



Engage

English Language Course

Basic 1

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Presentation

We are excited to present the "Engage - English Language Course - Basic 1" educational material, created by the Federal Institute of Education, Science, and Technology of Rondônia (IFRO) – Porto Velho Calama Campus. This course is part of the Initial and Continuing Training program and shows our commitment to making quality education accessible to everyone for free.

This material is designed to offer you a practical and easy-to-understand introduction to English. With this course, you can start learning a language that is key to academic, professional, and cultural growth. You will develop essential skills like reading, writing, speaking, and listening, all aimed at everyday use. This Student Book contains thirteen units focused on real and contemporary use of English, which are:

- Unit 1 - Greetings and Goodbyes
- Unit 2 - Names
- Unit 3 - Countries and Nationalities
- Unit 4 - Objects
- Unit 5 - Personal Information
- Unit 6 - Skills and Abilities
- Unit 7 - Family
- Unit 8 - Jobs and Lifestyles
- Unit 9 - Likes and Dislikes
- Unit 10 - Places and Times
- Unit 11 - House and Furniture
- Unit 12 - Routines and Journeys
- Unit 13 - What are you doing?

The Student Book contains the main lessons you'll use in class. It also brings an Appendix with extra content and information to help you learn more about each unit's topic. Your teacher might use it in class, and you can also use it to study independently. Additionally, it features a Vocabulary Bank, a glossary for you to fill in yourself. This encourages you to look up the meanings of words and expressions you study during the unit, helping you remember what you've learned.

This material is for Basic Level 1, which is part of a complete course organized into three levels, partly based on the Common European Framework of Reference for Languages (CEFR).

We hope you have a fun and transformative learning journey!

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Greetings and Goodbyes

Contents/Functions

- Introductions.
- Greeting people.
- Saying goodbye.
- Using informal expressions.

Learning Goals

- Learning how to greet people in different situations
- Learning how to say Hello & Goodbye
- Learning how to use formal/ informal expressions to greet and say goodbye.

Grammar

- **Verb To Be**
(*simple present - This is ... I am ... It's nice to meet you...*)
- **Wh- questions**
(*How are you? ... what's up? ...*)

Vocabulary

- Greetings.
- Goodbyes.
- Days of the week.



Schedule

Unit 01 - date of classes:

Unit 01 - activities & deadlines

 Don't forget to check the [Vocabulary Bank](#)

Greetings and Goodbyes

Greetings & Goodbyes - An Introduction

What's up?



Not bad!
And you?



Goodbye.



See you
next week!

See you later!



See you!!

Nice to meet
you, too!

Hello Mike,
this is
my friend Tom.

Hello, Tom!
Nice to
meet you!



Hi, Tina!



Hi, Ann!



Good morning!

UNIT 1



Listening Practice



1. Watch the video and tick below the greetings you listen to people using in the conversations:

- | | |
|---------------------------|--------------------------|
| Hello | <input type="checkbox"/> |
| Long time no see! | <input type="checkbox"/> |
| How have you been? | <input type="checkbox"/> |
| Hey! | <input type="checkbox"/> |
| It's been ages | <input type="checkbox"/> |
| Hi! | <input type="checkbox"/> |
| I haven't seen you around | <input type="checkbox"/> |
| What's new? | <input type="checkbox"/> |
| What's up? | <input type="checkbox"/> |
| How's it going? | <input type="checkbox"/> |
| How are things with you? | <input type="checkbox"/> |



Conversation Practice



1. Go to Appendix 02 to practice some Greetings & Goodbyes with your colleagues.



Vocabulary Practice

1. Observe the formal and informal ways of saying Hello/ Goodbye:

Formal

How do you do?
Good morning.
Good afternoon.
Good evening.
Goodnight.
Goodbye.



Informal

Hello/Hi.
Morning!
Afternoon!
Evening!
Night!
Bye!



Pronunciation Practice

1. Listen and underline the stressed syllables or words.

Greetings

Hi/ Hello	Good evening
Good morning	Good afternoon
Good night	How do you do?

Introductions

Nice to meet you	Pleased to meet you
Glad to meet you	

Days of the week

Sunday	Tuesday	Thursday
Monday	Wednesday	Friday
		Saturday

Saying goodbye

Goodbye	Bye
See you	See you later
Have a nice weekend	
See you on Monday	



Additional Practice

1. Listen to the teacher read. Then practice the conversation in groups of three. Use your own names.

Ana: Hello Beth, how are you?

Beth: I'm OK, Ana. This is Laura, a friend from Rondônia.

Laura: Hello, Ana.

Ana: Hi! Nice to meet you.

Laura: Nice to meet you, too.

Ana: Sorry, Beth but I must go now.

Beth: That's OK. See you later.

Ana: See you!

Names

Contents/Functions

- Saying Hello.
- Giving some basic personal information
(first name, middle name and last name)
- Spelling names in English.
- Asking and saying who people are.



Learning Goals

- Learning how to introduce yourself and others.
- Learning how to spell names in English

Grammar

- **Verb To Be:** *Simple Present*
- **Subject Pronouns**
- **Demonstrative Pronouns:** - *This/That*
- **Wh-questions:** *Who, What.*

Vocabulary

- First, middle and last name.
- Alphabet.

Schedule

Unit 02 - date of classes:

Unit 02 - activities & deadlines



Don't forget to check the [Vocabulary Bank](#)

Names

Saying your name & saying other people's names



His name is John.
His name is Carlos.



Her name is Isabel.
Her name is Anne.



Her name's Rose.



His name's Francisco.

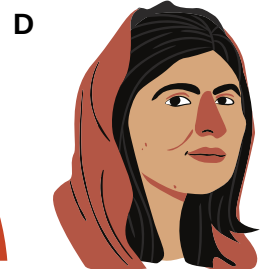
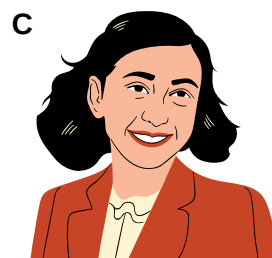
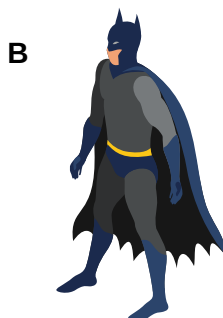


Vocabulary Practice

1. **What are their names?** Look at the pictures and make sentences to say what their names are. Check the example below:



Her name is Frida Kahlo.



Listening Practice

- 1. Watch the video of some teenagers introducing themselves.** What kind of information they share on their introduction?
- 2. Introduce yourself** to your classmates following their model.

Conversation Practice

- 1. In pairs, ask and answer the questions below using your own information:**

A: Hi! What's your name?

B: My name is ____ (or I'm ____).

What's your name?

A: I'm ... Nice to meet you, ____

B: Nice to meet you, too ____

- 2. In pairs, ask and answer the questions below:**

- What's your father's name?
(*His name is ...*)
- What's your mother's name?
(*Her name is ...*)
- What's the name of your school/ favorite pizza place?
(*Its name is...*)

- 3. Now share the information about a friend with the whole class.** Follow the example:

This is _____. Her/ His father's name is _____. Her/ His mother's name is _____. And her/ his favorite pizza place is called _____.

Grammar Focus

Subject Pronouns

	Subject Pronouns + Verb to be
I	
You	
He	I'm = I am
She	You're = You are
It	She's = she's

Possessive Adjectives

	Examples of sentences
My	
Your	
His	My name is Anne.
Her	Her name is Sarah.
Its	His name is Andrew.

Genitive

■ Genitive s

- My mother's name
- My parents' name

■ Genitive of

- The name of my school

 For more information on the topic, go to [Appendix 04](#)



Additional Practice

- 5. In pairs, ask and say who the people are.**

A: Who's that?

B: It's Paulo Freire. /I don't know.

Greta Thunberg in Stockholm, Kusthal Das, CC BY-SA 4.0 <<https://creativecommons.org/licenses/by-sa/4.0/>> via Wikimedia Commons



Majala Youssafai 2015, DFID - UK Department for International Development, CC BY 2.0, via Wikimedia Commons



Photo of Paulo Freire, Sobodan Dimitro, CC BY-SA 3.0, via Wikimedia Commons

Countries & Nationalities

Contents/Functions

- Asking where people are from
- Saying where you are from
- Relating countries and Nationalities
- Relating languages to the places where they are spoken
- Recognize some objects/ landmarks to their country of origin



Learning Goals

- Talking about nationalities
- Talking about landmarks
- Saying where they are from

Grammar

- **Verb To Be:** *Simple Present* - all forms
- **Wh-questions:** *Where.*

Vocabulary

- Countries
- Landmarks.
- Nationalities.

Schedule

Unit 03 - date of classes:

Unit 03 - activities & deadlines



Don't forget to check the [Vocabulary Bank](#)

Countries & Nationalities



Vocabulary Practice

Countries of the World

1. Match the countries below to the letters you see on the maps

Map 01: The world



Map 02: Europe



- | | | | |
|-----------|--------------------------|-----------|--------------------------|
| Brazil | <input type="checkbox"/> | The USA | <input type="checkbox"/> |
| Russia | <input type="checkbox"/> | Argentina | <input type="checkbox"/> |
| Spain | <input type="checkbox"/> | Italy | <input type="checkbox"/> |
| Finland | <input type="checkbox"/> | Bolivia | <input type="checkbox"/> |
| Canada | <input type="checkbox"/> | | |
| Australia | <input type="checkbox"/> | | |
| France | <input type="checkbox"/> | | |
| Portugal | <input type="checkbox"/> | | |
| China | <input type="checkbox"/> | | |

UNIT 3



Listening Practice



1. Watch the video and write the name of the countries you listened.



Conversation Practice

1. In pairs, ask and answer.

A: Where are you from?

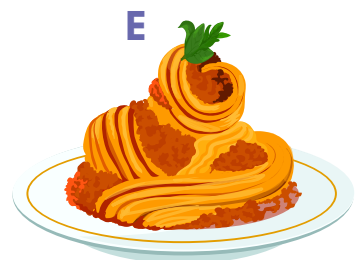
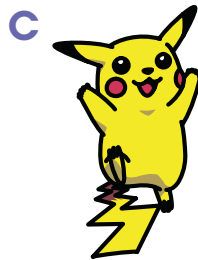
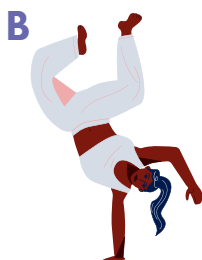
B: I'm from _____, in Brazil. What about you, where are you from?

A: I'm from _____.

2. Ask where the things in the pictures are from

A: Where is it from?

B: It's from...



Grammar Focus

Verb To Be - Present Simple

Affirmative Sentences

Structure: Subject + Verb To Be + Object

- I'm Brazilian.
- She's Bolivian.
- It's Portuguese.
- We're Italian.
- They're Chinese.

Negative Sentences

Structure: Subject + Not + Verb To Be + Object

- I'm not American.
- She isn't Canadian.
- It isn't Chinese
- We aren't English.
- They aren't Italian

Interrogative Sentences

Structure: Verb To Be + Subject+ Object

- Are you American?
- Is she Japanese?
- Is it Portuguese?
- Are we Mexican?
- Are they Thai?



For more information o the topic, go to [Appendix 07](#)

Objects

Contents/Functions

- Identifying school objects.
- Identifying personal objects.
- Identifying basic colors
- Talking about favorite objects



Learning Goals

- Talking about personal objects
- Talking about school objects
- Talking about basic colors

Grammar

- **Indefinite Articles:** *A/ AN*
- **Prepositions:** *IN/ON*
- **Demonstrative Pronouns:**
This, that, these, those

Vocabulary

- School Objects
- Personal Objects
- Colors

Schedule

Unit 04 - date of classes:

Unit 04 - activities & deadlines





 Don't forget to check the [Vocabulary Bank](#)

Objects

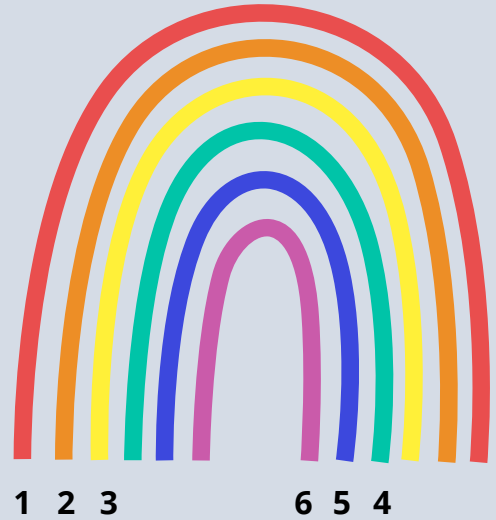


Vocabulary Practice

1. **Identifying Colors:** Can you identify the colors? Match their names to the numbers in the picture.

GREEN	<input type="checkbox"/>		
PINK	<input type="checkbox"/>	PURPLE	BROWN
BLUE	<input type="checkbox"/>		
YELLOW	<input type="checkbox"/>	BLACK	GRAY
ORANGE	<input type="checkbox"/>		
RED	<input type="checkbox"/>		

 **WHITE** 



2. **What's your favorite color?** Ask and answer the question below:

- A:** What's your favorite color?
B: My favorite color is

		
Umbrella	Watch	Headphones
		
Camera	Ball	Cellphone

3. **Personal Objects** - Check below a list of some personal objects. Then, practice the dialogue with a partner:

- A:** What color **are** the flip flops?
B: **They're** black and white.
A: What color **is** the bag?
B: **It's** red.

		
Flip Flops	Bag	Guitar
		
Sneakers	Sunglasses	

Grammar Focus

Indefinite Articles - A/AN

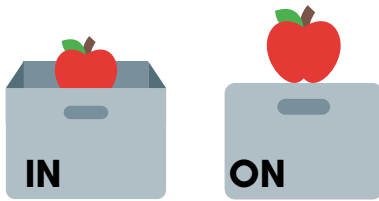
Structure:

- A - used with consonant sounds
 - AN - used with vowel sounds.
- | | |
|---------------|---------------|
| - A bag | - A ball |
| - A guitar | - A headphone |
| - An umbrella | - A cellphone |
| - A camera | - A watch |

UNIT 4

Prepositions - IN/ON

Observe



- In the Box
- On the Box

Demonstrative Pronouns

This/That

- A: What is **this**? A: What is **that**?
B: **It's** a book. B: **It's** a book.

These/ Those

- A: What are **these**?
B: **They're** books

A: What are **those**?
B: **They're** books



Conversation Practice

1. **What's in your bag?** In pairs, choose one object from your bag and complete the sentences to create a full dialogue.

- A: What is this?
B: It's a/ an ...
A: How do you spell it?
B: You spell it ...
A: What color is it?
B: It's ...



Listening Practice



1. **Hans' favorite object** - Watch **this video** about Hans' favorite object and answer the questions below:

A. What's Hans' favorite object?

Use complete answers, such as: Hans' favorite object is a/an or It's a/ an. Avoid using only the name of the object.

B. What's your favorite object?



Additional Practice

1. **Click on the links below** to practice the vocabulary on personal/ school objects.



What's this? Can you identify everyday objects by close-up pictures? **Click here** to play the game.



Can you see the hidden objects? **Click here** to play the game and try to identify the hidden objects.



School Objects: **click here** and try to identify as many objects as you can!!

Personal Information

Contents/Functions

- Asking and giving personal information

such as name, age, profession, address, phone number, e-mail, date of birth, place of birth and so on



Learning Goals

- Asking and giving personal information
- Saying your name, age, where you are from, address, phone number, e-mail and other details.

Grammar

- WH- Questions

What? When? Where? Who? How?

- Verb to Be: Simple Present

- Review on nouns, pronouns and articles

Schedule

Unit 05 - date of classes:

Unit 05 - activities & deadlines

Vocabulary

- Numbers from 0 to 100
- How to write/ say your address
- Marital status
- Review on: alphabet, colors, objects, and days of the week,



Don't forget to check the [Vocabulary Bank](#)

Personal Information



Vocabulary Practice

1. **Talking about Celebrities:** Read the profiles below and follow the instructions of exercises A and B.



Gal Gadot, By Gage Skidmore [CC BY-SA 3.0 (https://creativecommons.org/licenses/by-sa/3.0)], via Wikimedia Commons

Gal Gadot

This is Gal Gadot.

She is a 36 years-old actress from Israel. Her birthday is on April 30 and she has brown hair.



Gage Skidmore from Peoria, AZ, United States of America, CC BY-SA 2.0 (https://creativecommons.org/licenses/by-sa/2.0), via Wikimedia Commons

Charlize Theron

This is Charlize Theron.

She is from South Africa. She is a 46 years-old actress, producer and model. Her birthday is on August 7. Her hair is blond and she has blue eyes.

A. Tick below the kind of information you can find on the texts about Gal Gadot and Charlize Theron:

- Marital Status
- Nationality
- Adress
- Favorite Color
- Color of Hair
- Color of Eyes
- Age
- Date of Birth

B. Match the questions to their correspondent answers.

- | | |
|------------------------------------|--|
| (A) What's your adress? | () I am 26 |
| (B) How old are you? | () I live on Privet Drive, 4 - Surrey |
| (C) Are you married? | () My favorite color is yellow. |
| (D) What's the color of your hair? | () On February 25, 1991. |
| (E) When were you born? | () I am single |
| (F) What's the color of your eyes? | () They are black |
| (G) Where are you from? | () It's brown |
| (H) What's your favorite color? | () I am from Bolivia |



Listening Practice



1. **Click on the links below** to learn more about marital status and addresses in English:



A. **To understand** how to talk about titles related to marital status, [click here](#).



B. **To understand** how to write or say your address properly, [click here](#).



Additional Practice

- Work in pairs.** Ask and answer the questions from the Vocabulary Practice. Take notes of your friends' answers.
- Using the information you collected,** write a small text about your friend and present it to the rest of the class.



Conversation Practice



- Click here** to watch a video where an interviewer uses the following questions to learn more about people on the street. Check your doubts.

Asking for & Giving Personal Information

- What's your name?
- What's your last name?
- How do you spell it?
- Where are you from?
- What do you do?
- What's your phone number?

**For further practice on how to say the numbers in English, go to [Appendix 10](#).

2. **Work in pairs.** Practice the sentences from the video with a colleague. Switch places so everyone can ask/ answer.

A: Hello!

B: Hi!

A: What's your name?

B: My name is _____.

A: What's your last name?

B: My last name is _____.

A: How do you spell it?

B: You spell it _____.

A: Where are you from?

B: I'm from _____.

A: What do you do?

B: I am a/ an _____.

A: What's your phone number?

B: It's _____.



Grammar Focus

WH-Questions

- Who** is that man? / It's my brother Kevin.
- How** old is he? / He's 23 (years old).
- Where** is he from? / He's from London.
- Why** is he studying Spanish? / To get a new job in Spain.
- When** is his test? / It's on Friday.



Skills & Abilities

Contents/Functions

- Talking about your skills
- Saying what you can and can't do
- Saying how well you can do things



Learning Goals

- Talking about your skills and abilities
- Mentioning the level of performance in different activities

Grammar

- **Modal** - *Can & Can't to express ability*
- **Modifiers** - *quite, very, pretty*
- **Adverbs of degree** - *well, not at all, a little*

Vocabulary

- Sports and Exercises
 - Musical Instruments
 - Skills related to art
 - Levels of abilities
- not at all, a little, not very well, quite well, very well*

Schedule

Unit 06 - date of classes:

Unit 06 - activities & deadlines



Don't forget to check the [Vocabulary Bank](#)

Skills & Abilities



Vocabulary Practice

1. Tick below the skills/ abilities that you have.

What can you do?



- | | | |
|-------------------|-----|-----|
| Sing | () | () |
| Play the guitar | () | () |
| Play the piano | () | () |
| Play the violin | () | () |
| Play the drums | () | () |
| Play soccer | () | () |
| Swim | () | () |
| Play tennis | () | () |
| Play volleyball | () | () |
| Surf | () | () |
| Play handball | () | () |
| Play table tennis | () | () |
| Paint | () | () |
| Draw | () | () |
| Act | () | () |
| Write | () | () |
| Sculpt | () | () |



Additional Practice

1. Click on the links below to practice the vocabulary on skills/abilities.



Can or Can't? - Choose the best option for each situation. [Click here](#) to play.



Hangman - Spell the actions correctly and say if people can or can't do what you see in the pic. [Click here](#) to play.



Listening Practice



1. Watch the video and check if the sentences are true or false.



- | | | |
|---|-----|-----|
| 1. Elli can play a musical instrument. | () | () |
| 2. Matt and Stephan can play the guitar. | () | () |
| 3. San can not play a musical instrument but she can play sports. | () | () |
| 4. Vanessa can swim. | () | () |

UNIT 6



Conversation Practice

1. Work in pairs. Read the dialogue below and practice with a colleague.



Mike: Hello, Ann. Can you play any musical instrument or sports?

Ann: Well, I can play the guitar very well. Sports? I'm pretty good at swimming. What about you?

Mike: To be honest with you, I can't play any musical instrument, but I can play some sports quite well.

Ann: Can you swim, too?

Mike: Swim? Not at all.

Ann: So, what sports can you play?

Mike: I can play soccer, and I can also skateboard.

Ann: Really? I can skateboard too, but just a little.



Grammar Focus

Modal CAN - expressing ability

A: Can you play any sports?

B: Yes, I can. /No, I can't.



Modifiers

A: I can play sports: **quite/pretty, very well.**

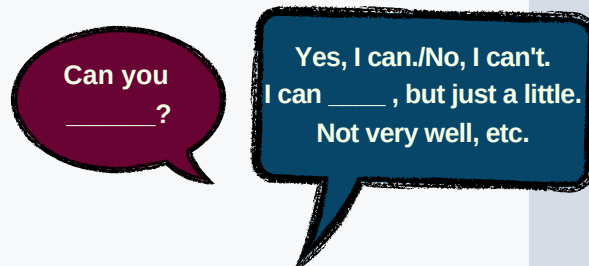
Levels of abilities:

- A little
- Not very well
- Quite well
- Very well



Conversation Practice

2. Check what you can do and add your own choice. Then, compare your work with a classmate. You may say:



Can you...	Yes!!	NO!!
... play the drums	()	()
... run 10 km	()	()
... swim	()	()
... dance	()	()
... play the guitar	()	()

_____ () ()

_____ () ()

_____ () ()

Family

Contents/Functions

- Talking about your family
- Describe your family
- Identifying family members
- Talking about people/ things from the past



Learning Goals

- Talking about your family
name your parents/ relatives, describing people from your family, using adjectives to describe people according to specific characteristics

Grammar

- **Verb Have Got**
- **Verb To Be** *past simple*
- **Question Words** *how many?*
- **Genitive Case** *'s/ Who's Beyoncé's daughter?*

Vocabulary

- Family Members
- Simple adjectives to describe features
Height, Body Build, Facial Features

Schedule

Unit 07 - date of classes:

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Unit 07 - activities & deadlines

 Don't forget to check the [Vocabulary Bank](#)

Family

 Listening Practice

 1. Watch the video and do the activities A & B.

A. What family members does the boy present in the video? Take notes and share your answer with your group.

B. Watch the video again and fill the gaps using his family members' names.

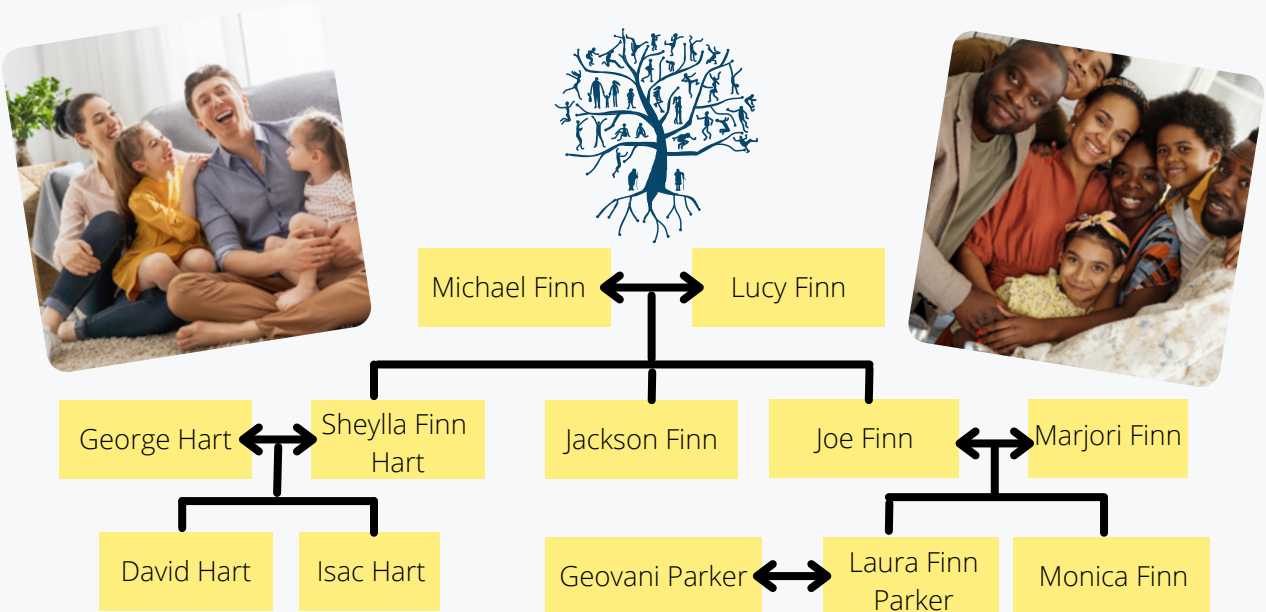
???

WHAT'S HIS ...

???

... mother's name?	<input type="text"/>	... sister's name?	<input type="text"/>
... father's name?	<input type="text"/>	... grandfather's name?	<input type="text"/>
... brother's name?	<input type="text"/>	... grandmother's name?	<input type="text"/>

2. Now observe the family tree and based on the video try to figure out their relation.





Conversation Practice

1) In pairs, use the family tree from the previous page to identify people's relations.

Example:

Geovani is Laura's husband.

- a) Lucy to Michael
- b) Jackson to Laura
- c) Monica to Marjori
- d) Joe to Sheylla
- e) Michael to Isac
- f) David to Lucy
- g) Laura to Monica
- h) Isac to Laura



2) In pairs, talk about your family and take notes. You can adapt the example below:

A: Have you got any brothers or sisters?

B: I've got.../ I haven't got any...

A: What are their names and how old are they?

B: Their names are.../ They are ___ years old

A: What about your parents?

[...]

3. Draw your own family tree and share it with a partner. Feel free to use photos if you want and try to use complete sentences, such as:

This is my family/ This is my mother. My mother's name is .../ I have a brother/ ...



Grammar Focus

Have got/ Has got (informal)

I / you / we / they - have got
('ve got) / haven't got

he / she / it - has got
('s got) / hasn't got

- I've got two brothers and one sister.
- We've got a big family.
- Dan hasn't got a dog. But he's got a cat.
- Michael Finn has got four grandchildren.
- Have you got an umbrella to lend me, please? / Yes, I have.
- Has your father got a new wife? / No, he hasn't.



Additional Practice

1) Change the drawings of your family trees. In pairs, talk to a colleague about another colleague's family. You can use the sentences below to help you:

How many brothers has got?/ ...'s got /Has ... got any sisters?/ No, ... hasn't./ Who are his/her parents?/ They are ... and .../ Has got grandparents alive?/ Yes, ... has. / No, ... hasn't./

Jobs & Lifestyles

Contents/Functions

- Saying where you work and live
- Saying what you do/ what someone does
- Saying where someone lives or works...



Learning Goals

- Talking about jobs
- Talking about lifestyles

Grammar

- **Simple Present**
- **Prepositions** *for, with, in, at*
- **WH- Questions** *how often?*

Vocabulary

- Professions.
- What do you do for a living?
- How often do you...?
- Who do you work for?
- Where do you work?
- Who do you work with?

Schedule

Unit 08 - date of classes:

Unit 08 - activities & deadlines



Don't forget to check the [Vocabulary Bank](#)

Jobs & Lifestyles



Reading Practice

1. **Read below** a set of small texts talking about people's jobs and lifestyles. Which one is more similar to your reality?



MICHELLE

This is Michelle.

She is from London and she is 37 years-old. She is a journalist. On weekends, she likes going camping and doing outdoor activities.

PIETRO

This is Pietro.

He is from Brazil and he is 21 years-old. He is a student. He studies Physical Education (PE). He loves surfing and, because of that, he wakes up extremely early every day.



SONIA

This is Sonia.

She is from New York and she is 42. She is a doctor. She works a lot, but when she has some free time, she likes practicing yoga and spending time with her daughter.

DARIO

This is Dario.

He is from Spain and he is 30. He is a famous fashion photographer. Because of that, he works a lot at night and sleeps mostly during the day. He likes jogging and riding his bike when he has some free time.



2. **After reading the texts** and solving your doubts with your teacher, underline the words and expressions that are related to jobs and lifestyles.

UNIT 8



Writing Practice

1. **Work in pairs.** Talk to a colleague and ask them questions about their jobs/ lifestyles. Then, write a small paragraph introducing them, just like the ones from previous page.

2. **Now introduce your colleague** to the rest of the class.



Pay attention to the structure below:

1. **What do you do for a living?**

I am a/ an ... scientist/mechanic

2. **What does she do for a living?**

She is a/an ... journalist/ postman

2. **In pairs,** practice asking and answering the following questions:

1. What do you do?/ What do you do for a living?

2. Where do you work?



Conversation Practice

1. **In pairs, read & practice the conversation** between Tony & Maria.

Tony: Maria! I haven't seen you for ages! How are you?

Maria: Hey, Tony! I'm fine, thanks. And you?

Tony: I'm fine too. Tell me, what do you do for a living?

Maria: I'm a doctor. I work at the General hospital.

Tony: Wow! That's an interesting job!

Maria: Yeah, it is. What about you? What do you do for a living?

Tony: I'm a firefighter. It's risky, but I love it!

Maria: Wow! That's awesome.



Grammar Focus

Present Simple - Do/ Does

I / you / we / they - DO

(Do, don't)

he / she / it - DOES

(Does, doesn't)

Examples:

What **do you** do for a living?

I am **a teacher**.

What **does she** do for a living?

She is **an engineer**.

Where **do they** work?

They work **at the shopping mall**

Where **does he** work?

He works **in the hospital**.



Likes & Dislikes

Contents/Functions

- Asking and giving information about likes and dislikes
- Talking about your favorites



Learning Goals

- Talking about likes
- Talking about dislikes

Grammar

- **Simple Present**
- **Object pronouns**
- **Verbs of preference**
like, love, hate + verb -ing
- **Adverbs of degree**
very much, not much

Vocabulary

- Kinds of music.
 - Favorites
- actors, singers, songs, food, sport*

Schedule

Unit 09 - date of classes:

Unit 09 - activities & deadlines

 Don't forget to check the [Vocabulary Bank](#)

Likes & Dislikes



Vocabulary Practice

- Observe the expressions below.** They are used to express likes & dislikes.

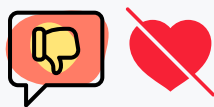


Do you like it?

Yes, I do. I love it.

Yes, I like it very much.

It's O.K.



Do you like it?

No, not much

No, I don't like it very much.

No, I don't. I hate it.



Photo by Maria Helena Ferrari

- Click here** to see some examples of **likes & dislikes** and expand your vocabulary a little bit more.

- Based on the examples from exercise 2,** try to write at least two sentences talking about your likes & dislikes.



Listening Practice

- Click here** to watch a video of people talking about their likes & dislikes. Then, answer the questions below:

A. What common likes do you have with people from the video?

B. What common dislikes do you have with people from the video?



Conversation Practice

- Use the questions from the video from previous exercise** to interview your classmates.

- Do you like sports?*
- What kind of sports do you like?*
- What's your favorite sport?*
- Are you interested in video games?*
- What kind of video game do you like?*
- What's your favorite videogame?*
- Do you prefer reading books or watching films?*
- What kind of books do you like?*
- What kind of films do you like?*
- What's your favorite book?*

- After interviewing a peer,** discuss the answers you got with the whole class in a group discussion.

3. **Complete the charts** using the names of people and things that you like. ❤️

Personalities

Male personality: _____

Female personality: _____

Politician: _____

Rock band: _____

Entertainment

Series: _____

Kinds of films: _____

Home & Leisure

Household Jobs: _____

Leisure Interests: _____

4. **Work in pairs.** Ask if your partner likes people and things in your chart. Take notes.

After that, tell the class about some of the people and things you and your partner disagree about.

You can use the examples below:

A: Do you like Elton John?

B: Yes, I do./ No, I don't.

A: I like him too./ I don't like him either.

Part 2:

I like Elton John but Lucas doesn't like him



Grammar Focus

Subject Pronouns & Possessive Adjectives



I
You
He
She
It
We
You
They



Me
You
Him
Her
It
Us
You
Them

I (don't) like it/cooking.

I (don't) like him/Harry Styles.

I (don't) like her/Adele.



Verbs like, hate, love and enjoy are often followed by -ing
e.g. **I like shopping. I hate cooking.**

1. **Complete the chart** according to your likes/dislikes:

I _____ buying clothes.

I _____ going to the cinema.

I _____ hanging out with friends



Reading Practice



1. **Click here to read** the answers to the question:

"What do you most like and dislike about your life?"

After reading, write your answer to the question.

Places & Times

Contents/Functions

- Talking about time
- Talking about places
- Talking about landmarks

Learning Goals

- Talking about places and times
- Asking what time it is
- Answering what time it is
- Setting the time and place for a meeting



Grammar

- **Simple Present with time expressions**
- **Prepositions of place**
in, on, outside, near
- **Adjectives**
- **Prepositions of time**
at, in, on, from, to

Vocabulary

- What time is it?
- What time does our class start?
- in the north/south/center of England
- on the east/west coast
- at eleven/ on Sunday/ at night/ -
- from 8 am to 12pm / at noon / at midday etc.

Schedule

Unit 10 - date of classes:

Unit 10 - activities & deadlines

 Don't forget to check the [Vocabulary Bank](#)

Places & Times



Reading Practice

TORONTO, ONTARIO - CANADA



Toronto, the capital city of the province of Ontario, is the most populous city in Canada. It is also a multicultural place and the country's financial and commercial centre.

It is located in the southeastern Canada and its strategic position – bordering the United States and accessing the Atlantic shipping and to major U.S. industrial centres – enabled Toronto to become an important international trading centre.

Besides, some of the best farmlands in Canada belong to the city. Add to it a climate favourable to growing a wide range of crops and Toronto becomes a transportation, distribution and manufacturing centre.

Most importantly, its central location, along with a host of political policies favouring international trade, places this city with the greatest economic ties to, and influence from, the United States. Since the second half of the 20th century the city has grown phenomenally, from a rather sedate provincial town—“Toronto the Good”—to a lively, thriving, cosmopolitan and metropolitan area.

The definite article **the** is used before oceans, seas and rivers.
e.g. the Pacific Ocean, the North Sea, the River Ouse.

Source: adapted text from <https://www.britannica.com/place/Toronto>
Accessed on Nov. 2021.

1. Read the text and complete the information:

- Name of the city:
- Position:
- Border:
- Important economic resources:
- Major economic partnership:

2. In pairs, write a list of places in your country:


- a big town in the north
- a tourist city
- a town near the sea
- an industrial city
- a small town in the south




Vocabulary Practice



1. **Click here** to learn and practice some of the opposites (adjectives) used to describe places.

 **2. Watch this video of people talking about what they like in NY.** List at least 4 things you heard below:

- 1: _____
 2: _____
 3: _____

 **2. Look up the words at Cambridge Online Dictionary.** Listen to them and underline their stressed syllable.

Beautiful	Cathedral	Harbor
Interesting	University	Football
Industrial	Beaches	Food
Gallery	Museums	Diversity
Historical	Nightlife	Cosmopolitan
Restaurant	Sightseeing	Shop



Conversation Practice

1. In pairs, ask and say where the following places are.

A: Where's Bilbao?
 B: It's in the north of Spain

Bilbao	New York	Brasilia
Paris	La Paz	Malaga

2. What do you think the following cities are famous for? Use the words from the Vocabulary Practice to help you.

Paris	Madrid	Rio de Janeiro
Sydney	Florence	Canada

e.g.: Paris is famous for its museums and art galleries



Grammar Focus

Prepositions of place



- **in** the north/south/centre of England
- **on** the east/west coast/Pacific coast

Prepositions of time



- **at** eleven o' clock **at** night/midnight
- **on** Sunday **in** the morning
- **from** 9a.m to 5p.m.

1. Match the words/ sentences to the correct preposition

A. in B. on C. at D. from E. to

- () evening () the north region
 () 9:00 am () the west coast
 () Tuesday () from 10:00 am
 () noon _____ 6 pm



Additional Practice



1. Click here and watch a video explaining how to say the time in English.



2. Practice how to say the time in English and by watching this video.

3. Work in pairs. Ask questions about your school, college, and workplace:

What time:

- does it open in the morning?
- do you arrive?
- do you leave?
- does it close in the evening?
- do your English classes start/finish?



4. Click here to play a game called "Telling the Time"



*** For further practice on the topic, go to Appendix 25 of your book.*

House & Furniture

Contents/Functions

- Describing your home
- Learning how to use there is/ there are
- Learning how to use definite/ indefinite articles

Learning Goals

- Describing their houses
- Recognizing furniture



Grammar

- **There to be** - *There is/ There are*
- **Pronouns** - *any, some*
- **Adjectives to describe houses**

Schedule

Unit 11 - date of classes:

Unit 11 - activities & deadlines

Vocabulary

- Furniture
- Parts of the house
- Hobbies & Lifestyles

 Don't forget to check the [Vocabulary Bank](#)

House & Furniture



Reading Practice

1. **Read the texts below**, where Claire talks about their homes. Check the doubts with your teacher and then answer the following questions.



CLAIRE

Hello, there!
My name is Claire, I'm 31 and I am from NY.

I have been living here since forever in Manhattan - a cool neighbourhood full of cafes, bars and restaurants.

I live in a small apartment full of cats and flowers. There are five rooms here: there are two bedrooms, a living room, a kitchen and a bathroom. There's no garage - and I don't need it, since the subway works pretty well for me.

I used to live alone, but during the pandemic I missed having company. First I adopted five cats, but as I still felt lonely I decided to invite my little sister to move in and we are living together since last year.

My favorite room in my house is the kitchen. Although it is not big, it is the place I spend the most part of my time in, because I love cooking.

Although I love living in my apartment, my dream home is having a big house where I can receive my friends and family making barbecue in the backyard.

A. Is Claire new in NY?

B. Does Claire live in a house or in an apartment?

C. How many rooms are there in Claire's apartment?

D. What's Claire's favorite room?

E. Does Claire live alone?

F. How does Claire describe her dream home?



Conversation Practice

1. **Read the conversation** between Sarah and Matthew and then answer the questions below:

1. Where does Sarah live? What about Matthew?
2. How many rooms are there in Sarah's house?

3. What's their favorite room in their houses?

Sarah: Hello, Matthew! Welcome!

Matthew: Hello, Sarah! Thanks! How are you?

Sarah: I'm fine, thanks. Please come in!

Matthew: Your house is very beautiful!

Sarah: Thanks! Do you live in a house too?

Matthew: No, I live in an apartment. Your house seems to be big! How many rooms are there?

Sarah: There are seven rooms. This is the living room. There's a big kitchen, there are three bedrooms and two bathrooms.

Matthew: Wow! A house with three bedrooms is awesome. There is only one in my apartment. It's my favorite room because my bed is in there!

Sarah: hahahahah Nice choice! My favorite room is the kitchen because it's where the food is.

Matthew: hahahaha nice choice, too. Are the other rooms big like this one?

Sarah: Yes, they are. Please, sit down!

2. **In pairs,** discuss the following questions.
1. Do you live in a house or in an apartment?
 2. How many rooms are there in your house?
 3. What's your favorite room in your house?



Grammar Focus

There To Be - Presente

There is - singular

There is a garage in my house.
There is a swimming pool in my house.
There is a bathroom near here.
There is a good restaurant nearby.

There are - plural

There are three bedrooms in my house.
There are five students in my class.
There are lots of places I want to visit.
There are more than 100 languages in the world.



Writing Practice



1. **Write a** small paragraph presenting your home. You can use the information from *Appendix 26* to help you with that.

(After correcting the mistakes, present your paragraph to the group.)

Routines & Journeys

Contents/Functions

- Talking about your routine
- Using adverbs of frequency to say how often you do things
- Learning how to use linking words to establish the sequence of the events

Learning Goals

- Talking about your own routine
- Identifying and using adverbs of frequency
- Identifying the different parts of the day

Grammar

- **Adverbs of frequency** - *always, usually, often, sometimes, rarely, ...*
- **Prepositions used with means of transport**

Vocabulary

- Verbs used to talk about daily routines - *to wake up, to take a shower, to have lunch, ...*
- Adverbs of frequency
- Parts of the day
- Meals



Schedule

Unit 12 - date of classes:

Unit 12 - activities & deadlines



Don't forget to check the [Vocabulary Bank](#)

Routines & Journeys



Reading Practice

1. **Read the texts below** and highlight the **verbs** that can be related to the routine of a person and/ or family.

WHAT'S A TYPICAL MORNING LIKE IN THE TAYLOR FAMILY?



Every day Mr. Taylor *wakes up* early and *has* only coffee for breakfast.

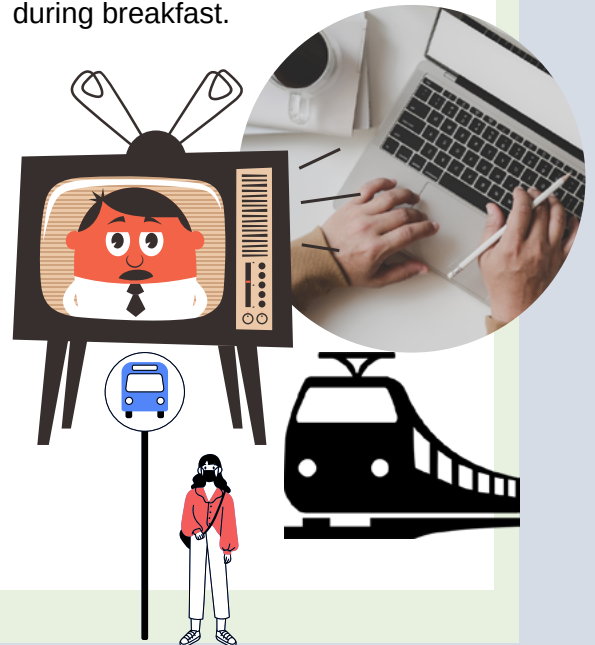
Mrs. Taylor *eats* fruits and *has* some tea. They always *talk* a lot during breakfast.

After breakfast, they watch the news on TV. Later, they go to work.

Mr. Taylor often gets the subway to work. But sometimes he drives.

Mrs. Taylor never drives to work. She gets a bus and after that walks for 15 minutes.

They work from Monday to Friday. They have a busy week.



2. **Group discussion:** Is your routine anyway similar to the Taylor Family's? Say what you have in common and what's different.



Grammar Focus

Adverbs of Frequency - *How often do you do things?*

1. I **always** have lunch at 1 p.m.
2. The dog **usually** barks at night.
3. My parents **often** travel on vacation.
4. I **sometimes** play soccer with my friends. (or *Sometimes I play soccer with my friends*).



1. I am **always** late.
2. Susan is **rarely** busy in the mornings.
3. Laura can **sometimes** hold her breath for over a minute.



Writing Practice

1. What's your weekly routine?

Write sentences about your weekly routine using adverbs of frequency and/ or time expressions, such as the ones from the box:

every day / on Tuesdays / in the mornings / every week / on the weekends / in the evenings

Example: I **always** wake up early **on Mondays**.

1. brush my teeth
2. take a shower
3. have dinner
4. study
5. watch the news on TV
6. check my e-mails and social media

***Share your answers with your class*



Grammar Focus

Preposition **by** and means of transport

Preposition **By** and Means of Transport

1. I usually go to work **by** bus/ bicycle/subway/car.
2. I never travel **by** plane/ train/ boat.
3. I always walk to school/ work/ college.
4. I always drive.
5. I always cycle.



Conversation Practice

1. **In pairs**, ask and answer the questions below:

1. How do you usually go to work/school/college?
2. How does (a *colleague*) usually go to work/school/college?



Listening Practice



1. **Watch this video** and say how often Sarah does the activities from the list:

Make coffee	
Drive	
Travel by train	
Work outside	
Take photographs	
Finish work at 6:00	

What are you doing?

Contents/Functions

- Talking about actions in progress
- Describing pictures

Learning Goals

- Identifying and using the correct structure of present continuous
- Properly talking about actions in progress

Grammar

- **Time adverbials** - *now, at the moment, this week, ...*
- **Present Continuous**

Vocabulary

- Use of -ING
- Verbs used to talk about actions in progress
- Verb To Be (Review)



Schedule

Unit 13 - date of classes:

Unit 13 - activities & deadlines



Don't forget to check the [Vocabulary Bank](#)

What are you doing?



Reading Practice

1. Alice is listening to some WhatsApp messages from her friends. They are on vacation. What are they doing?

ALICE



Hey, Alice, the winter is perfect here in Austria. We are skiing now.

1. Clair and Jean



What's up, Alice?! We are playing volleyball on the beach in Salvador.

Dear Alice, I am taking wonderful pictures in Machu Picchu.

2. Sofia



3. Megan, Susan and Mike

- 1: _____
- 2: _____
- 3: _____

2. Look at the pictures and complete the sentences based on what you see.



Esther **isn't** _____ to music.
She's _____.
_____ ready for a test.



Michele **is** _____ on the bus. She **is** _____ to college.



Grammar Focus

Present Continuous and Time Adverbials

Present Continuous

Structure: *Subj. + verb To Be + Verb-ing*

1. I am reading The Lord of the Rings.
2. They're studying for the test.
3. We are playing _____ soccer every _____ Thursday evening.
4. He is washing the car.
5. It is getting dark.

Present Continuous

Examples: *now, at the moment, this week/month/year*

1. I am working right now. I can't go.
2. She is looking for a new place at the moment.
3. I am looking forward to seeing you next week.
4. They are training hard this year.
5. We are not traveling this month.



Conversation Practice

1. **Work in pairs.** Discuss the questions below with a partner. Remember to use the **present continuous** tense.
 1. *What are you doing this weekend?*
 2. *Are you reading any interesting book at the moment?*
 3. *What are you studying at college/school?*
 4. *Are you working a lot?*
 5. *Are you exercising well these days?*
 6. *Are you planning anything for next month?*
 7. *Are you waiting for an answer from someone?*



Listening Practice



1. **Watch this video** and answer the following questions about the people and what they are doing.

1. Tony _____ the newspaper.
2. Samantha _____ at the grocery store.
3. Poppy _____ violin in her room.
4. Philip _____ with Fluffy.
5. Junior _____ and _____.



Additional Practice

1. **Click on the links below** to practice the present continuous.

QUIZ TIME



What are they doing? [Click here](#) to answer the QUIZ.



Present Simple or Present Continuous? [Click here](#) to chose the best option.



[Click here](#) to unscramble the words and create sentences using the present continuous tense.



[Click here](#) to form questions and negative sentences using present continuous.

Appendix



Greetings & Goodbyes

Appendix 01 - unit 01



Warm up activity - Video Formal/ Informal Greetings

1. When should you use formal & informal greetings and goodbyes? List below some situations where you should use formal/ informal speech for saying hello/ goodbye.

Formal Greeting

Informal Greeting

2. Read the expressions below and try to guess if they are used in formal/ informal situations. Then, watch the video & check if your answers are correct.

	Formal	Informal		Formal	Informal
My name is	<input type="checkbox"/>	<input type="checkbox"/>	Shall we start?	<input type="checkbox"/>	<input type="checkbox"/>
Hey!	<input type="checkbox"/>	<input type="checkbox"/>	What's new?	<input type="checkbox"/>	<input type="checkbox"/>
Good afternoon, miss	<input type="checkbox"/>	<input type="checkbox"/>	Thanks for having me	<input type="checkbox"/>	<input type="checkbox"/>
It's nice to see you	<input type="checkbox"/>	<input type="checkbox"/>	It's nice meeting you	<input type="checkbox"/>	<input type="checkbox"/>
Hi!	<input type="checkbox"/>	<input type="checkbox"/>	How are you doing today?	<input type="checkbox"/>	<input type="checkbox"/>
What's up?	<input type="checkbox"/>	<input type="checkbox"/>	What about you?	<input type="checkbox"/>	<input type="checkbox"/>
How is it going?	<input type="checkbox"/>	<input type="checkbox"/>	Hello, sir!	<input type="checkbox"/>	<input type="checkbox"/>
Have a good evening	<input type="checkbox"/>	<input type="checkbox"/>			

** Do you know any other ways of saying hello/ goodbye in English? Share it with your classmates **

Greetings & Goodbyes

Appendix 02 - unit 01



Conversation Practice - Greetings & Goodbyes

1. Introduce people informally according to the example:



A: Hello, Maria. This is John.

B: Hi, John!

C: Hi, Maria!

*** You can use the expressions learned on the Appendix 01 to do the activity.*

2. Use the clocks to greet each other **Good morning**, **Good afternoon** or **Good evening**



Example: It's 7:45

A: Good Morning, Tina!

B: Good Morning, John!

3. Listen and repeat the days of the week. Then, practice conversation saying goodbye on different days of the week.

Example:

A: Bye, see you on/Have a nice evening....

B: Yes, ok. Bye./ Thanks. And the same to you. See you tomorrow/ later...



Names

Appendix 03 – unit 02



Warm up activity - Video Nice to meet you

1. The dialogues below are a tapescript of the dialogues from the video. Read them and check your doubts concerning vocabulary and pronunciation.

Dialogue 01:

A: Hi, how are you today?
B: Good, how are you?
A: I'm well. My name is Doug. What's yours?
B: Dan.
A: Hi, Dan. Nice to meet you.
B: Nice to meet you.

Dialogue 02:

A: Hello!
B: Hello!
A: My name is Doug. What's your name?
B: My name's Christiane.
A: Hi, Christiane. It's nice to meet you.
B: Nice to meet you, too Doug.
A: So, tell me. What do you do?
B I work in a hotel

Dialogue 03:

A: Good morning!
B: Good morning.
A: My name is Doug.
B: My name is Vanessa.
A: Hi, Vanessa.
B: How are you?
A: I'm well, thank you. Tell me, what do you do?
B I'm a teacher.

Dialogue 04:

A: Good afternoon.
B: Good afternoon.
A: My name is Doug.
B: My name is Emma.
A: Hi, Emma.
B: Hi! Nice to meet you.
A: Nice to meet you. What do you do?
B I'm a receptionist.
A: Oh, that's interesting. Well, take care.
B: Bye, bye.

Names

Appendix 03 - unit 02

Dialogue 05:

A: Hi, my name is Doug.

B: Hi, Doug.

A: What's your name?

B: Alvino.

A: So, Alvino, what do you do?

B: Retail.

A: Are you a businessman?

B: Yes, I am.

A: Well, it's nice to meet you.

B: Nice to meet you as well.

A: Take care, have a nice day.

B: You as well.

A: Bye-bye

2. Divide the sentences from the dialogues in the categories below:

Sentences/Words you use to greet people

Sentences/Words you use to ask how people are feeling

Sentences/Words you use to talk about jobs

Sentences/Words you use to say goodbye

** Can you think of any other possibilities for each category, based on what you learned last unit?

REMEMBER!

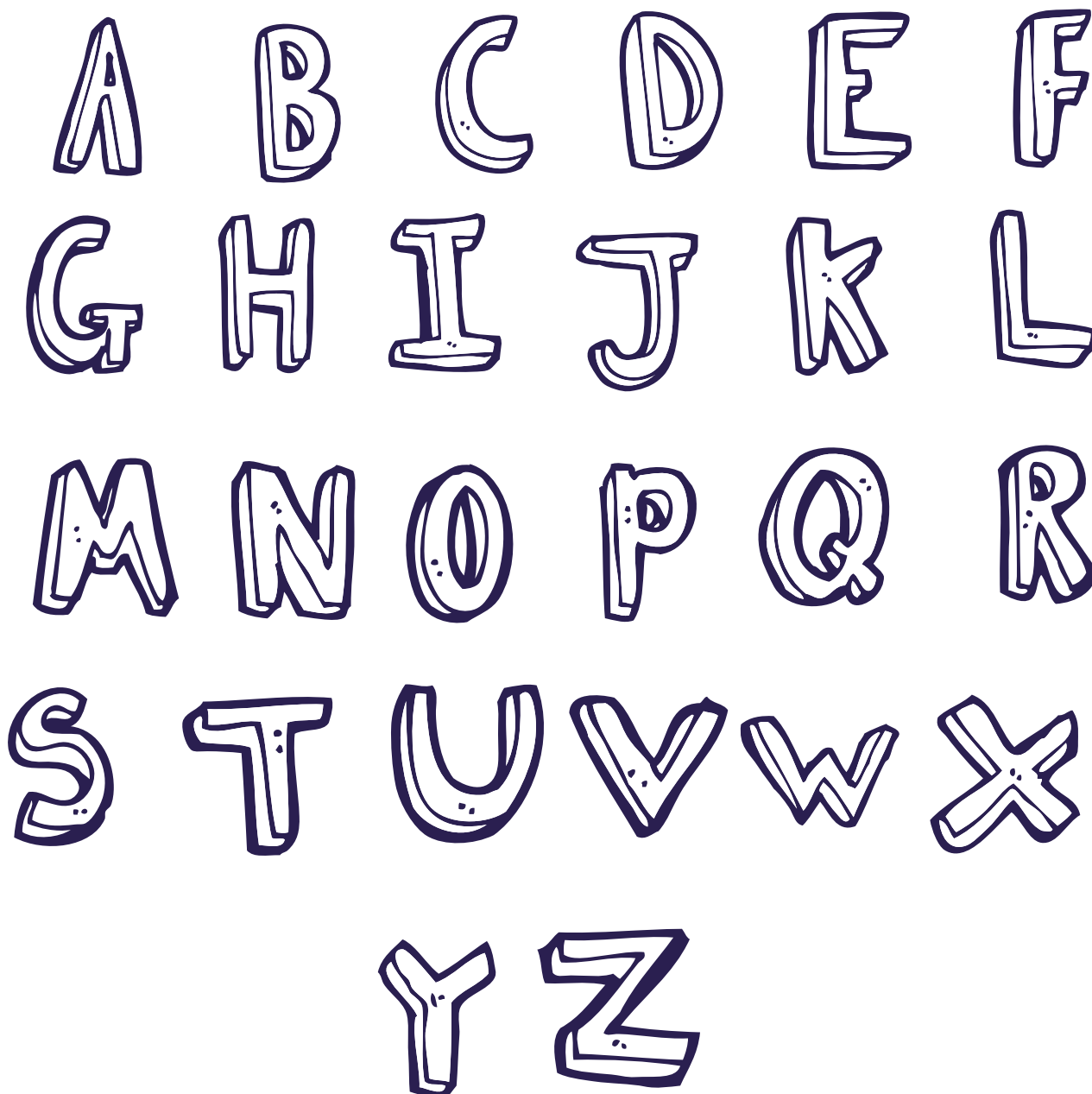
Names

Appendix 04 - unit 02



Vocabulary Practice - The Alphabet

-  1. **Watch the video** and repeat the letters of the alphabet. Use the alphabet below to make some pronunciation notes/ comments if you need.



2. Spelling Bee 

-  Click **here** to try to spell some names in English.

Names

Appendix 05 - unit 02



Grammar Focus - Subject Pronouns + Genitive + Possessive Adjectives

1. Subject Pronouns (*pronomes pessoais*) - complete the sentences using a subject pronoun

- You and I have the same plans. ____ should talk more.
- Sonia has alektorophobia. ____ is afraid of chickens.
- Chickens are domestic animals. ____ have feathers.
- João has alliumphobia. ____ is afraid of garlic.
- Garlic is good. ____ healing properties.
- ____ probably are a Brazilian citizen.

2. Genitive - complete with the information about your family.

- My mother's name is _____.
- My father's name is _____.
- My sister's name is _____. (or I don't have a sister).
- My brother's name is _____. (or I don't have a brother).
- My grandmother's name is _____.
- My friend's name is _____.

3. Possessive Adjectives - replace the genitive for a possessive adjective. Observe the example:

Example: The doctor's room = His/ Her room

- Carlo's car = _____
- My mother's wallet = _____
- The boy's toy = _____
- The author's autograph = _____
- The dog's tail = _____

Countries & Nationalities

Appendix 06 – unit 03




Vocabulary Practice - Countries & Nationalities

1. Click on the links below to practice the vocabulary on countries, nationalities & languages playing some quizzes.



QUIZ TIME

How many countries can you name?

 Click [here](#) to answer. The map will be filled in.

Can you guess where these people are from?

 Click [here](#) to answer.

There are 196 nations on Earth. Can you name their capital cities?

 Click [here](#) to answer.

 2. [Watch the video](#) and practice the pronunciation of the countries and nationalities below:

Country	Nationality
---------	-------------

Brazil Brazilian

Bolivia Bolivian

Argentina Argentinian

The USA American

Haiti Haitian

Mexico Mexican

Canada Canadian

France French

Italy Italian

Country	Nationality
---------	-------------

Greece Greek

Spain Spanish

Britain British

China Chinese

Turkey Turkish

Japan Japanese

Portugal Portuguese

Germany German

Finland Finn

Country	Nationality
---------	-------------

Thailand Thai

Russia Russian

Countries & Nationalities

Appendix 07 - unit 03



Grammar Focus - Verb To Be: Present Simple

1. Write the full form of the words.

1. it's _____

2. isn't _____

3. we're _____

4. aren't _____

2. Make the statements below into questions

1. She's Brazilian _____

2. They're American _____

3. Complete the gaps using the correct form of the verb To Be.

1. We _____ Brazilians.

2. We _____ not in Europe

3. I _____ from Bahia.

4. You _____ good at dancing Tango

5. _____ they from South Korea?

6. We _____ not from Alaska.

7. She _____ crazy about going to Disney.

Countries & Nationalities

Appendix 08 – unit 03



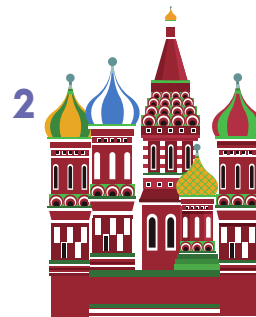
Additional Practice

1. Ask and answer questions about the following places:

Example:

A: Where's Eiffel Tower?

B: It's in Paris./It's in France.



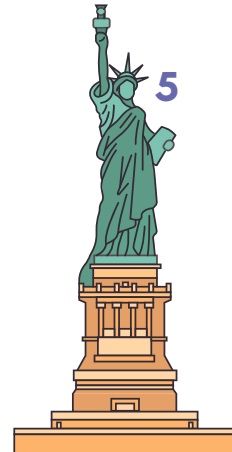
1. the Great Wall?



2. the Kremlin?



3. the Taj Mahal?



4. the Colosseum



5. the Statue of Liberty

6. Machu Picchu



7. Niagara Falls

2. In which countries do they speak these languages?

Example:

People speak Spanish in _____ and _____.

Spanish

French

Portuguese

English

German

Dutch

Objects

Appendix 09 - unit 04



Vocabulary Practice - School Objects

1. Observe the picture below and follow the instructions of exercises A and B:



A. Which of these objects from the picture do you already know how to say in English? Make a list and then share it with the class.

B. Name all the objects from the picture above. Try first doing the ones you already know in English, then you look in the dictionary for the ones you don't know.

Personal Information

Appendix 10 – unit 05



Vocabulary Practice - Numbers

1. Read below how you write the numbers from 01 to 100 in English.

0	Zero	11	Eleven	30	Thirty
1	One	12	Twelve	40	Forty
2	Two	13	Thirteen	50	Fifty
3	Three	14	Fourteen	60	Sixty
4	Four	15	Fifteen	70	Seventy
5	Five	16	Sixteen	80	Eighty
6	Six	17	Seventeen	90	Ninety
7	Seven	18	Eighteen	100	One Hundred
8	Eight	19	Nineteen		
9	Nine	20	Twenty		
10	Ten	21	Twenty-one		

2. Write down the following numbers:

A. 27 _____

B. 34 _____

C. 49 _____

D. 58 _____

E. 61 _____

F. 73 _____

G. 82 _____

H. 96 _____



Pronunciation Practice

1. [Click here](#) to listen to the pronunciation of numbers from 01 to 100. Repeat whenever your teacher asks and use the time to solve your doubts.

Personal Information

Appendix 11 – unit 05



Additional Practice - Checking in at a hotel

1. Read the conversation below where a person is checking-in at a hotel. Check your doubts and, in pairs, practice it.



Sarah: Good Morning, sir. How can I help you?

Andrew: Good Morning. I have a reservation here.

Sarah: Okay. What's your name, please?

Andrew: My name is Andrew Santiago.

Sarah: How do you spell your last name, please?

Andrew: It's S-A-N-T-I-A-G-O.

Sarah: I found your reservation. I am going to need some more information about you, okay?

Andrew: Okay.

Sarah: What's your phone number with the area code?

Andrew: It's 55 69 99081-3472. It's from Brazil.

Sarah: What's your address?

Andrew: I live at 321, Wood River Avenue, Apt. 8, Porto Velho, Rondonia, Brazil.

Sarah: What's your e-mail?

Andrew: It's andrew.santiago@gmail.com

Sarah: Great. Thank you very much, sir. Here is your key. Have a nice staying with us.

Andrew: Thank you very much.

Personal Information

Appendix 12 - unit 05



Reading Practice

1. Read the ID Card of Stella, a member of the Paradise Beach Club, and answer the questions:



A. Who is the member of the health club?

B. What's her last name?

C. Where does she live?

D. What's her telephone number?

E. How old is she?

Skills & Abilities

Appendix 13 – unit 06



Listening Practice



1. Click [here](#) to watch the video. You are going to see people talking about their skills & abilities. Check below if they **CAN** or **CAN'T** do the things listed below.

Section 01: Can you play any musical instruments?

Shirley	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Robin	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Billy	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Hellen	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Ghia	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Dave	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Ruth	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Jenny	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Diana	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Leslie	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

Section 02: Can you cook?

Michael	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Andrew	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Graham	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Linda	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Daina	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Carmine	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Jonathan	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Loren	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Ann	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Matt	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

****** What's the best dish you can cook?

Listen carefully to people saying what the best dish they can cook is. Try to write down as many answers as possible.

Skills & Abilities

Appendix 14 - unit 06

Section 03: What else can you do?

Check on the list below the other skills/ abilities people say they have. Can you do any of it?

What else can you do? I can...

() ... direct films () ... dance () ... talk () ... play table tennis

() ... use the brain () ... act () ... shop () ... speak French

() ... sing () ... juggle () ... ski () ... speak Spanish

() ... play the piano () ... walk () ... sale () ... speak English

2. Walk around the class and, using the skills/abilities you just learned, interview your colleagues and find out what they **can** and **can't** do. Take notes to share later.

Name

Can you ...?

Answer

Family

Appendix 15 – unit 07



Vocabulary Practice - Adjectives to describe people

1. **Watch the video** and take notes of the adjectives the woman uses to describe people. Divide them into the three categories below:

Height

*He is ...
She is ...*

Body Build

*He is ...
She is ...*

Facial Features

*He has...
She has ...*

2. Use the adjectives you learned to describe your family.

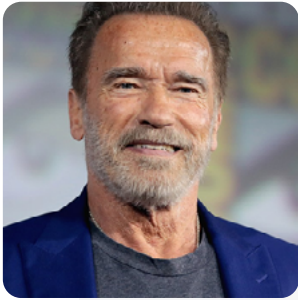
Family

Appendix 16 – unit 07



Reading Practice

1. The texts below talk about some famous people from the past. Do you recognize any of them? Do you know what the words in bold (WAS/ WERE) mean?

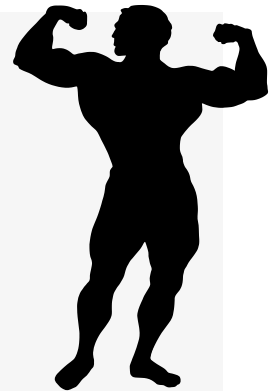


ARNOLD SCHWARZENEGGER

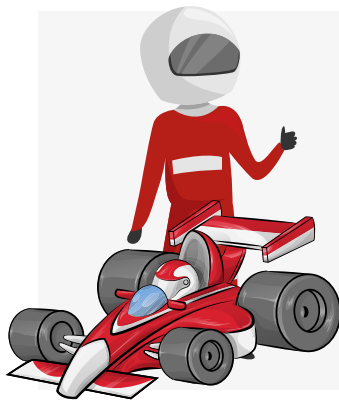
Arnold Schwarzenegger **was** a politician.

He **was** also a bodybuilder.

He **was** the main character in the sci-fi film The Terminator.



Arnold Schwarzenegger, Gage Skidmore, CC BY-SA 3.0, via Wikimedia Commons



AYRTON SENNA

Ayrton Senna **was** a racing driver.

He **was** Brazilian.

He **was** a Formula One champion three times.



Ayrton Senna 2.jpg; Instituto Ayrton Sennadervative work: Fitans, CC BY 2.0, via Wikimedia Commons



MARILYN MONROE & MICHAEL JACKSON

Marilyn Monroe and Michael Jackson **were** very famous.

She **was** an actress and he **was** a singer and composer.

They **weren't** Brazilian. They **were** American.



Michael Jackson 1984, White House Photo Office, Public domain, via Wikimedia Commons

Marilyn Monroe (1961), Macfadden Publications page 1, Public domain, via Wikimedia Commons

Family

Appendix 17 – unit 07



Grammar Focus - Verb To Be: Past Simple

Affirmative Sentences

I Was

You Were

He/She/ It Was

We Were

You Were

They Were

Negative Sentences

I Wasn't

You Weren't

He/She/ It Wasn't

We Weren't

You Weren't

They Weren't

Interrogative Sentences

Was I

Were You

Was He/She/ It

Were We

Were You

Were They



Grammar Focus - How many ... ?

We use **how many** to ask about quantities when using plural nouns.

Examples:

A - How many pens have you got?

B - I've got two. Do you need one?

A - How many children has your friend Lisa got?

B - She's got only one child.

1. **Work in Pairs.** Replace the underlined word in the sentence below for the words in the box.

How many pencils have you got?

CHILDREN

CARS

UNCLES

SISTERS

JOBS

COUSINS

Jobs and Lifestyles

Appendix 18 - unit 08



Listening Practice

1. [Click here](#) to watch a video where people talk about their jobs. Try to identify their occupation and their dream job.

WHAT DO YOU DO FOR A LIVING? IS THAT YOUR DREAM JOB?

Name:	Job:	Dream Job:
Nona	_____	_____
Diane	_____	_____
Jennifer	_____	_____
Mike	_____	_____
Jeannete	_____	_____
Tony	_____	_____
Ninfa	_____	_____
Gail	_____	_____
Josh	_____	_____
Richard	_____	_____
Ryan	_____	_____
Najla	_____	_____
Sandy	_____	_____
Angelina	_____	_____
Jesus	_____	_____
Gail	_____	_____

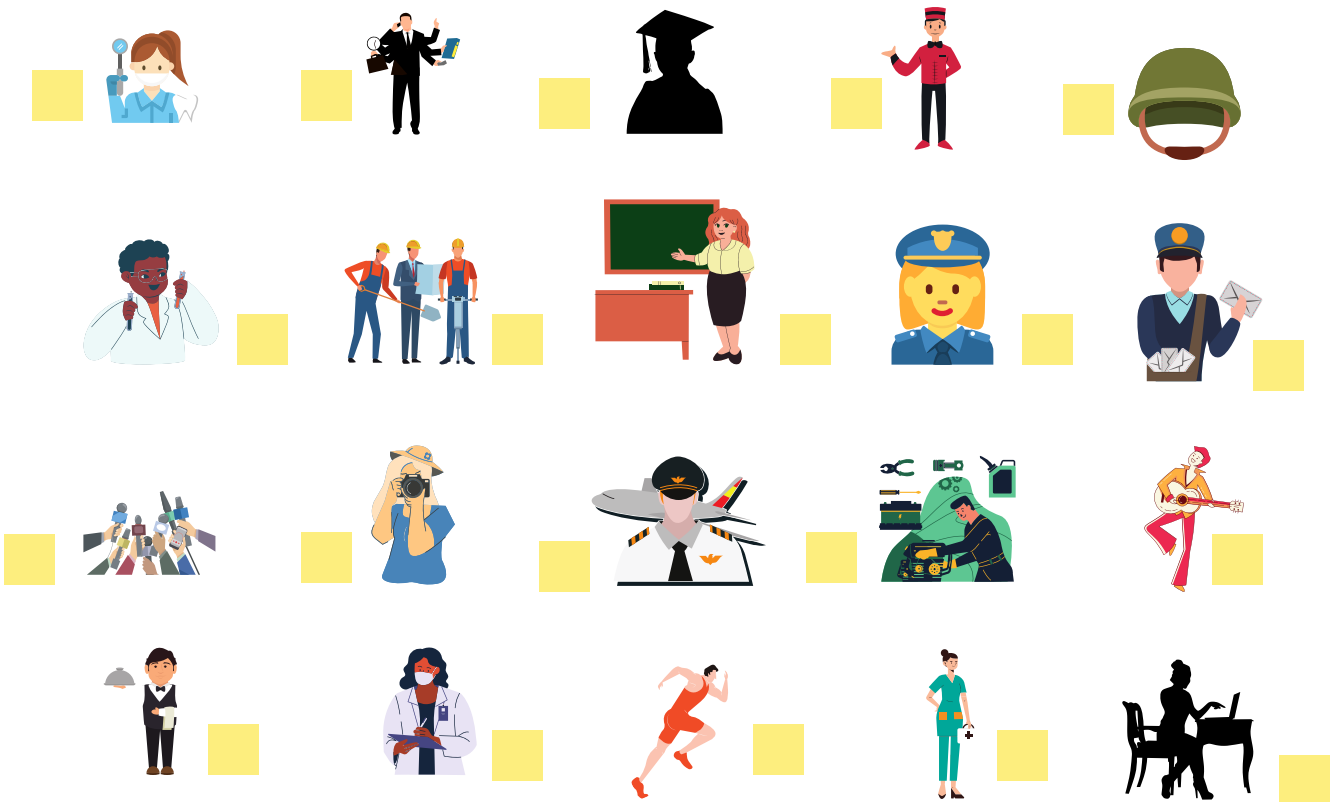
Jobs and Lifestyles

Appendix 19 - unit 08



Vocabulary Practice - Professions

1. Match the professions to the pictures below. Pay attention to the pronunciation of them.



1. Dentist

2. Waiter

3. Journalist

4. Construction Worker

5. Teacher

6. Police Officer

7. Pilot

8. Businessman

9. Musician

10. Soldier

11. Doorman

12. Doctor

13. Nurse

14. Scientist

15. Mechanic

16. Student

17. Athlete

18. Secretary

19. Postman

20. Photographer

Jobs and Lifestyles

Appendix 20 - unit 08



QUIZ TIME



Vocabulary Practice -

1. Click on the links below to practice the vocabulary on jobs and lifestyles.



Can you name professions in English? Click [here](#) to unscramble the words & learn more about the topic!



Try to guess the profession based on its definition. You just have to click [here](#)



Click [here](#) and try to match the characteristics/roles to the correct job.



Writing Practice -

Now work in groups or pairs. Choose a profession and write four sentences talking about their characteristics/ roles. After writing the sentences, read it to the rest of the class and see if they can guess what job you are talking about.

Jobs and Lifestyles

Appendix 20 – unit 08



Grammar Focus - Do/ Does

1. Click on the links below to practice the uses of **DO** & **DOES**.



Game 01 - Do or Does? Click [here](#) to chose the best option.



Game 02 - Do or Does in context. Click [here](#) to chose the best option.



Game 03 - Do or Does ? Click [here](#) to chose the best option.



Game 04- Click [here](#) to unscramble the words and create questions using do and does.



Additional Practice - Extra Grammar Games for practice



Jogo 01: é tipo pacman. Escolha a resposta correta para cada uma das perguntas. Importante lembrar de reconhecer quem é o sujeito da frase para encontrar o auxiliar correto")



Jogo 02: é tipo jogo da memória. Encontre os pares correspondentes que vão completar cada uma das interações.



Jogo 03: reorganize as palavras para formas frases com os auxiliares DO/DOES

Likes & Dislikes

Appendix 21 - unit 09



Vocabulary Practice - Likes & Dislikes-

1. Read and check your doubts concerning the expressions below. They represent different ways of saying that you like or dislike something.

LIKES

I like...

I love...

I enjoy...

I adore...

I'm crazy about...

I'm mad about...

I'm keen on...

I'm really into...

I live for...

... is my thing

I'm fond of...

I really like..

I'm really interested in...

I really think... is great/wonderful/brilliant

DISLIKES

I don't like...

I dislike...

I hate...

I can't bear...

I can't stand...

I detest...

I don't really care for...

I'm not into...

I'm not a huge fan of...

I don't like... at all

I really think is boring/annoying.

Places & Time

Appendix 23 - unit 10


Listening Practice



1. What do people like about London? Watch the video and circle among the options below the ones that you identified people talking about.

- | | | | |
|-------------------|---------------------------------|---|----------------|
| How diverse it is | The hustle and bustle | The fact that you always have something to do | |
| The beaches | Sherlock Holmes | The various ways of learning | Fish and Chips |
| The weather | How traditional it is | The fact that it is cosmopolitan | The shops |
| The museums | The fact that the city is cheap | The fact that it is multicultural | |

2. What places in London do people recommend? Have you heard of any of them? What famous places/landmarks in London do you know?



3. How do people describe Londoners? Watch the video and circle among the options below the ones that you identified people talking about.

- | | | | |
|-------------------------|--------------------|--------------|-------------|
| Self - Contained | Daydreamer | Cold-Hearted | Busy |
| Hilarious | Down-to-Earth | Fun | Greedy |
| Rude | Helpful | Welcoming | Mistrusting |
| Generally very friendly | Diverse | Laid Back | Very Cold |
| Suspicious | Cool & Open Minded | Very Dynamic | Outgoing |

Places & Time

Appendix 24 - unit 10

Listening Practice



1. According to the video, what's the meaning of the "Landmarks"?

- A. Something you use as a reference when travelling
- B. A building that represents a part of the history of that place.
- C. A building, statue, structure or place that has an important meaning.



2. Watch the video again and match the landmarks to the countries they are located in.



1. Taj Mahal



2. The Eiffel Tower



3. The Leaning Tower



4. Petra



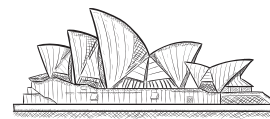
5. Cristo Redentor



6. Angel Falls



7. Macchu Picchu



8. The Sydney Opera House



9. Great Pyramids



10. Niagara Falls



11. The Brandenburg Gate



12. Stonehenge



13. The great Wall of China



14. Independence Hall

- () The USA
- () The border bet. The USA & Canada
- () Egypt
- () Peru
- () England
- () France
- () Italy
- () Germany
- () China
- () India
- () Jordan
- () Australia
- () Venezuela
- () Brazil

** After matching the landmarks to the countries, categorize them as man made landmarks & natural landmarks

Places & Time

Appendix 25 - unit 10



Additional Practice - Saying the Time

1. Ask and answer about the business hour according to the signs below. Use the verbs: open/close/start/finish/leave/arrive.

Example:

A: What time does the library open?

B: It opens at..... in the morning.

1

AUSTRALIA POST
Opening Hours

Monday	9:00am - 5:00pm
Tuesday	9:00am - 5:00pm
Wednesday	9:00am - 5:00pm
Thursday	9:00am - 5:00pm
Friday	9:00am - 5:00pm
Saturday	9:00am - 12:30pm
Sunday	Closed

2

MOUNTAIN GRILL
hot & tasty

HOURS

Monday - Thursday
11 am - 10 pm

Friday & Saturday
11 am - 12 pm

Closed Sundays

3

YOUNGBLOOD
- coffee -
COMPANY

Monday - Friday
8:00 AM - 5:00 PM

Saturday
8:00 AM - 1:00 PM

Sunday
CLOSED

4

LIBRARY HOURS

Mon.	10-4
Tues.	4-8
Wed.	10-4
Thurs.	10-4
Fri.	1-4
Sat.	10-1

OPEN

Please CELL PHONES 'OFF'
NO FOOD OR DRINKS

5

Blackburn Museum and Art Gallery

OPENING HOURS

TUES - SAT 10.00am - 4.45pm
CLOSED MONDAY

Admission Free

Telephone
01254 - 667130

6

STORE HOURS

MONDAY	8AM - 5PM
TUESDAY	8AM - 5PM
WEDNESDAY	8AM - 5PM
THURSDAY	8AM - 5PM
FRIDAY	8AM - 5PM
SATURDAY	CLOSED
SUNDAY	CLOSED

Home & Furniture

Appendix 26 - unit 11



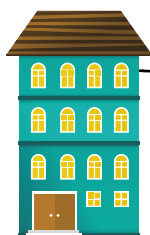
Vocabulary Practice - Home & Furniture

1. This appendix will work as a Vocabulary Bank for you to use as a reference during this unit. Check with your teacher the doubts you may have and make sure to practice the correct pronunciation of the parts of the house and furniture.

Where do you live?



House



Apartment

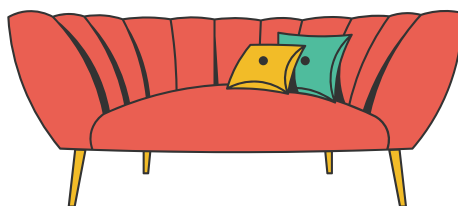
Apartment Building

A: Where do you live?

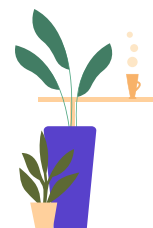
B: I live in a house/ I live in an apartment

Parts of the House

Living Room



Sofa/couch



Plants



Armchair



Painting



Television

TV stand

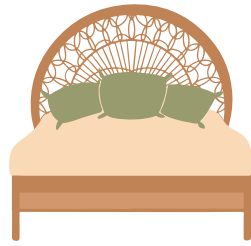


Lamp

Rug

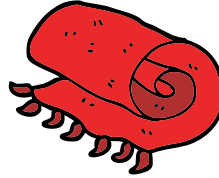
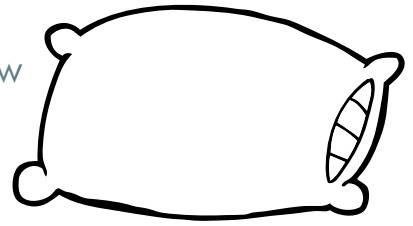


Bedroom



Bed

Pillow



Blanket



Fan

Lamp



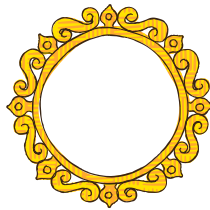
Alarm Clock



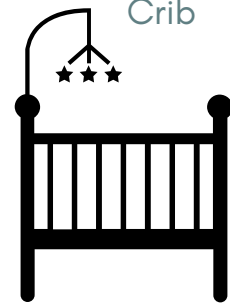
Wardrobe



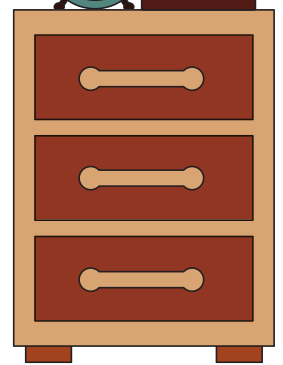
Dresser



Mirror



Crib



Bedside Table

Kitchen



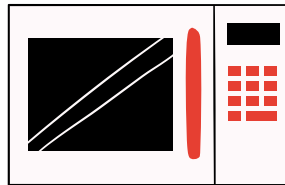
Cupboard



Blender



Fridge

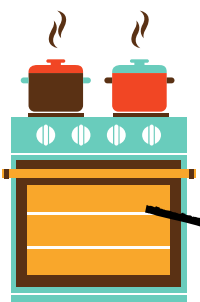


Microwave

Saucepan

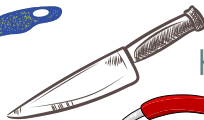


Stove



Oven

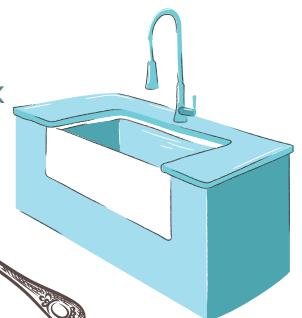
Knife



Spoon



Sink

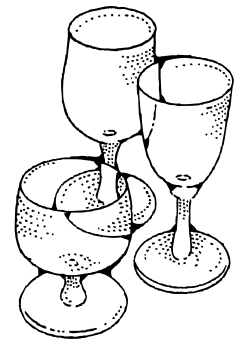
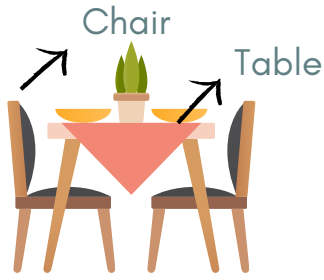


Fork



Kettle

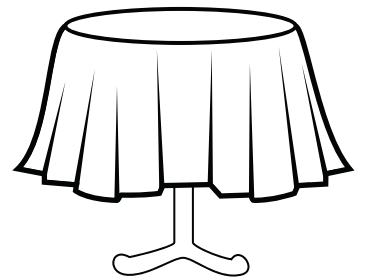
Dining Room



Glass



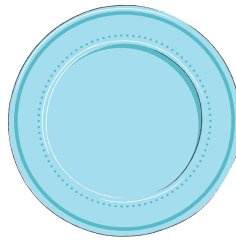
Tablecloth



Mug

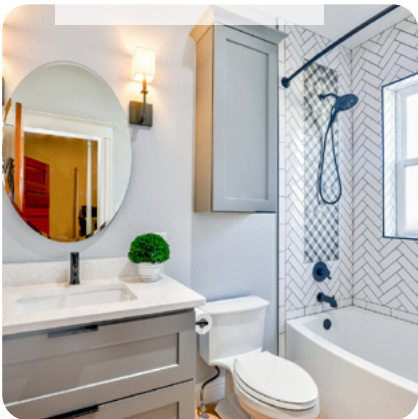


Jug

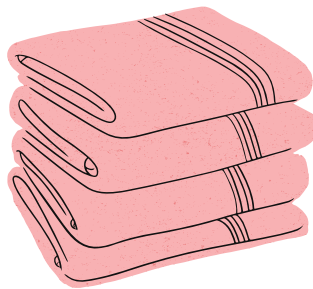


Plate

Bathroom



Towels



Shampoo



Hair conditioner

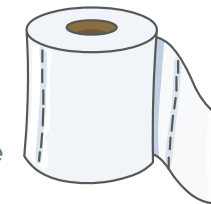


Shower

Toothbrush



Toothpaste



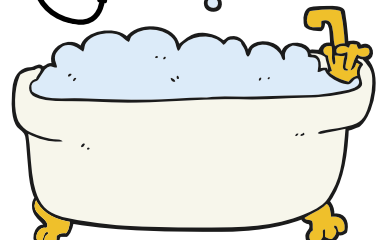
Toilet paper



Soap



Hairdryer



Bathtub



Toilet

Home & Furniture

Appendix 27 - unit 11

Listening Practice

-  1. Click [here](#) to watch a video where Adam Levine and Behati Prinsloo present their house. Try to identify at least five pieces of furniture in each room listed below. If you need, use *Appendix 26* to help you with that.

LIVING ROOM

KITCHEN

BEDROOM

2. Work in pairs. In the video it is possible to see more rooms than the ones we studied on *Appendix 24*. Some of them are listed below. Watch the video again and try to identify pieces of furniture that appears.

THEATER

OFFICE/ STUDIO

YARD

Home & Furniture

Appendix 28 - unit 11



Writing Practice - Guidelines to write a paragraph describing your home

Adapted from <https://english.eagetutor.com/english/1-spoken-english/647-how-to-describe-your-home.html>

When talking about your home, you should pay attention to three important details. They are:

1. Talking about the physical attributes of your home
2. Introducing the people you reside with
3. Using adjectives to better specify the details you want to give.

Read below some examples for each one of these aspects highlighted above:

1. Talking about the physical attributes of your home:

- *My home is in Porto Velho on Cristiano Machado Avenue.*
- *I live in a/an new house/ small apartment/ huge house/ ...*
- *There are 7 rooms in my house. They are cozy and elegant.*
- *There are a big soft sofa in my living room*

2. Introducing the people you reside with

- *I live with my parents*
- *I share my house with three more people*
- *I live alone*
- *I live with my pets: a cat and a dog*

3. Using adjectives to better specify the details you want to give.

Adapted from <https://www.englishbix.com/words-to-describe-a-house/>

<i>Beautiful</i>	<i>Ravishing</i>	<i>Timbered</i>	<i>Costly</i>	<i>Grand</i>	<i>Delectable</i>
<i>Luxurious</i>	<i>Aesthetic</i>	<i>Baronial</i>	<i>Ancestral</i>	<i>Ancient</i>	<i>Heavenly</i>
<i>Dream house</i>	<i>Damnably huge</i>	<i>Cavernous</i>	<i>house</i>	<i>Splendid</i>	<i>Captivating</i>
<i>Spacious</i>	<i>Commodious</i>	<i>Homely</i>	<i>Marbled</i>	<i>Royal</i>	<i>Beguiling</i>
<i>Tranquillity</i>	<i>Cosy</i>	<i>Elegant</i>	<i>Small</i>	<i>Lovely</i>	<i>Round</i>
<i>Prodigious</i>	<i>Ideal</i>	<i>Wooden</i>	<i>Tiny</i>	<i>Attractive</i>	<i>Square</i>
<i>Lavish</i>	<i>Capacious</i>	<i>Sturdy</i>	<i>Amenities</i>	<i>Enchanting</i>	<i>Safe</i>
<i>Alluring</i>	<i>Furnished</i>	<i>Modern</i>	<i>Gigantic</i>	<i>Exquisite</i>	<i>Expensive</i>

Routines & Journeys

Appendix 29 - unit 12



Listening Practice



1. Click [here](#) to watch a video describing a young woman's routine. Fill in the gaps based on what you listened.

My Daily Routine

I wake up at _____ o'clock in the morning. "Good Morning!" I do Yoga first and _____ I take a quick shower. _____, I make breakfast. _____, I have an avocado, toast and coffee with milk. At _____, I take a _____ to go to the center. I start working at _____ past nine and I finish working at 2 p.m. For lunch, I _____ go to the cafeteria and order a Spanish omelette and a salad. _____, I go to an Italian restaurant to _____ some pizza. At half past _____, I take a _____ to go to the University. _____, I am earning a master's degree in English Studies. I _____ classes from 4 to 8 o'clock in the evening. After classes, I go to the gym or _____ with my friends. Before going to bed, I _____ a book or _____ an episode of my favorite series. Right now, I'm reading The Little Prince to improve my _____. Oh! it is so late actually, I have to go to bed. I fall asleep at _____. "Good night!"

Vocabulary Bank



Vocabulary Bank

Unit 02

Palavra/ Expressão

Tradução/ Anotações

🔗 (to be) afraid of

🔗 Brother

🔗 Car

🔗 Citizen

🔗 Father

🔗 Favorite

🔗 Feathers

🔗 Garlic

🔗 Have a nice day!

🔗 Healing

🔗 Her

🔗 His

🔗 I don't have a...

🔗 I don't know

🔗 I work (in a, at, ...)

🔗 Its

🔗 Mother

🔗 My

🔗 My name is...

🔗 Parents

🔗 Plans

🔗 Pizza Place

🔗 School

🔗 Sister

🔗 Tail

🔗 Take care!

🔗 That's interesting!

🔗 Toy

Vocabulary Bank

Unit 03

Palavra/ Expressão

Tradução/ Anotações

🔗 Italy

🔗 Italian

🔗 Japan

🔗 Japanese

🔗 Landmark

🔗 Machu Picchu

🔗 Mexican

🔗 Mexico

🔗 Nationality

🔗 Niagara Falls

🔗 Portugal

🔗 Portuguese

🔗 Russia

🔗 Spain

🔗 Spanish

🔗 Thai

🔗 Thailand

🔗 The Colosseum

🔗 The Eiffel Tower

🔗 The Great Wall of China

🔗 The Kremlin

🔗 The Statue of Liberty

🔗 The Taj Mahal

🔗 The USA

🔗 Turkey

🔗 Turkish

🔗 Where are you from?

🔗 World

Vocabulary Bank

Unit 05


Palavra/ Expressão

Tradução/ Anotações

 Actress

 Age


 April


 Area code

 Birthday


 Blond


 Brown Hair


 Celebrity


 Color of eyes


 Color of hair


 Date of Birth

 Favorite Color

 Have a nice staying with us

 How

 How do you spell it?

 How old is she?

 I have a reservation here


 Marital Status


 Married

 Nationality


 Producer


 Profile


 Single

 To be born

 What's your last name?

 What's your name?

 What's your phone number?


 What do you do?


Vocabulary Bank

Unit 08


Palavra/ Expressão

Tradução/ Anotações


 Scientist


 Secretary


 Shopping mall


 Soldier


 Student


 Teacher


 To practice yoga


 To ride a bike

 To sleep

 To spend time with someone


 To Wake up

 To work


 Student

 Waiter

 Weekends

 What do you do for a living?

 Whenever


 Where do you work?


Vocabulary Bank

Unit 10

Palavra/ Expressão


Tradução/ Anotações

 Beach (s)/ Beaches (p)


 Border

 Building


 Busy

 Cheap


 Cold

 Cold-Hearted


 Cool

 Cosmopolitan


 Crops

 Daydreamer

 Diverse


 Down-to-Earth

 Dynamic

 Economic ties

 Enable

 Farmland


 Fish & Chips

 Friendly


 Fun


 Greedy

 Helpful


 Hilarious

 Hustle & Bustle

 Laid-Back

 Landmarks

 Lively


 Mistrusting


Vocabulary Bank

Unit 11

Palavra/ Expressão


Tradução/ Anotações


 Alarm clock


 Alone

 Although

 Armchair

 Apartment

 Apartment Building

 Awesome

 Backyard

 Barbecue

 Bathroom

 Beautiful

 Bed


 Bedroom

 Bedside table

 Blanket

 Blender

 Bottle

 Bowl

 Chair

 Choice

 Come in!

 Couch

 Crib

 Cupboard

 Dream home

 Dresser

 Fan

 Fork

Vocabulary Bank

Unit 12


Palavra/ Expressão

Tradução/ Anotações

 After

 After that

 Always


 At night


 Before

 Bicycle


 Boat

 Breakfast


 Busy


 By bus

 Car


 College


 Every day

 Every week


 From... to...

 How often do you ...?

 In the evenings


 In the mornings

 Late


 Later

 Milk

 Morning

 On the weekends

 On Tuesdays

 On vacation

 Often

 Plane


 School


Vocabulary Bank

Unit 13

Palavra/ Expressão


Tradução/ Anotações

 At the moment


 Beach

 Bus

 College


 Grocery store


 Newspaper

 Now


 Ready


 Skiing


 This month

 This week

 This year


 (To be) looking forward to

 To get dark


 To take pictures

 To wash the car

 Weekend

 What's up?

 Winter

 Wonderful

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