

Teacher Sabrina Brentano

2024



workbook  
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1

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## ALPHABET - SPELLING AND SPEECH!

LETTER	SPELL (SOLETRAR)	SPEECH / PHONEME (SOM)
A	ei	/é/
B	bi	/b/
C	ci	/k/
D	di	/d/
E	i	/éé/
F	éf	/f/
G	ddi	/g/
H	êiddi	/h/
I	ai	/e/
J	ddiei	/j/
K	kei	/k/
L	él	/l/
M	ém	/m/
N	én	/n/
O	ôu	/ó/
P	pi	/p/
Q	kiú	/k/ /ua/
R	ár	/r/
S	éss	/s/
T	ti	/t/
U	iú	/ã/
V	vi	/v/
W	dãbliu	/ua/
X	éks	/k/ /s/
Y	uái	/i/
Z	zi	/z/

**PHONICS** - é o nome do processo de decodificar, juntar o som individual (PHONEME), com seu símbolo escrito (GRAPHEME).

**PHONEME** - é a menor unidade de som em uma palavra. Temos dois tipos: vogais e consoantes, no total são 44 phonemes.

**GRAPHEME** - é a letra, ou letras que representam o PHONEME.

**GRAPH** - letra única que representa um PHONEME. Ex.: m /m/, p /p/

**DIGRAPH** - 2 letras que representam um PHONEME. Ex.: ss /s/, ph /f/, ay /ei/, ee /i/

**TRIGRAPH** - 3 letras que representam um phoneme. Ex.: ere /ir/

**QUAD GRAPH** - 4 letras que representam um phoneme. Ex.: eigh /ei/

**BLEND** - juntar, seja phonemes ou letters.

**SEGMENT** - separar, seja phonemes or letter ou syllables

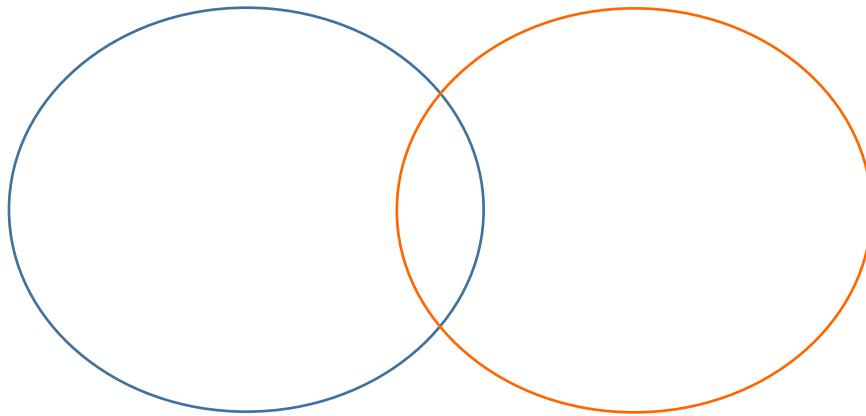
**UMA PALAVRA PODE TER NÚMERO DIFERENTE DE LETRAS E PHONEMES.**

Date: \_\_\_\_\_

### LET'S PRACTICE:

1. THERE ARE 26 LETTERS IN THE ALPHABET, VOWELS AND CONSONANTS.  
PUT EACH LETTER IN ITS RIGHT PLACE:

VOGAIIS (VOWELS)      CONSOANTES (CONSONANTS)



2. SPELL YOUR NAME: \_\_\_\_\_
3. SPELL ALL THE WORDS ON THE BLACKBOARD:
4. SPELL THE WORDS. THEN, COUNT THE LETTERS AND THE SOUNDS:

WORD:	LETTERS:	SOUNDS:
PHONE	5 (P-H-O-N-E)	3 (/F/ /Ó/ /N/)
SUN	3 (S-U-N)	3 (/S/ /Ã/ /N/)
HAPPY		
SIX		
BOOK		
APPLE		
UMBRELLA		
LIP		
FOX		
EAT		
SEE		
DOG		
CAT		

5. PICK UP A WORD, THEN BLEND THE PHONEMES READING THE WORD:

6. RECALL THE ALPHABET. SAY THE WORDS, AND WRITE THEM. THEN, HIGHLIGHT THE LETTER.

# Alphabet









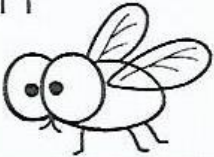






















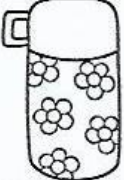

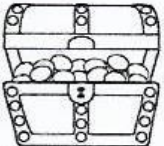


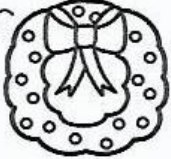
7. READ THE WORDS, AND HIGHLIGHT THE GRAPHEMES:

# vowel sounds

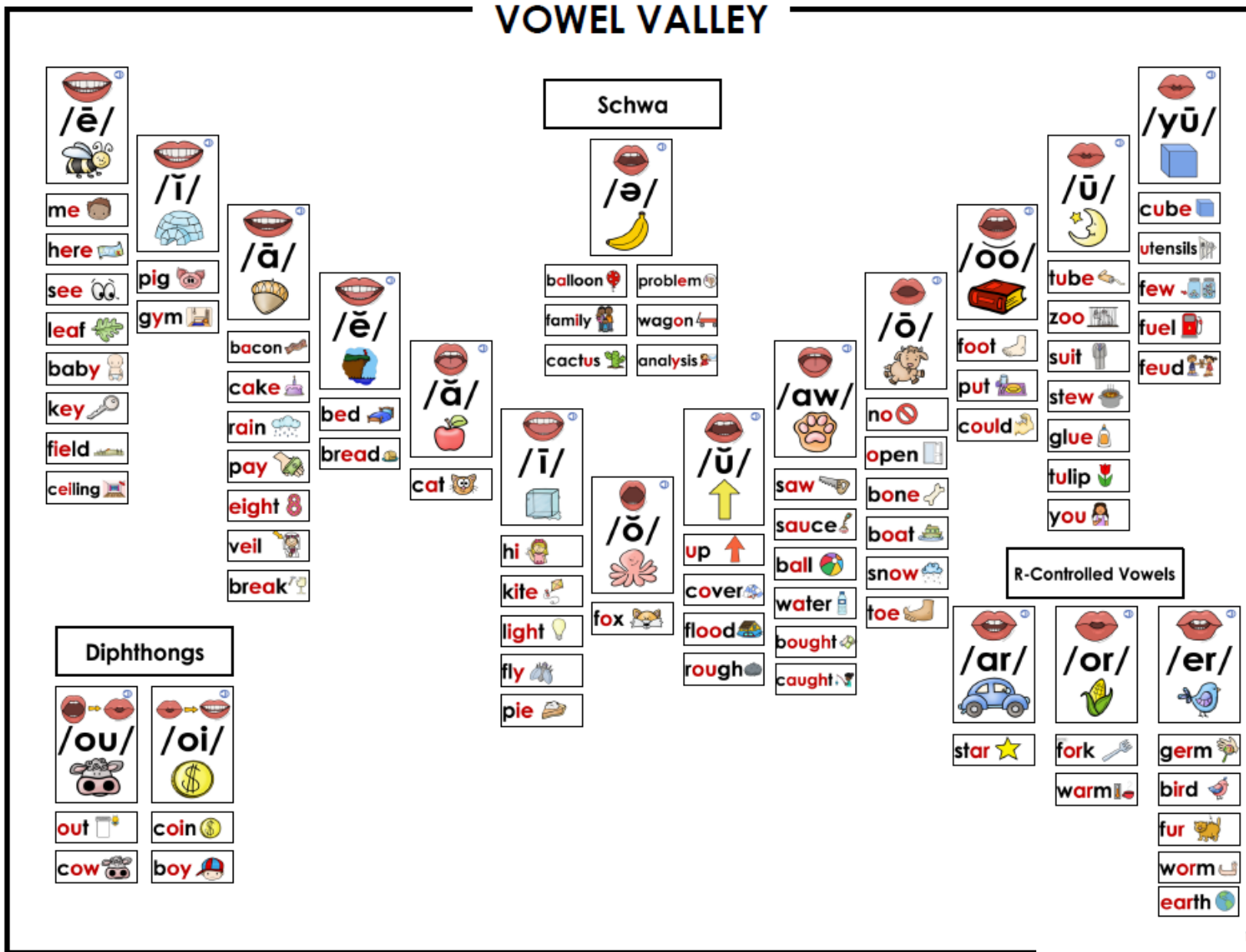
apple 	tape 	rain 	hay 	car 
bed 	leaf 	seed 	penny 	key 
pig 	dice 	light 	fly 	log 
boat 	rose 	bowl 	foil 	oyster 
books 	stool 	chew 	glue 	pause 
crawl 	owl 	mouse 	sun 	cube 
fruit 	scooter 	shirt 	fork 	turtle 

8. SAY THE WORDS, WRITE THEM AND HIGHLIGHT THE BLENDS, DIGRAPHS AND TRIGRAPHS:

## Blends, Digraphs & Trigraphs

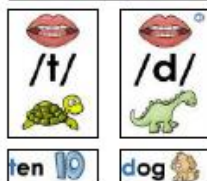
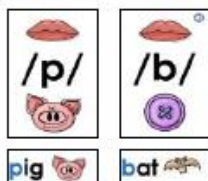
bl 	br 	ch 	cl 	cr 
dr 	fl 	fr 	gl 	gr 
ph 	pl 	pr 	sc 	sch 
scr 	sh 	shr 	sk 	sl 
sm 	sn 	sp 	spl 	spr 
squ 	st 	str 	sw 	th 
thr 	tr 	tw 	wh 	wr 

# VOWEL VALLEY



# SOUND WALL

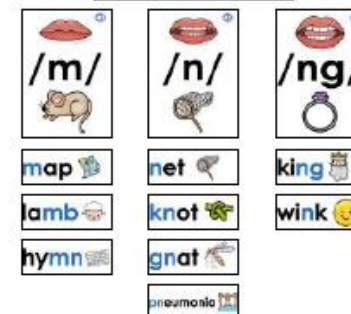
## Stops



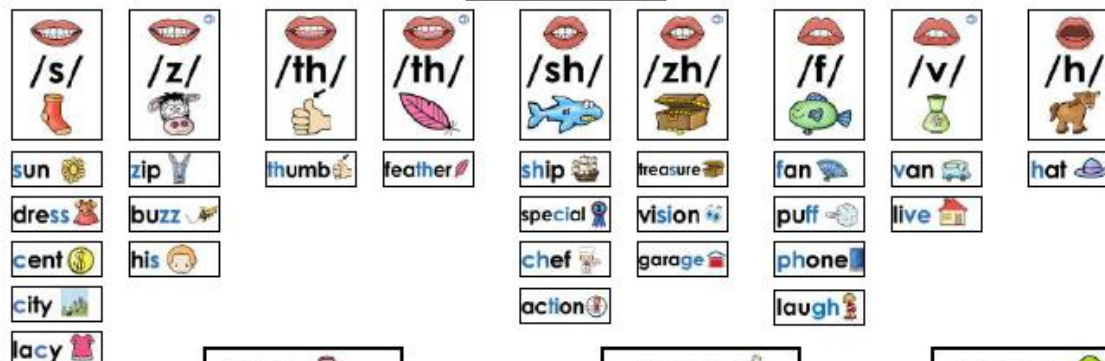
## Affricates



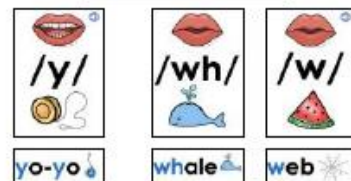
## Nasals



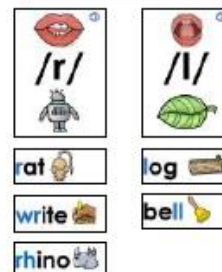
## Fricatives



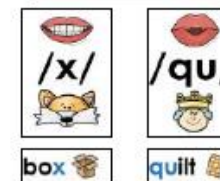
## Glides



## Liquids



## 2 Sounds





# GREETINGS!

## 1. VOCABULARY:

INGLÊS	PRONÚNCIA	PORTUGUÊS
Hello	Rélôu	
Good morning	Gúd mórnin	
Good afternoon	Gud éfternun	
Good evening	Gud ívinin	
Good night	Gud náit	
Good bye	Gud báí	
Hi	rrái	
What's up?	Uats ãp?	
My name's Jake.	Mai neim is ddieik	
What's your name?	Uáts iór neim?	
Nice to meet you.	Náís tu mit iú	
Pleased to meet you.	Plizd tumit iú.	
See you tomorrow.	Si iú tiúmórôu	
See you soon.	Si iú sun.	
How are you?	Rráu ár iú?	
I'm great, thanks.	Aim grueit, fenks	
I'm from Brazil.		

## 2. COMPLETE THE QUESTIONS AND THE ANSWERS WITH THE WORDS INSIDE THE BOX.

Are married is fine your he where it  
my from a what you job is

- a) What's \_\_\_\_\_ name? \_\_\_\_\_ name is Ann.  
b) How old \_\_\_\_\_ your children? They're 8 and 6.

- c) What time is \_\_\_\_\_? It \_\_\_\_\_ 9.30.  
 d) What's his \_\_\_\_\_? He's \_\_\_\_\_ taxi driver.  
 e) Is he \_\_\_\_\_? No, \_\_\_\_\_ is single.  
 f) \_\_\_\_\_ is she from? She is \_\_\_\_\_ Spain.  
 g) \_\_\_\_\_ is her name? Her name \_\_\_\_\_ Carla.  
 h) How are \_\_\_\_\_? I'm \_\_\_\_\_ thanks, and you?

### DIALOGUE 1:

- A- Hello. Good morning.  
 B- Hi. Good morning. What's your name?  
 A- My name's ..... And yours?  
 B- I'm ..... How are you?  
 A- I'm fine, thanks. Nice to meet you.  
 B- Nice to meet you too.  
 A- I have to go. See you tomorrow. Bye.  
 B- OK. See you. Bye.

### 3. REWRITE THE SENTENCES IN THE RIGHT ORDER:

- a) From / he / where / is / ? / from / Australia / he / in / Sydney / is  
 b) Old / sisters / are / how / your / ? / is / Anna / 19 / 17 / Mia / and / is  
 c) Job / Fred's / is / what / ? / an / singer / is / actor / a / he / and  
 d) Meet / you / to / pleased / . / meet / too / pleased / you / to  
 e) Film / time / the / what / is / ? / at / it / 3.00 / is  
 f) Is / mother / your / how / ? / thanks / fine / is / she  
 g) You / tired / are / ? / hungry / I / very / no / but / am  
 h) Is / your / surname / what / ? / Davies / is / D-A-V-I-E-S / it

### DIALOGUE 2:

JACK - Hi. Good afternoon. My name is Jack. Pleased to meet you.

MARY - Hello, pleased to meet you too. My name is Mary Johnson.

JACK - Where are you from Mary?

MARY - I'm from Paris, in France.

JACK - Ah, you are French. And what's your job?

MARY - I'm a bank manager. And I'm also a student.

JACK - How old are you?

MARY - I'm 32. And you?

JACK - I'm 28. Are you married?

MARY - No. I'm divorced and single. I have to go. See you.

JACK - ok. See you. Bye bye.

**Leia o seguinte texto e responda às perguntas que se seguem:**

**"Identity in a Globalized World"**



In our increasingly interconnected world, the concept of identity is undergoing significant transformations. People are now navigating multiple cultural influences, thanks to globalization and the ease of communication. This has led to the emergence of complex and dynamic identities. Individuals often find themselves juggling between different cultural backgrounds, languages, and perspectives. In the workplace, for example, professionals from diverse cultural backgrounds collaborate, bringing a rich tapestry of experiences. However, this can also create challenges as individuals negotiate their sense of self within a globalized context. Moreover, social media plays a pivotal role in shaping identity. People curate their online personas, presenting a selective version of themselves to the world. The constant exposure to diverse lifestyles and opinions can influence how individuals perceive and construct their own identities.



## Answer in your notebook



- 1- Como a globalização afeta o conceito de identidade, de acordo com o texto?
- 2- Quais são algumas das influências culturais que as pessoas enfrentam no mundo globalizado?
- 3- Como a diversidade cultural se manifesta no ambiente de trabalho, conforme mencionado no texto?
- 4- Qual é o papel das redes sociais na construção de identidades, de acordo com o texto?

**Leia o seguinte texto e responda às perguntas que se seguem:**

### "The Power of Persuasion"



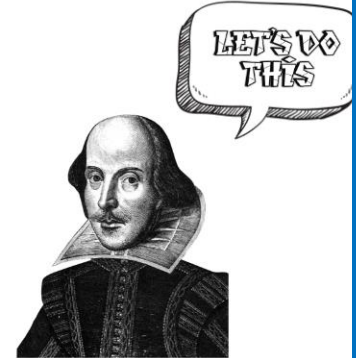
Effective communication involves not only the words we choose but also the way we deliver them. In various contexts and through different mediums, individuals use the power of persuasion to influence opinions and behaviors. Consider political speeches, for instance. Politicians carefully craft their messages, employing rhetorical devices to sway public opinion. The tone, choice of words, and even body language play crucial roles in the impact

of their speeches. In the realm of advertising, companies utilize visual and linguistic elements to create persuasive campaigns. Advertisers aim to evoke specific emotions, create memorable slogans, and ultimately convince consumers to choose their products. In the digital age, social media platforms have become powerful tools for shaping public discourse. Users share opinions, images, and videos, contributing to a dynamic online conversation. Analyzing these digital discourses provides insights into the diverse ways people express themselves and attempt to influence others.



## Answer in your notebook

- 1- O que envolve uma comunicação eficaz, de acordo com o texto?
- 2- Como os políticos utilizam a persuasão em seus discursos, conforme mencionado no texto?
- 3- Quais são alguns dos elementos visuais e linguísticos que as empresas usam em campanhas persuasivas?
- 4- Qual é o papel das redes sociais na formação do discurso público, de acordo com o texto?



**Read the following incomplete text and answer the questions that follow:**

In the distant land of Zephyria, there existed a mystical forest \_\_\_\_\_.

The trees, tall and wise, whispered secrets to the wind, \_\_\_\_\_. However, one day, a mysterious portal appeared \_\_\_\_\_. The inhabitants of Zephyria, curious yet cautious, gathered \_\_\_\_\_. As they approached the portal, a sudden burst of light enveloped them \_\_\_\_\_. Now, it was up to the courageous leaders \_\_\_\_\_. The fate of Zephyria hung in the balance, \_\_\_\_\_. The people, united and resolute, embarked on a journey \_\_\_\_\_.

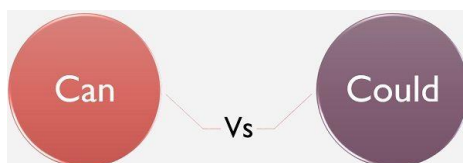


## Answer in your notebook

- 1- Complete the first blank to establish cohesion between the sentences.
- 2- What function does the phrase "whispered secrets to the wind" serve in maintaining coherence in the text?
- 3- Choose an appropriate phrase to fill the third blank, ensuring smooth transition in the narrative.
- 4- How does the author use cohesion to connect the inhabitants' curiosity with the appearance of the portal?
- 5- What purpose does the phrase "a sudden burst of light enveloped them" serve in maintaining coherence and suspense in the text?
- 6- Select an appropriate phrase to complete the sentence about the courageous leaders, ensuring a logical flow in the narrative.
- 7- Explain how the phrase "The fate of Zephyria hung in the balance" contributes to the overall coherence of the text.
- 8- Choose a suitable phrase to fill the blank related to the united and resolute people, ensuring a coherent progression in the story.
- 9- What role does the phrase "embarked on a journey" play in concluding the text cohesively?
- 10- Reflect on the overall use of textual cohesion and coherence in the incomplete text. How does it contribute to the reader's understanding of the narrative?

Read the following sentences and choose the correct form of the modal verb (can or could) to fill in the blanks. Each sentence may have more than one correct answer.

- A) Maria \_\_\_\_\_ speak five languages fluently by the time she was 25.
- B) Last year, John \_\_\_\_\_ run a marathon in under three hours.
- C) \_\_\_\_\_ you please help me with this heavy box?
- D) When he was younger, Mark \_\_\_\_\_ climb the highest mountains effortlessly.
- E) I wish I \_\_\_\_\_ attend the conference, but I have a prior commitment.
- F) In her prime, Serena Williams \_\_\_\_\_ defeat any opponent on the tennis court.
- G) He believed that with enough practice, he \_\_\_\_\_ master any musical instrument.
- H) \_\_\_\_\_ you swim when you were a child?
- I) The team \_\_\_\_\_ win the championship if they play at their best.
- J) If I \_\_\_\_\_ turn back time, I would correct my mistakes.



**I- Read the following business-related text and choose the correct form of the modal verb (can or could) to fill in the blanks. Each sentence may have more than one correct answer.**

In the competitive world of business, effective communication \_\_\_\_\_ be a game-changer. Leaders \_\_\_\_\_ inspire their teams by articulating a compelling vision. Employees \_\_\_\_\_ enhance their skills through continuous learning. Last year, the company \_\_\_\_\_ achieve a significant milestone, proving that even during challenging times, resilience and innovation \_\_\_\_\_ lead to success. As we move forward, every team member \_\_\_\_\_ contribute to our collective goals. With dedication and collaboration, we \_\_\_\_\_ overcome obstacles and reach new heights.

**II- Read the following text and answer the questions that follow:**

In the quaint village of Everwood, nestled amidst rolling hills and lush greenery, lived a young girl named Emily. Emily was known for her vivid imagination and creativity. She often spent her afternoons by the babbling brook, sketching the beauty that surrounded her. One day, while sketching, she encountered a wise old woman who seemed to appear out of nowhere. The old woman smiled warmly at Emily and said, "Young artist, your sketches capture the essence of this village. With your talent, you \_\_\_\_\_ bring these scenes to life in ways unimaginable." Emily looked at her in awe, absorbing the words of encouragement. From that day on, Emily \_\_\_\_\_ be found in the village square, creating breathtaking murals that depicted the spirit of Everwood. The villagers marveled at her art, and the once-sleepy village transformed into a haven for artists and dreamers.

1- In the context of the story, what is Emily known for?

2- What did the wise old woman say to Emily about her talent?





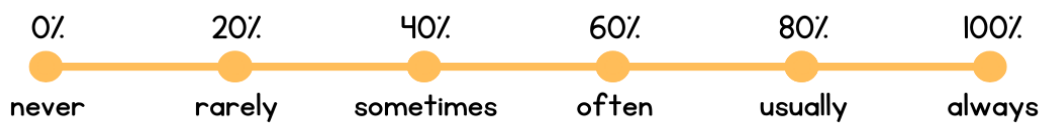
- 3- Choose the correct form ("can" or "could") to complete the old woman's statement: "With your talent, you \_\_\_\_\_ bring these scenes to life in ways unimaginable."
- 4- What did Emily start doing in the village square after her encounter with the old woman?
- 5- How did the village change after Emily began creating her murals?
- 6- In your own words, describe the transformation that occurred in Everwood.

## How to promote yourself on social media?



1. Define your personal brand: Determine what makes you unique and what you want to be known for.
2. Choose the right platforms: Research and identify the social media platforms that align with your target audience and goals.
3. Optimize your profiles: Create a compelling and professional profile on each social media platform you choose.
4. Create valuable content: Share content that adds value to your audience.
5. Engage with your audience: Social media is not just about broadcasting your message; it's also about building relationships.

# ADVERBS OF FREQUENCY



Adverbs of frequency come...

- 1- After the verb "be."
- 2- Before the other verbs.

Order the words correctly.

- 1- I / late / am / never / for work  
.....
- 2- My mom / usually / is / busy  
.....
- 3- Kate / often / English / studies  
.....
- 4- My dad / angry / sometimes / is  
.....
- 5- My grandma / nice / is / always  
.....
- 6- He / trusts/ anybody / never  
.....
- 7- I / watch / TV series / rarely  
.....

Answer the questions below.

- 1- How often do you go to the cinema?  
.....
- 2- How often do you visit a museum?  
.....
- 3- How often do you ride a bicycle?  
.....
- 4- How often do you go camping?  
.....
- 5- How often do you travel abroad?  
.....
- 6- How often do you order fast food?  
.....
- 7- How often do you play video games?  
.....
- 8- How often do you watch TV?  
.....
- 9- How often do you go to the gym?  
.....
- 10- How often do you go shopping?  
.....

# THE SIMPLE PRESENT TENSE

**Instructions: Fill in the blanks with the correct form of the verb in the present simple tense.**



1. She \_\_\_\_\_ (read) books every evening.
2. We \_\_\_\_\_ (go) to the gym twice a week.
3. The sun \_\_\_\_\_ (rise) in the east.
4. They \_\_\_\_\_ (play) soccer on Saturdays.
5. My parents \_\_\_\_\_ (watch) the news every night.
6. I \_\_\_\_\_ (like) to drink coffee in the morning.
7. The train \_\_\_\_\_ (arrive) at 7:00 AM.
8. Cats \_\_\_\_\_ (meow) when they're hungry.
9. He \_\_\_\_\_ (study) Spanish at the university.
10. We \_\_\_\_\_ (visit) our grandparents every summer.
11. The Earth \_\_\_\_\_ (rotate) around the sun.
12. Dogs \_\_\_\_\_ (bark) when they hear a noise.
13. The company \_\_\_\_\_ (produce) high-quality goods.
14. She always \_\_\_\_\_ (brush) her teeth before bed.
15. The teacher \_\_\_\_\_ (explain) the lesson to the students.
16. We \_\_\_\_\_ (live) in this neighborhood for ten years.
17. The bus \_\_\_\_\_ (arrive) at the bus stop every hour.
18. They \_\_\_\_\_ (play) chess on weekends.
19. My sister \_\_\_\_\_ (play) the piano beautifully.
20. The river \_\_\_\_\_ (flow) through the valley.

## Atividade de Produção de Textos Escritos com Mediação: "My Dream Vacation"



### Instruções:

Tema: "My Dream Vacation" (Minhas Férias dos Sonhos)

Objetivo: Produzir um texto descrevendo as férias dos sonhos de cada aluno. Eles podem explorar destinos, atividades, e experiências imaginárias.

### Passos:

- a. Brainstorming (10 minutos): Os alunos fazem uma lista de destinos, atividades e experiências que gostariam de incluir em suas férias dos sonhos.
- b. Discussão em Grupo (15 minutos): Os alunos compartilham suas ideias em grupos pequenos. Cada aluno explica as razões por trás das escolhas e ouve as sugestões dos colegas.
- c. Mediação do Professor (10 minutos): O professor fornece orientações sobre estrutura de texto, vocabulário relevante e expressões úteis. O professor também esclarece dúvidas e incentiva a criatividade.
- d. Rascunho (20 minutos): Os alunos começam a escrever seus textos, incorporando as ideias discutidas e utilizando as orientações do professor.
- e. Revisão entre Colegas (15 minutos): Os alunos trocam rascunhos entre si para revisões. Eles oferecem feedback construtivo sobre conteúdo, gramática e estrutura.
- f. Edição Final (15 minutos): Com base no feedback recebido, os alunos fazem as edições finais em seus textos.

Apresentação dos Textos (opcional): Os alunos podem escolher ler seus textos em sala de aula, compartilhando suas ideias e inspirando os colegas.

Avaliação:

Os textos serão avaliados com base na expressão de ideias, criatividade, uso adequado de vocabulário e gramática, e na capacidade de seguir a estrutura textual apresentada em sala de aula.

Observação:

Este é um exercício colaborativo que incentiva a participação ativa dos alunos, promove o desenvolvimento da escrita e permite que eles explorem a língua inglesa de maneira significativa.



## COMPARATIVE ADJECTIVES

### Short Adjectives

Regular	→	clean	.....	cleaner
Ends with e	→	nice	.....	nicer
Ends with consonant + y	→	easy	.....	easier
Ends with consonant + vowel + consonant	→	thin	.....	thinner

### Long Adjectives

beautiful	.....	more beautiful
dangerous	.....	more dangerous
expensive	.....	more expensive

### Irregular Adjectives

good	.....	better
bad	.....	worse
far	.....	farther/further

Complete the sentences using the correct comparative forms.

- 1- New York is ..... than Washington. (big)
- 2- The pink dress is ..... than the blue dress. (pretty)
- 3- This apartment is ..... than the other one. (large)
- 4- I think this restaurant is ..... than the others. (cheap)
- 5- My dad is a lot ..... than your dad, isn't he? (old)
- 6- Climbing is ..... than hiking. (dangerous)
- 7- Spain is much ..... than Germany in summer. (hot)
- 8- Mars is ..... to the Sun than Neptune. (close)

**Read the following text and answer the questions that follow:**



Meet two friends, Sarah and Emma. Sarah is tall, but Emma is even taller. Sarah is smart, but Emma is smarter. They both enjoy playing musical instruments, but Sarah plays the piano better. Emma is athletic, and she can run faster than Sarah. Sarah is organized, but Emma is less. In their last math exam, Sarah performed well, but Emma did even better. Overall, both friends

are excellent students, but they have some interesting differences.



**Answer in your notebook**



- 1- Who is taller, Sarah or Emma?
- 2- Complete the sentence: "Sarah is smart, but Emma is \_\_\_\_\_."
- 3- Who plays the piano better, Sarah or Emma?
- 4- Who can run faster, Sarah or Emma?
- 5- Complete the sentence: "Sarah is organized, but Emma is \_\_\_\_\_."
- 6- Who performed better in the last math exam, Sarah or Emma?
- 7- Complete the sentence: "In their last math exam, Sarah performed well, but Emma did even \_\_\_\_\_."
- 8- Overall, how would you describe the academic performance of both friends?



## SUPERLATIVE ADJECTIVES

### Regular Short Adjectives

Common	→	fast	.....	the fastest
Ends with e	→	nice	.....	the nicest
Ends with consonant + y	→	easy	.....	the easiest
Ends with consonant + vowel + consonant	→	thin	.....	the thinnest

### Regular Long Adjectives

beautiful	.....	the most beautiful
difficult	.....	the most difficult
expensive	.....	the most expensive

### Irregular Adjectives

good	.....	the best
bad	.....	the worst
far	.....	the farthest/furthest

Complete the sentences using the correct superlative forms.

- 1- Mercury is ..... planet in the solar system. (small)
- 2- The blue whale is ..... animal on our planet. (big)
- 3- Mount Everest is ..... mountain on Earth. (high)
- 4- Kate is ..... girl in the classroom. (hardworking)
- 5- Mr. Brown is ..... teacher ever. (nice)
- 6- I think English is ..... language to learn. (easy)
- 7- Jack is ..... person I've ever met. (intelligent)
- 8- This is ..... film I've ever watched. (bad)

Read the following text and answer the questions that follow:



In the bustling city of Rivertown, there are three skyscrapers. The first one is tall, the second one is taller, and the third one is the tallest. It is also the oldest. Inside, there are offices, and the top floor offers the best view of the city. The nearby park has three trees. The first one is green, the second one is greener, and the third one is the greenest. People often gather near the greenest tree to enjoy its shade. Rivertown is known for its friendly residents, but Mrs.

Johnson is the friendliest. She is always ready to help others and has the warmest smile in the neighborhood.



Answer in your notebook

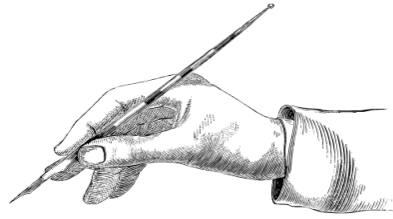


- 1- How many skyscrapers are there in Rivertown?
- 2- Which skyscraper is the tallest and the oldest?
- 3- What is on the top floor of the tallest skyscraper?
- 4- How many trees are there in the nearby park?
- 5- Which tree is the greenest?
- 6- Where do people often gather to enjoy shade?
- 7- What is Rivertown known for in terms of its residents?
- 8- Who is the friendliest resident in the neighborhood?
- 9- How would you describe Mrs. Johnson's smile?





# Tweet That



Write about what you remember from today's class in 140 characters. Don't forget to write your account's name and add hashtags as well!

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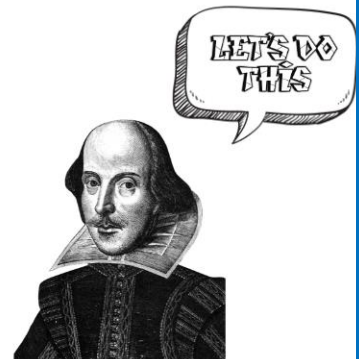
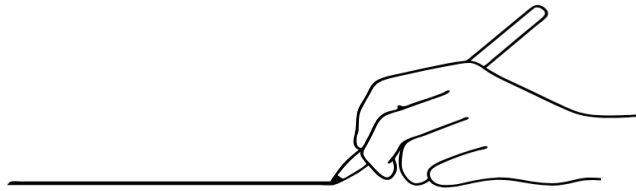
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Leia o texto abaixo e depois responda às perguntas.

# DEFINE *YOUR* BUSINESS MISSION



Your business mission is the core essence of your venture. It's the guiding star that sets the direction for everything you do. Crafting a compelling mission statement involves capturing the essence of your business in a few concise sentences. It should convey not just what you do but why you do it. Your mission should inspire both you and your customers.

A well-crafted mission statement can be a powerful tool in business. It helps align your team, clarifies your purpose, and resonates with customers. When people understand your mission, they're more likely to connect with your brand and become loyal supporters. Take the time to define your mission thoughtfully, and revisit it regularly to ensure your business remains true to its core values.





## Answer in your notebook



## Questions

**1-** What is Lorem Ipsum, and why is it used in the printing and typesetting industry?

- A) A famous author's work; for entertainment purposes
- B) Dummy text for testing fonts and layouts
- C) A historical document from the 1500s
- D) A fictional story created for marketing

**2-** How long has Lorem Ipsum been the industry's standard dummy text?

- A) Since the 1960s
- B) Since the 1500s
- C) For a century
- D) Only a few decades

**3-** What happened in the 1960s related to Lorem Ipsum?

- A) It was created
- B) It became popular

**Leia o texto na página seguinte e depois responda às perguntas abaixo.**



## Questions

**1-** What is described as the core essence of a business in the text?

**2-** Why is crafting a compelling mission statement considered important?

**3-** According to the text, what should a well-crafted mission statement convey?

**4-** How does a well-defined mission statement benefit a business, according to the text?

**5-** What advice is given regarding the maintenance of a business mission?

BUSINESS MAGAZINE

# THE POWER OF CREATIVE AGENCY

## WARNER AND SPENCER

Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the industry's standard dummy text ever since the 1500s, when an unknown printer took a galley of type and scrambled it to make a type specimen book. It has survived not only five centuries, but also the leap into electronic typesetting, remaining essentially unchanged. It was popularised in the 1960s with the release of Letraset sheets containing Lorem Ipsum passages.



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Leia o texto abaixo e depois responda às perguntas.

# SET SMART *goals*



Goal setting is the backbone of any successful business venture. Without clear goals, you'll find it challenging to measure progress or stay motivated. SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound.

Specific goals are crystal clear and leave no room for ambiguity. Measurable goals allow you to track your progress objectively. Achievable goals are realistic given your resources and constraints. Relevant goals are aligned with your broader mission and purpose. Time-bound goals have a set deadline.

By setting SMART goals, you turn abstract aspirations into concrete plans. You'll know exactly what you're working towards and when you intend to achieve it. This clarity can help you stay on track and adapt your strategies as needed.

**Statement:** The text emphasizes the importance of goal setting for a successful business venture. **Question 1:** According to the text, why is goal setting considered the backbone of a successful business venture?

**Statement:** SMART goals are defined as Specific, Measurable, Achievable, Relevant, and Time-bound. **Question 2:** What does each letter in SMART represent, and how does it contribute to effective goal setting?

**Statement:** Specific goals are described as crystal clear with no room for ambiguity. **Question 3:** How does the text explain the characteristic of specificity in goal setting?

**Statement:** Time-bound goals have a set deadline. **Question 4:** Why is having a set deadline important for goals, according to the text?

**Read the text carefully and answer the questions that follow.**

### "The Benefits of Exercise"

Regular exercise brings about a myriad of positive effects on both physical and mental well-being. Firstly, engaging in physical activity enhances cardiovascular health. Aerobic exercises, such as running and swimming, strengthen the heart and improve blood circulation. In addition to cardiovascular benefits, exercise plays a crucial role in maintaining a healthy weight. It helps burn calories, build muscle mass, and regulate metabolism. Combined with a balanced diet, regular exercise contributes to weight management and reduces the risk of obesity-related conditions. Furthermore, the psychological benefits of exercise are noteworthy. Physical activity stimulates the production of endorphins, often referred to as "feel-good" hormones. These neurotransmitters promote a sense of well-being and alleviate symptoms of stress and anxiety. Moreover, exercise is linked to improved cognitive function. Studies indicate that regular physical activity enhances brain health, leading to better memory, concentration, and overall cognitive performance.

In summary, the advantages of incorporating exercise into one's routine are extensive, ranging from cardiovascular health and weight management to psychological well-being and cognitive function.



**Answer in your notebook**

**Question 1:** Identify a connector that introduces a benefit of exercise related to cardiovascular health.

**Question 2:** How does exercise contribute to weight management, according to the text?

**Question 3:** Find a connector that adds information about the psychological benefits of exercise.

**Question 4:** Explain the connection between regular physical activity and cognitive function based on the text.

**Question 5:** Summarize the main idea of the text regarding the positive effects of exercise on both physical and mental well-being.



1- What is your favorite book, and why do you like it?

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2- Where did you spend your last vacation, and what activities did you do there?

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3- When do you usually exercise, and what type of workouts do you enjoy?

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4- Who is your role model, and what qualities do you admire in them?

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5- Why did you choose your current profession, and what aspects of it do you find most rewarding?

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5- Students \_\_\_\_\_ complete their assignments before the deadline to get full marks.

a) must (obligation)

b) must (deduction)

6- Based on the evidence, the suspect \_\_\_\_\_ be the one who committed the crime.

a) must (obligation)

b) must (deduction)

7- I \_\_\_\_\_ call my parents to let them know I'll be home late.

a) must (obligation)

b) must (deduction)

8- The traffic is at a standstill, so we \_\_\_\_\_ be late for the meeting.

a) must (obligation)

b) must (deduction)





## SIMPLE PAST TENSE

Put the verb into the sentence and write the correct simple past tense form!

have	wake	catch	lend	fly
write	teach	sing	go	bring

1.	The cat <u>broke</u> the vase.
2.	Alena _____ at 8 o'clock this morning.
3.	My family _____ dinner at a cafe.
4.	The bird _____ above my house yesterday.
5.	Jeremy _____ me the money two weeks ago .
6.	Ms Susie _____ to Bank last week.
7.	Mr Jammie _____ us how to write a poem.
8.	I _____ an email to my boss.
9.	The girls _____ their popular songs.
10.	Andi _____ my bag to the classroom.

# SIMPLE PAST TENSE

## 1- WRITE THE SIMPLE PAST FORM OF THE FOLLOWING IRREGULAR VERBS.

Infinitive	Simple Past
eat	
drink	
go	
ride	
run	
fly	
swim	
buy	

## 2- COMPLETE THE SENTENCES WITH THE SIMPLE PAST FORM OF THE VERBS IN ACTIVITY 1.

- 1- My brother ..... a bike.
- 2- I ..... well last night.
- 3- They ..... a 19 km race last night.
- 4- We ..... a big sandwich for lunch.
- 5- My sister ..... to London last summer.
- 6- She ..... a soda last night.
- 7- I ..... to the park last Saturday.
- 8- We ..... in the lake last summer.



## Irregular comparatives and superlatives:

These very common adjectives have completely irregular comparative and superlative forms.

Adjective	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Little	Less	Least
Much	More	Most
Far	Further / Farther	Furthest / Farthest

## Exercises:

Complete the chart with the correct adjectives.

Adjective	Comparative	Superlative
Good		
Sad		
		Prettiest
Calm		
	Happier	
		Cleanest
Dark		
		Quickest
	Stronger	

Complete the following sentences with the correct use of the adjective.

In the UK, streets are generally \_\_\_\_\_ (narrow) than in the USA.

My latin class is \_\_\_\_\_ (boring) than my English class.

Amanda is \_\_\_\_\_ (ambitious) than her classmates.

My garden is a lot \_\_\_\_\_ (colorful) than this park.

This house is \_\_\_\_\_ (comfortable) than a hotel.

Nothing could be \_\_\_\_\_ (absurd) than such an idea.

# SUPERLATIVE ADJECTIVES



## What are the superlative adjectives?

Comparative adjectives are used to describe an object which is at the upper or lower limit of a quality (the tallest, the smallest, the most expensive, the smartest). They are used in sentences where the object is compared to a group of objects.

Examples: the tallest, the most expensive, the safest, the cheapest.

## How are they formed?

### One-syllable words

We add "est" or "st" at the end of the adjective and "the" before.

† Simple → Simplest † Short → Shortest  
 † Big → Biggest † High → Highest  
 † Cheap → Cheapest † Cold → Coldest

### two or more syllable words

We add "the most" before the adjective.

† Intelligent → The most intelligent  
 † Famous → The most famous  
 † Beautiful → The most beautiful

## Activities:

- ✓ Complete the sentences using the superlative form of each adjective.

- † Who is the \_\_\_\_\_ (tall) person in your family?
- † December is the \_\_\_\_\_ (cold) month in the year.
- † Who is the \_\_\_\_\_ (famous) performer you know?
- † My mom bought the \_\_\_\_\_ (big) cake in the shop.
- † Marie is the \_\_\_\_\_ (quiet) kid in school.
- † What's the \_\_\_\_\_ (dangerous) animal in the world?
- † Everest is the \_\_\_\_\_ (high) mountain in the world.
- † This cellphone was \_\_\_\_\_ (expensive) that I have ever bought.

- ✓ Read the list of adjectives and complete the boxes with their corresponding superlative form.

- † Slow → \_\_\_\_\_
- † Expensive → \_\_\_\_\_
- † Thin → \_\_\_\_\_
- † Old → \_\_\_\_\_
- † Important → \_\_\_\_\_
- † Tall → \_\_\_\_\_
- † Remote → \_\_\_\_\_
- † Young → \_\_\_\_\_

# Comparatives and superlatives

## ADJ

### 1 Complete the sentences using the comparative form of each adjective.

He is \_\_\_\_\_ than his sister. (Young)

Action movies are \_\_\_\_\_ than the romantic ones. (Good)

His pullover is \_\_\_\_\_ than his jeans. (Dark)

Her parents are \_\_\_\_\_ than mine. (Strict)

This jacket is \_\_\_\_\_ than the blue one. (Comfortable)

### 2 Create any type of text using comparatives and superlatives adjectives.

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## SENTENCE TRANSFORMATION

### Making Comparisons

Rewrite the following sentences so as to keep the same meaning.  
Write 2-5 words in the gaps including the word in capital letters.

1) You're driving too slowly. You won't arrive in time. **FASTER**

If you ( ) you won't arrive in time.

2) The patient is getting worse and worse as we wait. **LONGER**

The ( ) worse the patient gets.

3) Chad thought that being a lawyer was more exciting. **NOT**

Being a lawyer ( ) Chad thought.

4) No one is as smart as Greta in our Maths class. **THE**

Greta ( ) in our Maths class.

5) I had never seen such a beautiful film until today. **MOST**

It's the ( ) ever seen.

6) I'm only a bit shorter than my brother. **NO**

I ( ) than my brother.

7) Olivia has 3 younger siblings. **THE**

Olivia ( ) the siblings.

8) My car and your car are equally expensive. **JUST**

My car ( ) yours.







**Complete each sentence by choosing the correct idiomatic expression from the options provided.**

1- My brother has a sweet tooth; he has a \_\_\_\_\_ for chocolate desserts.

- |                         |                              |
|-------------------------|------------------------------|
| a) piece of cake        | c) green thumb               |
| b) chip on his shoulder | d) taste of his own medicine |

2- Despite facing challenges, she always remains optimistic. She sees the \_\_\_\_\_ in every cloud.

- |                       |                          |
|-----------------------|--------------------------|
| a) drop in the bucket | c) elephant in the room  |
| b) silver lining      | d) ball is in your court |

3- After the long flight, I needed a good night's sleep to \_\_\_\_\_.

- |                  |                               |
|------------------|-------------------------------|
| a) hit the hay   | c) let the cat out of the bag |
| b) break the ice | d) burn the midnight oil      |

4- Don't worry; it's a \_\_\_\_\_. We'll be finished in no time.

- |                              |                    |
|------------------------------|--------------------|
| a) piece of cake             | c) spill the beans |
| b) a penny for your thoughts | d) bite the bullet |

5- Sarah has a \_\_\_\_\_; she can make plants thrive with her gardening skills.

- a) green thumb
- b) cold feet
- c) the ball is in your court
- d) hit the hay



### DIGRAPHS:

A digraph is a blend of two consonants that form a new sound. You don't hear the sound of each letter in a digraph. Together, the letters form a new sound.

They can be in the beginning, middle or ending of the words.

The letter **C** makes the sound /k/

The letter **H** makes the sound /h/ ou /rr/

*But together C + H = change their sounds*

The digraph **CH** can make the /tch/ sound you hear in **chair** and **check**, the /k/ sound you hear in **chemistry** and **charcoal**, and the /sh/ sound you hear in **chef**.



The letter **S** makes the sound /s/

The letter **H** makes the sound /h/ ou /rr/

*But together S + H = SH (it makes the sound /sh/)*

As you hear in **short**, **shampoo** and **shower** /sh/

1. Read the sentences below. On each line, write the sound (/sh/, /tch/, or /k/) the digraph makes in the bold word.

- In **March** \_\_\_\_\_, Alena's cousin **Chris** \_\_\_\_\_ came to visit.
- Alena's family had just adopted **Charlotte** \_\_\_\_\_, a bloodhound.
- "She's a bit **shy** \_\_\_\_\_," Alena advised her cousin as she **unlatched** \_\_\_\_\_ the **leash** \_\_\_\_\_.

- d. "She's \_\_\_\_\_ beautiful," commented Chris. "Did you **research** \_\_\_\_\_ dog breeds before you **chose** \_\_\_\_\_ her?"
- e. Alena nodded. "The **chef** \_\_\_\_\_ at my stepdad's restaurant told us about a **shelter** \_\_\_\_\_ in **Chicago** \_\_\_\_\_ that rescues bloodhounds."
- f. "What kind of **character** \_\_\_\_\_ do they have?" asked Chris.
- g. "They tend to be **cheerful** \_\_\_\_\_ and easygoing," replied Alena.
- h. "She doesn't like **chipmunks** \_\_\_\_\_ or men with **mustaches** \_\_\_\_\_," continued Alena with a grin, "but other than that, she's been in a **chronic** \_\_\_\_\_ good mood since we got her."

Read the letter below. Underline the words that contain the digraphs **sh** or **ch**. Then, write each underlined word below the correct heading. You do not need to list the same word more than once.

Dear Shelby,

Are you having a good break? My visit to Chicago has been excelente so far. Uncle Chris is a chef at a chic restaurant. He's also a member os a choir. We ate at his restaurantone night, and I Chose a delicious shellfish dish. Aunt Charlotte is a chemist. She spends mosto f her time doing research.

My cousin Charley is quite a character. If he lived closer, I have a hunch you two would become friends in no time. He seemes shy at first, b ut he turned out to have such a great sense of humor. Charley is a Champion Chess player. He also raises chameleons and has a shaggy sheepdog named Harold.

See you soon!

Maggie.

/sh/ sound

/ch/ sound

/k/ sound

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

The letter **W** makes the sound /uá/

The letter **H** makes the sound /h/ ou /rr/

*But together W + H = WH (can make two sounds) /hw/*

The sound of the letter **W** /uá/, where the letter H is silent, like in **white**,  
**why**, **whale**, **where**

The sound of the letter **H**, where the letter W is silent, /h/ ou /rr/, like in  
**whose** and **who**

The letter **P** makes the sound /p/

The letter **H** makes the sound /h/ ou /rr/

*But together P + H = PH (it makes the sound /f/)*

Like you hear in **photo** or **phone**.

The letter **T** makes the sound /t/

The letter **H** makes the sound /h/ ou /rr/

*But together T + H = TH (can make two sounds) /th/*

A voiced and an unvoiced sound.

The unvoiced sound is /"f"/ as you hear in **thin**, **thanks**,

The voiced sound is /"d"/ as you hear in **this**, **though**

You speech these sounds correctly saying /"f"/ and /"d"/ with your tongue  
between your teeth!!!

3. Read the clues below. On the line, write the word from the box that matches the clue and has the sound listed in parentheses. Then, find each word in the word search puzzle. Words may be written forward, backward, or diagonally.

theater Philippines northern whimper sympathy wholesome pharmacy

1. a place where people go to watch a movie (/th/) \_\_\_\_\_
2. an antonym for *southern* (/th/) \_\_\_\_\_
3. a country in southeast Asia that has thousands of islands (/f/) \_\_\_\_\_
4. healthful; nutritious (/h/) \_\_\_\_\_
5. a feeling of pity or sorrow for another person (/th/) \_\_\_\_\_
6. a weak, whining sort of cry (/hw/) \_\_\_\_\_
7. a place where people go to buy prescription medicine (/f/) \_\_\_\_\_

y	e	h	a	n	o	r	t	h	e	r	n	v	e
t	p	h	i	l	i	p	p	i	n	e	s	n	m
o	h	n	t	c	a	s	x	w	b	t	n	n	o
b	a	y	r	e	b	l	w	h	u	a	p	m	s
f	r	r	y	o	a	x	e	i	w	e	n	b	e
y	m	f	g	d	l	l	o	m	b	h	z	j	l
h	a	f	e	w	s	y	m	p	a	t	h	y	o
o	c	l	h	y	r	e	q	e	v	c	d	s	h
k	y	t	u	n	c	w	e	r	b	q	a	k	w

4. Listen the music and complete it with the correct words, using the digraphs you learned:

## Accidentally in Love

### Shrek

So she said \_\_\_\_\_ 's the  
problem baby  
\_\_\_\_\_ 's the problem I don't  
know  
Well maybe I'm in love (love)  
\_\_\_\_\_ about it every time  
I \_\_\_\_\_ about it  
Can't stop \_\_\_\_\_ 'bout it

How \_\_\_\_\_ longer will it take to  
cure this  
Just to cure it cause I can't ignore it  
if it's love (love)  
Makes me wanna turn around and face  
me but I don't know \_\_\_\_\_  
'bout love

Come on, come on  
 Turn a little faster  
 Come on, come on  
 The world will follow after  
 Come on, come on  
 Because everybody's after love

So I said I'm a snowball running  
 Running down into the spring  
 \_\_\_\_\_'s coming all \_\_\_\_\_ love  
 Melting under blue skies  
 Belting out sunlight  
 \_\_\_\_\_ love

Well baby I surrender  
 To the strawberry ice cream  
 Never ever end of all \_\_\_\_\_ love  
 Well I didn't mean to do it  
 But \_\_\_\_\_'s no escaping your  
 love

\_\_\_\_\_ lines of lightning  
 Mean we're never alone,  
 Never alone, no, no

Come on, Come on  
 Move a little closer  
 Come on, Come on  
 I want to hear you \_\_\_\_\_

Come on, Come on  
 Settle down inside my love

Come on, come on  
 Jump a little higher  
 Come on, come on  
 If you feel a little lighter  
 Come on, come on  
 We were once  
 Upon a time in love

We're accidentally in love  
 Accidentally in love (x7)

Accidentally

I'm In Love, I'm in Love,  
 I'm in Love, I'm in Love,  
 I'm in Love, I'm in Love,  
 Accidentally (X 2)

Come on, come on  
 Spin a little tighter  
 Come on, come on  
 And the world's a little brighter  
 Come on, come on  
 Just get yourself inside her

Love ...I'm in love



3. Complete the words with the correct digraphs:

sh sh th th ch ch  
ph ph wh wh



ip



erry



at



oto



one



ale



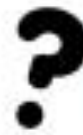
ark



ree



eek



at




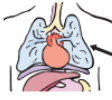

4. Complete each sentence with a word from the box and circle the digraph.

longer hungry sitting lightning sipping  
block thinking enough

1. \_\_\_\_\_ on porches and \_\_\_\_\_ iced-tea is a neighborhood tradition on Ella's \_\_\_\_\_.
2. On stormy summer evenings, when \_\_\_\_\_ streaks the sky, Ella and her brothers sit at the kitchen table and play cards.
3. Just \_\_\_\_\_ about summer makes Ella \_\_\_\_\_ for fresh strawberries.
4. She can't get \_\_\_\_\_ of all the things that make up lazy summer days.
5. When the days get shorter and the nights get \_\_\_\_\_, Ella begins storing up her summer memories.

5. Each picture below has a rhyming word in the box. Write the rhyming word on the line.

wing packet clearing block tongue

1.  \_\_\_\_\_
2.  \_\_\_\_\_
3.  \_\_\_\_\_
4.  \_\_\_\_\_
5.  \_\_\_\_\_

The digraphs **CK**, **NG**, and **GH** can come in the middle or at the end of a word.

The digraph **CK** makes the /k/ sound, as in **thick**

The digraph **NG** makes the /ng/ sound, as in **amazing**, **hang** and **young**

The digraph **GH** can make the /f/ sound, as in **cough**, **tough** and **enough**

## SILENT CONSONANTS:

In some consonante pairs, one letter is silent.

The letters **KN** can make the /n/ sound you hear in **knot** and **knee**.

The **K** is silent.

The letters **WR** can make the /r/ sound you hear in **wrap** and **wrong**.

The **W** is silent.

The letters **SC** can make the /s/ sound you hear in **science** and **scene**.

The **C** is silent.

The letters **MB** can make the /m/ sound you hear in as in **tomb**.

The **B** is silent.

The letters **GN** can make the /n/ sound, as in **design**.

The **G** is silent.

The letters **DG** can make the /j/ sound, as in **lodge**.

The **D** is silent.

The letters **RH** can make the /r/ sound, as in **rhyme**.

The **H** is silent.

The letters **TCH** can make the /ch/ sound, as in **fetch**.

The **T** is silent.

The letters **GH** can be silent, as in **might** and **high**.

6. Read the clues below. Choose the word from the box that matches each clue. Write the answers in the numbered spaces in the crossword puzzle.

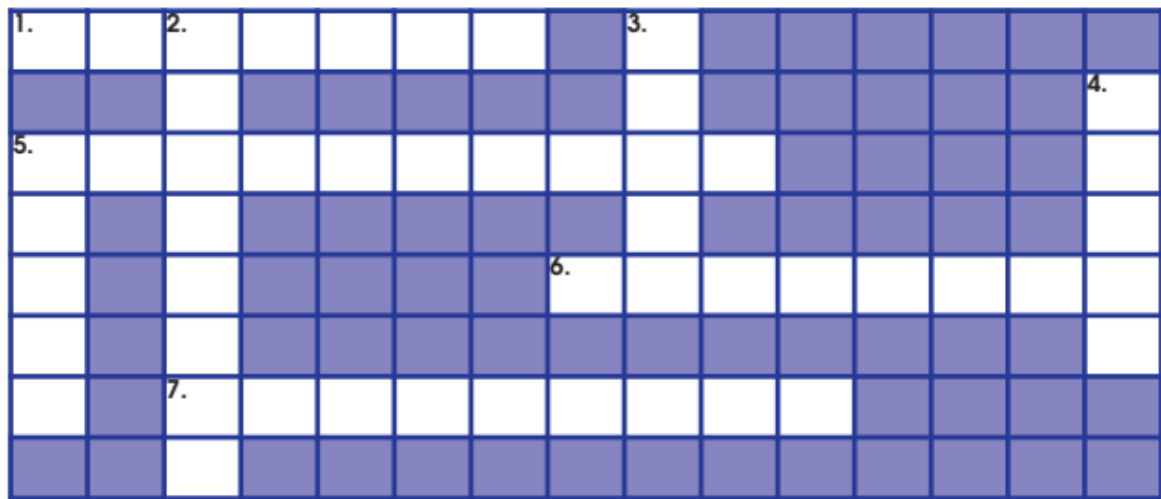
hopscotch	rhinoceros	fudge	hedgehog
gnome	twilight	pitcher	gnarl
			rhyme

**Across**

- the person who throws the ball to the batter in a baseball game
- a horned African mammal
- a small animal with a spiny back
- a game played outside; the board is often drawn with chalk

**Down**

- another word for dusk
- a small creature in legends
- a rich, sweet candy, often made with chocolate
- two words with the same ending sound



7. Read the paragraphs below and complete the items that follow.

Chopsticks are eating utensils used in China, Japan, Korea, and Vietnam. They are thought to have been invented in China between three and five thousand years ago and are used as tongs or pincers. They may be made of wood, bamboo, metal, bone, ivory, or even plastic. In Japan, the word *otemoto*, Japanese for chopstick, is often written on the wrapper in Japanese characters.

The proper way to hold chopsticks is between the thumb and fingers. The bottom stick stays stationary, while the top stick moves up and down to grasp the food. If the chef has cut the food into small pieces and the rice is sticky enough, eating with chopsticks is simple.

1. On the lines, write two words that contain the /th/ sound and two that contain the /th/ sound. \_\_\_\_\_

\_\_\_\_\_

2. On the lines, list three words in which /ch/ makes different sounds.

3. Underline the four words in the paragraphs that contain silent consonant pairs.

4. Circle all the digraphs in the first paragraph.

**Write down your weekly routine.**



Name

Subject

Week of

*Routine*

MON

Your Activity.....

TUE

Your Activity.....

WED

Your Activity.....

THU

Your Activity.....

FRI

Your Activity.....

Choose a book you've recently read and do some research on it. Make notes.



## My Book Review

Title of the book :  
Writer of the book :

What the book is about

---

---

---

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---

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---

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---

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My favorite character

---

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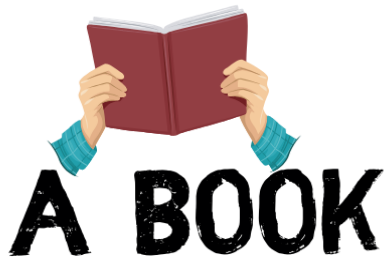
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My Rating





# A BOOK

# Review



**YOU ARE GOING TO WRITE A REVIEW OF A BOOK YOU'VE RECENTLY READ. BUT FIRST, DO THE SUGGESTED ACTIVITIES.**

**1 Choose a book you've recently read and do some research on it. Make notes.**

GENRE	PLOT	CHARACTERS	SETTING
STYLE	THEMES	SYMBOLISM	AUTHOR

**2 Consider your own reactions. What did/n't you like? What emotions did it evoke?**

I LIKED	I DIDN'T LIKE





**Complete each sentence by choosing the correct form of the verb in the infinitive.**

- 1- She offered \_\_\_\_\_ me a ride home after the party.  
a) give                      b) giving                      c) to give                      d) gives
- 2- They encouraged us \_\_\_\_\_ harder to achieve our goals.  
a) work                      b) working                      c) to work                      d) works
- 3- It's important \_\_\_\_\_ a balanced diet for good health.  
a) maintain                      b) maintaining                      c) to maintain                      d) maintains
- 4- He promised \_\_\_\_\_ us the results by the end of the week.  
a) show                      b) showing                      c) to show                      d) shows
- 5- I would like \_\_\_\_\_ more about your cultural traditions.  
a) learn                      b) learning                      c) to learn                      d) learns
- 6- The manager suggested \_\_\_\_\_ a training program for the new employees.  
a) implement                      b) implementing                      c) to implement                      d) implements
- 7- It's necessary \_\_\_\_\_ your computer regularly to avoid any issues.  
a) check                      b) checking                      c) to check                      d) checks
- 8- She decided \_\_\_\_\_ her career in a different direction.  
a) take                      b) taking                      c) to take                      d) takes
- 9- The teacher encouraged the students \_\_\_\_\_ questions during the class.  
a) ask                      b) asking                      c) to ask                      d) asks
- 10- They agreed \_\_\_\_\_ the project together to ensure success.  
a) work                      b) working                      c) to work                      d) works



## PREPOSITIONS OF PLACE



fill in the blanks

**BETWEEN - (2X) UNDER - IN FRONT OF - (3X) ON - ABOVE - (2X) NEAR**

- 1- The cat is ..... the chair.
- 2- The pillow is ..... the table.
- 3- The laptop is ..... the table.
- 4- The painting is ..... the wall.
- 5- The lamp is ..... the table.
- 6- The dog is ..... the pillow.
- 7- The ball is ..... the chair.
- 8- The clock is ..... the window.
- 9- The chair is ..... the window.
- 10- The books are ..... the laptop and the apple.



## WHERE ARE MY THINGS?

Look at Tom's bedroom and complete the sentences with **prepositions** from the box. You may need to use each preposition more than once.



IN    NEXT TO    BETWEEN    ON    IN FRONT OF    BEHIND    UNDER

1. There is a ball \_\_\_\_\_ the rug.
2. There is a teddy bear \_\_\_\_\_ the basket.
3. There are building blocks \_\_\_\_\_ the dinosaur.
4. There is a cushion \_\_\_\_\_ the tepee.
5. There are books \_\_\_\_\_ the book case.
6. There is a rug \_\_\_\_\_ the dinosaur.
7. There is a basket \_\_\_\_\_ the cabinet and the crib.
8. There are posters \_\_\_\_\_ the wall.
9. There are pennants \_\_\_\_\_ the window
10. There is a rabbit \_\_\_\_\_ the teddy bear.





# PREPOSITIONS AND EVERYDAY OBJECTS

Look at the pictures and read the sentences.  
Decide whether the sentences are true or false.



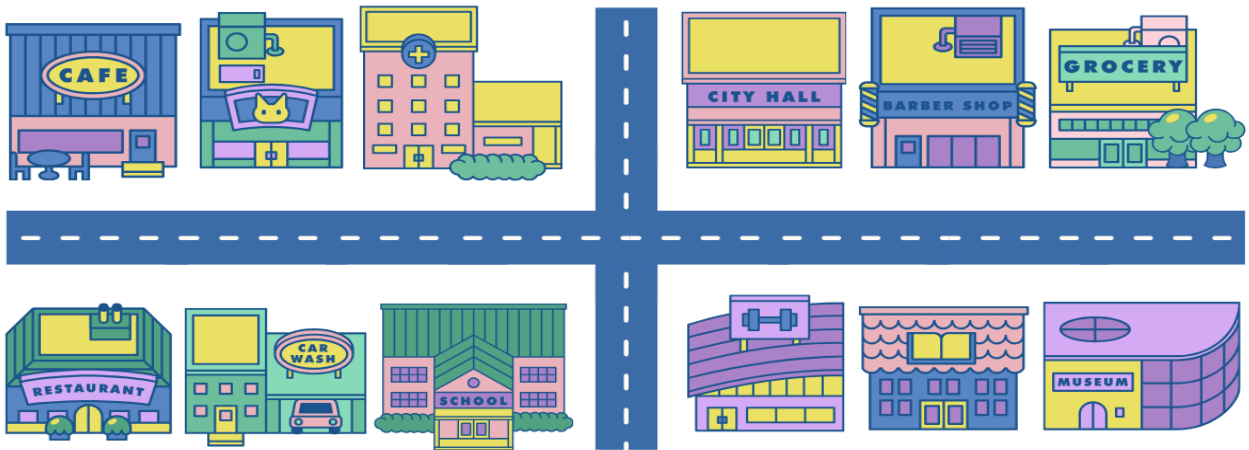
- 1- The chair is behind the table.
- 2- The slippers are under the chair.
- 3- There is a ball next to the chair.
- 4- There are flowers in the vase.
- 5- There are clothes in the basket.
- 6- The cat is sleeping under the chair.
- 7- The clothes basket is near the table.
- 8- There is a cup of coffee near the books.
- 9- There are three books on the table.
- 10- The laptop is between the speakers.

TRUE / FALSE  
TRUE / FALSE  
TRUE / FALSE  
TRUE / FALSE  
TRUE / FALSE  
TRUE / FALSE  
TRUE / FALSE  
TRUE / FALSE  
TRUE / FALSE  
TRUE / FALSE



## PREPOSITIONS OF PLACE

Look at the map and complete the sentences with prepositions from the box. You may need to use each preposition more than once.



IN    NEXT TO    BETWEEN    OPPOSITE    IN FRONT OF    ON THE CORNER

1. There is a cafe \_\_\_\_\_
2. There is a car wash \_\_\_\_\_ the restaurant.
3. There is a gym \_\_\_\_\_ the school.
4. There is a library \_\_\_\_\_ the gym and the museum.
5. There are trees \_\_\_\_\_
6. There is a car \_\_\_\_\_ the car wash.
7. There are plants \_\_\_\_\_ the restaurant.
8. There is a barber shop \_\_\_\_\_ the library.
9. There is a pet shop \_\_\_\_\_ the cafe and the hospital.
10. There is a grocery \_\_\_\_\_ the barber shop.





## MAP AND DIRECTIONS



**Study the map above and answer the following questions on a separate sheet of paper:**



**Answer in your notebook**

- What building is in between the pet shop and the grocery store?
- What building is located in front of the church?
- What building is on the left of City Hall?
- How many streets should I take before I reach the hospital?
- What body of water will you see near the school?
- What buildings will I pass on my way back from the café to the school?
- If I visit the waterfalls and I want to go to the lake next, what directions should I take?

Read the following paragraph and choose the correct prepositions of time to complete the sentences.



Sarah wakes up \_\_\_\_\_ 6:30 AM every day and starts her day \_\_\_\_\_ a cup of coffee. She usually has a quick breakfast \_\_\_\_\_ 7:00 AM and leaves for work \_\_\_\_\_ 8:00 AM. She works diligently \_\_\_\_\_ the morning and has a lunch break \_\_\_\_\_ 12:30 PM. After lunch, she continues working \_\_\_\_\_ the afternoon until she finishes \_\_\_\_\_ 5:00 PM. In the evening, she enjoys some leisure time, spending time with friends or watching TV. She goes to bed \_\_\_\_\_ 10:30 PM to ensure she gets enough sleep.

- 1- Sarah wakes up \_\_\_\_\_ 6:30 AM.  
a) on                      b) at                      c) in                      d) by
- 2- She starts her day \_\_\_\_\_ a cup of coffee.  
a) on                      b) at                      c) in                      d) with
- 3- Sarah usually has breakfast \_\_\_\_\_ 7:00 AM.  
a) on                      b) at                      c) in                      d) by
- 4- She leaves for work \_\_\_\_\_ 8:00 AM.  
a) on                      b) at                      c) in                      d) with
- 5- Sarah finishes work \_\_\_\_\_ 5:00 PM.  
a) on                      b) at                      c) in                      d) by
- 6- She goes to bed \_\_\_\_\_ 10:30 PM.  
a) on                      b) at                      c) in                      d) with



# SUBJECT PRONOUNS AND POSSESSIVE ADJECTIVES

Singular		Plural	
Subject pronoun	Possessive adjective	Subject pronoun	Possessive adjective
I	My	We	Our
You	Your	You	Your
He She It	His Her Its	They	Their

## A. Replace the words in **bold** with subject pronouns.

- |  |                          |
|--|--------------------------|
| 1- <b>This film</b> is really good.    | 1- ..... is really good. |
| 2- <b>Jack and Susan</b> are siblings. | 2- ..... are siblings.   |
| 3- <b>Britney and I</b> are friends.   | 3- ..... are friends.    |
| 4- <b>You and Kate</b> are sisters.    | 4- ..... are sisters.    |
| 5- <b>Your brother</b> is from the UK. | 5- ..... is from the UK. |

## B. Choose the correct words in the text.

I am Ali. This is **I / my** friend Mike. **He / His** mum and dad are from the USA. **They / Their** are friends with my parents. **Our / We** apartment is next to **their / they** house. **My / I** parents usually spend time with **he / his** parents.





Read the following paragraph and fill in the blanks with the appropriate possessive adjectives.



My name is Emma, and this is \_\_\_\_\_ dog, Max. We live in a small house with \_\_\_\_\_ family. Every morning, I take Max for \_\_\_\_\_ walk in the nearby park. After that, we have breakfast together with \_\_\_\_\_ siblings. In the evenings, I help \_\_\_\_\_ mom with household chores, and Max plays with \_\_\_\_\_ toys. We love spending time as \_\_\_\_\_ family, and Max is an important part of \_\_\_\_\_ life.

1- My name is Emma, and this is \_\_\_\_\_ dog, Max.

- a) my                                      b) our                                      c) your                                      d) their

2- We live in a small house with \_\_\_\_\_ family.

- a) my                                      b) our                                      c) your                                      d) their

3- Every morning, I take Max for \_\_\_\_\_ walk in the nearby park.

- a) my                                      b) our                                      c) your                                      d) their

4- After that, we have breakfast together with \_\_\_\_\_ siblings.

- a) my                                      b) our                                      c) your                                      d) their

5- In the evenings, I help \_\_\_\_\_ mom with household chores.

- a) my                                      b) our                                      c) your                                      d) their

6- Max plays with \_\_\_\_\_ toys.

- a) my                                      b) our                                      c) your                                      d) their

7- We love spending time as \_\_\_\_\_ family.

- a) my                                      b) our                                      c) your                                      d) their

8- Max is an important part of \_\_\_\_\_ life.

- a) my                                      b) our                                      c) your                                      d) their

**1- Fill in the blanks with the correct form of the genitive case.**

A) The car \_\_\_\_\_ color is red belongs to my friend.

- a) owners                      b) owner's                      c) owners'                      d) owners's

B) We visited \_\_\_\_\_ house yesterday.

- a) Mary                      b) Marys'                      c) Mary's                      d) Marys

C) The students \_\_\_\_\_ project received an award.

- a) innovatives                      b) innovative's                      c) innovatives'                      d) innovative

D) The company \_\_\_\_\_ success is well-known in the industry.

- a) leader                      b) leaders'                      c) leaders                      d) leader's

E) This is \_\_\_\_\_ idea, not mine.

- a) John                      b) Johns'                      c) John's                      d) Johns

**2- Read the following passage and answer the questions by choosing the correct form of the genitive case.**

Sarah and James decided to start a business together. They opened a small bakery, and the success of the bakery exceeded their expectations. The customers loved the quality of the products and the friendly atmosphere. The couple's hard work and dedication were evident in every detail of the bakery. Sarah's passion for baking and James' business acumen complemented each other perfectly.

A) What is the name of the bakery?

- a) Sarah and James Bakery                      c) Sarahs' and James' Bakery  
b) Bakery's of Sarah and James                      d) Sarah and James's Bakery

B) Why did the customers love the bakery?

- a) Due to its large size                      c) Because it was new in the  
b) Because of the friendly                      neighborhood  
atmosphere and quality products                      d) Due to its low prices

C) Whose passion for baking is mentioned in the passage?

- a) Sarah's  
b) James'

- c) Customers'  
d) Both a) and b)



## IN 20 YEARS...

Fill out the information below about what you think your life will be like in 20 years.

1. In 20 years I will be \_\_\_\_\_ years old.
2. I think my car will be \_\_\_\_\_.
3. I will still love \_\_\_\_\_ and \_\_\_\_\_.
4. My favorite food will be \_\_\_\_\_.
5. My job will be \_\_\_\_\_.
6. I think I will have \_\_\_\_\_ kids of my own.
7. I will live in \_\_\_\_\_. My house will be \_\_\_\_\_.
8. I will be happy in 20 years because \_\_\_\_\_.
9. I think gas prices will be \_\_\_\_\_.
10. In 20 years I still won't like \_\_\_\_\_.
11. Most importantly, in 20 years I \_\_\_\_\_  
\_\_\_\_\_.

Read the following passage and answer the questions by choosing the correct form of the present perfect tense.



Tom has recently returned from a backpacking trip across Europe. During his journey, he has explored historic landmarks, tasted local cuisines, and met people from various cultures. Tom's experiences have been enriching, and he feels grateful for the opportunities he has had. He has shared his travel stories with friends and family, who have been fascinated by his adventures.

1- Where has Tom recently returned from?

- |           |                  |
|-----------|------------------|
| a) Asia   | c) Africa        |
| b) Europe | d) North America |

2- What has Tom done during his backpacking trip?

- |                                |                       |
|--------------------------------|-----------------------|
| a) Visited a zoo               | c) Watched movies     |
| b) Explored historic landmarks | d) Attended a concert |

3- How would you describe Tom's experiences during the trip?

- |              |                  |
|--------------|------------------|
| a) Boring    | c) Disappointing |
| b) Enriching | d) Unpleasant    |

4- Who has Tom shared his travel stories with?

- |                       |                     |
|-----------------------|---------------------|
| a) Only strangers     | c) No one           |
| b) Friends and family | d) Fellow travelers |



5- What is the main focus of the passage?

- |   |                              |
|---|------------------------------|
| a) Tom's dislike for travel             | c) Tom's career achievements |
| b) Tom's backpacking trip across Europe | d) Tom's interest in sports  |

### 1- Supply the present perfect tense of the verbs given:

- a) He \_\_\_\_\_ here for three months. (work)
- b) They \_\_\_\_\_ to Australia many times. (go)
- c) \_\_\_\_\_ you ever \_\_\_\_\_ to Paris? (be)
- d) My family \_\_\_\_\_ me recently. (visit)
- e) My parents \_\_\_\_\_ yet. (not arrive)

### 2- Make sentences in the present perfect with the words below:

- a) (They / study / English)

---

- b) (He / eat / French fries)

---

- c) (Their family / go / to Italy)

---

- d) (I / read / that book)

---

- e) (They / live / here for five weeks)

---



## Atividade: Planejamento, Produção e Edição de Textos Multimodais em Inglês

**Objetivo:** Aprimorar as habilidades dos alunos no planejamento, produção e edição de textos multimodais em inglês.

### Materiais necessários:

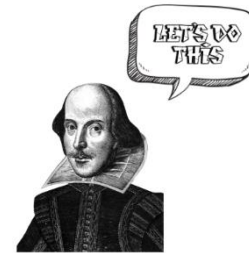
Materiais de escrita (canetas, lápis, papel ou dispositivos digitais)

Recursos multimídia (imagens, vídeos ou clipes de áudio)

Projektor ou tela para apresentações

### Passos da Atividade:

#### Introdução (10 minutos):



Inicie discutindo a importância da comunicação eficaz em várias formas, incluindo comunicação escrita, falada e visual.

Explique o conceito de textos multimodais, que combinam diferentes modos, como texto, imagens e sons, para a comunicação.

#### Fase de Planejamento (20 minutos):

Atribua um tópico ou tema para o texto multimodal. Pode ser um destino de viagem, uma experiência pessoal ou um tópico relacionado ao currículo deles.

Peça aos alunos para criar ideias individualmente ou até 4 pessoas. Incentive-os a considerar o uso de texto, imagens e possivelmente áudio em sua apresentação.

Forneça orientação sobre a organização de suas ideias e a criação de um esboço para o texto multimodal.

### Fase de Produção (30 minutos):

Os alunos começam a criar seus textos multimodais. Eles podem usar papel e marcadores tradicionais ou ferramentas digitais, se disponíveis.

Enfatize a integração das habilidades linguísticas - escrever um roteiro conciso e coerente, selecionar imagens relevantes e planejar quaisquer elementos falados, se aplicável.

Incentive a criatividade e originalidade na apresentação.

### Colaboração entre Pares (15 minutos):

Permita que os alunos se agrupem e compartilhem seus trabalhos com um parceiro.

Os parceiros fornecem feedback construtivo sobre clareza, coerência e a eficácia dos elementos multimodais.

### Edição e Revisão (15 minutos):

Os alunos revisam o feedback de seus colegas e fazem edições necessárias para melhorar seus textos multimodais.

Enfatize a importância da revisão tanto dos componentes escritos quanto visuais para uma apresentação coesa.

### Apresentação (20 minutos):

Cada aluno ou dupla/trio/quarteto apresenta seu texto multimodal para a classe.

Incentive o uso efetivo do inglês tanto na forma escrita quanto falada.

Após cada apresentação, conduza uma breve sessão de perguntas e respostas para os colegas fazerem perguntas e fornecerem feedback adicional.

### Reflexão e Discussão (10 minutos):

Conduza uma discussão em sala de aula sobre os desafios e sucessos encontrados durante a atividade.

Discuta o impacto dos elementos multimodais na comunicação e como eles aprimoram a apresentação como um todo.

## Exercise on Post-Reading Reflection (English)

**Objective:** To enhance students' ability to reflect on and analyze a text after reading.

**Instructions:**

Read the following passage and answer the questions that follow.



**Passage:**

Excerpt from "The Great Gatsby" by F. Scott Fitzgerald:

"So we beat on, boats against the current, borne back ceaselessly into the past."



**Answer in your notebook**

- 1- What is the central theme or message conveyed in the passage?
- 2- How does the metaphor of "boats against the current" contribute to the meaning of the passage?
- 3- Reflect on the significance of the phrase "borne back ceaselessly into the past" in the context of the novel.
- 4- Can you relate this passage to any themes or ideas present in the larger narrative of "The Great Gatsby"?
- 5- Share your personal interpretation of the passage and explain why it resonates with you.

**Read the following passage and answer the questions that follow.**



Anna has always been passionate about travel. She has visited numerous countries and experienced diverse cultures. Last year, she has explored the vibrant streets of Tokyo and has tasted the authentic flavors of Thai cuisine. Throughout her journeys, Anna has met people from various walks of life, creating memories that will stay with her forever.





8- He \_\_\_\_\_ (never/try) that type of cuisine before today.  
 A. never tried                      B. has never try                      C. try never

9- The students \_\_\_\_\_ (not/finish) the project yet.  
 A. didn't finish                      B. haven't finished                      C. not finish

## Projeto de Halloween: "Explorando o Folclore e as Tradições"

### Objetivo Geral:

Explorar as tradições e o folclore associados ao Halloween, promovendo o entendimento cultural e a expressão criativa dos estudantes.

### Atividade 1: Pesquisa e Apresentação Cultural

- 1.1. Divida a turma em grupos e atribua a cada grupo um elemento cultural associado ao Halloween (abóboras, fantasmas, bruxas, etc.).
- 1.2. Os grupos realizam pesquisas sobre a origem e significado de seu elemento cultural.
- 1.3. Cada grupo cria uma apresentação para compartilhar suas descobertas com a turma.

### Atividade 2: Oficina de Artes

- 2.1. Organize uma oficina de criação de decorações de Halloween, incentivando os alunos a expressarem sua criatividade.
- 2.2. Eles podem confeccionar abóboras decorativas, fantasmas, ou outros símbolos associados ao Halloween.
- 2.3. As criações serão exibidas em uma exposição dentro da escola.



### **Atividade 3: Leitura e Contação de Histórias**

- 3.1. Selecionar contos ou lendas folclóricas relacionadas ao Halloween.
- 3.2. Os alunos participam de sessões de leitura e contação de histórias.
- 3.3. Eles podem criar adaptações contemporâneas dessas histórias ou produzir narrativas originais inspiradas no folclore.

### **Atividade 4: Culminância - Festa de Halloween Cultural**

- 4.1. Organizar uma festa de Halloween cultural onde os alunos apresentam suas pesquisas, exibem suas decorações e compartilham histórias.
- 4.2. Incentivar a participação de toda a comunidade escolar, convidando familiares e outros alunos.
- 4.3. Promover atividades interativas, como jogos temáticos e concursos de fantasias.

#### **Avaliação:**

A avaliação será baseada na participação dos alunos, na qualidade das apresentações, na criatividade das decorações e na capacidade de expressar as conexões culturais aprendidas.

Esse projeto visa não apenas celebrar o Halloween, mas também proporcionar aos alunos uma compreensão mais profunda das tradições e do folclore associados a essa festividade, incentivando a expressão artística e cultural.



## **Atividade de Inglês: Explorando a Multissemiose na Publicidade**

### **Objetivo Geral:**

Desenvolver habilidades de planejamento e produção textual, explorando a multissemiose na criação de anúncios publicitários em inglês.

### **Passo 1: Definição do Produto ou Serviço**

1.1. Os alunos escolhem um produto ou serviço para promover, como um novo aplicativo, gadget tecnológico, ou até mesmo um destino turístico.

### **Passo 2: Pesquisa e Brainstorming**

2.1. Os alunos realizam pesquisas sobre o produto ou serviço escolhido, identificando seus pontos fortes e características únicas.

2.2. Em grupos, eles realizam um brainstorming de ideias para criar um anúncio atrativo.

### **Passo 3: Planejamento Multissemiótico**

3.1. Cada grupo elabora um esboço do anúncio, considerando elementos multissemióticos como imagens, slogans, cores e até mesmo jingles se aplicável.

3.2. Os grupos devem justificar suas escolhas semânticas e visuais.

### **Passo 4: Produção do Anúncio**

4.1. Usando ferramentas digitais ou materiais tradicionais, os alunos produzem seus anúncios publicitários completos.

4.2. Os anúncios devem conter elementos textuais em inglês, reforçando a prática da língua.

### **Passo 5: Apresentação e Discussão**

5.1. Os grupos apresentam seus anúncios à turma, explicando as escolhas multissemióticas.



5.2. Após as apresentações, promova uma discussão sobre como a multissemiose impacta a eficácia da mensagem publicitária.



**Avaliação:**

A avaliação será baseada na criatividade, coesão textual, eficácia do uso de elementos multissemióticos e participação na apresentação e discussão.

Essa atividade visa proporcionar uma experiência prática na criação de conteúdo publicitário, enquanto os alunos desenvolvem suas habilidades em inglês e compreendem o papel crucial da multissemiose na publicidade.



# THE PRESENT CONTINUOUS TENSE



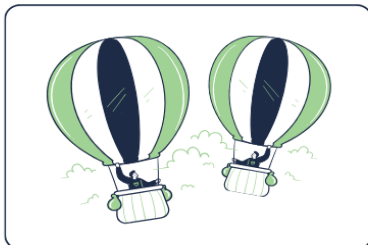
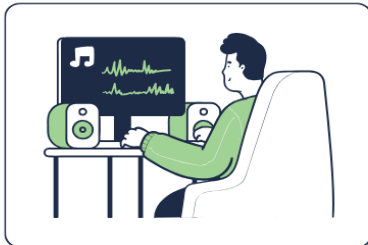
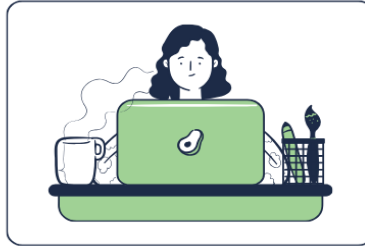
**Fill in the blanks with the correct form of the verb in the present continuous tense.**

1. The children \_\_\_\_\_ (play) in the park at the moment.
2. Look! The cat \_\_\_\_\_ (sleep) on the couch.
3. I'm sorry, but I \_\_\_\_\_ (not listen) to music currently.
4. The teacher \_\_\_\_\_ (write) on the whiteboard at the front.
5. My sister \_\_\_\_\_ (watch) her favorite TV show tonight.
6. We \_\_\_\_\_ (have) dinner with our friends this evening.
7. The baby \_\_\_\_\_ (cry) because she's hungry.
8. Mark and Lisa \_\_\_\_\_ (dance) at the party right now.
9. It's raining outside. The kids \_\_\_\_\_ (not play) in the garden.
10. The sun \_\_\_\_\_ (shine) brightly today.
11. They \_\_\_\_\_ (travel) to Europe next month.
12. I \_\_\_\_\_ (read) a book in my free time.
13. Look! The birds \_\_\_\_\_ (build) a nest on the tree branch.
14. The chef \_\_\_\_\_ (cook) a delicious meal for the guests.
15. We \_\_\_\_\_ (visit) our grandparents this weekend.
16. She \_\_\_\_\_ (talk) to her best friend on the phone right now.
17. The dog \_\_\_\_\_ (chase) its tail in the backyard.
18. John and Mary \_\_\_\_\_ (plan) their vacation for the summer.
19. The flowers \_\_\_\_\_ (bloom) beautifully in the garden.
20. I \_\_\_\_\_ (wait) for the bus at the bus stop.

**Look at the people below. What are they doing? Create sentences with the correct use of the present continuous tense.**



*He is driving.*





# Present Continuous Tense

**WRITE THE CORRECT SENTENCES USING PRESENT CONTINUOUS TENSE !**

 <b>1</b> They-play football	 <b>2</b> I-sweep the floor	 <b>3</b> Mother-cook
 <b>4</b> Jack-study	 <b>5</b> Ann-listen to music	 <b>6</b> We-sing
 <b>7</b> He-walk to school	 <b>8</b> My family-have dinner	 <b>9</b> Father-wash the dishes
 <b>10</b> She-read	 <b>11</b> The girls-watch movie	 <b>12</b> They- wait for he bus

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

8. ....

9. ....

10. ....

11. ....

12. ....





## WHAT ARE THEY WEARING?

LOOK AT THE PICTURES AND WRITE THE DESCRIPTIONS BELOW.  
REMEMBER TO USE PRESENT CONTINUOUS.



1

2

3

4

5

6

7

8

# PRESENT CONTINUOUS



**WHAT ARE THEY DOING? LOOK AT THE PICTURES AND CHOOSE THE CORRECT OPTION.**



She's swimming

She's crying

She's dancing



She's yelling

She's reading

She's drawing



He's eating

He's cooking

He's running



He's playing

He's crying

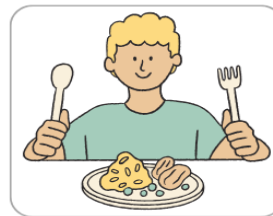
He's jumping



She's drinking

She's resting

She's playing



He's cooking

He's eating

He's painting



He's yelling

He's crying

He's thinking



She's walking

She's running

She's sleeping



He's drawing

He's crying

He's dancing



He's laughing

He's yelling

He's walking



## Present Continuous Tense

COMPLETE THE FOLLOWING SENTENCES. CHOOSE AN APPROPRIATE VERB FROM THE BOX BELOW AND TRANSFORM THE VERB TO THE PRESENT CONTINUOUS FORM.

1. I \_\_\_\_\_ to cook.
2. She \_\_\_\_\_ to the store.
3. We \_\_\_\_\_ dinner for the family.
4. They \_\_\_\_\_ the walls.
5. He \_\_\_\_\_ the dog.
6. I \_\_\_\_\_ a book.
7. She \_\_\_\_\_ for her exams.
8. We \_\_\_\_\_ a game.
9. They \_\_\_\_\_ a song.
10. He \_\_\_\_\_ a cake.

- read
- prepare
- run
- write
- learn
- study
- walk
- play
- bake
- paint

READ THE PASSAGE "A DAY IN THE PARK" AND UNDERLINE THE PRESENT CONTINUOUS VERB USED IN THE PASSAGE.

### A Day in the Park

The sun is rising in the sky, and the birds are singing in the trees. The children are running around in the playground, laughing and playing. The wind is blowing through the leaves, and the clouds are drifting across the sky. A man is walking down the street, carrying a heavy bag. His face is tired but he is still smiling. A woman is sitting on a bench, reading a book and sipping her coffee. The smell of fresh flowers is wafting in the air. The day is peaceful and beautiful, and everyone is enjoying the moment.

## Read the text below and answer the questions:

"Yesterday, Sarah and Tom were having a picnic in the park. The sun was shining, and the birds were singing. While they were enjoying their lunch, a group of kids was playing nearby. Suddenly, a dog ran into the picnic area, chasing a butterfly. Sarah and Tom were surprised, but they couldn't stop laughing. The dog was having so much fun that it made their picnic even more memorable."



1- What were Sarah and Tom doing yesterday?

- a) Playing soccer.      b) Having a picnic in the park.      c) Going to the cinema.

2- How was the weather during the picnic?

- a) Raining.                      b) Snow falling.                      c) The sun was shining.

3- What were the kids doing while Sarah and Tom were having lunch?

- a) Studying for an exam.      b) Playing in the playground.      c) Reading a book.

4- What unexpectedly happened during the picnic?

- a) A storm.                      b) A dog running after a butterfly.                      c) A bird flying.

5- How did Sarah and Tom react to the unexpected situation?

- a) Got angry.                      b) Started crying.                      c) Couldn't stop laughing.

**1- Read the text below and complete the sentences with the appropriate form of the verbs in parentheses in the past continuous tense:**

"Last night, while I \_\_\_\_\_ (watch) my favorite TV show, there \_\_\_\_\_ (be) a sudden power outage. I \_\_\_\_\_ (sit) in the dark for a few minutes, wondering what \_\_\_\_\_ (happen). My phone \_\_\_\_\_ (ring) just when I \_\_\_\_\_ (decide) to find a flashlight. It \_\_\_\_\_ (be) my friend who \_\_\_\_\_ (call) to invite me to a spontaneous midnight picnic. I \_\_\_\_\_ (not/expect) that at all! So, instead of watching TV, I \_\_\_\_\_ (enjoy) a delightful picnic under the moonlight."

**2- Complete the following sentences using the past continuous tense of the verbs in parentheses:**

While I \_\_\_\_\_ (study) for my exam, my cat \_\_\_\_\_ (play) with the papers on my desk.

The chef \_\_\_\_\_ (prepare) a special dish when the food critic \_\_\_\_\_ (arrive) at the restaurant.

As we \_\_\_\_\_ (hike) up the mountain, the weather suddenly \_\_\_\_\_ (change), and it started raining heavily.

While the students \_\_\_\_\_ (work) on their projects, the teacher \_\_\_\_\_ (observe) their progress quietly.

The detective \_\_\_\_\_ (question) the suspect when he suddenly \_\_\_\_\_ (realize) he had forgotten a crucial piece of evidence.

**1- Complete as frases abaixo usando a forma correta de "there to be" no presente ou no passado:**

- A) \_\_\_\_\_ many challenges in the project when we took over.  
 B) \_\_\_\_\_ a lot of excitement in the room during the presentation.  
 C) Last night, \_\_\_\_\_ a sudden change in the weather.  
 D) In the forest, \_\_\_\_\_ a mysterious noise that scared everyone.  
 E) At the conference, \_\_\_\_\_ several inspiring speakers.

**Leia o texto abaixo e complete as lacunas com a forma correta de "there to be" no presente ou no passado:**



In the old mansion, \_\_\_\_\_ many strange occurrences. Every night, \_\_\_\_\_ mysterious sounds echoing through the halls. Last week, when the investigators arrived, \_\_\_\_\_ a sense of anticipation in the air. As they explored further, \_\_\_\_\_ an eerie silence in the rooms where the disturbances \_\_\_\_\_.

The team members felt like \_\_\_\_\_ being watched. They concluded that \_\_\_\_\_ a paranormal presence in the house.

**1- Complete the following sentences with the correct question tags:**

- A) He is going to the meeting tomorrow, \_\_\_\_\_?
- B) Have you ever been to Paris, \_\_\_\_\_?
- C) Nothing happened, \_\_\_\_\_?
- D) They have never visited that city, \_\_\_\_\_?
- E) You don't like coffee, \_\_\_\_\_?
- F) He used to live here, \_\_\_\_\_?
- G) We can't be late, \_\_\_\_\_?
- H) You know the way, \_\_\_\_\_?
- I) He will help you, \_\_\_\_\_?
- J) We shouldn't have done this, \_\_\_\_\_?
- K) He would like a coffee now, \_\_\_\_\_?
- L) They were at the party yesterday, \_\_\_\_\_?
- M) She usually exercises in the morning, \_\_\_\_\_?
- N) Have you seen this movie before, \_\_\_\_\_?
- O) We should have studied more, \_\_\_\_\_?
- P) He has never been to Brazil, \_\_\_\_\_?
- Q) Wouldn't you like another piece of cake, \_\_\_\_\_?
- R) Can you swim, \_\_\_\_\_?
- S) He is tired, \_\_\_\_\_?
- T) Will you watch the presentation, \_\_\_\_\_?



## 2- Read the text below, underline the question words and translate it.

In a small town nestled between rolling hills, Mark, an ambitious young man, strives to make a difference. He works tirelessly at the local community center, organizing events and engaging with residents. Mark is well-known for his dedication, isn't he? On weekends, he and his friends explore the scenic countryside. They've discovered hidden trails and picturesque spots, haven't they? These adventures strengthen their bonds and create lasting memories.

Mark's positive attitude and energy are contagious. He often encourages others to join community initiatives, doesn't he? His passion for making the town a better place resonates with everyone. In the evenings, after a day of hard work, Mark enjoys a quiet moment by the river. The soothing sound of flowing water brings him peace, doesn't it? It's a time for reflection and appreciation of the simple joys in life. As Mark continues his endeavors, the community rallies behind him. They appreciate his efforts to enhance the town's spirit, don't they? With each project, Mark leaves an indelible mark on the hearts of those around him. In this close-knit town, Mark's journey is not just his own; it's a collective story of growth and unity, isn't it?

### Escolha a opção correta para completar cada frase:

1) The teacher's \_\_\_\_\_ of the lesson was clear and informative.

- a) Teach            b) Teaching            c) Teacher            d) Teachable

2) The \_\_\_\_\_ of the scientific experiment was recorded in a detailed report.

- a) Experience            b) Experiment            c) Experiencing            d) Experiencist

3) Her \_\_\_\_\_ in the matter was appreciated during the team meeting.

- a) Instruct            b) Instruction            c) Instructor            d) Instructive



4) The \_\_\_\_\_ of the policy will be discussed in the upcoming meeting.

- a) Implement      b) Implementation      c) Implementing      d) Implementist

5) The novelist's \_\_\_\_\_ captivated readers around the world.

- a) Write      b) Writing      c) Writer      d) Writement

6) The \_\_\_\_\_ of the novel left a lasting impression on the audience.

- a) Narrate      b) Narration      c) Narrator      d) Narratable

7) The \_\_\_\_\_ of the organization is to promote environmental awareness.

- a) Environ      b) Environmental      c) Enviromentist      d) Environing

8) His \_\_\_\_\_ during the debate showcased his expertise on the subject.

- a) Argue      b) Argument      c) Arguer      d) Argumentation

9) The \_\_\_\_\_ of the law was carefully considered by the legal team.

- a) Legislate      b) Legislative      c) Legislation      d) Legislator

10) The \_\_\_\_\_ of the project will be evaluated in the final presentation.

- a) Manage      b) Management      c) Manager      d) Manageable

### Escolha a opção correta.

1- After a long day at work, she decided to \_\_\_\_\_ on the couch and relax.

- a) Rest      b) Resting      c) Restful      d) Rotate

2- The chef will \_\_\_\_\_ a special dish for the restaurant's anniversary celebration.

- a) Create      b) Creating      c) Creation      d) Creatable

3- The students were asked to \_\_\_\_\_ a summary of the historical events.

- a) Summarize      b) Summarizing      c) Summary      d) Summarable

4- The team plans to \_\_\_\_\_ a new strategy to improve their performance.

- a) Innovate      b) Innovating      c) Innovation      d) Innovatable

5- The scientist hoped to \_\_\_\_\_ a breakthrough in the research field.

- a) Investigate      b) Investigating      c) Investigation      d) Investigatable

6- The musician decided to \_\_\_\_\_ a unique melody for the upcoming concert.

- a) Compose      b) Composing      c) Composition      d) Composable

7- The company aims to \_\_\_\_\_ its products to attract a broader audience.

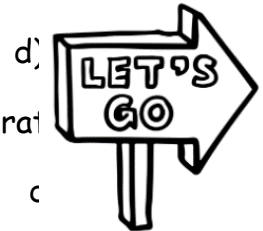
- a) Advertise      b) Advertising      c) Advertisement      d) Adaptable

8- The coach plans to \_\_\_\_\_ the team's training routine for better results.

- a) Facilitate      b) Facilitating      c) Facility

9- The teacher encouraged the students to \_\_\_\_\_ a collaborat

- a) Initiate      b) Initiating      c) Initiation



10- The author will \_\_\_\_\_ a sequel to the popular novel that captivated readers.

- a) Formulate      b) Formulating      c) Formulation      d) Formable

**Complete as frases com os adjetivos formados com os sufixos "ic," "al," "ive," ou "able." Escolha a opção correta.**

1- The scientist made a \_\_\_\_\_ discovery in the laboratory.

- a) Scientific                      b) Scientist                      c) Scientitive                      d) Scientifiable

2- The team demonstrated \_\_\_\_\_ skills during the challenging competition.

- a) Competent                      b) Competing                      c) Competitional                      d) Competable

3- The movie had a \_\_\_\_\_ impact on the audience, leaving them deeply moved.

- a) Emotion                      b) Emotional                      c) Emotionive                      d) Emotable

4- The technology company developed an \_\_\_\_\_ solution to address the issue.

- a) Innovate                      b) Innovation                      c) Innovational                      d) Innovable

5- The new employee proved to be \_\_\_\_\_, adapting quickly to the company culture.

- a) Adaptable                      b) Adapting                      c) Adaptingal                      d) Adapteful

6- The athlete demonstrated \_\_\_\_\_ skills in the challenging sports event.

- a) Athletic                      b) Athlete                      c) Athletive                      d) Athletable

7- The students presented a \_\_\_\_\_ project during the science fair.

- a) Scientific                      b) Science                      c) Scientist                      d) Scientive

8- The chef created a \_\_\_\_\_ dish that impressed all the restaurant patrons.

- a) Deliciate                      b) Delicious                      c) Deliciable                      d) Delicify

9- The manager provided \_\_\_\_\_ guidance to the team members.

- a) Leadership                      b) Leader                      c) Leactive                      d) Leadable

10- The novel had an \_\_\_\_\_ plot that kept readers engaged until the last page.

- a) Intricate                      b) Intriguing                      c) Intrication                      d) Intriqueful

**Leia o texto abaixo, preencha as lacunas com o Past Perfect e responda às perguntas.**



"Alex had always dreamed of visiting Paris, and last summer, his dream finally came true.

He \_\_\_\_\_ (save) money for years to afford the trip. By the time he arrived in

Paris, he \_\_\_\_\_ (already/visit) many famous landmarks, including the Eiffel

Tower and the Louvre. However, one day, as he was exploring a charming street, he

suddenly realized he \_\_\_\_\_ (lose) his wallet. Fortunately, a kind local

\_\_\_\_\_ (already/see) it on the ground and returned it to him. Despite this small mishap, Alex felt grateful for the amazing experiences he \_\_\_\_\_ (have) in the beautiful city."



**Answer in your notebook**

1- What had Alex always dreamed of?

2- How long had Alex been saving money for the trip?

3- By the time Alex arrived in Paris, what had he already done?

- 4- What did Alex suddenly realize while exploring a charming street?
- 5- How did Alex feel when the kind local returned his wallet?
- 6- What landmarks had Alex already visited by the time he arrived in Paris?
- 7- Despite losing his wallet, what did Alex feel grateful for?

**Complete the table with the Past Perfect.**

1 - I _____ this town before today. (not, visit)	had not visited
2 - Jenifer began to run after she _____ the snake. (see)	
3 - Bob _____ her before the party began. (meet)	
4 - She _____ the graduation before the end of 2019. (complete)	
5 - The kid _____ asleep before 9 o'clock. (fall)	
6 - Tom _____ smoking when the doctor advised him. (quit)	
7 - I was hungry. I _____ for six hours. (not, eat)	
8 - The patient _____ medicine before the doctor came. (take)	
9 - Jonathon _____ a lot of money before he turned 40. (earn)	
10 - My friend asked if I _____ her parrot. (see)	
11 - What _____ before leaving school? (you, learn)	
12 - He _____ to Italy. (not ever go)	
13 - I _____ the hall before the exam started. (reach)	
14 - When I came home, they _____ the meal. (eat)	
15 - Where _____ when I came to meet you? (you go)	

## Activities

### 1 – Listen to the song and complete the lyrics:

I'm \_\_\_\_\_ baby, I'm broken down  
 I need your loving, \_\_\_\_\_  
 I need it now  
 When I'm without you  
 I'm something weak  
 You got me begging, \_\_\_\_\_  
 I'm on my knees  
 I don't wanna be \_\_\_\_\_ your love  
 I just wanna be deep in your love  
 And it's \_\_\_\_\_ me when you're away  
 Ooh baby,  
 cause I really don't care where you are  
 I just wanna be there where you are  
 And I gotta get one little taste

### 2 – Put the sentences in the correct order:

- ) Yes please
- ) Yeah you show me good loving
- ) Need a little sweetness in my life
- ) Won't you come and put it down on me
- ) Oh right here, cause I need
- ) Sugar
- ) Little love and little sympathy

- ) Won't you come and put it down on me
- ) Make it alright
- ) Sugar
- ) Yes please

### 3 – Complete:

My broken \_\_\_\_\_  
 You pick'em up  
 Don't leave me hanging, hanging  
 Come give me some  
 When I'm without ya  
 So \_\_\_\_\_  
 You are the one thing, one thing  
 I'm \_\_\_\_\_ for  
 I don't wanna be needing your love  
 I just wanna be deep in your love  
 And it's killing me when you're away  
 Ooh baby,  
 cause I really don't care \_\_\_\_\_ you are  
 I just wanna be there where you are  
 And I gotta get one little taste

### 4 – Put the sentences in the correct order:

- ) Yeah you show me good loving
- ) Sugar
- ) Won't you come and put it down on me
- ) Oh right here, cause I need

- ( ) Yes please
- ( ) Little love and little sympathy
- ( ) Yes please
- ( ) Make it alright
- ( ) Sugar
- ( ) Won't you come and put it down on me
- ( ) Need a little a sweetness in my life

**5 – Complete:**

Yeah  
 I want that \_\_\_\_\_ velvet  
 I want that sugar sweet  
 Don't let nobody \_\_\_\_\_ it  
 Unless that somebody is me  
 I gotta be a man  
 There ain't no other \_\_\_\_\_  
 Cause girl  
 You're hotter than southern California bay  
 I don't wanna play no \_\_\_\_\_  
 I don't gotta be afraid  
 Don't give all that shy sh-t  
 No make up on  
 That's my  
 Repeat Chorus two twice.

**6 – Match the sentences to the pictures:**



- ( ) Red Velvet
- ( ) On my knees
- ( ) Afraid
- ( ) Weak

**7 – What does SUGAR mean in this song? What picture is better related to the meaning in the song?**



**8 – There are many feelings in this song. Relate the feelings to their meanings:**

- a) happy ( ) fragile  
 b) sad ( ) unhappy  
 c) angry ( ) feeling fear  
 d) hungry ( ) glad  
 e) weak ( ) need for food  
 f) strong ( ) showing anger  
 g) afraid ( ) having muscular body

**9 – Write the -ing forms of these verbs. You can find these verbs in the lyric:**

- Hang: \_\_\_\_\_  
 Love: \_\_\_\_\_  
 Kill: \_\_\_\_\_  
 Hurt: \_\_\_\_\_  
 Beg: \_\_\_\_\_

**10 – Write Present Continuous affirmative (+) and negative (-) sentences:**

- a) Jane \_\_\_\_\_ this game. (enjoy +)  
 b) They \_\_\_\_\_ their English lesson. (listen +)  
 c) He \_\_\_\_\_ soccer at school. (play -)  
 d) It \_\_\_\_\_ now. Let's go outside. (rain -)  
 e) Peter and I \_\_\_\_\_ to the movies now. (go +)  
 f) I can't go right now. I \_\_\_\_\_ a book. (read +)

- g) Joshua \_\_\_\_\_ to his best friend. (talk -)  
 h) The cats \_\_\_\_\_ their water. (drink +)  
 i) You can't talk to him now. He \_\_\_\_\_ (sleep +)  
 j) I \_\_\_\_\_ today. (work -)

**11 – Use PC for Present Continuous, SP for Simple Present and SPA for Simple Past sentences.**

- a) Greg is going to the supermarket. ( )  
 b) Cintia and Charlie are dating. ( )  
 c) He went to the movies yesterday. ( )  
 d) Sophia and Pamela are studying in their room. ( )  
 e) I didn't take your book. ( )  
 f) We played basketball at school yesterday. ( )  
 g) I don't like cakes. I think it's too sweet. ( )  
 h) Where do you live? ( )  
 i) Did you tell your friends about this? ( )  
 j) She does her homework every day. ( )