perfect passivo = have/has been + particípio. "Three new teachers" é plural → have been; "hire" é regular → hired.

✗ Erro provável: **has been hired** — sujeito plural pede "have", não "has".

✗ Erro provável: **have hired** — isso é ativo; falta o "been" para formar a passiva.

7. The concert **will be held** at the stadium next Saturday. (hold — Future)

**will
be
held**

POR QUÊ:

will be held ✓ — futuro passivo = will be + particípio. Particípio irregular de "hold" = held. "next Saturday" confirma o futuro.

✗ Erro provável: **will held** — falta o "be"; futuro passivo é will + BE + particípio.

✗ Erro provável: **will be hold** — depois de "be" vem o particípio (held), não a base.

8. This song
**can be
downloaded**
for free. (can /
download)

**can be
downloaded**

POR QUÊ:

TEACHER EDITION

can be downloaded ✓ — passiva com modal = modal + be + particípio. Depois de "can" usa-se "be" + particípio (downloaded). Modal nunca varia com o sujeito.

✗ Erro provável: **can downloaded** — falta o "be"; modal exige modal + BE + particípio.

✗ Erro provável: **can be download** — depois de "be" vem o particípio (downloaded), não a base.

UNIT 6.2

Passive Voice — Usage and Practice

Passive with "by" Agent vs Without

In passive sentences, the agent (the person or thing doing the action) is introduced by **"by"**. However, the agent is often **omitted**.

Situation	Include "by"?	Example
Agent is important or specific	Yes	This novel was written by George Orwell .
Agent is unknown	No	My phone was stolen. (We don't know who did it.)
Agent is obvious	No	The criminal was arrested. (Obviously by the police.)
Agent is people in general	No	Rice is eaten all over Asia. (By people in general.)

Passive in Formal and Academic Writing

The passive voice is very common in:

- **News reports:** "Three people were injured in the accident."
- **Academic writing:** "The experiment was conducted over six months."
- **Official documents:** "Applications must be received by December 1st."
- **Signs and notices:** "Smoking is not permitted in this area."

Using the passive makes the writing sound more **objective** and **impersonal**.



A city tour — the passive voice is often used to describe historical facts and landmarks.

Dialogue: A City Tour

A Tour Guide Describes the City

- Guide:** Welcome to Ouro Preto! This city was founded in 1711 and was named a UNESCO World Heritage Site in 1980.
- Tourist:** It's beautiful! Who designed these churches?
- Guide:** Most of the churches were designed by Aleijadinho. The sculptures were also carved by him.
- Tourist:** What about this bridge? When was it built?
- Guide:** This bridge was built in the 18th century. It has been restored several times over the years.
- Tourist:** And that building over there? It looks like it is being renovated.
- Guide:** Yes, it is being restored right now. The project will be completed by next year. The building will be turned into a museum.
- Tourist:** That's wonderful! This city should be visited by everyone!

Teacher Note:

Suggested time: 25 minutes

Activity: Have students read the dialogue in pairs. Then ask them to underline all the passive voice structures and identify the tense of each one.

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Extension: Students can write a similar dialogue about a famous place in their city or region, using at least 5 passive voice sentences.

**Common Mistakes:**

- **Wrong past participle:** "The book was *wrote*" → "The book was **written**"
- **Wrong form of "be":** "The letters *was* sent" → "The letters **were** sent"
- **Using active form instead of passive:** "The cake *made* by my mother" → "The cake **was made** by my mother"
- **Double passive:** "It *was been done*" → "It **was done**" or "It **has been done**"

Exercise 3 Choose the Correct Passive Form

TEACHER EDITION

Select the correct option to complete each sentence.

1. The Mona Lisa _____ by Leonardo da Vinci.

- ☐ a) painted
☐ b) was painted
☐ c) is painted

b) was painted

POR QUÊ:

b) was painted ✓ — fato histórico concluído no passado → past simple passivo = was + particípio (painted). O agente (da Vinci) é importante, por isso vem com "by".

a) painted ✗ — forma ativa; o quadro RECEBE a ação, então precisa do "be".

c) is painted ✗ — presente; mas o quadro foi pintado no passado (séculos atrás), não habitualmente.

2. The new hospital _____ next year.

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

a) will be opened

POR QUÊ:

a) will be opened ✓ — "next year" pede futuro → will be + particípio (opened).

b) will opened ✗ — falta o "be"; futuro passivo é will + BE + particípio.

c) is opened ✗ — presente; mas a abertura é futura (next year).

3. Several mistakes _____ in the report.

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- ☐ a) has been found
☐ b) have been found
☐ c) were been found

b) have been found

POR QUÊ:

b) have been found ✓ — present perfect passivo = have/has been + particípio. "Several mistakes" é plural → have been; particípio de "find" = found.

a) has been found ✗ — sujeito plural pede "have", não "has".

c) were been found ✗ — "were been" não existe; passiva nunca tem duas formas de "be" assim.

4. The windows _____ every Friday.

- ☐ a) are cleaned
☐ b) is cleaned
☐ c) cleaned

a) are cleaned

POR QUÊ:

a) are cleaned ✓ — ação habitual ("every Friday") → present simple passivo = are + particípio. "The windows" é plural → are.

b) is cleaned ✗ — sujeito plural pede "are", não "is".

c) cleaned ✗ — forma ativa/sem "be"; as janelas RECEBEM a ação, então precisa de are + particípio.

5. The road _____ when we drove past.

- ☐ a) is being repaired
☐ b) was being repaired
☐ c) has been repaired

b) was being repaired

POR QUÊ:

b) was being repaired ✓ — ação em andamento no passado ("when we drove past") → past continuous passivo = was/were being + particípio.

a) is being repaired ✗ — present continuous; mas o contexto é passado (drove).

c) has been repaired ✗ — present perfect indica ação concluída, não em andamento no momento em que passamos.

6. This form _____ in black ink.

TEACHER EDITION

- ☐ a) should be filled in
- ☐ b) should filled in
- ☐ c) should be fill in

a) should be filled in

POR QUÊ:

a) should be filled in ✓ — passiva com modal = modal + be + particípio. Depois de "should" vem "be" + particípio (filled).

b) should filled in ✗ — falta o "be"; modal exige modal + BE + particípio.

c) should be fill in ✗ — depois de "be" vem o particípio (filled), não a base "fill".

Exercise 4 Match Active and Passive Sentences

TEACHER EDITION

Match each active sentence (left) with its correct passive version (right). Write the letter in the box.

- | | |
|---|---|
| <p>1. Shakespeare wrote Hamlet.</p> <p>2. They make cars in Japan.</p> <p>3. Someone has eaten my sandwich.</p> <p>4. They will publish the book next month.</p> <p>5. People grow coffee in Colombia.</p> <p>6. The teacher corrected the tests.</p> <p>7. You must wear a helmet.</p> <p>8. They are building a new park.</p> | <p>a) The tests were corrected by the teacher.</p> <p>b) Cars are made in Japan.</p> <p>c) A new park is being built.</p> <p>d) The book will be published next month.</p> <p>e) My sandwich has been eaten.</p> <p>f) Hamlet was written by Shakespeare.</p> <p>g) Coffee is grown in Colombia.</p> <p>h) A helmet must be worn.</p> |
|---|---|

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

POR QUÊ:

TEACHER EDITION

1-f ✓ — "Shakespeare wrote Hamlet" → past simple passivo: Hamlet was written by Shakespeare (write → written). Agente famoso, mantém "by".

2-b ✓ — "They make cars in Japan" → present simple passivo: Cars are made (plural → are; make → made). "They" genérico, agente some.

3-c ✓ — "Someone has eaten my sandwich" → present perfect passivo: My sandwich has been eaten (eat → eaten). Agente desconhecido, some.

4-d ✓ — "They will publish the book" → futuro passivo: The book will be published.

5-g ✓ — "People grow coffee in Colombia" → present simple passivo: Coffee is grown (grow → grown). "People" em geral, agente some.

6-a ✓ — "The teacher corrected the tests" → past simple passivo: The tests were corrected (plural → were). Agente específico, mantém "by".

7-h ✓ — "You must wear a helmet" → modal passivo: A helmet must be worn (wear → worn).

8-c ✓ — "They are building a new park" → present continuous passivo: A new park is being built.

Pegadinha: 2 e 5 são os dois present simple sem agente — não troque. A pista é o particípio (made/cars vs grown/coffee) e o tempo verbal de cada par.

Exercise 5 Rewrite the Passage in the Passive Voice

TEACHER EDITION

Read the paragraph below. It is written in the active voice. Rewrite it using the passive voice where possible. You may omit the agent when it is not important.

Active version:

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Workers built the new school in 2020. The government funded the project. An Italian architect designed the building. They painted the walls white and blue. They planted trees around the school. People consider it one of the best schools in the city.

Write the passive version:

The new school was built in 2020. The project was funded by the government. The building was designed by an Italian architect. The walls were painted white and blue. Trees were planted around the school. It is considered one of the best schools in the city.

POR QUÊ:

was built / was funded / was designed ✓ — todas as frases no passado viram past simple passivo: was/were + particípio. Mantém-se "by the government" e "by an Italian architect" porque o agente é específico/relevante.

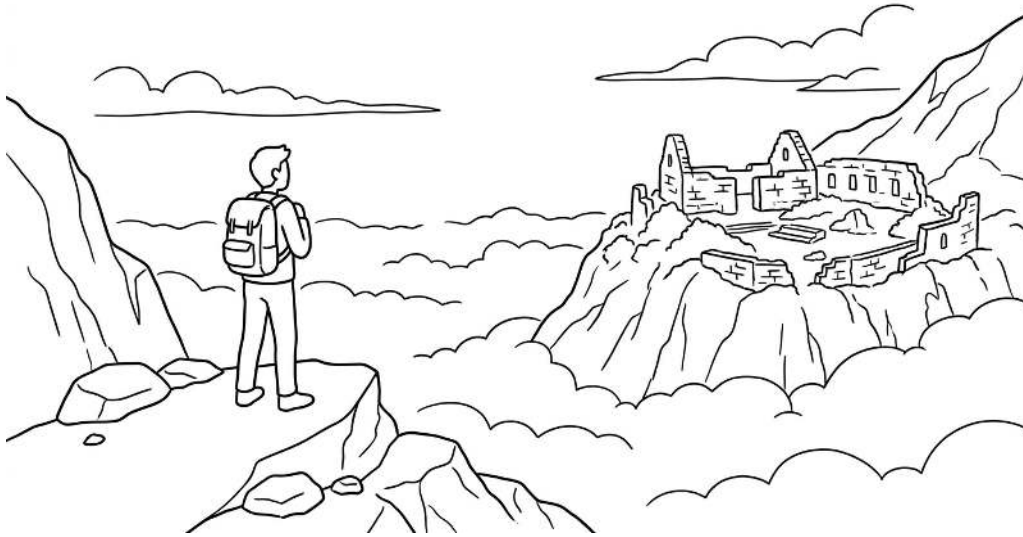
were painted / Trees were planted ✓ — sujeitos plurais ("the walls", "trees") pedem "were", não "was". Os agentes ("they") são genéricos, então somem.

It is considered ✓ — "People consider it" → present simple passivo: is + particípio (considered). "People" em geral, agente some.

✗ Erros prováveis: usar a base em vez do particípio (was build, was design) ou errar a concordância do "be" (the walls was painted em vez de were).

READING

The Story of Machu Picchu



Machu Picchu — the Lost City of the Incas, rediscovered in 1911.

Machu Picchu: The Lost City of the Incas

Read the text carefully, then complete the exercises below.

Machu Picchu is an ancient Incan city located high in the Andes Mountains of Peru. It was built around 1450, during the height of the Inca Empire, but it was abandoned about a hundred years later when the Spanish conquered the region. For centuries, the city was hidden by thick jungle and was forgotten by the outside world.

The city was rediscovered in 1911 by the American explorer Hiram Bingham. He was led to the site by a local farmer who knew about the ruins. When Bingham arrived, the buildings were covered with vegetation, but the stone walls were still standing. The discovery was reported in newspapers around the world, and Machu Picchu quickly became famous.

Since then, the site has been studied by archaeologists and historians. It is believed that Machu Picchu was used as a royal estate for Inca emperors. The city was designed with great skill: the stones were cut so precisely that no mortar was needed to hold them together. Water was brought to the city through a system of channels that were carved into the mountain.

Today, Machu Picchu is visited by more than a million tourists every year. It was named a UNESCO World Heritage Site in 1983, and in 2007 it was chosen as one of the New Seven Wonders of the World. However, the site is being damaged by the large number of visitors. New rules have been introduced to protect it: the number of daily visitors has been limited, and certain areas have been closed to the public.

Machu Picchu is considered one of the most important archaeological sites in the world. It must be preserved for future generations so that the incredible achievements of the Inca civilization can be appreciated by all.

Original text for Incluir English Workbook

Teacher Note:

Pre-reading activity: Ask students: "Have you heard of Machu Picchu? What do you know about it?" Show images if possible. This activates prior knowledge and builds interest.

Reading strategy: Have students read the text once for general understanding, then a second time to underline all passive voice structures. They should find at least 20 examples.

TEACHER EDITION

Exercise 6 True or False

TEACHER EDITION

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

- | | | |
|---|---|--|
| <p>1. Machu Picchu was built by the Spanish.
<u>F</u></p> | <p>F (It was built by the Incas around 1450.)</p> | <p>POR QUÊ:
F (Falso) ✓ — o texto diz "It was built around 1450, during the height of the Inca Empire". Foram os incas, não os espanhóis. Correção: Machu Picchu was built by the Incas. (Os espanhóis apenas conquistaram a região depois.)</p> |
| <p>2. The city was rediscovered in the 20th century.
<u>T</u></p> | <p>T (It was rediscovered in 1911.)</p> | <p>POR QUÊ:
T (Verdadeiro) ✓ — o texto diz "The city was rediscovered in 1911 by the American explorer Hiram Bingham". 1911 está no século 20, então a afirmação está correta.</p> |
| <p>3. Hiram Bingham found the ruins completely alone.
<u>F</u></p> | <p>F (He was led to the site by a local farmer.)</p> | <p>POR QUÊ:
F (Falso) ✓ — o texto diz "He was led to the site by a local farmer who knew about the ruins". Logo, ele não estava completamente sozinho. Correção: He was led to the site by a local farmer.</p> |
| <p>4. The stones at Machu Picchu were held together with mortar.
<u>F</u></p> | <p>F (No mortar was needed because the stones were cut so precisely.)</p> | <p>POR QUÊ:
F (Falso) ✓ — o texto diz "the stones were cut so precisely that no mortar was needed to hold them together". Não usaram argamassa. Correção: The stones were cut so precisely that no mortar was needed.</p> |
| <p>5. Machu Picchu was named a UNESCO World Heritage Site in 2007.
<u>F</u></p> | <p>F (It was named a UNESCO World Heritage Site in 1983. In 2007 it was chosen as one of the New Seven Wonders.)</p> | <p>POR QUÊ:
F (Falso) ✓ — o texto diz "It was named a UNESCO World Heritage Site in 1983, and in 2007 it was chosen as one of the New Seven Wonders". A data UNESCO é 1983, não 2007. Pegadinha: 2007 é o ano das New Seven Wonders.</p> |

6. New rules have been introduced to protect the site from damage.

T

T

POR QUÊ:

T (Verdadeiro) ✓ — o texto diz "New rules have been introduced to protect it" e cita exemplos (limite de visitantes, áreas fechadas). A afirmação bate com o texto.

TEACHER EDITION

Exercise 7 Find the Passive Voice

TEACHER EDITION

Read the text again. Find and write down **8 examples** of passive voice structures from the text. Include the full passive verb phrase (e.g., "was built").

1.

was built (around 1450)

POR QUÊ:

was built ✓ — past simple passivo: was + particípio (build → built). É passiva porque a cidade RECEBE a ação. Resposta flexível: qualquer exemplo correto do texto vale.

2.

was abandoned (about a hundred years later)

POR QUÊ:

was abandoned ✓ — past simple passivo: was + particípio (abandon → abandoned). A cidade recebe a ação; o agente é omitido. Resposta flexível.

3.

was rediscovered (in 1911 by Hiram Bingham)

POR QUÊ:

was rediscovered ✓ — past simple passivo: was + particípio. Aqui o agente aparece com "by Hiram Bingham" porque é relevante. Resposta flexível.

4.

was led (to the site by a local farmer)

POR QUÊ:

was led ✓ — past simple passivo: was + particípio irregular (lead → led). O sujeito "he" recebe a ação; agente com "by a local farmer". Resposta flexível.

5.

TEACHER EDITION

were covered (with vegetation)**POR QUÊ:**

were covered ✓ — past simple passivo; sujeito plural "the buildings" → were + particípio (covered). Repare: aqui usa-se "with" (não "by") para descrever o que cobria. Resposta flexível.

6.

has been studied (by archaeologists)**POR QUÊ:**

has been studied ✓ — present perfect passivo: has been + particípio (studied). "Since then" pede present perfect. Agente com "by archaeologists". Resposta flexível.

7.

is visited (by more than a million tourists)**POR QUÊ:**

is visited ✓ — present simple passivo: is + particípio (visited). Fato habitual ("every year"). Agente com "by ... tourists". Resposta flexível.

8.

was named (a UNESCO World Heritage Site)**POR QUÊ:**

was named ✓ — past simple passivo: was + particípio (named). O complemento "a UNESCO World Heritage Site" é o título atribuído, não o agente. Resposta flexível: vale qualquer um dos 20+ exemplos do texto.

Teacher Note:

Exercise 7 — Flexible answers: The text contains over 20 passive voice examples. Accept any 8 correct examples. Some additional valid answers include: "was hidden," "was for" TEACHER EDITION reported," "were cut," "was brought," "were carved," "was chosen," "is being damaged," "have been introduced," "has been limited," "have been closed," "is considered," "must be preserved," "can be appreciated."

REAL USE

Mission Lab: Solve a Service Problem



State what happened and ask for a concrete next step

Model Exchange

Customer: I was charged twice for this order.

Agent: Was the same card used both times?

Customer: Yes. Can the second charge be refunded?

Agent: Yes. The refund will be processed today.

Customer: Could you write down the reference number?

Final Task Customer Service Roleplay

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Choose one problem: card declined, charged twice, reservation canceled, wrong dish served despite an allergy, wrong item delivered, or bag stolen. Work in pairs and switch.

- A. Customer:** state the problem, give two details, answer follow-up questions, and ask for a concrete solution.
- B. Agent:** confirm what happened, ask two questions, explain what can be done, and give a reference or time frame.
- ✓ **Mission success:** both people agree on the problem, action, and next step.

**Repair Challenge:**

Ask for a clearer explanation or proof: *What do you mean by “pending”? / Could that be written down?*

**AI Mission — Customer Service Problem:**

In ChatGPT Voice, say: “Act as a customer service agent. My payment or reservation has a problem. Ask one question at a time, then offer a solution and a time frame. Speak slowly.”

Offline: choose a receipt or imaginary booking and practice explaining the problem to a partner.

Exit Check My Can-Do Checklist

- ☐ I can report what happened to a payment, reservation, order, or item.
- ☐ I can answer service follow-up questions.
- ☐ I can request and confirm a solution.

Performance Feedback:

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Listen for understandable passive phrases, relevant details, polite requests, repair language, and whether the pair reaches a concrete resolution.

Chapter 6 - Answer Key

Exercise 1: Rewrite in the Passive Voice

1. The classrooms are cleaned every day.
2. This building was designed by a famous architect.
3. The new law has been approved by the government.
4. The winner will be announced next week.
5. The window was broken during the storm.
6. Portuguese is spoken in Brazil.
7. Two suspects have been arrested by the police.
8. The road is being repaired right now.

Exercise 2: Complete with the Correct Passive Form

1. is spoken
2. were built
3. must be submitted
4. is being built
5. was sent
6. have been hired
7. will be held
8. can be downloaded

Exercise 3: Choose the Correct Passive Form

1. b) was painted
2. a) will be opened
3. b) have been found
4. a) are cleaned
5. b) was being repaired
6. a) should be filled in

Exercise 4: Match Active and Passive Sentences

- 1-f (Shakespeare wrote Hamlet → Hamlet was written by Shakespeare)
- 2-b (They make cars in Japan → Cars are made in Japan)
- 3-e (Someone has eaten my sandwich → My sandwich has been eaten)
- 4-d (They will publish the book → The book will be published next month)
- 5-g (People grow coffee in Colombia → Coffee is grown in Colombia)

6-a (The teacher corrected the tests → The tests were corrected by the teacher)

TEACHER EDITION

7-h (You must wear a helmet → A helmet must be worn)

8-c (They are building a new park → A new park is being built)

Exercise 5: Rewrite the Passage in the Passive Voice

The new school was built in 2020.

The project was funded by the government.

The building was designed by an Italian architect.

The walls were painted white and blue.

Trees were planted around the school.

It is considered one of the best schools in the city.

Exercise 6: True or False

1. F (It was built by the Incas, not the Spanish.)
2. T (It was rediscovered in 1911.)
3. F (He was led to the site by a local farmer.)
4. F (No mortar was needed.)
5. F (UNESCO in 1983; New Seven Wonders in 2007.) 6. T

Exercise 7: Find the Passive Voice

Accept any 8 correct passive voice examples from the text. Possible answers include:

was built, was abandoned, was hidden, was forgotten, was rediscovered

was led, were covered, was reported, has been studied, is believed

was used, was designed, were cut, was needed, was brought

were carved, is visited, was named, was chosen, is being damaged

have been introduced, has been limited, have been closed, is considered,
must be preserved, can be appreciated

TEACHER EDITION

CHAPTER 7

TEACHER EDITION

Finding What You Need: People, Places, and Purpose

Use relative clauses and for/to to identify the right person, place, object, or service when you do not know its exact name.

RELATIVE PRONOUN	REFERS TO
WHO	people
WHICH	things
WHERE	places
WHEN	time
WHOSE	possession

Relative pronouns and what they refer to

**Today's Mission:**

Ask for a person, place, or object when you do not know its name, explain its purpose, and confirm that you found the right one.



Survival Phrase Kit

TEACHER EDITION

Purpose	Useful language
Identify a person	I need someone who can help with my booking.
Identify a place	Where is the place where I can buy a bus card?
Identify an object	I need medicine that helps with headaches. / I need food that doesn't contain peanuts.
Explain purpose	Is this medicine for a sore throat? / I need a key to open the locker.
Repair communication	Is that the building which is beside the bank? / Could you point to it?



Teacher Read-Aloud: Community Information Desk

Listen for the person, place, object, and purpose.

Mission Warm-up Find the Right Service

TEACHER EDITION

Listen twice and complete the information.

1. Which person does Elena need?

She needs someone who can help her register for a class.

2. Where should she go?

She should go to the office where new students register, next to the library.

3. What is the blue form for?

It is for contact information.

Teacher Route — 120 minutes:

0–15: mission and listening. **15–45:** relative-clause and purpose formulas. **45–80:** one pronoun task, one combining task, and brief for/to practice. **80–115:** Mission Lab. **115–120:** exit check. Non-defining-clause punctuation can be extension.

Read twice: Elena: “I need someone who can help me register for a class.” Volunteer: “Go to the office where new students register. It is next to the library.” Elena: “Is that the building which has the blue door?” Volunteer: “Yes. Take the blue form to give them your contact information.” Elena: “Is the blue form for contact information?” Volunteer: “Exactly.”

Defining Relative Clauses

TEACHER EDITION

Relative Pronouns

Relative pronouns introduce relative clauses. They connect extra information to a noun in the main sentence.

Pronoun	Used for	Example
who	people	The teacher who teaches us English is from London.
which	things / animals	The book which I bought is very interesting.
that	people or things	The movie that we watched was exciting.
where	places	The city where I was born is very small.
when	time	I remember the day when we first met.
whose	possession	The girl whose bag was stolen called the police.

Defining Relative Clauses: Essential Information

A **defining relative clause** gives essential information about the noun. Without it, we don't know which person, thing, or place we are talking about.

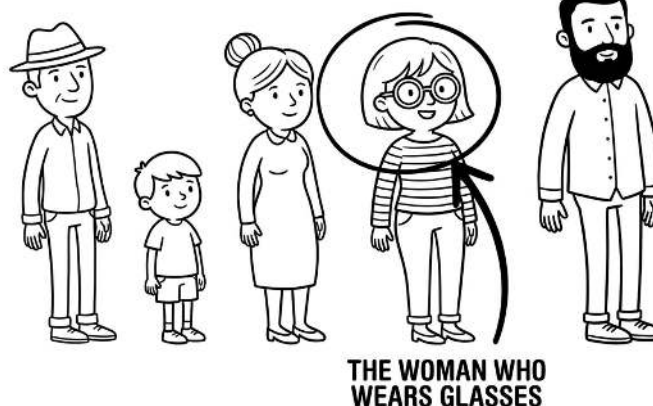
- **No commas** around the clause
- You can use **who**, **which**, or **that**
- The clause cannot be removed without changing the meaning

Structure: noun + relative pronoun + rest of clause

The woman **who lives next door** is a doctor. (Which woman? The one who lives next door.)

Defining Clause

TEACHER EDITION



Example: The woman who wears glasses is my teacher.

A defining relative clause tells us exactly which person or thing we mean

Examples: Defining Relative Clauses

WHO (PEOPLE)

The students who study hard usually get good grades.

Os alunos que estudam bastante geralmente tiram boas notas.

WHICH (THINGS)

The phone which I lost was brand new.

O celular que eu perdi era novo.

THAT (PEOPLE OR THINGS)

She is the friend that helped me with the project.

Ela é a amiga que me ajudou com o projeto.

WHERE (PLACES)

This is the park where we play soccer.

Este é o parque onde jogamos futebol.

WHEN (TIME)

Do you remember the summer when we went to Bahia?

Você lembra do verão em que fomos para a Bahia?

WHOSE (POSSESSION)

TEACHER EDITION

The man whose car broke down called a mechanic.*O homem cujo carro quebrou chamou um mecânico.***Tip:****"that" vs "which" — when are they interchangeable?**

- In **defining** clauses, you can use **that** or **which** for things: "The book **that/which** I read was great."
- In **non-defining** clauses (Unit 7.2), you must use **which**, never **that**.
- For **people**, use **who** or **that** in defining clauses.

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

Activity: Write several sentences on the board without relative clauses (e.g., "The girl is my sister. She plays guitar.") and have students combine them using relative pronouns. This builds the intuition for when to use each pronoun.

Exercise 1 Choose the Correct Relative Pronoun

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Fill in the blanks with the correct relative pronoun: **who**, **which**, **that**, **where**, **when**, or **whose**.

1. The girl **who** _____ sits next **who** to me speaks three languages.

POR QUÊ:

who ✓ — pronome relativo para PESSOAS ("the girl") como sujeito da oração relativa.

which ✗ — só para coisas/animais, não para pessoas.

whose ✗ — indica posse ("cujo"); aqui não há posse, é o sujeito que pratica a ação.

2. The movie **that** _____ we **that / which** watched last night was really funny.

POR QUÊ:

that / which ✓ — para COISAS ("the movie"). Em oração definindo (sem vírgulas), os dois são intercambiáveis.

who ✗ — só para pessoas, e "movie" é coisa.

Aqui o pronome é objeto ("we watched ____"), então também poderia ser omitido: "The movie we watched...".

3. This is the restaurant **where** _____ my parents had their first date.

POR QUÊ:

where ✓ — refere-se a um LUGAR ("the restaurant") onde algo acontece.

which/that ✗ — exigiriam uma preposição ("in which / that... in"); sozinhos não cobrem a ideia de lugar.

when ✗ — usa-se para tempo, não para lugar.

4. The boy **whose** _____ father is a **whose** pilot wants to fly planes too.

POR QUÊ:

whose ✓ — indica POSSE ("cujo"): o pai pertence ao menino (the boy's father).

who ✗ — seria sujeito da oração, mas aqui o foco é a relação de posse com "father".

which ✗ — para coisas, e não expressa posse.

5. I remember the day **when** _____ I started learning English.

when**POR QUÊ:**

TEACHER EDITION

when ✓ — refere-se a TEMPO ("the day").**where** ✗ — é para lugar, não para tempo.**which/that** ✗ — precisariam de preposição ("on which"); "when" já cobre a ideia de tempo.

6. The cake **which** _____ she made for the party was delicious.

which / that**POR QUÊ:****which / that** ✓ — para COISAS ("the cake"); em oração definindo os dois servem.**who** ✗ — só para pessoas.

O pronome é objeto ("she made ____"), então também poderia ser omitido: "The cake she made...".

7. The people **who** _____ live in that building are very friendly.

who / that**POR QUÊ:****who / that** ✓ — para PESSOAS ("the people"). Em oração definindo, "that" também é aceito para pessoas.**which** ✗ — só para coisas/animais, não para pessoas.

Aqui o pronome é sujeito ("_____ live"), então NÃO pode ser omitido.

8. The school **where** _____ I study has a big library.

where**POR QUÊ:****where** ✓ — refere-se a um LUGAR ("the school") onde a ação ocorre.**which/that** ✗ — precisariam de preposição ("at which / that I study at"); "where" já indica lugar.**when** ✗ — é para tempo, não para lugar.

9. The woman **whose** _____ dog ran away is looking for it everywhere.

whose**POR QUÊ:****whose** ✓ — indica POSSE ("cujo"): o cachorro pertence à mulher (the woman's dog).**who** ✗ — seria sujeito que age, mas aqui a relação com "dog" é de posse.**which** ✗ — para coisas e sem ideia de posse.

10. December is the month

when _____ we celebrate
Christmas.

when

POR QUÊ:

TEACHER EDITION

when ✓ — refere-se a TEMPO ("the month").

where ✗ — é para lugar, e "month" é tempo.

which/that ✗ — precisariam de preposição ("in which"); "when" já cobre a ideia de tempo.

Exercise 2 Combine the Sentences

TEACHER EDITION

Combine each pair of sentences into one sentence using a relative pronoun (**who**, **which**, **that**, **where**, **when**, or **whose**).

1. The teacher is very kind.
She teaches us science.

The teacher who teaches us science is very kind.

POR QUÊ:

who ✓ — substitui "she" (PESSOA) e vira sujeito da oração relativa, que entra logo após "teacher".

Erro comum: usar "which" para a professora, ou deixar a oração relativa no fim ("The teacher is very kind who teaches..."), separando-a do substantivo.

2. I bought a book. The book has 300 pages.

The book which/that I bought has 300 pages.

POR QUÊ:

which / that ✓ — substitui "the book" (COISA); em oração definindo os dois valem.

Como o pronome é objeto ("I bought ____"), também é correto omiti-lo: "The book I bought has 300 pages."

Erro comum: usar "who" para um objeto inanimado.

3. That is the hospital. My mother works there.

That is the hospital where my mother works.

POR QUÊ:

where ✓ — substitui "there" (LUGAR: the hospital).

Erro comum: manter o "there" no fim ("...where my mother works there") — o "where" já carrega a ideia de lugar, então o advérbio sai.

4. The boy won the prize. His essay was the best.

The boy whose essay was the best won the prize.

POR QUÊ:

whose ✓ — substitui o possessivo "his" (POSSE): a redação é do menino (the boy's essay).

Erro comum: usar "who" (que substitui o sujeito, não a posse) ou confundir com "who's" (= who is).

5. July is the month. Schools are on holiday then.

POR QUÊ:

TEACHER EDITION

when ✓ — substitui "then" (TEMPO: the month).

Erro comum: usar "where" (que é para lugar) ou manter "then" no fim — o "when" já indica o tempo.

July is the month when schools are on holiday.

6. The dog is very playful. It lives next door.

POR QUÊ:**that / which** ✓ — substitui "it" (ANIMAL/coisa: the dog); em oração definindo os dois servem.

Aqui o pronome é sujeito ("___ lives next door"), então NÃO pode ser omitido. Erro comum: usar "who" (reservado a pessoas).

The dog that/which lives next door is very playful.

UNIT 7.2

Non-Defining Relative Clauses



Non-Defining Relative Clauses: Extra Information

A **non-defining relative clause** gives extra, non-essential information about the noun. The sentence still makes sense without it.

- **Commas** before and after the clause
- You can use **who** or **which**, but **NOT "that"**
- The clause can be removed without changing the main meaning

Structure: noun + , + relative pronoun + rest of clause + ,

My sister, **who lives in Rio**, is visiting us next week. (We already know which sister.)

DEFINING

The book that I bought is great.

NON-DEFINING

My sister^① who lives in London^① is doactor.

Defining clauses identify; non-defining clauses add extra information

Defining vs Non-Defining: See the Difference

TEACHER EDITION

DEFINING (ESSENTIAL)

The brother who lives in London is a doctor.

Meaning: I have more than one brother. This identifies WHICH one.

NON-DEFINING (EXTRA INFO)

My brother, who lives in London, is a doctor.

Meaning: I have one brother. The London detail is bonus information.

DEFINING (ESSENTIAL)

The car that was parked outside belongs to my neighbor.

Meaning: Which car? The one parked outside.

NON-DEFINING (EXTRA INFO)

My car, which is a blue Toyota, needs a new tire.

Meaning: I have one car. The blue Toyota detail is extra.

NON-DEFINING WITH "WHERE"

Salvador, where my grandmother lives, is a beautiful city.

Meaning: Salvador is already identified. The grandmother detail is extra.



Warning:

Commas matter! They change the meaning completely:

- **My brother who lives in London** = I have several brothers; this one lives in London.
- **My brother, who lives in London,** = I have one brother; he happens to live in London.

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TOP: My brother who lives in Paris is visiting.
 ↳ (NOTE: I have more than one brother.)

BOTTOM: My brother, who lives in Paris, is visiting.
 ↳ (NOTE: I have only one brother.)

Commas signal non-defining clauses -- they hold the extra information



Remember:

Non-defining = extra info you could remove and the sentence still works. Try removing the relative clause: if the sentence still makes sense and identifies the noun clearly, it is non-defining and needs commas.

Teacher Note:

Suggested time: 30 minutes

Activity: Give students sentences and ask them to decide whether removing the relative clause changes the meaning. If yes, it is defining (no commas). If no, it is non-defining (commas needed). Use examples about well-known people and places to make it engaging.

Exercise 3 Add Commas Where Needed

TEACHER EDITION

Read each sentence. If it contains a **non-defining** relative clause, rewrite it with commas in the correct places. If it is **defining**, write "No commas needed."

1. My mother who is a nurse works at the hospital.

My mother, who is a nurse, works at the hospital. (non-defining — you only have one mother)

POR QUÊ:

Vírgulas (non-defining) ✓ — "my mother" já está identificada (só se tem uma mãe), então "who is a nurse" é informação extra, removível, e vai entre vírgulas.

Sem vírgulas estaria errado: sugeriria que você tem várias mães e está distinguindo a enfermeira.

2. The students who passed the exam will receive a certificate.

No commas needed. (defining — identifies WHICH students)

POR QUÊ:

Sem vírgulas (defining) ✓ — "who passed the exam" é essencial: diz QUAIS alunos recebem o certificado (só os aprovados). Removê-la mudaria o sentido.

Pôr vírgulas estaria errado: indicaria que TODOS os alunos passaram, e a informação seria apenas extra.

3. Brazil which is the largest country in South America has many beautiful beaches.

Brazil, which is the largest country in South America, has many beautiful beaches. (non-defining — Brazil is already identified)

POR QUÊ:

Vírgulas + which (non-defining) ✓ — nomes próprios ("Brazil") já estão identificados, então a oração é apenas informação extra e vai entre vírgulas.

Lembre: em oração non-defining usa-se **which** (nunca "that") para coisas.

4. The boy who broke the window has to pay for it.

No commas needed. (defining — identifies WHICH boy)

POR QUÊ:

Sem vírgulas (defining) ✓ — "who broke the window" diz QUAL menino tem que pagar; é informação essencial e não pode ser removida.

Pôr vírgulas estaria errado: trataria a informação como dispensável, perdendo a identificação do menino.

5. Our English teacher who is from Canada is very patient.

Our English teacher, who is from Canada, is very patient. (non-defining — "our English teacher" is already specific)

POR QUÊ:

Vírgulas (non-defining) ✓ — "our English teacher" já é específico (presume-se um só), então "who is from Canada" é detalhe extra, entre vírgulas.

Sem vírgulas, indicaria que há vários professores de inglês e está-se distinguindo o canadense.

TEACHER EDITION

6. The restaurant where we ate last night was very expensive.

No commas needed. (defining — identifies WHICH restaurant)

POR QUÊ:

Sem vírgulas (defining) ✓ — "where we ate last night" identifica QUAL restaurante; informação essencial.

Pôr vírgulas estaria errado: o ouvinte não saberia de qual restaurante se fala sem essa oração.

7. The Amazon River which flows through Brazil is the longest river in the world.

The Amazon River, which flows through Brazil, is the longest river in the world. (non-defining — the Amazon River is already identified)

POR QUÊ:

Vírgulas + which (non-defining) ✓ — "the Amazon River" é único e já identificado, então "which flows through Brazil" é informação extra, entre vírgulas.

Em non-defining usa-se **which**, nunca "that".

8. People who exercise regularly tend to be healthier.

No commas needed. (defining — identifies WHICH people)

POR QUÊ:

Sem vírgulas (defining) ✓ — "who exercise regularly" diz QUAIS pessoas tendem a ser mais saudáveis (não todas). É essencial.

Pôr vírgulas estaria errado: afirmaria que todas as pessoas se exercitam, o que muda o sentido.

Exercise 4 Choose the Correct Option

TEACHER EDITION

Select the correct sentence in each group.

1. ☐ a) My sister, that lives in Brasilia, is a lawyer.
- ☐ b) My sister, who lives in Brasilia, is a lawyer.
- ☐ c) My sister who lives in Brasilia, is a lawyer.

POR QUÊ:

b) ✓ — "who" para pessoa + vírgulas corretas: "my sister" já é específica, então a oração é non-defining (entre duas vírgulas).

a) ✗ — usa "that" em oração non-defining; "that" é proibido nesse caso.

c) ✗ — pontuação desequilibrada: abre sem vírgula e fecha com vírgula. Non-defining exige vírgula antes E depois.

b) My sister, who lives in Brasilia, is a lawyer.

2. ☐ a) The students who study hard get better results.
- ☐ b) The students, who study hard, get better results.
- ☐ c) The students which study hard get better results.

POR QUÊ:

a) ✓ — "who" para pessoas + oração defining (sem vírgulas): identifica QUAIS alunos têm melhores resultados.

b) ✗ — vírgulas tornariam non-defining, sugerindo que TODOS os alunos estudam muito; muda o sentido.

c) ✗ — "which" não se usa para pessoas.

a) The students who study hard get better results.

3. ☐ a) The Eiffel Tower, that is in Paris, is very famous.
- ☐ b) The Eiffel Tower which is in Paris is very famous.
- ☐ c) The Eiffel Tower, which is in Paris, is very famous.

POR QUÊ:

c) ✓ — "the Eiffel Tower" é única e já identificada, então a oração é non-defining: "which" + vírgulas antes e depois.

a) ✗ — usa "that" em non-defining (proibido).

b) ✗ — sem vírgulas; com algo já único, a oração tem que ser non-defining (entre vírgulas).

c) The Eiffel Tower, which is in Paris, is very famous.

4. ☐ a) The man whose wife is a dentist lives on our street.
- ☐ b) The man who's wife is a dentist lives on our street.
- ☐ c) The man whom wife is a dentist lives on our street.

POR QUÊ:

TEACHER EDITION

a) ✓ — "whose" indica POSSE: a esposa e do homem (the man's wife).

b) ✗ — "who's" significa "who is", não posse — erro clássico de confusão.

c) ✗ — "whom" é objeto (não possessivo) e não cabe antes de "wife".

a) The man whose wife is a dentist lives on our street.

5. ☐ a) The city where I grew up is near the coast.
- ☐ b) The city which I grew up is near the coast.
- ☐ c) The city when I grew up is near the coast.

POR QUÊ:

a) ✓ — "where" para LUGAR ("the city"): grow up acontece em um lugar.

b) ✗ — "which" sozinho exigiria preposição ("in which I grew up"); não funciona aqui.

c) ✗ — "when" é para tempo, não para lugar.

a) The city where I grew up is near the coast.

6. ☐ a) Portuguese, that is spoken in Brazil, is a beautiful language.
- ☐ b) Portuguese, which is spoken in Brazil, is a beautiful language.
- ☐ c) Portuguese which is spoken in Brazil is a beautiful language.

POR QUÊ:

b) ✓ — "Portuguese" já é único/identificado, então oração non-defining: "which" + vírgulas antes e depois.

a) ✗ — usa "that" em non-defining (proibido).

c) ✗ — sem vírgulas; com algo já identificado, a oração deve ser non-defining (entre vírgulas).

b) Portuguese, which is spoken in Brazil, is a beautiful language.

Exercise 5 Complete with the Correct Relative Pronoun and Commas

TEACHER EDITION

Fill in the blanks with **who**, **which**, **that**, **where**, or **whose**. Add commas where necessary for non-defining clauses.

1. The teacher
who _____ gave
us homework is absent
today.

**who (no
commas —
defining)**

POR QUÊ:

who, sem vírgulas ✓ — "who" para pessoa ("the teacher"); a oração identifica QUAL professor (o que passou a lição), logo é defining e não leva vírgulas.

Erro provável: pôr vírgulas, transformando em non-defining sem necessidade.

2. My best friend
, who _____ lives in
Curitiba, _____
is coming to visit.

**, who ... , (non-
defining — my best
friend is already
specific)**

POR QUÊ:

Lacuna 1: , who ✓ — "who" para pessoa; e como "my best friend" já é específico, abre com vírgula (non-defining).

Lacuna 2: , ✓ — fecha a oração extra com a segunda vírgula. Em non-defining as vírgulas vêm em par.

Erro provável: esquecer a vírgula de fechamento ou usar "that".

3. The laptop
which _____ I
use for school is very
old.

**which / that
(no commas
— defining)**

POR QUÊ:

which / that, sem vírgulas ✓ — para coisa ("the laptop"); a oração identifica QUAL laptop, logo é defining (sem vírgulas) e "which" e "that" valem.

Como o pronome é objeto ("I use ____"), poderia até ser omitido: "The laptop I use...". Erro provável: usar "who".

4. The Amazon rainforest
, which _____ covers a
huge area, _____ is
home to millions of species.

**, which ... , (non-
defining — the
Amazon rainforest
is already
identified)**

POR QUÊ:

Lacuna 1: , which ✓ — coisa já identificada ("the Amazon rainforest"), então non-defining: vírgula + "which" (nunca "that").

Lacuna 2: , ✓ — fecha o par de vírgulas da oração extra.

Erro provável: usar "that" ou esquecer uma das vírgulas.

5. The park
where we
play soccer is closed
today.

**where (no
commas —
defining)**

POR QUÊ:

where, sem vírgulas ✓ — "where" para lugar ("the park"); a oração identifica QUAL parque, logo é defining (sem vírgulas).

Erro provável: usar "which/that" sem preposição, ou pôr vírgulas indevidas.

TEACHER EDITION

6. My grandmother
, whose cooking is
famous in the family
, taught me
how to make brigadeiro.

**, whose ... , (non-
defining — my
grandmother is
already specific)**

POR QUÊ:

Lacuna 1: , whose ✓ — "whose" indica POSSE (a culinária é da avó); e como "my grandmother" já é específica, abre com vírgula (non-defining).

Lacuna 2: , ✓ — fecha o par de vírgulas.

Erro provável: usar "who's" (= who is) no lugar de "whose".

7. The people
who
arrived late missed the
beginning of the show.

**who / that
(no
commas —
defining)**

POR QUÊ:

who / that, sem vírgulas ✓ — pessoas ("the people"); a oração identifica QUAIS pessoas (as que chegaram tarde), logo é defining e "that" também é aceito.

Erro provável: usar "which" (não vale para pessoas) ou pôr vírgulas.

8. Carnival , which is
celebrated every year
, is the biggest
festival in Brazil.

**, which ... , (non-
defining —
Carnival is already
identified)**

POR QUÊ:

Lacuna 1: , which ✓ — "Carnival" já é único/identificado, então non-defining: vírgula + "which".

Lacuna 2: , ✓ — fecha o par de vírgulas da informação extra.

Em non-defining nunca se usa "that"; e as vírgulas vêm sempre em par.

UNIT 7.3

For vs To

Why is this confusing?

In Portuguese, "**para**" translates to both **for** and **to** in English. But they are used in different situations!

TO — Direction, Destination, or Purpose (with a verb)

Use **to** when talking about:

- **Direction / destination:** where someone or something goes
- **Purpose with a verb:** why someone does something (to + verb)
- **Giving / telling / sending:** the person who receives

DIRECTION / DESTINATION

I go to school every day.

*Eu vou **para** a escola todos os dias.*

DIRECTION / DESTINATION

She moved to São Paulo last year.

*Ela se mudou **para** São Paulo no ano passado.*

PURPOSE (TO + VERB)

I study English to get a better job.

*Eu estudo inglês **para** conseguir um emprego melhor.*

PURPOSE (TO + VERB)

He went to the shop to buy milk.

*Ele foi à loja **para** comprar leite.*

GIVING / RECEIVING

TEACHER EDITION

I gave the book to my sister.*Eu dei o livro **para** a minha irmã.*

FOR — Benefit, Duration, or Purpose (with a noun)

Use **for** when talking about:

- **Benefit / who it's meant for:** the person who benefits
- **Purpose with a noun:** what something is used for (for + noun)
- **Duration:** how long something lasts
- **Reason:** the reason for something (for + noun / -ing)

BENEFIT

This present is for you.*Este presente é **para** você.*

BENEFIT

I made dinner for the family.*Eu fiz jantar **para** a família.*

PURPOSE (FOR + NOUN)

This bag is for books.*Esta bolsa é **para** livros.*

DURATION

I lived in Recife for five years.*Eu morei em Recife **por** cinco anos.*

REASON

Thank you for helping me.*Obrigado(a) **por** me ajudar.*



The Key Difference

Purpose with a VERB → TO: I came here **to study**. (to

TEACHER EDITION

Purpose with a NOUN → FOR: This knife is **for cutting** bread. (for + noun/-ing)

Destination → TO: I'm going **to** the park.

Benefit → FOR: I bought flowers **for** my mother.

Exercise 6 For or To?

TEACHER EDITION

Complete each sentence with **for** or **to**.

1. I went to the supermarket
to _____ buy some
fruit.

to
(purpose
+ verb)

POR QUÊ:

to ✓ — propósito com VERBO ("to buy" = para comprar). Propósito + verbo no infinitivo pede "to".

for ✗ — usa-se com substantivo ("for fruit"), não com verbo. Em português os dois viram "para", o que confunde.

2. This cake is
for _____ your
birthday.

for
(benefit)

POR QUÊ:

for ✓ — benefício/ocasião + SUBSTANTIVO ("your birthday"). "for" liga algo a quem ou ao que se destina.

to ✗ — "to" pediria um verbo a seguir (to celebrate), não um substantivo.

3. She traveled
to _____ Rio de
Janeiro last weekend.

to
(destination)

POR QUÊ:

to ✓ — DESTINO/direção (para onde foi: Rio de Janeiro). Movimento até um lugar pede "to".

for ✗ — não marca destino; "travel for" só funciona com tempo/razão (ex.: for a week).

4. I waited **for** _____ two
hours at the bus stop.

for
(duration)

POR QUÊ:

for ✓ — DURAÇÃO (por quanto tempo: two hours). "for + período de tempo".

to ✗ — "to" não marca duração; serve para destino ou propósito com verbo.

5. He called the restaurant
to _____ make a
reservation.

to
(purpose
+ verb)

POR QUÊ:

to ✓ — propósito com VERBO ("to make" = para fazer). Por que ligou? Para fazer a reserva.

for ✗ — só caberia com substantivo ("for a reservation"), não antes do verbo "make".

6. Thank you
for _____ coming
to my party.

for
(reason)

POR QUÊ:

for ✓ — motivo do agradecimento + forma "-ing" ("for coming"). "Thank you for + -ing" é expressão fixa.

to ✗ — seria "thank you to..." (incorreto aqui); o padrão é sempre "for + -ing".

TEACHER EDITION

7. I need a pen
to _____ write my
name.

to (purpose
+ verb)

POR QUÊ:

to ✓ — propósito com VERBO ("to write" = para escrever); para que serve a caneta.

for ✗ — "for" pediria substantivo/-ing ("a pen for writing"), não o infinitivo "write".

8. This room is
for _____
meetings.

for (purpose
+ noun)

POR QUÊ:

for ✓ — propósito com SUBSTANTIVO ("for meetings"); para que serve a sala.

to ✗ — "to" exigiria verbo a seguir ("to hold meetings"), não o substantivo "meetings".

9. Can you send this email
to _____ the
teacher?

to
(receiving
person)

POR QUÊ:

to ✓ — pessoa que RECEBE ("send ... to the teacher"). Verbos como send/give/tell usam "to" para o destinatário.

for ✗ — "for the teacher" mudaria o sentido (em benefício de / no lugar de), não "para quem é enviado".

10. I've been studying English
for _____ three
years.

for
(duration)

POR QUÊ:

for ✓ — DURAÇÃO (por quanto tempo: three years). "for + período" indica há quanto tempo dura a ação.

to ✗ — "to" não marca duração. (Cuidado para não confundir com "since", que marca o ponto de início.)

UNIT 7.4

Reading: My Neighborhood

Vila Nova -- a peaceful Brazilian neighborhood

The Place Where I Live

Read the text and answer the questions below.

I live in a neighborhood called Vila Nova, which is in the south of Belo Horizonte. It is a quiet area where many families have lived for generations. The street where my house is located has tall mango trees that give shade in the summer.

My next-door neighbor is Dona Rosa, who has lived here for over forty years. She is the person whose garden is always full of flowers. Everyone in the street knows Dona Rosa, who makes the best cheese bread in the neighborhood. On Sundays, the smell that comes from her kitchen is incredible.

There is a small bakery on the corner which opens at six in the morning. The baker, whose name is Seu Jorge, is a man who wakes up at four every day to prepare fresh bread. The bread that he makes is famous in our area. People who live in other neighborhoods sometimes come just to buy his pao de queijo.

The local school, which was built in 1985, is where most children in the area study. The playground where the kids play after school has a big mural that was painted by the students. My favorite place in the neighborhood is the small square where old men play dominoes in the afternoon. It is a peaceful spot where time seems to slow down.

Vila Nova, which may not be the most modern neighborhood in the city, is a place where people know each other and help their neighbors. It is the kind of community that makes you feel at home.

Original text for Incluir English Workbook

Teacher Note:

Pre-reading activity: Ask students to describe their own neighborhood in 2-3 sentences. This activates relevant vocabulary.

Reading strategy: Have students underline all relative clauses while reading. Then classify each as defining or non-defining.

TEACHER EDITION

Exercise 7 Find and Classify

TEACHER EDITION

Find six relative clauses in the text. Write the clause and classify it as **defining (D)** or **non-defining (ND)**.

1. Clause:

Type: **D or ND**

Answers will vary. Examples: "which is in the south of Belo Horizonte" (ND), "where many families have lived for generations" (D), "who has lived here for over forty years" (ND), "whose garden is always full of flowers" (ND), "that comes from her kitchen" (D), "which opens at six in the morning" (D)

POR QUÊ:

Como classificar: a oração é **ND (non-defining)** quando o substantivo já está identificado — nomes próprios (Vila Nova, Dona Rosa) ou pessoas/coisas únicas — e a oração apenas acrescenta informação extra (geralmente com vírgulas).

É **D (defining)** quando a oração é essencial para dizer QUAL pessoa/coisa/lugar se trata (sem vírgulas). Teste prático: se remover a oração e a frase ainda identificar o substantivo, é ND.

Lembre: "that" só aparece em orações defining, nunca em non-defining.

2. Clause:

Type: **D or ND**

See above for examples.

3. Clause:

Type: **D or ND**

See above for examples.

4. Clause:

TEACHER EDITION

Type: **D or ND** _____

See above for examples.

5. Clause:

Type: **D or ND** _____

See above for examples.

6. Clause:

Type: **D or ND** _____

See above for examples.

Exercise 8 Answer the Questions

TEACHER EDITION

Answer the questions in complete sentences based on the text.

1. What is special about Dona Rosa?

Dona Rosa has lived in the neighborhood for over forty years. Her garden is always full of flowers and she makes the best cheese bread in the neighborhood.

POR QUÊ:

A resposta vem do 2º parágrafo: "who has lived here for over forty years", "whose garden is always full of flowers" e "who makes the best cheese bread".

Aceite respostas em frases completas com qualquer uma dessas informações. Erro provável: copiar a oração relativa crua ("who has lived...") sem reescrever em frase completa.

2. Why do people from other neighborhoods visit the bakery?

People from other neighborhoods come to buy Seu Jorge's pao de queijo because his bread is famous in the area.

POR QUÊ:

A resposta está no 3º parágrafo: "The bread that he makes is famous" + "People who live in other neighborhoods sometimes come just to buy his pao de queijo".

A pergunta começa com "Why", então a resposta deve trazer a causa ("because his bread is famous"). Aceite frases completas com essa ideia.

3. What is the narrator's favorite place in the neighborhood, and why?

The narrator's favorite place is the small square where old men play dominoes in the afternoon. It is a peaceful spot where time seems to slow down.

POR QUÊ:

A resposta vem do 4º parágrafo: "My favorite place ... is the small square where old men play dominoes" + "a peaceful spot where time seems to slow down".

A pergunta tem duas partes (what + why), então a resposta completa precisa do lugar E do motivo. Aceite frases completas que cubram ambos.

4. What kind of community is Vila Nova, according to the text?

Vila Nova is a community where people know each other and help their neighbors. It is the kind of community that makes you feel at home.

POR QUÊ:

TEACHER EDITION

A resposta está no último parágrafo: "a place where people know each other and help their neighbors" + "the kind of community that makes you feel at home".

Aceite frases completas com essa ideia. Erro provável: responder só "It is good", sem usar as informações do texto.

REAL USE

Mission Lab: Find the Right Person or Place



Describe what you need even when you do not know its name

Model Exchange

Newcomer: I am looking for the place where I can renew my bus card.

Volunteer: You need the office that is inside Central Station.

Newcomer: Is that the station which is across from the museum?

Volunteer: Yes. Use the machine to print a queue number.

Newcomer: Is the number for the service desk?

Final Task Information Desk Challenge

TEACHER EDITION

Student A chooses three needs without saying the exact service name. Student B identifies and describes the right person, place, or object. Then switch.

- A.** Possible needs: find medicine for a headache, find food that is safe for an allergy, report a lost phone, print a ticket, speak to a manager, charge a device, or complete a visitor form.
- B.** Give a useful description with *who*, *which/that*, or *where*, then explain what the service or object is for.
- ✓ **Mission success:** Student A identifies all three services and confirms the final location or purpose.

**Repair Challenge:**

If you still do not understand, ask the speaker to point, draw, or compare: *Could you point to it? / Is it the place which is beside the bank?*

**AI Mission — Describe What You Need:**

In ChatGPT Voice, say: “Act as a city information volunteer. I will describe a person, place, or object without saying its name. Guess what I need, ask follow-up questions, and give simple directions.” **Offline:** play the same guessing game with six service words on paper.

Exit Check My Can-Do Checklist

- ☐ I can identify a person, place, or thing with a relative clause.
- ☐ I can explain what an object or service is for.
- ☐ I can confirm that I understood the correct location or purpose.

Performance Feedback:

TEACHER EDITION

Listen for successful identification, useful relative clauses, understandable for/to purpose phrases, follow-up questions, and visual or verbal repair strategies.

Chapter 7 - Answer Key

Exercise 1: Choose the Correct Relative Pronoun

1. who 2. that / which 3. where 4. whose 5. when
6. which / that 7. who / that 8. where 9. whose 10. when

Exercise 2: Combine the Sentences

1. The teacher who teaches us science is very kind.
2. The book which/that I bought has 300 pages.
3. That is the hospital where my mother works.
4. The boy whose essay was the best won the prize.
5. July is the month when schools are on holiday.
6. The dog that/which lives next door is very playful.

Exercise 3: Add Commas Where Needed

1. My mother, who is a nurse, works at the hospital. (ND)
2. No commas needed. (D)
3. Brazil, which is the largest country in South America, has many beautiful beaches. (ND)
4. No commas needed. (D)
5. Our English teacher, who is from Canada, is very patient. (ND)
6. No commas needed. (D)
7. The Amazon River, which flows through Brazil, is the longest river in the world. (ND)
8. No commas needed. (D)

Exercise 4: Choose the Correct Option

1. b) My sister, who lives in Brasilia, is a lawyer.
2. a) The students who study hard get better results.

3. c) The Eiffel Tower, which is in Paris, is very famous.
4. a) The man whose wife is a dentist lives on our street.
5. a) The city where I grew up is near the coast.
6. b) Portuguese, which is spoken in Brazil, is a beautiful language.

TEACHER EDITION

Exercise 5: Complete with the Correct Relative Pronoun and Commas

1. who (defining – no commas)
2. , who ... , (non-defining)
3. which / that (defining – no commas)
4. , which ... , (non-defining)
5. where (defining – no commas)
6. , whose ... , (non-defining)
7. who / that (defining – no commas)
8. , which ... , (non-defining)

Exercise 6: For or To?

1. to
2. for
3. to
4. for
5. to
6. for
7. to
8. for
9. to
10. for

Exercise 7: Find and Classify

Answers will vary. The text contains many relative clauses. Examples:

ND: "which is in the south of Belo Horizonte" (Vila Nova is already named)

D: "where many families have lived for generations" (identifies the area)

ND: "who has lived here for over forty years" (Dona Rosa is already named)

ND: "whose garden is always full of flowers" (Dona Rosa is already named)

D: "that comes from her kitchen" (identifies the smell)

D: "who wakes up at four every day" (identifies which man)

D: "that he makes" (identifies the bread)

ND: "which was built in 1985" (the local school is already identified)

D: "where the kids play after school" (identifies the playground)

D: "where old men play dominoes" (identifies the square)

ND: "which may not be the most modern neighborhood" (Vila Nova is already named)

D: "that makes you feel at home" (identifies the kind of community)

Accept any 6 correctly identified and classified relative clauses from the text. Award partial credit for correct clause identification even if the classification is debatable.

TEACHER EDITION

Exercise 8: Answer the Questions

1. Dona Rosa has lived in the neighborhood for over forty years. Her garden is always full of flowers and she makes the best cheese bread.
2. People from other neighborhoods come to buy Seu Jorge's pao de queijo because his bread is famous.
3. The narrator's favorite place is the small square where old men play dominoes. It is a peaceful spot where time seems to slow down.
4. Vila Nova is a community where people know each other and help their neighbors. It makes you feel at home.

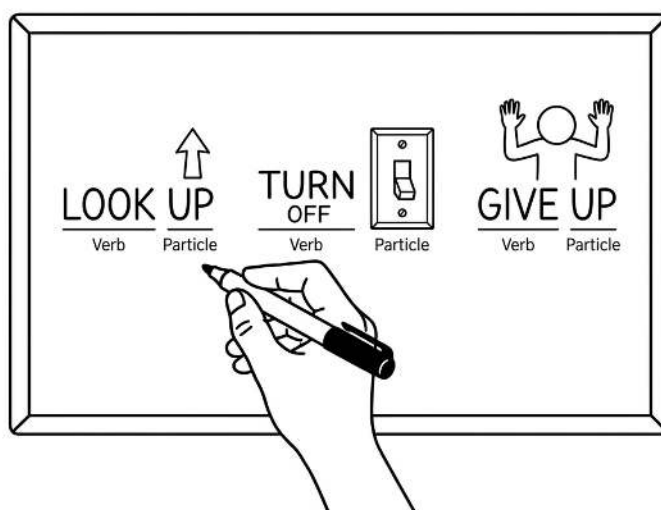
TEACHER EDITION

CHAPTER 8

TEACHER EDITION

A Day Abroad: Final Survival Mission

Use everyday phrasal verbs and natural word combinations to move through a complete day of travel, services, instructions, and unexpected problems.



Phrasal verbs: when a verb meets a particle, a new meaning is born!

**Today's Mission:**

Complete a “day abroad” simulation: follow travel instructions, check in, fill out information, solve a service problem, and keep communicating when something is unclear.



Survival Phrase Kit

TEACHER EDITION

Situation	Useful language
Travel	Where do I get off? / Where can I pick up my bag?
Arrival	I need to check in. / Do I have to fill out this form?
Instructions	Should I hand this in here? / I am trying to figure out the machine.
Problems	We have run out of _____. / The system has broken down.
Repair	Could we go over that again? / Which part should I fill in?



Teacher Read-Aloud: Morning Arrival Instructions

Listen for four actions and the order in which the traveler must do them.

Mission Warm-up Follow the Instructions

Listen twice. Number the actions from 1 to 4.

____ hand in the visitor form ____ get off at Central Square ____ fill out the form ____ pick up a badge

1. get off at Central Square; 2. fill out the form; 3. hand in the visitor form; 4. pick up a badge

1. What phrase did Alex use when the instructions were unclear?

He said, "Could we go over that last part again?"

Teacher Route — 120 minutes:

TEACHER EDITION

0–15: mission and listening. **15–40:** high-frequency phrasal verbs and collocations. **40–70:** selected controlled practice. **70–115:** three-stage Final Mission. **115–120:** Can-Do reflection. Prioritize phrases students will actually need; long vocabulary lists are reference material.

Read twice: Host: “Get off at Central Square and come into the community center. Fill out the visitor form, hand it in at reception, and pick up your badge.” Alex: “Could we go over that last part again?” Host: “Of course. First fill out the form. Then hand it in and pick up your badge.” Alex: “Great. I will write that down.”

UNIT 8.1

Phrasal Verbs



What Are Phrasal Verbs?

A **phrasal verb** is a verb combined with a particle (a preposition or adverb) that creates a **new meaning** different from the original verb.

Verb	Phrasal Verb	New Meaning
look	look up	search for information
give	give up	stop trying
turn	turn on	activate / start a device

You cannot guess the meaning of a phrasal verb from its individual words. **Look up** does not mean "look at the sky" — it means "search for information."

Separable vs. Inseparable Phrasal Verbs

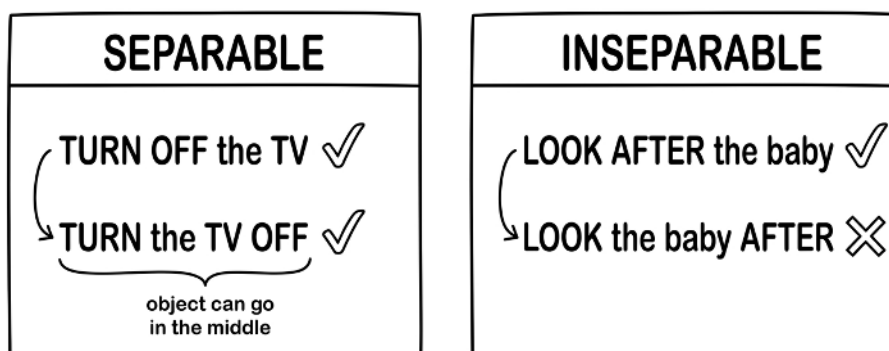
TEACHER EDITION

Separable phrasal verbs allow the object to go between the verb and the particle:

- **Turn off** the light. / **Turn** the light **off**. (Both correct)
- With pronouns, you **must** separate: **Turn it off**. (NOT "Turn off it.")

Inseparable phrasal verbs keep the verb and particle together — the object always comes after:

- I **ran into** my teacher at the mall. (NOT "I ran my teacher into.")
- She **looks after** her little brother. (NOT "She looks her little brother after.")



Separable vs. Inseparable: can you split the verb and the particle?

Common Phrasal Verbs

Phrasal Verb	Meaning	Português	Type
Daily Life			
wake up	stop sleeping	acordar	inseparable
turn on / turn off	activate / deactivate	ligar / desligar	separable

Phrasal Verb	Meaning	Português	TEACHER EDITION
pick up	lift; collect someone	<i>pegar; buscar alguém</i>	separable
put on	wear; place on body	<i>vestir; colocar</i>	separable
take off	remove (clothing); depart (plane)	<i>tirar (roupa); decolar</i>	separable
throw away	discard; put in the bin	<i>jogar fora</i>	separable
run out of	have no more of something	<i>ficar sem</i>	inseparable
Work & Study			
look up	search for information	<i>pesquisar; procurar</i>	separable
find out	discover information	<i>descobrir</i>	separable
figure out	solve; understand	<i>entender; resolver</i>	separable
hand in	submit (assignment)	<i>entregar (trabalho)</i>	separable
give up	stop trying	<i>desistir</i>	inseparable
carry on	continue	<i>continuar</i>	inseparable
Relationships			
get along with	have a good relationship	<i>se dar bem com</i>	inseparable
look after	take care of	<i>cuidar de</i>	inseparable
run into	meet by chance	<i>encontrar por acaso</i>	inseparable
let down	disappoint	<i>decepcionar</i>	separable
bring up	mention a topic; raise a child	<i>mencionar; criar (filho)</i>	separable
come across	find by accident	<i>encontrar por acaso</i>	inseparable

Examples in Context

TEACHER EDITION

SEPARABLE (NOUN OBJECT)

Can you pick up the kids from school today?*Você pode buscar as crianças na escola hoje?*

SEPARABLE (PRONOUN — MUST SPLIT)

I forgot my jacket. I need to go back and pick it up.*Esqueci minha jaqueta. Preciso voltar e pegá-la.*

INSEPARABLE

She looks after her grandmother every weekend.*Ela cuida da avó todo fim de semana.*

WORK CONTEXT

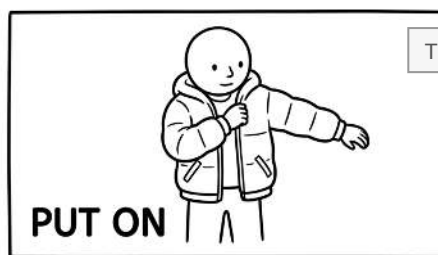
I need to hand in my report by Friday.*Preciso entregar meu relatório até sexta-feira.*

NO MORE LEFT

We've run out of milk. Can you buy some?*Ficamos sem leite. Você pode comprar?*

UNEXPECTED MEETING

I ran into my old teacher at the supermarket yesterday.*Encontrei meu antigo professor no supermercado ontem.*



TEACHER EDITION



Phrasal verbs in your daily routine: wake up, put on, pick up, turn off



Tip:

With **separable** phrasal verbs, both positions work with nouns: "Turn the light off" or "Turn off the light." But with **pronouns**, you **MUST** separate:

- **Turn it off.** (CORRECT)
- **Turn off it.** (WRONG)

Teacher Note:

Suggested time: 30 minutes

Activity: Write 5 separable phrasal verbs on the board. Have students create two sentences for each: one with a noun object and one with a pronoun. This reinforces the mandatory separation rule with pronouns.

Common L1 interference: Brazilian Portuguese students often try to translate phrasal verbs literally. Emphasize that the meaning is idiomatic and must be learned as a unit.

Exercise 1 Complete with the Correct Phrasal Verb

TEACHER EDITION

Fill in each blank with the correct phrasal verb from the box. Use the correct form (tense and person).

WORD BANK

give up

look up

turn off

run into

find out

pick up

get along with

throw away

look after

carry on

1. I didn't know the word, so I **looked it up** in the dictionary.

POR QUÊ:

look up ✓ — significa "pesquisar/procurar informação"; é o sentido de procurar a palavra no dicionário. No passado: **looked**.

look up é separável: com pronome objeto (it) é OBRIGATÓRIO separar — "looked it up", nunca "looked up it".

Cuidado: não confundir com **find out** (descobrir um fato), que não combina com "in the dictionary".

2. Please **turn off** the TV. It's time to study.

turn off**POR QUÊ:**

turn off ✓ — significa "desligar" (um aparelho); é o que se faz com a TV para estudar. Imperativo, então fica na forma base "turn off".

Confusão provável: **turn on** = ligar (sentido oposto). Como o objeto aqui é um substantivo (the TV), tanto "turn off the TV" quanto "turn the TV off" seriam corretos.

3. Don't **give up**! The exam is difficult, but you can do it.

give up**POR QUÊ:**

give up ✓ — significa "desistir/parar de tentar"; encaixa no incentivo "não desista". Imperativo na forma base.

Confusão provável: **carry on** = continuar (sentido oposto, e "Don't carry on" não faria sentido aqui). **give up** é inseparável quando usado sem objeto, como neste caso.

4. I **ran into** _____ my old neighbour at the shopping centre yesterday.

ran into

POR QUÊ:

run into ✓ — significa "encontrar por acaso (uma pessoa)"; combina com "yesterday", então vai no passado: **ran into**.

Confusão provável: **look up** ou **find out** não cabem (são sobre informação). **run into** é inseparável: o objeto (my old neighbour) vem sempre depois.

TEACHER EDITION

5. Can you **pick up** _____ some bread on your way home?

pick up

POR QUÊ:

pick up ✓ — significa "pegar/comprar de passagem"; combina com comprar pão no caminho de casa. Depois de "Can you", fica na forma base.

Confusão provável: **look after** (cuidar de) ou **throw away** (jogar fora) não cabem no contexto. **pick up** é separável; com substantivo (some bread), "pick up some bread" ou "pick some bread up" funcionam.

6. She **found out** _____ that her flight was cancelled when she arrived at the airport.

found out

POR QUÊ:

find out ✓ — significa "descobrir uma informação/fato"; combina com "that her flight was cancelled". Passado: **found out**.

Confusão provável: **look up** (procurar ativamente, ex. no dicionário) não cabe — aqui ela apenas descobriu a notícia. **find out** costuma ser seguido por uma oração com "that".

7. My grandmother **looks after** _____ my little cousin every afternoon.

looks after

POR QUÊ:

look after ✓ — significa "cuidar de (alguém)"; é o que a avó faz com o priminho. Sujeito 3ª pessoa (grandmother) + rotina (every afternoon) → presente com -s: **looks after**.

Confusão provável: **look up** (pesquisar) tem sentido totalmente diferente. **look after** é inseparável: o objeto vem sempre depois.

8. These old magazines are useless. Let's **throw them away** _____.

throw them away

POR QUÊ:

throw away ✓ — significa "jogar fora/descartar"; encaixa com revistas inúteis.

throw away é separável: com o pronome objeto (them) é OBRIGATÓRIO separar — "throw them away", nunca "throw away them".

9. Do you
get along with
your classmates?

**get
along
with**

POR QUÊ:

get along with ✓ — significa "se dar bem com (alguém)"; combina com a relação com os colegas. Depois de "Do you", forma base.

Cuidado com a partícula: é "get along WITH somebody". **look after** (cuidar de) tem outro sentido e não cabe. É inseparável: o objeto vem depois de "with".

TEACHER EDITION

10. The teacher asked us to
carry on with the exercise
while she answered the phone.

**carry
on**

POR QUÊ:

carry on ✓ — significa "continuar"; é seguir fazendo o exercício enquanto ela atendia.

Depois de "to", forma base.

Confusão provável: **give up** = desistir (sentido oposto). Note a partícula: "carry on WITH something". É inseparável.

Exercise 2 Match the Phrasal Verb to Its Meaning

TEACHER EDITION

Match each phrasal verb (left) with its correct meaning (right). Write the letter in the space provided.

- | | |
|----------------|------------------------------|
| 1. bring up | a) disappoint someone |
| 2. come across | b) submit (an assignment) |
| 3. let down | c) find by accident |
| 4. figure out | d) remove (clothing) |
| 5. hand in | e) mention a topic |
| 6. put on | f) have no more of something |
| 7. take off | g) solve or understand |
| 8. run out of | h) stop sleeping |
| 9. wake up | i) wear; place on body |
| 10. turn on | j) activate a device |

- | | | |
|--------------------|-------------------|-------------------|
| 1. e _____ | 2. c _____ | 3. a _____ |
| 4. g _____ | 5. b _____ | 6. i _____ |
| 7. d _____ | 8. f _____ | 9. h _____ |
| 10. j _____ | | |

1-e, 2-c, 3-a, 4-g, 5-b, 6-i, 7-d, 8-f, 9-h, 10-j

POR QUÊ:

1-e ✓ bring up = "mencionar um assunto" (também "criar um filho"); aqui o sentido pede o verbo **bring up** o tópico à tona.

2-c ✓ come across = "encontrar por acaso (uma coisa)". Cuidado para não confundir com **run into** (encontrar uma pessoa por acaso).

3-a ✓ let down = "decepcionar alguém". É separável: "let me down".

4-g ✓ figure out = "resolver/entender". Tentação: confundir com **find out** (descobrir), mas figure out implica raciocinar.

5-b ✓ hand in = "entregar (um trabalho)".

6-i ✓ put on = "vestir; colocar no corpo". Não confundir com **take off** (tirar).

7-d ✓ take off = "tirar (roupa)" (também "decolar"). Par opostos com put on.

8-f ✓ run out of = "ficar sem (não ter mais algo)".

9-h ✓ wake up = "acordar (parar de dormir)".

10-j ✓ turn on = "ligar/ativar um aparelho". Oposto de turn off.

TEACHER EDITION

Exercise 3 Choose the Correct Phrasal Verb

TEACHER EDITION

Select the correct phrasal verb to complete each sentence.

1. The plane _____ at 6 a.m. and landed in London at noon.

- ☐ a) took off
☐ b) put on
☐ c) turned on

a) took off

POR QUÊ:

a) take off ✓ — significa "decolar (avião)"; é o que o avião faz às 6h antes de pousar. Passado: **took off**.

b) put on ✗ — significa "vestir/colocar (roupa)", não cabe com avião.

c) turn on ✗ — significa "ligar/ativar (aparelho)", sentido diferente.

2. I _____ an interesting article about climate change while reading the newspaper.

- ☐ a) ran into
☐ b) came across
☐ c) looked up

b) came across

POR QUÊ:

b) come across ✓ — significa "encontrar por acaso (uma coisa)"; combina com achar um artigo lendo o jornal.

Passado: **came across**.

a) ran into ✗ — também é "por acaso", mas com PESSOAS, não com um artigo/coisa.

c) looked up ✗ — significa "pesquisar ativamente"; aqui o encontro foi acidental, não uma busca.

3. He promised to help, but he _____ me _____. He never showed up.

- ☐ a) let ... down
☐ b) gave ... up
☐ c) brought ... up

a) let ... down

POR QUÊ:

a) let ... down ✓ — significa "decepcionar alguém"; combina com prometer ajuda e não aparecer. É separável: o objeto (me) vai no meio — "let me down".

b) gave ... up ✗ — give up = desistir, e normalmente não leva pessoa como objeto nesse sentido.

c) brought ... up ✗ — bring up = mencionar um assunto / criar um filho, não cabe aqui.

4. It took me a long time to _____ the answer to the puzzle.

- ☐ a) hand in
☐ b) carry on
☐ c) figure out

c) figure out

POR QUÊ:

c) figure out ✓ — significa "resolver/descobrir pela razão"; combina com levar tempo para achar a resposta do enigma.

a) hand in ✗ — entregar (um trabalho), sentido diferente.

b) carry on ✗ — continuar; não tem a ver com resolver o enigma.

5. My sister and I _____ very well. We never fight.

- ☐ a) look after
☐ b) get along
☐ c) bring up

b) get along

6. We _____ sugar, so I need to go to the shop.

- ☐ a) threw away
☐ b) ran out of
☐ c) picked up

b) ran out of

POR QUÊ:

b) get along ✓ — significa "se dar bem"; combina com "nunca brigamos". Sem objeto direto, usa-se só "get along" (com pessoa, seria "get along with").

a) look after ✗ — cuidar de alguém, sentido diferente.

c) bring up ✗ — mencionar / criar (filho), não cabe.

TEACHER EDITION

POR QUÊ:

b) run out of ✓ — significa "ficar sem (algo)"; combina com não ter mais açúcar e precisar ir à loja. Passado: **ran out of**.

a) threw away ✗ — jogar fora (descartar de propósito), não é o caso.

c) picked up ✗ — pegar/comprar, sentido oposto ao de ficar sem.

UNIT 8.2

Collocations

What Are Collocations?

Collocations are natural word combinations that native speakers use together. They sound "right" to a native ear, even though other combinations might be grammatically correct.

Natural (Correct)	Unnatural (Incorrect)
make a decision	do a decision
take a shower	make a shower
do homework	make homework
have a conversation	do a conversation

There is no grammar rule for collocations — they are learned through exposure and practice.

Types of Collocations

Type	Pattern	Examples
Verb + Noun	make/do/take/have + noun	make a mistake, do a favour, take a break
Adjective + Noun	adjective + noun	heavy rain, strong coffee, fast food
Adverb + Adjective	adverb + adjective	highly unlikely, deeply concerned, fully aware

MAKE	DO	TAKE	HAVE
a decision	homework	a photo	a shower
a mistake	exercise	a break	lunch
progress	the dishes	notes	fun

The Big Four: MAKE, DO, TAKE, and HAVE with their most common noun partners

Common Collocations

Collocation	Português	Example Sentence
MAKE + noun		
make a mistake	<i>cometer um erro</i>	Everyone makes mistakes when learning.
make a decision	<i>tomar uma decisão</i>	We need to make a decision soon.
make friends	<i>fazer amigos</i>	She made friends quickly at her new school.
make progress	<i>fazer progresso</i>	You're making great progress in English!
make an effort	<i>fazer um esforço</i>	He made an effort to arrive on time.
DO + noun		
do homework	<i>fazer lição de casa</i>	Have you done your homework yet?
do exercise	<i>fazer exercício</i>	I try to do exercise three times a week.
do business	<i>fazer negócios</i>	They do business with companies abroad.
do a favour	<i>fazer um favor</i>	Can you do me a favour?

Collocation	Português	Example Sentence	TEACHER EDITION
do research	<i>fazer pesquisa</i>	She's doing research on renewable energy.	
TAKE + noun			
take a break	<i>fazer uma pausa</i>	Let's take a break and have some coffee.	
take a shower	<i>tomar banho</i>	I take a shower every morning.	
take notes	<i>fazer anotações</i>	Students should take notes during the lecture.	
take a photo	<i>tirar uma foto</i>	Can you take a photo of us?	
take responsibility	<i>assumir responsabilidade</i>	You need to take responsibility for your actions.	
HAVE + noun			
have a conversation	<i>ter uma conversa</i>	We had a long conversation about the future.	
have an experience	<i>ter uma experiência</i>	I had an amazing experience travelling alone.	
have a problem	<i>ter um problema</i>	We're having a problem with the internet.	
have fun	<i>se divertir</i>	Did you have fun at the party?	
have a go	<i>tentar; experimentar</i>	I've never tried surfing, but I'd like to have a go.	

Natural vs. Unnatural Combinations

CORRECT

Make a decision — NOT "do a decision"

Tomar uma decisão

CORRECT

Do homework — NOT "make homework"

Fazer lição de casa

CORRECT

TEACHER EDITION

Take a photo — NOT "make a photo"*Tirar uma foto*

CORRECT

Have fun — NOT "make fun" (which means "to mock"!)*Se divertir (cuidado: "make fun of" = zombar de)*

CORRECT

Heavy rain — NOT "strong rain"*Chuva forte*

CORRECT

Strong coffee — NOT "heavy coffee"*Café forte***Warning:****"Make" vs. "Do"** — the classic challenge for Portuguese speakers!

- **MAKE** = creating or producing something: make a cake, make a mistake, make friends, make a decision, make progress
- **DO** = performing an activity or task: do homework, do exercise, do business, do a favour, do research

In Portuguese, both often translate to *"fazer"*, which is why this is so tricky!**Teacher Note:****Suggested time:** 30 minutes**Activity:** Create flashcards with the verb on one side (make/do/take/have) and the noun on the other. Students work in pairs to quiz each other. Keep score for a fun competitive element.**L1 note:** The "fazer" problem is the #1 collocation challenge for Brazilian students. Spend extra time on make vs. do with plenty of examples.

Exercise 4 Make, Do, Take, or Have?

TEACHER EDITION

Complete each sentence with **make**, **do**, **take**, or **have** in the correct form.

1. I need to **make** _____ a **make** decision about which university to attend.

POR QUÊ:

A colocação correta é **make a decision** ✓ ("tomar uma decisão"). Depois de "to", forma base "make".

Erro comum do brasileiro: dizer "do a decision" porque "fazer" traduz tanto make quanto do. Não existe "do a decision".

2. Can you **do** _____ me a **do** favour and close the window?

POR QUÊ:

A colocação correta é **do a favour** ✓ ("fazer um favor"). Depois de "Can you", forma base "do".

Erro comum: "make a favour". Em inglês favor anda com DO, não com make.

3. We should **take** _____ a **take** break. We've been studying for three hours.

POR QUÊ:

A colocação correta é **take a break** ✓ ("fazer uma pausa"). Depois de "should", forma base "take".

Erro comum: "do a break" ou "make a break" (pela tradução "fazer"). Pausa anda com TAKE.

4. She **made** _____ a lot of **made** progress in her English this semester.

POR QUÊ:

A colocação correta é **make progress** ✓ ("fazer progresso"). A frase é sobre o semestre passado, então vai no passado: **made**.

Erro comum: "do progress". Progresso anda com MAKE (algo que se cria/produz).

5. They **had** _____ a long **had** conversation about their holiday plans.

POR QUÊ:

A colocação correta é **have a conversation** ✓ ("ter uma conversa"). A ação já aconteceu, então passado: **had**.

Erro comum: "make a conversation" ou "do a conversation". Conversa anda com HAVE.

6. Have you done your homework yet?

done**POR QUÊ:**

A colocação correta é **do homework** ✓ ("fazer lição de casa"). Aqui está no present perfect ("Have you ... yet?"), então usa-se o particípio **done**.

Erro comum: "make homework". Lição/tarefa anda com DO (atividade/tarefa).

TEACHER EDITION

7. Don't forget to take notes during the presentation.

take**POR QUÊ:**

A colocação correta é **take notes** ✓ ("fazer anotações"). Depois de "to", forma base "take".

Erro comum: "make notes" (existe em inglês britânico, mas a forma esperada aqui é take) ou "do notes". Anotações andam com TAKE.

8. He made friends easily when he moved to a new city.

made**POR QUÊ:**

A colocação correta é **make friends** ✓ ("fazer amigos"). A ação está no passado ("when he moved"), então **made**.

Erro comum: "do friends". Amigos andam com MAKE.

9. We had so much fun at the music festival last weekend.

had**POR QUÊ:**

A colocação correta é **have fun** ✓ ("se divertir"). "Last weekend" pede passado: **had**.

Cuidado: "make fun" existe, mas significa "make fun OF someone" = zombar de alguém. Para "se divertir" é HAVE fun.

10. The company does business with clients all over the world.

does**POR QUÊ:**

A colocação correta é **do business** ✓ ("fazer negócios"). Sujeito 3ª pessoa (the company) no presente → **does**.

Erro comum: "make business". Negócios andam com DO.

Exercise 5 Match to Form Collocations

TEACHER EDITION

Match the word on the left with the correct word on the right to form a natural collocation.

1. make

2. take

3. heavy

4. do

5. strong

6. have

7. highly

8. deeply

a) concerned

b) an effort

c) rain

d) responsibility

e) unlikely

f) research

g) coffee

h) a go

1. **b** _____2. **d** _____3. **c** _____4. **f** _____5. **g** _____6. **h** _____7. **e** _____8. **a** _____

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

POR QUÊ:

1-b ✓ make an effort = "fazer um esforço". Esforço anda com MAKE (não "do an effort").

2-d ✓ take responsibility = "assumir responsabilidade". Anda com TAKE (não "make/do responsibility").

3-c ✓ heavy rain = "chuva forte". Em inglês a chuva é "heavy", não "strong".

4-f ✓ do research = "fazer pesquisa". Pesquisa anda com DO (não "make research").

5-g ✓ strong coffee = "café forte". O café é "strong", não "heavy" — par tentador com a chuva.

6-h ✓ have a go = "tentar/experimentar". Anda com HAVE.

7-e ✓ highly unlikely = "muito improvável". Advérbio + adjetivo: usa-se "highly", não "strongly".

8-a ✓ deeply concerned = "profundamente preocupado". Combina "deeply" com "concerned".

Exercise 6 Fix the Collocation Errors

TEACHER EDITION

Each sentence contains a wrong collocation. Find the error and rewrite the sentence with the correct collocation.

1. I need to **do** a decision about my career.

POR QUÊ:

O erro é **do a decision** ✗. A colocação correta é **make a decision** ✓ ("tomar uma decisão"). Decisão anda com MAKE, não com do.

I need to make a decision about my career.

2. She always **makes** her homework before dinner.

POR QUÊ:

O erro é **make homework** ✗. A colocação correta é **do homework** ✓ ("fazer lição"). Como o sujeito é 3ª pessoa (she), fica **does**. Lição anda com DO.

She always does her homework before dinner.

3. Can you **make** a photo of us in front of the monument?

POR QUÊ:

O erro é **make a photo** ✗. A colocação correta é **take a photo** ✓ ("tirar uma foto"). Foto anda com TAKE, não com make.

Can you take a photo of us in front of the monument?

4. There was **strong** rain all afternoon, so the match was cancelled.

POR QUÊ:

O erro é **strong rain** ✗. A colocação correta é **heavy rain** ✓ ("chuva forte"). Em inglês a chuva é "heavy"; "strong" combina com coffee/wind, não com rain.

There was heavy rain all afternoon, so the match was cancelled.

5. We **did** a lot of mistakes on the test.

POR QUÊ:

TEACHER EDITION

O erro é **do mistakes** ✗. A colocação correta é **make a mistake / make mistakes** ✓ ("cometer erros"). Erro anda com MAKE, não com do.

We made a lot of mistakes on the test.

6. Let's **do** a break and come back in ten minutes.

POR QUÊ:

O erro é **do a break** ✗. A colocação correta é **take a break** ✓ ("fazer uma pausa"). Pausa anda com TAKE, não com do.

Let's take a break and come back in ten minutes.

UNIT 8.3

Reading: An Informal Email

Lucas writes an email to his friend Camila, full of phrasal verbs and collocations

Catching Up with a Friend

Read the email carefully and complete the exercises below.

From: lucas.silva@email.com

To: camila.santos@email.com

Subject: Long time no see!

Hey Camila,

How are you? I've been meaning to write to you for ages! So much has happened since we last caught up. I finally **made a decision** about university — I'm going to study engineering in Campinas! I **found out** last week when the results came out, and I couldn't believe it. My parents were so proud.

Before I move, I need to **take care of** a few things here. I'm trying to **do some research** about accommodation, but I haven't **figured out** where to live yet. I've **come across** a few interesting flats online, but they're a bit expensive. I'll **carry on** looking and hopefully something good will **turn up**.

By the way, I **ran into** your brother at the shopping centre last Saturday! He told me you **made friends** with some people from your English course. That's great! Have you **had fun** in the classes? I know you were worried about **getting along with** the other students.

I've been **doing a lot of exercise** lately — I **took up** running and I try to go three times a week. I don't want to **give up** this time like I did with swimming! I'm also **making an effort** to eat better. My mum says I should **take responsibility** for my own meals before I leave home!

Anyway, I'd love to **have a conversation** properly. Let's not **put off** meeting up any longer! Are you free next weekend? Let me know!

Take care,

Lucas

Original text for Inclur English Workbook

TEACHER EDITION

Teacher Note:

Pre-reading activity: Ask students: "When was the last time you wrote an email or long message to a friend? What did you talk about?" This activates the informal register.

Reading strategy: Have students read through once for general understanding, then re-read looking specifically for phrasal verbs and collocations. They can use two different colours to highlight each type.

Exercise 7 Find Phrasal Verbs and Collocations

TEACHER EDITION

Re-read Lucas's email and list the following from the text:

- A. 6 phrasal verbs** (write the phrasal verb and the sentence where it appears):

POR QUÊ:

Qualquer 6 da lista contam, pois todos são phrasal verbs (verbo + partícula) presentes no e-mail. Sentidos: **find out** = descobrir; **figure out** = resolver/entender; **come across** = achar por acaso; **carry on** = continuar; **turn up** = aparecer/surgir; **run into** = encontrar por acaso (pessoa); **get along with** = se dar bem com; **take up** = começar (um hobby); **give up** = desistir; **put off** = adiar.

Erro provável: o aluno listar colocações (ex. "made friends") aqui — essas pertencem à parte B, não a phrasal verbs.

Possible answers (any 6): found out, figured out, come across, carry on, turn up, ran into, getting along with, took up, give up, put off

B. 4 collocations (write the collocation and the sentence where it appears):

Possible answers (any 4):
made a decision, do some
research, made friends,
had fun, doing a lot of
exercise, making an effort,
take responsibility, have a
conversation

POR QUÊ:

TEACHER EDITION

Qualquer 4 da lista contam, pois todas são colocações verbo+substantivo do tipo make/do/take/have do e-mail: **make a decision** (tomar decisão), **do research** (fazer pesquisa), **make friends** (fazer amigos), **have fun** (se divertir), **do exercise** (fazer exercício), **make an effort** (fazer esforço), **take responsibility** (assumir responsabilidade), **have a conversation** (ter uma conversa).

Erro provável: confundir com phrasal verbs (parte A). A diferença: aqui o verbo (make/do/take/have) combina com um substantivo, não com uma partícula que muda o sentido.

Exercise 8 Comprehension Questions

TEACHER EDITION

Answer the questions in complete sentences based on the email.

1. What decision did Lucas make about his future?

POR QUÊ:

No 1º parágrafo Lucas diz "I finally made a decision about university — I'm going to study engineering in Campinas". A resposta deve mencionar engenharia em Campinas. Aceita-se variação na frase, desde que seja sentença completa e use a colocação **make a decision**.

Lucas made a decision to study engineering in Campinas.

2. What problem is Lucas having with accommodation?

POR QUÊ:

No 2º parágrafo: "I've come across a few interesting flats online, but they're a bit expensive ... I haven't figured out where to live yet". A resposta deve indicar que os apartamentos são caros e que ele ainda não decidiu onde morar. Os phrasal verbs **come across** e **figure out** reforçam a compreensão do texto.

He has come across some flats online, but they are a bit expensive. He hasn't figured out where to live yet.

3. What new activity has Lucas started, and why is it different from before?

POR QUÊ:

No 4º parágrafo: "I took up running ... I don't want to give up this time like I did with swimming". A resposta deve dizer que ele começou a correr (**take up** = começar um hobby) e que, diferente da natação, desta vez não quer desistir (**give up**).

Lucas took up running. This time he doesn't want to give up like he did with swimming before.

4. What does Lucas suggest at the end of the email?

He suggests they meet up next weekend. He says they shouldn't put off meeting any longer.

POR QUÊ:

No final do e-mail: "Let's not put off meeting up any longer! Are you free next weekend?". A resposta deve indicar que ele sugere se encontrarem no próximo fim de semana e não adiar mais (**put off** = adiar; **meet up** = se encontrar).

TEACHER EDITION

REAL USE

Final Mission: A Day Abroad



Travel, participate, solve the problem, and keep going

**Mission Rules:**

Complete all three stages in English. You may take notes, ask for repetition, and confirm information. You may not read a complete prepared dialogue.

Stage 1 Arrive and Find the Place

TEACHER EDITION

Ask where to get off, confirm the route, and explain which place you are looking for. Use at least one phrase from Chapters 2 or 7.

✓ I confirmed the transportation, stop, and destination.

Stage 2 Check In and Follow Instructions

Check in, fill out or hand in a form, ask about one instruction, and report a message to a partner. Use at least two phrasal verbs.

✓ I completed the process and passed on the important information.

Stage 3 Solve an Unexpected Problem

Choose a card: lost bag, declined card, canceled booking, wrong order or food allergy, pharmacy symptoms, or missed connection. Explain what happened, answer two follow-up questions, request a solution, and use repair language.

✓ I reached a clear solution or next step.

Emergency Repair Toolkit

Repeat: Could you repeat that more slowly?

Clarify: What does ____ mean? / Which part should I fill in?

Confirm: So I get off at Central Square and check in at Desk 4. Is that right?

Rephrase: Could you explain that another way?



AI Mission — A Day Abroad:

TEACHER EDITION

In ChatGPT Voice, say: “Create a three-part beginner English survival roleplay for me: transportation, check-in instructions, and one unexpected service problem. Play one worker at a time, speak slowly, and do not give me the answer. At the end, correct my three most important mistakes in Portuguese.” **Offline:** complete the three stages with a classmate using folded situation cards.

B4 Exit Profile My Survival English Can-Do Checklist

- ☐ I can understand and confirm basic travel or service instructions.
- ☐ I can explain what happened and what I have already tried.
- ☐ I can identify the person, place, or object I need.
- ☐ I can report a payment, booking, health, food, or lost-item problem.
- ☐ I can ask for repetition, clarification, slower speech, or written information.
- ☐ I can stay in English long enough to complete a predictable mission.

Speaking Mission Rubric:

Score each student separately: **Communication 30, Understands/responds 20, Target language 20, Pronunciation/clarity 15, Repair language 15.** The mission can be practiced here and reused as the final speaking exam with new situation cards.

Give every student two notes: one thing they did successfully and one specific next step. Mistakes that do not block the mission should not erase successful communication.

Chapter 8 - Answer Key

Exercise 1: Complete with the Correct Phrasal Verb

1. looked it up 2. turn off 3. give up 4. ran into 5. pick up
6. found out 7. looks after 8. throw them away 9. get along with
10. carry on

Exercise 2: Match the Phrasal Verb to Its Meaning

- 1-e (bring up → mention a topic) 2-c (come across → find by accident)
3-a (let down → disappoint someone)
4-g (figure out → solve or understand)
5-b (hand in → submit an assignment)
6-i (put on → wear; place on body) 7-d (take off → remove clothing)
8-f (run out of → have no more of something)
9-h (wake up → stop sleeping) 10-j (turn on → activate a device)

Exercise 3: Choose the Correct Phrasal Verb

1. a) took off 2. b) came across 3. a) let ... down
4. c) figure out 5. b) get along 6. b) ran out of

Exercise 4: Make, Do, Take, or Have?

1. make 2. do 3. take 4. made 5. had 6. done 7. take
8. made 9. had 10. does

Exercise 5: Match to Form Collocations

- 1-b (make an effort) 2-d (take responsibility) 3-c (heavy rain)
4-f (do research) 5-g (strong coffee) 6-h (have a go)
7-e (highly unlikely) 8-a (deeply concerned)

Exercise 6: Fix the Collocation Errors

TEACHER EDITION

1. I need to MAKE a decision about my career. (not "do")
2. She always DOES her homework before dinner. (not "makes")
3. Can you TAKE a photo of us in front of the monument? (not "make")
4. There was HEAVY rain all afternoon. (not "strong")
5. We MADE a lot of mistakes on the test. (not "did")
6. Let's TAKE a break and come back in ten minutes. (not "do")

Exercise 7: Find Phrasal Verbs and Collocations

A. Phrasal verbs (any 6): found out, figured out, come across, carry on, turn up, ran into, getting along with, took up, give up, put off, take care of

B. Collocations (any 4): made a decision, do some research, made friends, had fun, doing a lot of exercise, making an effort, take responsibility, have a conversation

Exercise 8: Comprehension Questions

1. Lucas decided to study engineering in Campinas.
2. The flats he has found online are too expensive, and he hasn't figured out where to live yet.
3. He took up running. Unlike swimming, which he gave up before, he is determined to continue this time.
4. He suggests meeting up next weekend and says they shouldn't put it off any longer.