



**Aula
Vaga
Cursos**

ENGLISH COURSE

KIDS ONE

BLUE BOOK



BY TEACHER DENER SABINO

O uso deste material foi planejado para ser item complementar às aulas online de professores parceiros do projeto Aula Vaga Cursos.

A empresa Aula Vaga Cursos tem como objetivo a aplicação de aulas online de baixo custo (de 4% a 8% referente ao salário mínimo) ou gratuitas.

Todo o conteúdo aqui presente é fruto de conhecimento e pesquisa do professor, jornalista e escritor Dener Sabino.

As imagens contidas neste exemplar foram geradas por inteligência artificial.

Este exemplar é um convite a todos que desejam estudar a língua inglesa.

“O educador se eterniza em cada ser que educa”

Paulo Freire.



**Aula
Vaga
Cursos**

AULA VAGA CURSOS - ENGLISH COURSE

KIDS ONE

KIDS ONE, UNIT ONE: PRONOUNS!

LESSON ONE: PERSONAL PRONOUNS!.....	1
LESSON TWO: SCHOOL SUPPLIES AND THEIR COLORS!.....	3
LESSON THREE: TYPES OF PRONOUNS!.....	5
LESSON FOUR: FRUITS!.....	7

KIDS ONE, UNIT TWO: NUMBERS!

LESSON ONE: NUMBERS!.....	9
LESSON TWO: FAMILY!.....	11
LESSON THREE: FOODS!.....	13
LESSON FOUR: LIKE AND DON'T LIKE!.....	15

KIDS ONE, UNIT THREE: NOUNS!

LESSON ONE: THE PLURAL FORM!.....	17
LESSON TWO: BODY PARTS!.....	19
LESSON THREE: ANIMALS!.....	21
LESSON FOUR: HAVE AND HAS!.....	23

KIDS ONE, UNIT FOUR: VERBS!

LESSON ONE: THE VERB TO BE!.....	25
LESSON TWO: PRESENT SIMPLE (DO/DOES)!.....	27
LESSON THREE: ROOMS AND FURNITURE!.....	29
LESSON FOUR: THE MONTHS AND THE DAYS OF THE WEEK!.....	31

KIDS ONE, UNIT FIVE: ADJECTIVES!

LESSON ONE: ADJECTIVES!.....	33
LESSON TWO: ARTICLES!.....	35
LESSON THREE: THE PAST TENSE OF "TO BE"!.....	37
LESSON FOUR: PAST SIMPLE!.....	39

KIDS ONE, UNIT SIX: LINKING WORDS!

LESSON ONE: LINKING WORDS!.....	41
LESSON TWO: ADVERBS!.....	43
LESSON THREE: QUESTION WORDS!.....	45
LESSON FOUR: ACTIVITIES AND SPORTS!.....	47

KIDS ONE, UNIT ONE: PRONOUNS!

LESSON ONE: PERSONAL PRONOUNS!



"Personal pronouns are often the first words learned in basic English and form the initial foundation for constructing sentences. They are essential for identifying who is performing the action and are fundamental to the basic structure of communication in English."

PERSONAL PRONOUNS!



Pronoun Translation

I	Eu
You	Tu/Você
He	Ele
She	Ela
It	Isto
We	Nós
You	Vós/Vocês
They	Eles/Elas

Pronoun Object pronoun

I	Me
You	You
He	Him
She	Her
It	It
We	Us
You	You
They	Them

I love you.

He loves her.

You love us.

* Love (I, You, We and They) / Loves (He, She and It)

OBJECT PRONOUNS!

Have you ever wondered why it's "She loves him" and not "She loves he"? The personal pronoun "him" is used as the object of the verb 'loves' in this sentence, not as the subject, which is why 'he' is not used."

1 - Personal Pronouns: I am a student.

2 - Object Pronouns: He called me.

KIDS ONE, UNIT ONE: PRONOUNS!

LESSON ONE: PERSONAL PRONOUNS!



"Pronouns are words used to replace nouns in a sentence. They serve the purpose of avoiding repetition and making sentences flow more smoothly. For example, instead of saying 'Sarah went to Sarah's house,' we can use the pronoun 'she' to say 'She went to her house.'"

A DAY IN THE PARK!

Today is a **beautiful** day. I wake up early and decide to go to the **park**. At the **park**, I see my **friend** Sarah. She **smiles** at me and says, "Hi! How are you?" I reply, "I'm good, **thank** you!"

Sarah loves to dance, so we dance together under the bright sun. She is a **great** dancer! After dancing, I tell her, "I really **like** spending **time** with you." She smiles and says, "I like it too."

Then, we sit on a bench and eat sandwiches. Sarah makes them herself, and they are delicious! She always knows how to make tasty food.

While eating, we talk about our plans for the weekend. She wants to go **hiking**, and I want to visit the **museum**. We both love nature and art.

As the sun starts to set, we say goodbye and promise to meet again soon. I walk home feeling happy and grateful for such a wonderful day.



Glossary: Beautiful: Bonito / Park: Parque / Friend: Amigo / Smile: Sorrir / Like: Gostar / Time: Tempo / Thank: Agradecer / Great: Ótimo / Hiking: Caminhada / Museum: Museu.

LISTENING TIME!

- 1 - What is the purpose of using personal pronouns in sentences?
- 2 - What are the subject pronouns mentioned in the dialogue?
- 3 - Which personal pronoun replaces the noun "Anna and I" in the sentence "Anna and I are going to the store"?



WRITING TIME!

Fill in the blanks with the appropriate personal pronouns:

Sarah: Hi, Mark! How are ____? (Tu)

Mark: ____'m good, thanks for asking, Sarah. How about you? (Eu)

Sarah: I'm great, Mark! I missed you. Did you bring the book I lent ____? (Tu)

Mark: Yes, I did. Here it is. I really enjoyed it. Thank you for lending it to _____. (Eu)

Sarah: You're welcome, Mark. I'm glad you liked it. Can you pass it to _____, please? (Eu)

Mark: Of course, Sarah. Here ____ go. (Tu)



DO THE EXERCISES AVAILABLE ON PAGE 1 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT ONE: PRONOUNS!

LESSON TWO: SCHOOL SUPPLIES AND THEIR COLORS!



“Explore the world of essential school supplies! Do you know what fills your backpack, from pencils and notebooks to markers and calculators? Let’s see now which of these items you usually use.”



COLORS AND THEIR HUES!

School supplies come in a rainbow of colors. A blue pencil sharpener, black pen, and yellow highlighter are staples. Green rulers and red notebooks stand out, while purple erasers and orange scissors add fun. Pink pencil cases, white glue sticks, and brown paper bags are also essential. Dark and light variations, like a dark blue sharpener or light pink pencil case, add diversity.

KIDS ONE, UNIT ONE: PRONOUNS!

LESSON TWO: SCHOOL SUPPLIES AND THEIR COLORS!



"Present simple dialogues often describe habitual actions, general truths, or static situations. They typically include subjects performing routine activities, such as "She always carries a red notebook," "The sky is blue," or "He likes chocolate." These dialogues help convey regular, unchanging facts or behaviors."

COLORS OF SCHOOL SUPPLIES!

Ana: Hi, John. What color is your backpack?

John: Hi, Ana. My **backpack** is blue. And yours?

Ana: My backpack is red. What color are your **notebooks**?

John: I have three notebooks. The **first** one is green, the **second** one is yellow, and the **third** one is purple. What about you?

Ana: I have two notebooks. One is pink and the other one is white.

What color is your **pencil case**?

John: My pencil case is black. And yours?

Ana: My pencil case is orange.

John: Great! We have colorful **school supplies**.

Ana: Yes, we do. It's **fun** to **have different** colors.



Glossary: Backpack: Mochila / Notebooks: Cadernos / Pencil case: Estojo / School supplies: Material escolar / Fun: Divertido / Have: Ter / First: Primeiro / Second: Segundo / Third: Terceiro / Different: Diferente.



LISTENING TIME!

1 - What color is Tom's pencil?

2 - Which school supply is described as being used to measure things and can be green?

3 - What is the color of Emily's backpack?



WRITING TIME!

1 - What is the main use of a pencil in school?

2 - Can you name three primary colors and explain how secondary colors are formed?

3 - What color is a typical school eraser?



DO THE EXERCISES AVAILABLE ON PAGE 2 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT ONE: PRONOUNS!

LESSON THREE: TYPES OF PRONOUNS!



"Possessive pronouns indicate **possession** or **ownership** and vary according to **person** and **number**. Examples include "my", "your", "his", "her", "our", and "their". They are **essential** for expressing ownership relationships and are used to indicate who something belongs to in a sentence."

POSSESSIVE PRONOUNS!



Pronoun	Translation
My	Meu/Minha
Your	Teu/Tua
His	Dele
Her	Dela
Its	Seu/sua
Our	Nosso
Your	Seus/Suas
Their	Deles/Delas

Adjectives	Possessive
My	Mine
Your	Yours
His	His
Her	Hers
Its	Its
Our	Ours
Your	Yours
Their	Theirs

Your cat is very friendly.

She took the red jacket, but the blue one is **mine**.

REFLEXIVE PRONOUNS!

Reflexive pronouns in English are used when the **subject** and the **object** of a **sentence** are the same person or thing. They are formed by adding "-self" (for singular pronouns) or "-selves" (for plural pronouns) to the corresponding possessive pronoun. For **example**, "myself," "yourself," "himself," "herself," "itself," "ourselves," "yourselves," and "themselves." They are used in sentences like "She taught herself to play the piano" or "We enjoyed ourselves at the party." Reflexive pronouns emphasize that the action of the **verb** falls back on the subject itself.

KIDS ONE, UNIT ONE: PRONOUNS!

LESSON THREE: TYPES OF PRONOUNS!



"In English, pronouns are classified into types such as subject pronouns ("I," "he"), object pronouns ("me," "him"), and possessive pronouns ("mine," "yours"). Reflexive pronouns ("myself," "yourself") refer back to the subject. Each type serves a distinct grammatical function."

A COLORFUL START TO THE SCHOOL YEAR!

Ana was **excited** for the first day of school. She had bought a new, colorful backpack, blue with yellow **details**. She put all her **supplies** inside: red notebooks, green pencils, and a blue pen that he had **lent** her last semester. He was her best friend and always helped her.

At school, they met their **classmates**. João showed his new pencil case, purple with white **stripes**. Maria had a pink notebook and was very happy with it. I had an orange ruler and a black **sharpener**. During the class, the teacher asked us to draw something with our pens and pencils. Ana drew a house with a red roof, blue windows, and a green door. João drew a yellow car, and Maria drew a flower with purple petals and a green **stem**. Everyone was very focused and happy with their **creations**.

Leaving school, they talked about plans for the weekend. I suggested a **picnic** in the park, and everyone thought it was a great idea. We agreed to bring our favorite snacks and draw together in the park. We could hardly wait for the weekend.



Glossary: Excited: Animada / Details: Detalhes / Supplies: Materiais / Lent: Emprestou / Classmates: Colegas de classe / Stripes: Listras / Sharpener: Apontador / Stem: Caule / Creations: Criações / Picnic: Piquenique.

LISTENING TIME!

- 1 - What are the four types of pronouns mentioned in the dialogue?
- 2 - Can you give an example of a possessive pronoun?
- 3 - What new sentence can you create by replacing the subject pronoun in the sentence "I am enjoying the field trip"?



WRITING TIME!

Fill in the blanks with the possessive pronouns:

Alice: Is this your notebook?

Bob: No, it's not _____. I think it's _____.

Charlie: Actually, that notebook belongs to John. It's _____.

Alice: Oh, I see. By the way, where is your pen?

Bob: My pen is in my bag. Where is _____?

Charlie: _____ is on the desk.



DO THE EXERCISES AVAILABLE ON PAGE 3 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT ONE: PRONOUNS!

LESSON FOUR: FRUITS!



"A **fruit** is **nature's** gift! It's the **delicious** part of a **plant** that grows from a **flower**. Inside, it contains tiny seeds that can grow into new plants. Fruits come in many different **colors** and **flavors**, like a rainbow of snacks that keep us **healthy** and **happy**!"

THE COLORFUL WORLD OF FRUITS!



Orange

Blueberry

Melon

Watermelon

Strawberry

Banana

Lemon

Grape

Apple

Mango

Guava

Pear

Peach

Pineapple

Tangerine

RIDDLE TIME!

1 - "I'm a **tropical fruit**, elongated and juicy inside, with a green skin when young and **orange** when ripe. Many consider me a source of energy and nutrients. Who am I?"

2 - "I'm a fruit with a **green skin** and a **large seed** in the center. Many mistake me for a vegetable, but my creamy flesh and unique taste reveal me as a versatile fruit. What am I?"

KIDS ONE, UNIT ONE: PRONOUNS!

LESSON FOUR: FRUITS!



"Fruits are not only delicious but also packed with essential nutrients for our bodies. They provide vitamins, fiber, and antioxidants that contribute to overall health. Do you enjoy fruits and recognize their nutritional importance in maintaining a balanced diet?"

THE RAINBOW OF FRUITS!

Welcome to the fruity world of colors and flavors! Fruits come in a rainbow of **hues**, each offering its own special **benefits**. From the **juicy** sweetness of oranges to the **crisp** bite of apples, there's something for everyone.

Did you know that fruits are not only tasty but also packed with vitamins and **nutrients**? Oranges are **loaded** with vitamin C, which helps keep our **immune system** strong. Meanwhile, bananas are rich in **potassium**, which is great for our muscles and nerves.

So, next time you're snacking on a fruit, remember that you're not just enjoying a delicious **treat** – you're also giving your body a **boost** of essential goodness. Let's celebrate the colorful world of fruits and all the health benefits they bring!



Glossary: Hues: Tonalidades / Benefits: Benefícios / Juicy: Suculento(a) / Crisp: Crocante / Loaded: Carregado(a) (neste contexto, significa "cheio de") / Immune system: Sistema imunológico / Potassium: Potássio / Nutrients: Nutrientes / Boost: Impulso / Treat: Petisco, agrado.



LISTENING TIME!

- 1 - What is the first step in making Sofia's fruit salad?
- 2 - Which fruit needs to be cut into small cubes in the recipe?
- 3 - What optional ingredient can be added to the fruit salad to make it sweeter?



WRITING TIME!

- 1 - What's your favorite fruit?
- 2 - Which fruit don't you like?
- 3 - Describe your favorite fruit:



DO THE EXERCISES AVAILABLE ON PAGE 4 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT TWO: NUMBERS!

LESSON ONE: NUMBERS!



"Numbers in English are generally easier than in Portuguese, especially when dealing with hundreds and thousands. Once you've memorized units and tens, navigating through larger numbers becomes much simpler and more intuitive, aiding fluency in both spoken and written contexts."

NUMBERS!



0 - ZERO	10 - TEN
1 - ONE	20 - TWENTY
2 - TWO	30 - THIRTY
3 - THREE	40 - FORTY
4 - FOUR	50 - FIFTY
5 - FIVE	60 - SIXTY
6 - SIX	70 - SEVENTY
7 - SEVEN	80 - EIGHTY
8 - EIGHT	90 - NINETY
9 - NINE	
10 - TEN	100 - ONE HUNDRED
11 - ELEVEN	200 - TWO HUNDRED
12 - TWELVE	300 - THREE HUNDRED
13 - THIRTEEN	400 - FOUR HUNDRED
14 - FOURTEEN	500 - FIVE HUNDRED
15 - FIFTEEN	600 - SIX HUNDRED
16 - SIXTEEN	700 - SEVEN HUNDRED
17 - SEVENTEEN	800 - EIGHT HUNDRED
18 - EIGHTEEN	900 - NINE HUNDRED
19 - NINETEEN	
20 - TWENTY	1000 - ONE THOUSAND
	41 - FORTY-ONE
	99 - NINETY-NINE
	101 - ONE HUNDRED ONE
	315 - THREE HUNDRED FIFTEEN
	425 - FOUR HUNDRED TWENTY-FIVE
	999 - NINE HUNDRED NINETY-NINE
	1234 - ONE THOUSAND TWO HUNDRED THIRTY-FOUR

ORDINAL NUMBERS are used to indicate the position or order of something in a sequence. In English, ordinal numbers from 1 to 31 use specific suffixes to denote their position. For example, "1st" is pronounced "first," "2nd" is "second," and "3rd" is "third." For numbers from 4 to 31, the suffix "th" is generally used, such as "4th" (fourth), "5th" (fifth), and so on. However, there are exceptions within this range, such as "11th" (eleventh), "12th" (twelfth), and "13th" (thirteenth), where the suffix "th" is used regardless of the final digit.

KIDS ONE, UNIT TWO: NUMBERS!

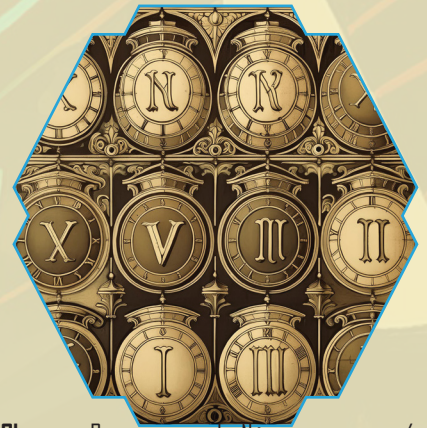
LESSON ONE: NUMBERS!



"Numbers are essential in various aspects of life, from basic counting and measuring to complex scientific calculations. They help us understand and quantify the world, enabling advancements in technology, economics, and daily problem-solving. Their universal application underscores their fundamental importance."

THE ORIGIN AND USE OF ROMAN NUMERALS!

Roman numerals originated in ancient Rome and were used throughout the Roman Empire. They are based on seven symbols: I (one), V (five), X (ten), L (fifty), C (one hundred), D (five hundred), and M (one thousand), representing these values, respectively. The system uses a combination of these symbols to create other numbers. For example, the number four is written as IV, where the smaller numeral (I) precedes the larger one (V) to indicate subtraction. Roman numerals were widely used in various aspects of daily life, such as in accounting, numbering chapters of books, clock faces, and inscriptions on monuments. Despite the advent of the more efficient Arabic numeral system, Roman numerals are still used today in certain contexts, preserving a link to the historical past.



Glossary: Roman numerals: Números romanos / Ancient Rome: Roma Antiga / Empire: Império / Symbols: Símbolos / Representing: Representando / Subtraction: Subtração / Inscriptions: Incrições / Monuments: Monumentos / Advent: Surgimento / Arabic numeral system: Sistema de numeração arábico.

LISTENING TIME!

- 1 - What is Jamie's favorite number and why?
- 2 - How many cookies did Jamie eat yesterday?
- 3 - What is the humorous reason Alex gives for liking the number 42?



WRITING TIME!

Write out the following math operations in full for each operation: Ex: "TWO plus THREE equals FIVE".

- a) Addition:
- b) Subtraction:
- c) Multiplication:
- d) Division:



DO THE EXERCISES AVAILABLE ON PAGES 11 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT TWO: NUMBERS!

LESSON TWO: FAMILY!



"Families come in all shapes and sizes, **each** with its own unique configuration. Do you **have** any **siblings**? Sometimes, the ones who **care** for you aren't just your biological **parents**, but also grandparents, aunts, or even someone who isn't a **blood** relative, like a **foster** mother."

OUR BELOVED FAMILY!



Son



Daughter



Brother



Grandfather



Grandmother



Grandson



Granddaughter



Father



Mother



Uncle



Aunt



Cousin



Nephew



Niece



Great-grandparents

OTHER RELATIVES!

A stepmother is the **spouse** of one's parent who is not one's biological mother, **whereas** a mother-in-law is the mother of one's spouse.

Ex: Stepfather, stepsister, stepbrother, stepson, stepdaughter, father-in-law, sister-in-law, brother-in-law, son-in-law and daughter-in-law.

KIDS ONE, UNIT TWO: NUMBERS!

LESSON TWO: FAMILY!



"In your family, does your mother usually make breakfast while your father reads the newspaper in the morning? Does your sister go to basketball practice after school? Do you help with dinner? What is the routine like in your family?"

MEET MY FAMILY!

Hi, my name is Alex, and I want to tell you about my family. I live with my parents and my younger sister. My dad is a **doctor**. He works at the local **hospital** and loves helping people. My mom is a **teacher**. She teaches **math** at my school, which can be a bit **embarrassing** sometimes, but she's really good at her job.

My sister, Emma, is ten years old. She's very energetic and loves playing soccer. We often play together in the **backyard**. We also have a dog named Max. He's a golden retriever and very **friendly**. We take him for walks every evening.

On weekends, we like to do things together as a family. Sometimes we go **hiking** in the nearby mountains, and other times we just stay home and watch movies. My favorite part of the week is Sunday breakfast because we all cook together and make **pancakes**. I think I have a pretty great family.



Glossary: Doctor: Médico / Hospital: Hospital / Teacher: Professor(a) / Math: Matemática / Embarrassing: Embaraçoso / Energetic: Energético(a) / Backyard: Quintal / Friendly: Amigável / Hiking: Caminhadas / Pancakes: Panquecas.

LISTENING TIME!

- 1 - How many members are there in the family described in the text?
- 2 - What does the father enjoy doing on weekends?
- 3 - What does the younger brother like to do?



WRITING TIME!

- 1 - What are your parents' names and what do they do?
- 2 - Which fruit don't you like?
- 3 - Can you describe a special memory you have with your grandparents?



DO THE EXERCISES AVAILABLE ON PAGES 6 OF THE BLACK WORKBOOK.

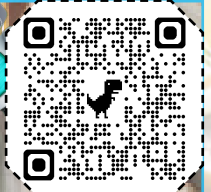
KIDS ONE, UNIT TWO: NUMBERS!

LESSON THREE: FOODS!



"There are three main meals in a day: breakfast, lunch, and dinner. Breakfast usually kickstarts the day with energy, lunch provides a mid-day boost, and dinner is a time for a hearty meal and relaxation. Which of these meals is your favorite?"

A DELICIOUS MEAL!



Rice



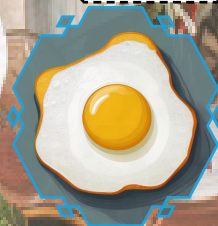
Beans



Steak



Salad



Fried egg



Pasta



French Fries



Carrot



Corn



Sauce



Soup



Juice



Soda



Ice Cream



Pie

THE AMERICAN BREAKFAST!

It includes eggs, which can be prepared in numerous ways such as **scrambled**, fried, or poached. Bacon, **sausage**, and ham are popular protein **choices** often served alongside. **Toast**, pancakes, or waffles provide a starchy component, frequently accompanied by butter, syrup, or jam. Hash browns or breakfast potatoes add a savory, crispy element to the meal. **To drink**, they enjoy juice or coffee.

KIDS ONE, UNIT TWO: NUMBERS!

LESSON THREE: FOODS!



"Food holds significant meaning in cultures worldwide, symbolizing traditions, community, and identity. It brings people together during celebrations and rituals, reflecting cultural heritage and values. Sharing meals often strengthens social bonds and fosters a sense of belonging."

PICNICS: AN OUTDOOR CELEBRATION!

Picnics are a great way to enjoy the outdoors and spend time with friends and family. Typically, picnics take place in parks, beaches, or outdoor areas with spacious lawns. The most common foods at a picnic include sandwiches, salads, fresh fruits, cheeses, cakes, cookies, and beverages such as juices, water, and sodas.

Additionally, many people also like to bring non-perishable foods like nuts, chips, and cookies. For many, the highlight of the picnic is preparing homemade foods such as fresh salads, customized sandwiches, and homemade desserts.

Picnics are moments of relaxation and fun, where people can enjoy nature, play outdoor games like frisbee or ball, or simply relax on a blanket spread on the ground. It's a great opportunity to socialize, share stories, and create lasting memories with loved ones.



Glossary: Picnic: Piquenique / Outdoors: Ao ar livre / Spacious: Espagoso(a) / Lawns: Gramados / Non-perishable: Não perecível / Highlight: Destaque / Homemade: Caseiro(a) / Relaxation: Relaxamento / Frisbee: Frisbee / Blanket: Cobertor.



LISTENING TIME!

- 1 - What is one of the author's favorite foods?
- 2 - What toppings does the author enjoy on their favorite pizza?
- 3 - Besides pizza, what other food does the author really like?



WRITING TIME!

- 1 - What is your favorite food and why do you like it?
- 2 - How often do you eat out at restaurants?
- 3 - Can you describe a typical breakfast in your country?



DO THE EXERCISES AVAILABLE ON PAGE 8 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT TWO: NUMBERS!

LESSON FOUR: LIKE AND DON'T LIKE!



"Tastes and preferences are very **personal** and vary from person to person. For example, some **people** prefer action **movies**, while others enjoy comedies more. This also **applies** to fruits: do you like mango? Do you prefer mango or apple?"

WHAT DO YOU LIKE?



I like mango.



I don't like mango.



I love mango.



I hate mango.



I like sports.



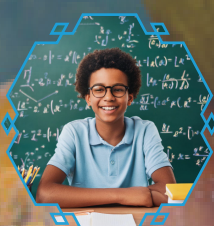
I don't like sports.



I love sports.



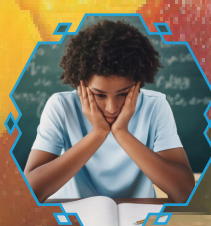
I hate sports.



I like to study.



I like studying.



I don't like studying.



I don't like to study.

DIFFERENCES BETWEEN "I LIKE TO STUDY" AND "I LIKE STUDYING"

"I like to study" and "I like studying" are **both** correct but differ slightly in nuance. "I like to study" often implies a **general** preference or recognition of the **benefits** of studying, suggesting a more **goal-oriented** view. On the other hand, "I like studying" emphasizes enjoyment of the activity itself. Essentially, the former can imply a broader appreciation for the benefits, while the latter **focuses** on the process.

KIDS ONE, UNIT TWO: NUMBERS!

LESSON FOUR: LIKE AND DON'T LIKE!



"In English, expressing likes or dislikes involves using verbs like "like," "love," "enjoy," "dislike," "hate," and adverbs such as "really," "quite," or "not at all." These expressions help convey preferences and opinions clearly in conversations or writing."

LIKES AND DISLIKES!

I have a **variety** of things that make me happy and others that I would **prefer** to avoid. Among the things I love are spending time with my family and friends, **exploring** new places, and trying different foods. **Additionally**, I enjoy reading a good book on a rainy day and listening to music while exercising. However, there are certain things that I really don't like. For example, I'm not a fan of arguments or **conflicts**, and I avoid **stressful** situations whenever possible. **Moreover**, I don't enjoy **spicy** food and prefer to avoid outdoor **activities** on very hot days. Overall, I try to focus on the things that bring me joy and steer clear of those that make me **uncomfortable**.



Glossary: Variety: Variedade / Prefer: Preferir / Exploring: Explorando / Additionally: Além disso / Conflicts: Conflitos / Stressful: Estressantes / Moreover: Além disso / Spicy: Apimentado / Activities: Atividades / Uncomfortable: Desconfortável.

LISTENING TIME!

- 1 - What is your favorite hobby?
- 2 - Is there a type of music you don't like?
- 3 - What is your favorite season and why?



WRITING TIME!

- 1 - What activities do you like to do in your free time?
- 2 - Is there a food that you don't like to eat? Why?
- 3 - Do you like watching movies? If so, what genre do you prefer?



DO THE EXERCISES AVAILABLE ON PAGE 18 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT THREE: NOUNS!

LESSON ONE: THE PLURAL FORM!



"Plural forms in English follow specific patterns, such as adding "s" to the end of most nouns, or "es" for nouns ending in s, x, z, ch, or sh. Understanding these patterns is essential for constructing sentences correctly and communicating clearly and effectively in English."

PLURAL FORM!



- **S:**
Cats, Books and Houses.
- **ES:**
Buses, Boxes, Wishes and Heroes.
- **DOUBLE OO:**
Foot - Feet and Tooth - Teeth.
- **VES:**
Wolf - Wolves and Life - Lives.
- **Man:**
Man - Men and Woman - Women.
- **CONSONANT + Y:**
City - Cities and Baby - Babies.

In English, some plural forms can be challenging to recognize. For instance, "children" is the plural of "child," and it doesn't follow the regular pattern of simply adding "s" or "es." Similarly, some plurals remain unchanged from their singular forms, such as "fish" which can mean one or more fish. Additionally, English includes plurals derived from other languages, like "cactus" (singular) and "cacti" (plural) from Latin, or "phenomenon" (singular) and "phenomena" (plural) from Greek.

KIDS ONE, UNIT THREE: NOUNS!

LESSON ONE: THE PLURAL FORM!



"Plural forms in English vary, with many nouns forming irregular plurals, such as "man" becoming "men" and "child" becoming "children". These irregular forms require memorization, differing from the standard rules of adding "-s" or "-es" to form plurals."

THE MAGICAL ANIMAL KINGDOM!

Animals are **fascinating** creatures, each with unique **characteristics**. Cats and dogs are common pets, beloved for their **companionship**. Birds, with their colorful feathers and songs, bring joy to many households. Sheep and cows are essential in **agriculture**, providing wool, milk, and meat. In the wild, elephants and giraffes roam the **savannas**, showcasing their **majestic** size. Fish swim in oceans and rivers, displaying a variety of shapes and colors. Deer and foxes **inhabit** forests, adapting to changing seasons. Frogs and butterflies represent the incredible **transformations** of life cycles. Mice, with their small size and **agility**, are often found in fields and homes. Geese, with their impressive **migrations**, symbolize teamwork and endurance in nature.



Glossary: Fascinating: Fascinante / Characteristics: Características / Companionship: Companhia / Agriculture: Agricultura / Majestic: Majestoso / Savannas: Savanas / Inhabit: Habitar / Transformations: Transformações / Agility: Agilidade / Migrations: Migrações.

LISTENING TIME!

- 1 - What is a unique trait of domestic dogs mentioned in the text?
- 2 - How do wild tigers use their sharp claws?
- 3 - What is one of the special features of elephants described in the text?



WRITING TIME!

Transform the following words from singular to plural, applying the appropriate rules. Consider changes such as adding -s, -es, changing y to ies, and changing f to ves.

- | | |
|-----------|-----------|
| a) Dog: | f) Hero: |
| b) Dress: | g) Tooth: |
| c) Wolf: | h) Child: |
| d) Man: | i) Fish: |
| e) Baby: | j) Cat: |



DO THE EXERCISES AVAILABLE ON PAGE 13 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT THREE: NOUNS!

LESSON TWO: BODY PARTS!



"Drawing the human **body** involves understanding its primary components: the **head**, **torso**, **limbs**, and **joints**. Start by **sketching** the basic **shapes** of these parts, using simple forms like **circles** and ovals to represent the head and joints, and **lines** for the limbs!"

DRAWING A PERSON!



Head



Hair



Neck



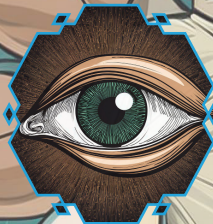
Arm



Chest



Leg



Eye



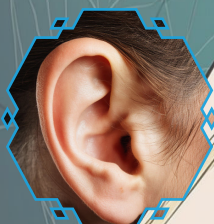
Nose



Mouth



Tongue



Ear



Hand



Finger

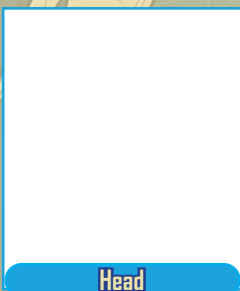


Foot

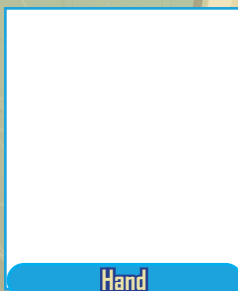


Toe

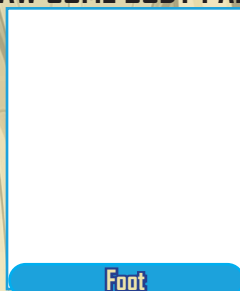
DRAW SOME BODY PARTS!



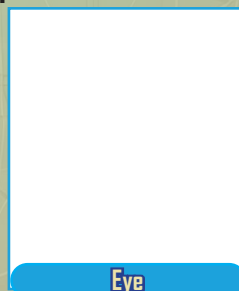
Head



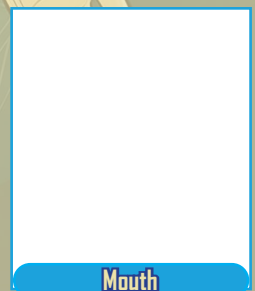
Hand



Foot



Eye



Mouth

KIDS ONE, UNIT THREE: NOUNS!

LESSON TWO: BODY PARTS!



"The mysteries of our body are profound, with many aspects still not fully understood. Remarkably, we know more about the universe than our own biological processes and inner workings. This highlights the complexity and enigmatic nature of human anatomy and physiology."

FASCINATING FACTS ABOUT THE HUMAN BODY!

Did you know that the human body is full of interesting facts? Let's explore some of them!

Brain: Do you know how many **thoughts** the human brain has per day? About 70,000 thoughts!

Eyes: Have you ever wondered how many different colors the eyes can **distinguish**? Human eyes can **perceive** over 10 million different colors.

Heart: How much blood does the heart pump per day? **Incredibly**, the human heart **pumps** about 7,500 **liters** of blood every day!

Skin: How many skin cells do you lose every minute? It is estimated that a person loses about 30,000 to 40,000 skin cells per minute!

These are just a few **fascinating** facts about the human body. It's amazing how our body works in such surprising ways!



Glossary: Brain: Cérebro / Thoughts: Pensamentos / Distinguish: Distinguir / Perceive: Perceber / Heart: Coração / Pump: Bombear / Incredibly: Incrivelmente / Liters: Litros / Skin cells: Células da pele / Fascinating: Fascinante.



LISTENING TIME!

- 1 - What do the eyes do in the superhero team?
- 2 - What are the hands compared to in the text?
- 3 - What special role do the feet play according to the text?



WRITING TIME!

1 - I help you taste delicious food and speak clearly. What am I?

2 - I help you see things clearly, whether near or far. What part of your body am I?

3 - I help you walk, run, and dance. What part of your body am I?



DO THE EXERCISES AVAILABLE ON PAGE 10 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT THREE: NOUNS!

LESSON THREE: ANIMALS!



"The animal **kingdom** is incredibly diverse, encompassing millions of species from **tiny** insects to enormous **whales**. Each species plays a unique role in the ecosystem, contributing to the planet's biodiversity. The **study** of these fascinating creatures reveals intricate **behaviors**, adaptations, and interdependencies!"

OUR ADORABLE PETS!



Dog



Cat



Fish



Parrot



Pig



Spider



Cow



Duck



Horse



Goat



Rabbit



Bird



Chicken



Snake



Sheep

WILD ANIMALS!

Wild animals exhibit a range of fascinating behaviors and adaptations. For instance, elephants communicate using **low-frequency** sounds that travel long distances. **Cheetahs**, the fastest land animals, can reach **speeds** up to 60 miles per hour in short bursts. Meanwhile, **octopuses** display remarkable intelligence, capable of solving complex puzzles and using tools.

KIDS ONE, UNIT THREE: NOUNS!

LESSON THREE: ANIMALS!



"Biodiversity is crucial for ecological balance and sustaining life on Earth, showcasing the vast array of species and their interdependencies. Zoos play a vital role in conservation efforts by preserving endangered species, educating the public, and supporting research to safeguard biodiversity for future generations."

A DAY AT THE ZOO!

Today, I'm at our city's zoo and it's an incredible experience! Upon entering, I'm greeted by the **cheerful** sound of birds and the fresh **scent** of trees. The zoo is full of visitors, all eager to see the animals.

One of the first stops is at the big cats area, where I can see the **majestic** lions and tigers **basking** in the sun.

Next, I head to the **primate** area, where monkeys play and have fun in their **enclosures**. It's amazing to observe their **intelligence** and **agility** as they interact with each other and with visitors.

One of the most exciting moments is when I arrive at the elephant area. These gentle **giants** are cooling off with a **mud bath**.

At the end of the day, I leave the zoo with a smile on my face and a heart full of joy.



Glossary: Cheerful: Alegre / Scent: Aroma / Majestic: Majestoso / Basking: Tomando sol / Primate: Primata / Enclosures: Recintos / Intelligence: Inteligência / Agility: Agilidade / Giants: Gigantes / Mud bath: Banho de lama.



LISTENING TIME!

- 1 - What do monkeys like to do that is mentioned in the text?
- 2 - How do penguins move on land and in the water?
- 3 - What special ability do elephants have according to the text?



WRITING TIME!

1 - I am strong and majestic, known for my mane and being the king of the jungle. Who am I?

2 - I have a long neck and I am the tallest animal in the savannah. Who am I?

3 - I live in the ocean, have sharp teeth, and I am one of the most feared predators of the waters. Who am I?



DO THE EXERCISES AVAILABLE ON PAGE 12 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT THREE: NOUNS!

LESSON FOUR: HAVE AND HAS!



"Do you know that the verb "have" indicates possession, as in "I have a car"? It's also common to use "have got" with the same meaning, as in "I have got a car". Just don't confuse it with age; to ask about age, we use the verb "to be"."

HAVE AND HAS!



Pronoun	Verb
I	Have
you	Have
he	Has
she	Has
it	Has
we	Have
you	Have
they	Have

I **have** a new book.
You **have** a lot of energy.
He **has** a beautiful garden.

NEGATIVE FORM!

For most subjects (I, you, we, they), use "do not" or the contraction "don't" and for third-person singular subjects (he, she, it), use "does not" or the contraction "doesn't":

I **do not** have (**don't** have) a car.
She **does not** have (**doesn't** have) a cat.

INTERROGATIVE FORM!

"Do" and "Does" are used as auxiliary verbs to form questions:

Do you have a car?
Does she have a cat?

KIDS ONE, UNIT THREE: NOUNS!

LESSON FOUR: HAVE AND HAS!



“Has” and “have” are used in English to indicate possession or ownership. “Has” is used with third-person singular subjects (he, she, it), while “have” is used with first-person, second-person, and third-person plural subjects (I, you, we, they). They also function as auxiliary verbs in present perfect tense.”

DREAM HOME: FURNISHED COMFORT AND MODERN CONVENIENCE!

Welcome to your dream home! This **charming residence** boasts a variety of rooms designed for practical living and comfort. As you step into the **inviting** living room, you'll find a spacious sofa and a **stylish** coffee table, complemented by a **state-of-the-art** TV **mounted** on the wall—perfect for cozy evenings with family or entertaining guests. The adjacent kitchen is equipped with modern **appliances**, including a **refrigerator**, stove, and dishwasher, making meal preparation a delight. Upstairs, the tranquil bedroom awaits with a **plush** bed adorned with soft **linens**, a convenient nightstand, and ample closet space in the wardrobe. The bathroom offers a rejuvenating experience with a refreshing shower, a luxurious bathtub for relaxation, and a **vanity** sink complete with a mirror. Every room in this home has been thoughtfully designed to blend functionality with style, creating a warm and inviting atmosphere. Whether you're unwinding in the living room, cooking in the modern kitchen, resting in the cozy bedroom, or refreshing in the elegant bathroom, this dream home offers the perfect blend of comfort and convenience. Discover the joy of living in a space where every detail has been **crafted** with your lifestyle in mind.



Glossary: Charming: Encantadora / Residence: Residência / Inviting: Aconchegante / Stylish: Estilosa / State-of-the-art: De última geração / Mounted: Montada / Appliances: Eletrodomésticos / Refrigerator: Geladeira / Plush: Acolchoada / Linens: Roupas de cama / Vanity: Penteadadeira / Crafted: Elaborado.

LISTENING TIME!

- 1 - How many bedrooms and bathrooms does the house have?
- 2 - What feature is included in the backyard?
- 3 - What types of systems are installed in the house for comfort and security?



WRITING TIME!

Complete the dialogue below by filling in the blanks with “has” or “have” as appropriate.

Alice: I ___ ideas for redecorating my room.

Bob: That's a good idea! My cousin ___ experience with interior design.

Alice: Really? I ___ some thoughts, but I'm not sure where to start.

Bob: You ___ catalogs for furniture. They have a lot of inspiration.

Alice: That's a good suggestion. I ___ found some nice furniture online recently.

Bob: Let me know if you need help moving things around once you decide.



DO THE EXERCISES AVAILABLE ON PAGES 15 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT FOUR: VERBS!

LESSON ONE: THE VERB TO BE!



"The verb "to be" is a fundamental component of the English language, particularly in the Present Simple tense. In this tense, "to be" serves as both a linking verb and a primary indicator of existence or state."

THE VERB TO BE!



Pronoun	To Be	Contraction
I	am	(I'm)
You	are	(You're)
He	is	(He's)
She	is	(She's)
It	is	(It's)
We	are	(We're)
You	are	(You're)
They	are	(They're)

Note: Group **one** (I) matches with **Am**, group **two** (He, She, and It) matches with **Is**, and group **three** (We, You and They) matches with **Are**.

The apple **is** red.
It **is** red.
It's red.

The apples **are** red.
They **are** red.
They're red.

I **am** happy.
I'm happy.

NEGATIVE FORM!

In the Present Simple tense, the negative form of the verb "to be" is formed by adding "not" after the verb. The contraction "isn't" or "aren't" can also be used:

The apple **is not** red. (The apple **isn't** red.)
The apples **are not** red. (The apples **aren't** red.)
I **am not** happy. (I'm not happy).

INTERROGATIVE FORM!

Invert the order of the subject and the verb:

Is she a doctor?
Are you ready?
Am I your friend?

KIDS ONE, UNIT FOUR: VERBS!

LESSON ONE: THE VERB TO BE!



"In our lessons, we've talked about colors like red and blue, fruits like apples and bananas, and school things like pencils and notebooks. Did you know that sometimes we use colors to describe fruits and school supplies? Like red apples and blue pens!"

PAINTING GRAPES!

Tom: Hi Sarah! What color is the apple?

Sarah: The apple is red.

Tom: Is the banana yellow?

Sarah: Yes, it is.

Tom: Are oranges orange?

Sarah: Yes, they are.

Tom: Is the grape purple?

Sarah: No, it's green.

Tom: Wait, grapes are usually purple. Are there purple grapes?

Sarah: Yes, there are purple grapes, but these ones are green.

Tom: Are there red grapes?

Sarah: It depends. If you use paint to color the grape, then yes, there are red grapes!



Note: The short answer usually mirrors the form of "to be" used in the original statement:
"Is he tired?"
"No, he isn't."



LISTENING TIME!

1 - What color is a ripe banana?

2 - Which fruit is green on the outside and red on the inside?

3 - What color can grapes be?



WRITING TIME!

Fill in the blanks with the present simple form of the verb "to be."

Teacher: Good morning, class! How ____ everyone today?

Students: Good morning, Miss Johnson! We ____ excited for today's lesson.

Teacher: Great to hear! Today, we ____ learning about the solar system.

Student 1: Miss Johnson, ____ Pluto still considered a planet?

Teacher: No, it ____ n't. Pluto ____ now classified as a dwarf planet.

Student 2: ____ the other planets in our solar system much larger than Earth?

Teacher: Yes, they ____ . Some of them ____ many times larger than Earth. Let's begin our lesson!



DO THE EXERCISES AVAILABLE ON PAGE 5 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT FOUR: VERBS!

LESSON TWO: PRESENT SIMPLE (DO/DOES)!



"The present simple tense is used to express habitual actions, general truths, and routines. It describes actions that happen regularly or facts that are always true. Mastering its usage is fundamental for clear communication in everyday conversations and written texts."

PRESENT SIMPLE!



Pronoun	Verb
I	work
you	work
he	works
she	works
it	works
we	work
you	work
they	work

I	work
you	work
he	works
she	works
it	works
we	work
you	work
they	work

She **works** in a hospital.

You **work** in a hospital.

Rules of S

Like - Likes.

Walk - Walks.

Play - Plays.

Study - Studies.

Note: In the Present Simple tense, the auxiliary verbs "do" and "does" are used to form questions and negative sentences.

Do (I, you, we and they)

Does (he, she and it)

NEGATIVE FORM!

For most subjects (I, you, we, they), use "do not" or the contraction "don't" and for third-person singular subjects (he, she, it), use "does not" or the contraction "doesn't":

They **do not** (**don't**) go to school on weekends.

He **does not** (**doesn't**) like coffee.

INTERROGATIVE FORM!

"Do" and "Does" are used as auxiliary verbs to form questions:

Do you play soccer?

Does she like ice cream?

KIDS ONE, UNIT FOUR: VERBS!

LESSON TWO: PRESENT SIMPLE (DO/DOES)!



"In English, "do" and "does" are auxiliary verbs used to form questions, negatives, and emphatic sentences in the present tense. "Do" is used with I, you, we, and they, while "does" is used with he, she, and it. They help emphasize the action or form interrogative and negative sentences."

FAMILY TIME!

My name is Tom. Do you know my family? I have a big family. My brother, John, loves soccer and plays every weekend. I don't have a sister, but my cousin Lisa likes to read books every night before bed.

My mom makes the best spaghetti I've ever had. We eat spaghetti every Friday. I visit my grandparents every Sunday. We have lunch together and talk about our week. My dad likes to fish, but I don't enjoy it much, although sometimes I go with him.

I have many cousins, and we play together during the holidays. Our family has a dog named Max. We don't have any other pets. I like animals. My family and I love to spend time together. We enjoy playing games, watching movies, and taking trips. Family time is very special to us. Does your family enjoy spending time together too?



Note: The short answer usually mirrors the form of "Do/Does" used in the original statement:
"Does she like cake?"
"Yes, she does."

LISTENING TIME!



1 - How do you use "do" in questions?

2 - Which form of the verb is used with "he," "she," and "it" in questions?

3 - What is the correct response to the question "Do you like reading books?" if you like reading books?



WRITING TIME!

Describe your daily routine. What do you do every day from morning to night?



DO THE EXERCISES AVAILABLE ON PAGES 7 OF THE BLACK WORKBOOK.

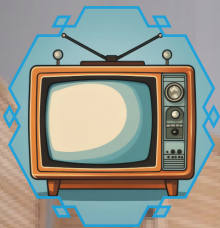
KIDS ONE, UNIT FOUR: VERBS!

LESSON THREE: ROOMS AND FURNITURE!



"Our **homes** are sanctuaries that provide comfort, **safety**, and a sense of belonging. They come in various configurations, reflecting our unique personalities and **lifestyles**. The importance of our living spaces lies in their ability to nurture our **well-being** and support our daily lives!"

LET'S FURNISH A HOUSE!



Television



Sofa



Table



Chair



Freezer



Cupboard



Cooker



Bed



Mirror



Blanket



Pillow



Sink



Toilet



Shower



Towels

THE ROOMS OF THE HOUSE!

A house typically has several rooms, each with its specific function. The **living room** is for relaxing and socializing, while the **kitchen** is the heart of the home where meals are prepared. The **bedroom** provides a space for rest and privacy, and the **bathroom** is essential for personal hygiene. Additionally, the **garden** offers an outdoor area for leisure and nature, and the **garage** provides storage and protection for vehicles.

KIDS ONE, UNIT FOUR: VERBS!

LESSON THREE: ROOMS AND FURNITURE!



"Furniture plays a crucial role in decorating and enhancing the functionality and comfort of a home. It not only adds aesthetic appeal but also provides essential functions like storage, seating, and organization. Well-chosen furniture pieces can transform living spaces into inviting and efficient environments for daily living."

MY SWEET HOME!

Hi everyone, today I want to share a bit about my house with you all! Upon entering, you'll find a super **cozy** living room. We have a big, comfortable **sofa** where I usually relax watching TV or playing video games with my friends.

In the dining room, we have a **wooden** table where my family **gathers** to have meals together. Sometimes, we also use this table to do homework or play **board games**.

In my bedroom, I have a very comfortable bed where I love to sleep after a busy day at school. I also have a **desk** where I do most of my **schoolwork** and spend time playing on the **computer**.

Well, that's a bit about my house! It's a place where I feel **safe** and **comfortable**, and I love spending time here with my family and friends.



Glossary: Cozy: Aconchegante / Sofa: Sofá / Gather: Reunir / Wooden: De madeira / Desk: Escrivaninha / Schoolwork: Tarefas escolares / Comfortable: Confortável / Board games: Jogos de tabuleiro / Safe: Seguro / Computer: Computador.



LISTENING TIME!

- 1 - What does Emily have in her living room?
- 2 - What can they do in the backyard?
- 3 - What activity does Jake want to do at Emily's house besides playing video games?



WRITING TIME!

- 1 - I am where you sleep at night and store your clothes. What am I?
- 2 - I have four legs and you use me to sit at a table. What am I?
- 3 - I am soft and often placed on the floor to make the room more comfortable. What am I?



DO THE EXERCISES AVAILABLE ON PAGE 14 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT FOUR: VERBS!

LESSON FOUR: THE MONTHS AND THE DAYS OF THE WEEK!



"The **months** of the year present noticeable differences, from the weather and festivities to seasonal activities. Each one brings a unique and special feeling. What is your favorite month and why? Also, in which month is your **birthday**?"

THE MONTHS OF THE YEAR!



January



February



March



April



May



June



July



August



September



October



November



December

THE DAYS OF THE WEEK!

The days of the **week** are essential for organizing our routines and schedules. **Monday** marks the beginning of the workweek, followed by **Tuesday**, **Wednesday**, and **Thursday**, where most tasks are accomplished. **Friday** brings anticipation for the weekend, while **Saturday** is often reserved for leisure and activities. **Sunday** typically offers a time for rest and preparation for the week ahead.

KIDS ONE, UNIT FOUR: VERBS!

LESSON FOUR: THE MONTHS AND THE DAYS OF THE WEEK!



"Some holidays are celebrated worldwide, like New Year's Day and Christmas, while others are specific to certain countries or cultures, such as Independence Day in the United States or Diwali in India. These celebrations reflect cultural diversity and historical significance on a global scale."

IMPORTANT DATES: A COMPARISON BETWEEN BRAZIL AND THE USA!

The months of the year hold **significant** dates, some of which are **common** between Brazil and the USA. January marks New Year's in both countries, while February is **Carnival** in Brazil and **Valentine's Day** in the USA. March brings International Women's Day, and April, **Easter**. June is Valentine's Day in Brazil and Father's Day in the USA. July stands out for **Independence Day** in the USA.

August has **Father's Day** in Brazil, and September is marked by **Labor Day** in the United States and Independence Day in Brazil. October has Children's Day in Brazil and **Halloween** in the USA. November is Black Awareness Month in Brazil and **Thanksgiving** in the USA. December has Christmas in both countries.

Each country has its own set of traditions, making the year filled with significant moments, albeit with distinct dates.



Glossary: Significant: Significativo / Common: Comum
/ Carnival: Carnaval / Valentine's Day: Dia dos Namorados
/ Easter: Páscoa / Independence Day: Dia da Independência
/ Father's Day: Dia dos Pais / Labor Day: Dia do Trabalho
/ Halloween: Dia das Bruxas / Thanksgiving: Dia de Ação de Graças.



LISTENING TIME!

- 1 - What month is it in the dialogue?
- 2 - What day of the week is mentioned in the dialogue?
- 3 - What events are Sarah and Tom looking forward to?



WRITING TIME!

- 1 - In which month do we celebrate Christmas?
- 2 - In which month is your birthday?
- 3 - In which month is Valentine's Day celebrated in the United States?



DO THE EXERCISES AVAILABLE ON PAGE 16 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT FIVE: ADJECTIVES!

LESSON ONE: ADJECTIVES!



"Adjectives are words that **describe** characteristics and qualities, and they can express a **wide** variety of attributes. They can indicate positive **aspects**, such as **smart** or **beautiful**, but also negative aspects, like **stubborn** or **lazy**. **Thus**, adjectives help us form a more complete image of the people and things around us!"

WHAT ARE YOUR QUALITIES?



Tall



Short



Beautiful



Tired



Boring



Selfish



Funny



Smart



Happy



Ugly



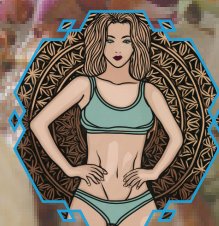
Angry



Delicious



Big



Small



Sad

POSITIVE AND NEGATIVE ADJECTIVES!

Positive adjectives: Kind, Creative, **Reliable**, Generous, Intelligent, Friendly, Charismatic, Courageous, **Hardworking**, Energetic.

Negative adjectives: **Selfish**, Careless, Arrogant, Lazy, Stubborn, Impatient, Dishonest, Insensitive, **Stingy**, Inflexible.

KIDS ONE, UNIT FIVE: ADJECTIVES!

LESSON ONE: ADJECTIVES!



"In describing landscapes, we often use adjectives like "breathtaking," "serene," or "majestic" to capture their beauty and atmosphere. These words evoke imagery and emotions, enhancing our appreciation of natural surroundings."

MEMORABLE JOURNEY: EXPLORING A MOUNTAIN VILLAGE!

Last summer vacation, I embarked on an **unforgettable** trip to an **isolated** village in the mountains. The place was **charming**, with narrow streets and stone houses. The surrounding landscape was **breathtaking**, with green hills and lush forests.

The villagers were welcoming, sharing their stories and traditions. The homemade food was **divine**, made with fresh, local ingredients. The nights were **magical**, with a starry sky **illuminating** the quiet streets.

I explored incredible trails in the mountains, with **panoramic** views of **snow-capped** peaks. The wild nature was a paradise for adventure lovers. It was a wonderful trip, full of memorable moments and **stunning** landscapes.



Glossary: Unforgettable: Inesquecível / Isolated: Isolado / Charming: Encantador / Breathtaking: Impressionante / Divine: Divino / Magical: Mágico / Illuminating: Iluminando / Panoramic: Panorâmico / Snow-capped: Coberto de neve / Stunning: Deslumbrante.



LISTENING TIME!

- 1 - What was the highlight of the vacation for the siblings?
- 2 - What exciting activities did they do during their trip?
- 3 - What did they enjoy trying the most at the local market?



WRITING TIME!

1 - Can you name an adjective that best describes your personality, and explain why you chose it?

2 - Can you describe a personal flaw of yours using an adjective, and explain how it affects you?

3 - How do adjectives contribute to creating a strong impression in writing or speech?



DO THE EXERCISES AVAILABLE ON PAGE 24 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT FIVE: ADJECTIVES!

LESSON TWO: ARTICLES!



"The articles in English are "a," "an," and "the." "A" and "an" are indefinite articles used before general or non-specific nouns, while "the" is a definite article used to refer to specific nouns. Can you identify examples of when to use each of them?"

ARTICLES!



- **The**
The cat is on the roof.
The books are on the table.
- **A**
I saw a cat in the garden.
She wants a book to read.
- **An**
He ate an apple for breakfast.
She is looking for an umbrella.

Exceptions: Based on the initial sound of the word, not the letter. Ex: we use "an" before words like "hour" and "honest" because the "h" is silent, resulting in a vowel sound. On the other hand, we use "a" before "university" and "European" because these words start with a "you" sound, which is a consonant sound. Additionally, in acronyms and abbreviations, the choice between "a" and "an" depends on the sound of the first pronounced letter. Thus, we say "an FBI agent" because "F" is pronounced "ef," starting with a vowel sound.

KIDS ONE, UNIT FIVE: ADJECTIVES!

LESSON TWO: ARTICLES!



"In English, the article "the" is typically omitted before plural nouns, non-countable nouns, and most proper nouns. It's also not used before abstract nouns when referring to them in a general sense. This omission helps maintain clarity and specificity in language usage."

SEASIDE SERENITY!

Last year, I enjoyed a relaxing beach vacation. The journey began with a **scenic** drive along the coast, passing through **charming seaside** towns. Upon arriving at the beach house, I **settled** in and immediately felt the **soothing** ocean breeze and the sound of waves crashing.

During the days, I spent my time **lounging** on the sandy beach, soaking up the sun and swimming in the **refreshing** sea. Exploring **tide pools** and collecting **seashells** added a touch of adventure to my days. In the evenings, I savored fresh seafood dinners at local restaurants and watched breathtaking sunsets over the horizon.

Nights at the beach house were spent stargazing on the deck and listening to the calming rhythm of the waves. It was a **rejuvenating** escape from the routine of daily life, filled with moments of relaxation and natural beauty.



Glossary: Scenic: Cênico / Charming: Encantador / Seaside: Litorâneo / Settled: Instalado / Soothing: Calmante / Lounging: Relaxando / Refreshing: Refrescante / Tide pools: Poças de maré / Seashells: Conchas do mar / Rejuvenating: Rejuvenescedor.

LISTENING TIME!



- 1 - What are some examples of serene destinations mentioned in the text?
- 2 - How does a relaxing trip help you feel refreshed and ready to face everyday life?
- 3 - What activities are suggested for enjoying a peaceful and calming vacation?



WRITING TIME!

Complete the dialogue below by filling in the blanks with the articles "an", "a", or "the".

John: Did you see ___ movie last night, Mary?

Mary: Yes, I watched ___ new action movie, John. It was really exciting!

John: That sounds fun! Was there ___ good plot?

Mary: Yes, there was ___ interesting twist at ___ end that I didn't expect.

John: Is there ___ sequel planned?

Mary: No, there isn't ___ sequel yet, but I heard rumors about it.



DO THE EXERCISES AVAILABLE ON PAGE 21 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT FIVE: ADJECTIVES!

LESSON THREE: THE PAST TENSE OF "TO BE"!



"The verb "to be" is an irregular verb but has its own rules. It doesn't use auxiliary verbs in negative and interrogative forms and has two distinct past forms, "was" and "were," to match different pronouns. Understanding these rules is essential for its correct usage."

THE PAST TENSE OF THE VERB 'TO BE'!



Pronoun	Verb
I	was
you	were
he	was
she	was
it	was
we	were
you	were
they	were

I **was** at the store yesterday.

You **were** late to the meeting.

He **was** a great teacher.

* Were (You, We and They) / Was (I, He, She and It).

NEGATIVE FORM!

The negative of the verb "to be" in the past, use "was not" or "were not" (or their contracted forms "wasn't" and "weren't"):

I **was not (wasn't)** at the office yesterday.

You **were not (weren't)** in the class.

INTERROGATIVE FORM!

To form a question with the verb "to be" in the past, invert the order of the subject and the verb:

Was I at the right place?

Were you at the event last night?

KIDS ONE, UNIT FIVE: ADJECTIVES!

LESSON THREE: THE PAST TENSE OF "TO BE"



"In English, the verb "to be" in the past tense (was/were) is used to describe past states, conditions, or identities. It indicates what something or someone was like at a specific point in the past, providing historical context and describing past events or situations."

DISCOVERING TEACHING!

During college, I **struggled** to find my **vocation**, torn between science and technology and my passion for literature and writing. With supportive **mentors**, I explored my interests.

After graduation, I traveled **abroad** for a gap year, where I discovered my true **calling**: teaching. Teaching English in a rural village showed me the **transformative** power of education.

Returning home, I earned my teaching certification and started teaching locally. The classroom became my **sanctuary**, where I could inspire students daily. I was fortunate to join a supportive community of **educators** dedicated to making a difference.

Reflecting on my journey, I am grateful for finding my vocation, a path that brought me **fulfillment** and joy in making a positive **impact** on others' lives.



Glossary: Vocation: Vocação / Struggled: Lutou / Mentors: Mentores / Educators: Educadores / Abroad: No exterior / Calling: Vocação / Transformative: Transformador / Sanctuary: Refúgio / Fulfillment: Realização / Impact: Impacto.

LISTENING TIME!



1 - What is your favorite memory from this album and why?

2 - Is there a particular photo that brings back a special moment for you? Share the story behind it.

3 - How has this album made you reflect on the times we've shared together?



WRITING TIME!

Complete the dialogue below by filling in the blanks with the appropriate form of the verb "to be" in the past (was, were).

Alice: Where ___ you last weekend, John?

John: I ___ at the beach with my friends, Alice. It ___ a great day!

Alice: That sounds fun! What ___ the weather like?

John: It ___ sunny and warm all day, Alice. We ___ really lucky.

Alice: Were there many people at the beach?

John: Yes, there ___ quite a few, but it ___ crowded.



DO THE EXERCISES AVAILABLE ON PAGE 19 OF THE BLACK WORKBOOK.

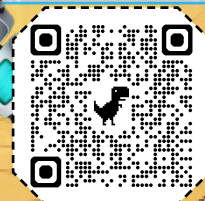
KIDS ONE, UNIT FIVE: ADJECTIVES!

LESSON FOUR: PAST SIMPLE!



"Who hasn't shared a past experience? Using the past tense can be simple when talking about regular verbs, like "walked," but it can be complex when dealing with irregular verbs, like "went." Understanding these differences is crucial for correctly narrating past events.

PAST SIMPLE (REGULAR)!



Pronoun	Verb
I	worked
you	worked
he	worked
she	worked
it	worked
we	worked
you	worked
they	worked

I **worked** on the project last night.

Rules of ED

Like - Lik**ed**
Walk - Walk**ed**
Play - Play**ed**
Study - Stud**ied**

Note: In the Past Simple tense, the auxiliary verbs "did" is used to form questions and negative sentences.

IRREGULAR VERBS!

SUBTLE CHANGE: Begin - began, break - broke, choose - chose, drink - drank, have - had, know - knew and meet - met;

UNCHANGED: Cut - cut, hit - hit, put - put and cost - cost;

DRASTIC CHANGE: See - saw, take - took, eat - ate, go - went and do - did.

KIDS ONE, UNIT FIVE: ADJECTIVES!

LESSON FOUR: PAST SIMPLE!



"The past simple tense in English is crucial for indicating actions or events that occurred and ended in the past. It is used to narrate past events, describe completed actions, and provide historical context in writing and conversation, making it essential for clear communication of timelines and sequences."

SUMMER ADVENTURES!

Last summer, we **embarked** on an **unforgettable** journey across Europe. In July, we spent two weeks exploring the **enchanted** city of Paris. We **immersed** ourselves in the rich history of the Louvre Museum, where we admired **masterpieces** like the Mona Lisa. Sunny afternoons were spent **leisurely** strolling along the banks of the Seine River, soaking in the vibrant atmosphere of the city. Indulging in delicious ice cream near Notre Dame Cathedral added a sweet touch to our Parisian experience.

As August unfolded, we **ventured** into the **majestic** Swiss Alps, where we hiked amidst stunning landscapes and clear mountain air. The **panoramic** views from our hikes left us in awe of nature's beauty. Each day brought new discoveries and moments of **serenity** in the heart of the mountains.

Returning home in September, we carried with us not only souvenirs but also cherished memories of laughter, adventure, and the warmth of European hospitality. Our journey had enriched us with experiences that would forever hold a special place in our hearts.



Glossary: Embarked: Embarcados / Unforgettable: Inesquecível / Enchanted: Encantadora / Immersed: Imersos / Masterpieces: Obras-primas / Leisurely: Relaxadamente / Ventured: Aventuramos / Majestic: Majestosos / Panoramic: Panorâmicas / Serenity: Serenidade.

LISTENING TIME!



- 1 - What is the first attraction visited on the first day of the trip?
- 2 - Which park is explored on the second day, and what special event happens at night?
- 3 - What activities are planned for the fourth day of the trip?



WRITING TIME!

Write a paragraph describing an event or experience you had in the past using the past simple tense.



DO THE EXERCISES AVAILABLE ON PAGES 17 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT SIX: LINKING WORDS!

LESSON ONE: LINKING WORDS!



"Linking words, also known as conjunctions, are terms used to connect ideas within a sentence or between sentences. Some of the most common ones in basic English include "and," "but," "or," and "because." For example: "She likes coffee, but he prefers tea.""

LINKING WORDS!



Addition

I like reading **and** writing.
He speaks French. He **also** speaks Spanish.

Contrast

She is rich **but** unhappy.
The weather was cold; **however**, we still went hiking.

Cause and Effect

She passed the exam **because** she studied hard.
He was late; **thus**, he missed the meeting.

Comparison

She sings **like** a professional.
He loves coffee; **similarly**, she prefers tea.

Sequence and Order

First, we need to gather the materials.
Finally, let it cool before serving.

Example

He likes outdoor activities; **for example**, hiking and cycling.
She enjoys fruits **such as** apples and bananas.

Summarizing

In conclusion, the project was a success.
In summary, the experiment proved the hypothesis.

THE ROLE OF LINKING WORDS IN WRITING AND SPEAKING!

Linking words, also known as transition words or connectors, are used to connect ideas, sentences, or paragraphs in writing and speaking. For example, "however" in the sentence "I wanted to go for a walk; however, it started raining" indicates contrast. The word "therefore" in "She was tired; therefore, she went to bed early" shows cause and effect. Additionally, "firstly" in "Firstly, we visited the museum; finally, we had dinner at a nice restaurant" helps to sequence events. These words help to create coherence and logical flow in a text by showing relationships between different parts of a sentence or between sentences.

KIDS ONE, UNIT SIX: LINKING WORDS!

LESSON ONE: LINKING WORDS!



"Linking words, such as "however," "therefore," and "meanwhile," connect ideas and sentences, improving coherence in writing. They guide readers through logical relationships and transitions between thoughts, enhancing the flow and clarity of communication."

A DAY IN THE LIFE OF A FILM ACTOR!

Mark, a **dedicated** movie actor, begins his day early in the morning. Firstly, he diligently practices his lines and **rehearses** scenes to **perfection**. Afterward, he heads to the film set, where he **collaborates** closely with directors and **fellow** actors. During breaks, he reviews **footage** and discusses character development with the crew. Despite the **demanding** schedule, Mark maintains a healthy balance by taking short walks and meditating between shoots. Moreover, he occasionally attends **workshops** to refine his acting skills further. In the evening, after wrapping up filming, he enjoys **unwinding** with a good book or watching classic films for inspiration. Before bedtime, he reflects on the day's work and prepares mentally for upcoming scenes. Mark's passion for acting fuels his dedication to continuous improvement and artistic **excellence**.



Glossary: Dedicated: Dedicado / Rehearses: Ensaiar / Perfection: Perfeição / Collaborates: Colabora / Fellow: Colegas / Footage: Filmagem / Demanding: Exigente / Workshops: Oficinas / Unwinding: Relaxar / Excellence: Excelência.



LISTENING TIME!

- 1 - What movie or show did the fan mention as their favorite?
- 2 - What was the most challenging part of the role for the actor?
- 3 - How did the actor respond to the fan's compliment about their performance?



WRITING TIME!

Complete the dialogue below by filling in the blanks with appropriate linking words (or, but, and, so, because):

Alice: I'm thinking about going to the beach this weekend.

Bob: That's a great idea, _____ the weather forecast says it will be sunny.

Alice: Yes, I heard about that. _____ I've been wanting to relax by the ocean.

Bob: Sounds wonderful! _____ we should pack some sunscreen and towels.

Alice: Definitely. And we can also bring some snacks for a picnic, _____ we should make sure to pack light.

Bob: Good idea! _____ we can check the tide schedule so we can go at the best time.



DO THE EXERCISES AVAILABLE ON PAGE 43 OF THE BLACK WORKBOOK.

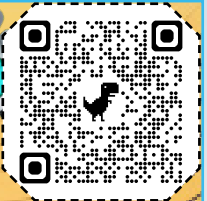
KIDS ONE, UNIT SIX: LINKING WORDS!

LESSON TWO: ADVERBS!



"There are various types of adverbs, such as those of time ("today", "yesterday"), place ("here", "there"), manner ("well", "quickly"), intensity ("very", "little"), frequency ("always", "rarely"), as well as adverbs of affirmation ("certainly", "really") and negation ("not", "never")."

TYPES OF ADVERBS!



Manner: Describe how an action is performed.
He runs **quickly**.

Time: Describe when an action occurs.
I will call you **tomorrow**.

Place: Describe where an action occurs.
She looked **everywhere**.

Frequency: Describe how often an action occurs.
She **always** arrives on time.

Degree: Describe the intensity or degree of an action, an adjective, or another adverb.
She is **very** happy.

Certainty: Describe the certainty or likelihood of an action.
They **definitely** need help.

Reason: Describe why an action occurs.
She didn't study, **hence** her poor grades.

FORMING ADVERBS!

Adverbs are usually formed by adding -ly to adjectives, such as "quick" becoming "quickly" in the sentence "She ran quickly to catch the bus," and "happy" turning into "happily" as seen in "He answered happily after hearing the good news." However, some adverbs have the same form as their adjectives, like "fast", which appears in "He drives fast on the highway," "hard", as in "She worked hard on the project," and "late", used in "They arrived late to the meeting."

KIDS ONE, UNIT SIX: LINKING WORDS!

LESSON TWO: ADVERBS!



“Adverbs in English modify verbs, adjectives, or other adverbs to provide more information about how, when, where, or to what extent something happens. For example, “She quickly ran,” where “quickly” modifies the verb “ran,” indicating the speed of the action. Adverbs enhance clarity and detail in communication.”

PLANNING FOR SNOWY ESCAPES!

Next winter, I plan to visit **enchanting** snowy destinations. I will **meticulously** pack warm layers, opting for **luxuriously** soft wool sweaters and **insulating** thermal leggings. I envision gracefully gliding across pristine slopes with friends, dressed snugly in thick, wind-resistant jackets and waterproof boots. Occasionally, I might dress **impeccably** for elegant **soirées** nestled within cozy chalets. If it unexpectedly snows heavily, I'll swiftly seek **refuge** in inviting cabins with crackling fires and steaming mugs of hot cocoa. Thankfully, accurate weather forecasts will **conscientiously** guide my thoughtful packing choices. Ultimately, I eagerly **anticipate** crafting enduring memories beneath the **dazzling**, starlit winter skies.



Glossary: Enchanting: Encantador / Meticulously: Meticulosamente / Luxuriously: Luxuosamente / Insulating: Isolante / Impeccably: Impecavelmente / Soirées: Soirées / Refuge: Refúgio / Conscientiously: Conscientiosamente / Anticipate: Antecipar / Dazzling: Ofuscante.

LISTENING TIME!



- 1 - Where in Chile does significant snowfall occur during the winter months?
- 2 - Why are the Andes Mountains a popular destination during the winter?
- 3 - What is the effect of snow on the landscape in the Patagonia area of Chile?



WRITING TIME!

- 1 - How often do you practice speaking English?
- 2 - Can you give me an example of a sentence using the adverb “quickly”?
- 3 - Why is it important to use adverbs correctly in a sentence?



DO THE EXERCISES AVAILABLE ON PAGE 37 OF THE BLACK WORKBOOK.

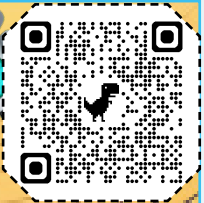
KIDS ONE, UNIT SIX: LINKING WORDS!

LESSON THREE: QUESTION WORDS!



"Interrogative pronouns are employed to gather specific information in journalistic interviews, job interviews, or when getting to know someone. They guide inquiries about who, what, where, when, why, and how, facilitating the acquisition of relevant details and a comprehensive understanding of situations."

QUESTION WORDS!



- **When:** Moment.
When do you work?
- **Where:** Place.
Where do they work?
- **Why:** Cause.
Why does she work so late?
- **What:** Inquiry.
What do you do on weekends?
- **Who:** Person.
Who is in marketing?
- **Which:** Choice.
Which project do you work on?
- **Whose:** Possession.
Whose book is this?

Note: "**Whom**" is used as the object of a verb or preposition, while "**who**" is the subject.

To **whom** should I address the letter?

HOW!

How is an interrogative word in English used to ask about the manner, quantity, extent, or age of something. It can be combined with other words to form specific questions.

How much money do you have? / How many books do you read per month?

How long does the meeting last? / How far is your school from home?

How old are you?

KIDS ONE, UNIT SIX: LINKING WORDS!

LESSON THREE: QUESTION WORDS!



"Question words in English, such as "who," "what," "where," "when," "why," and "how," are used to gather specific information. Each word introduces a question targeting different details, like a person, thing, place, time, reason, or manner. They are essential for forming open-ended inquiries."

FRIENDS AND FOOD TALKS!

Alice: Hi Sarah, do you like pizza?
Sarah: Yes, I love it, especially with cheese and **pepperoni**. Where do you usually eat lunch?
Alice: At school with my friends. When does your family eat dinner?
Sarah: Around 7 PM. Do you ever eat **sushi**?
Alice: No, I don't. Who does cook in your family?
Sarah: My mom usually **cooks**. What kind of restaurant do you like?
Alice: I like **Mexican food** places. How do you like your steak cooked?
Sarah: **Medium rare**. Do you prefer sweet or **savory** dishes?
Alice: I have a sweet tooth, so I love **desserts**. What's your **favorite**?
Sarah: **Chocolate cake** with **vanilla ice cream**.



Glossary: Pepperoni: Pepperoni / Sushi: Sushi / Cook: Cozinhar / Mexican food: Comida mexicana / Medium rare: Mal passado / Savory: Salgado / Desserts: Sobremesas / Favorite: Favorito / Chocolate cake: Bolo de chocolate / Vanilla ice cream: Sorvete de baunilha.

LISTENING TIME!

- 1 - What is Lily's favorite food?
- 2 - What is Ana's favorite ice cream flavor?
- 3 - What idea do Ana and Lily discuss for the future?



WRITING TIME!

- 1 - Who is your favorite teacher and why?
- 2 - Where did you go on your last vacation, and what did you eat there?
- 3 - When do you usually have dinner, and what is your favorite dish to eat at that time?



DO THE EXERCISES AVAILABLE ON PAGE 9 OF THE BLACK WORKBOOK.

KIDS ONE, UNIT SIX: LINKING WORDS!

LESSON FOUR: ACTIVITIES AND SPORTS!



"Sports play a crucial role in our **lives**, promoting physical and mental **health**, as well as encouraging **values** such as teamwork and discipline. They involve competitive or recreational physical **activities** that are practiced regularly, contributing to overall well-being and personal **development**!"

WHICH SPORT DO YOU PRACTICE?



Athletics



Race



Boxing



Cycling



Fishing



Hiking



Surfing



Swimming

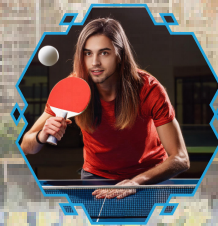


Table tennis



Soccer/Football



Basketball



Volleyball



Handball



Beach sports



Martial arts

THE GROWTH OF E-SPORTS AND THE RENAISSANCE OF TRADITIONAL STRATEGIC SPORTS!

E-sports have witnessed exponential **growth**, becoming a popular form of competition that relies more on strategic **skills** than physical effort. Meanwhile, there is also an increasing appreciation for traditional sports that prioritize the **mind** over the body, such as **chess** and poker, highlighting the importance of strategy and tactical **thinking** in the current sports landscape.

KIDS ONE, UNIT SIX: LINKING WORDS!

LESSON FOUR: ACTIVITIES AND SPORTS!



"People have diverse preferences for sports and physical activities; while some enjoy activities like swimming or cycling, others prefer sports such as basketball or running. These choices reflect individual interests, fitness goals, and personal enjoyment in staying active."

YESTERDAY'S ACTIVE DAY: RUNNING, SOCCER, AND YOGA!

Yesterday, I decided to do some physical activities to improve my health and well-being. I started the day with a light run around the park near my house. The fresh morning air and **tranquil** scenery made the run quite **invigorating**. Afterward, I did a **stretching** session to relax my muscles and increase my **flexibility**.

In the afternoon, I joined a group of friends for a soccer match in the park. It was a fun afternoon, full of laughter and healthy competition. We ran, kicked the ball, and had a great time together. After the game, we had a healthy **picnic** to recharge our **energies**.

In the evening, I decided to try a yoga class for the first time. It was an interesting and relaxing experience that helped me **relieve** the day's stress. The **yoga poses** challenged me physically and mentally, but I felt **revitalized** after the practice.



Glossary: Invigorating: Revigorante / Flexibility: Flexibilidade / Tranquil: Tranquilo / Picnic: Piquenique / Relieve: Aliviar / Revitalized: Revitalizado / Yoga: Yoga / Poses: Posturas / Energies: Energias / Stretching: Alongamento.



LISTENING TIME!

- 1 - What is your favorite way to stay active and why?
- 2 - How do you feel after a good workout or physical activity session?
- 3 - What are some fun activities you'd like to try to keep moving and stay fit?



WRITING TIME!

- 1 - What is your favorite outdoor activity, and why do you enjoy it?
- 2 - Have you ever tried a new sport? What was it, and did you like it?
- 3 - Do you think playing team sports is better than individual sports? Why or why not?



DO THE EXERCISES AVAILABLE ON PAGE 20 OF THE BLACK WORKBOOK.

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Linking Words!

And (e)

I like cake "and" ice cream.

Or (ou)

Do you prefer cake "or" ice cream?

But (mas)

I like ice cream, "but" I prefer cake.

So (então)

I like cake "so" I eat one.

Because (porque)

I like cake "because" this is so delicious.

OBS: Usar "Why" como "por que" de pergunta e usar "Because" como "porque" de resposta.



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