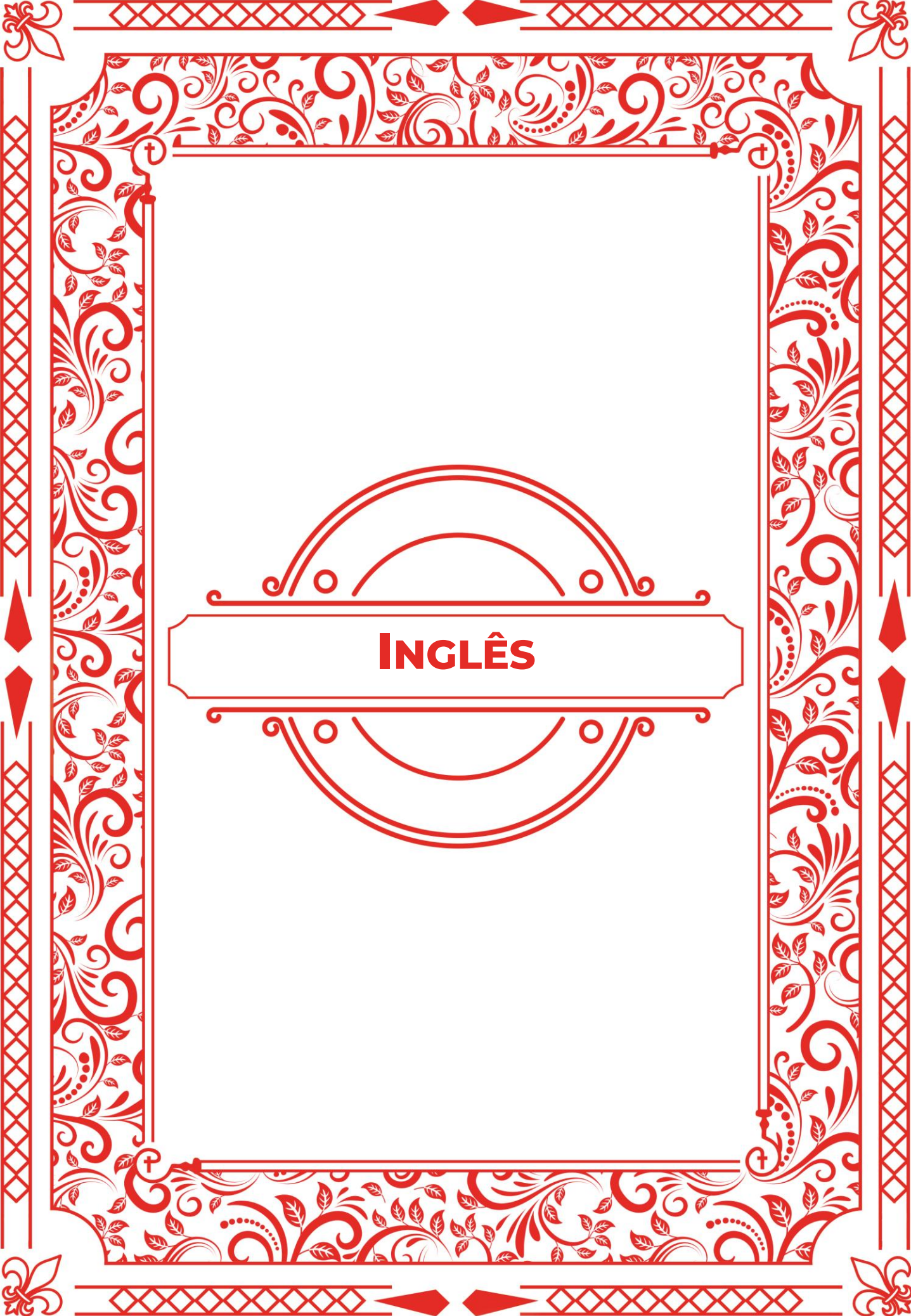

**ENSINO
FUNDAMENTAL
– 6º ANO –
INGLÊS
VOLUME ÚNICO**

Apostila do 6º ano do Ensino Fundamental, escrita pelo Instituto São Carlos Borromeu. O conteúdo é indicado para estudo individual domiciliar, apoio escolar ou como material didático escolar.





INGLÊS



LESSON 04

PRODUCTION

Nesta unidade é proposta a produção de diálogos a partir das expressões estudadas no volume.

1. Create conversations using the studied expressions in this book, according to the following instructions:

- a) Create one dialogue for each situation below:
 - I. Mother and son in the morning.
 - II. Two friends at the park.
 - III. Brother and sister at night.
 - IV. Mother and Father about the dog.
 - V. Father and daughter in the afternoon.
- b. The conversations must be between two people.
- c. Each person must have at least three speech lines.
- d. Write the dialogue in your notebook.
- e. In pair, practice the dialogue.



LESSON 06

POSSESSIVE ADJECTIVES

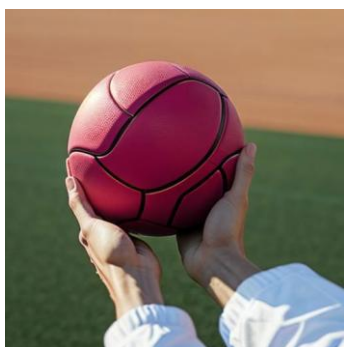
Nesta unidade é proposto o estudo sobre os adjetivos possessivos.

LISTENING AND READING

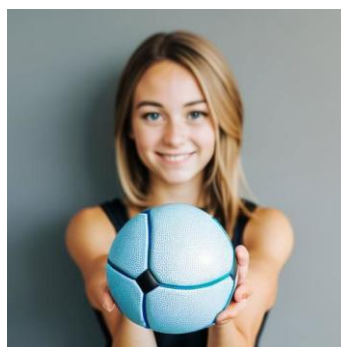
a) **Listen** to the audio on the website (www.institutosaocarlos.com.br/moodle) and **repeat** the expressions aloud.

b) **Look** to the pictures below and compare each one with the expressions, in order.

I.



II.



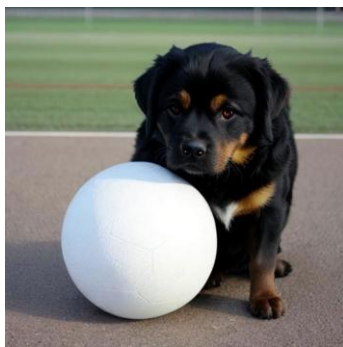
III.



IV.



V.



VI.



VII.



c) Read the words below and compare each one with the expressions, putting them in order.

Her – His – Its – My – Our – Their - Your

STRUCTURE

Possessive adjectives

Os possessive adjectives são palavras que acompanham os nomes (substantivos) para indicar posse e relações entre os seres. Cada um deles corresponde a uma pessoa do discurso (I, you, he, she, it, we, they). Os possessive adjectives são:

I. **My** → Algo que pertence ou é relacionado a mim – I.

Ex: It is **my** ball. (vide imagem I)

II. **Your** → Algo que pertence ou é relacionado a você ou vocês – You.

Ex: It is **your** ball. (vide imagem II)

III. **His** → Algo que pertence ou é relacionado a ele – He.

Ex: It is **his** ball. (vide imagem III)

IV. **Her** → Algo que pertence ou é relacionado a ela – She.

Ex: It is **her** ball. (vide imagem IV)

V. **Its** → algo que pertence ou é relacionado a algo não humano, como um animal – It.

Ex: It is **its** ball. (vide imagem V)

VI. **Our** → algo que pertence ou é relacionado a nós – We.

Ex: It is our ball. (vide imagem VI).

VII. **Their** → algo que pertence ou é relacionado a eles – They.

Ex: It is **their** ball. (vide imagem VII).

Os *possessive adjectives* podem acompanhar nomes para mostrar posse ou relação e aparecem sempre antes do substantivo.

Ex: **My** favorite book is *The Innocence of Father Brown*.

I want to play with **your** ball.

It is **his** dog.

It is **her** Bible.

The sun is shiny. **Its** light blinds me.

PRACTICING

1. Read again the text from the Unit 5. Then, select the correct words in parentheses to fill the blank spaces.

a) In “Emily S. enjoys reading, drawing and spending time with her family.”, **her** refers to _____ (time/family).

b) In “Her dream is to read all of Tolkien's works.”, **her** refers to _____ (Dream/Tolkien's works).

c) The word **her** is used _____ (for emphasis/to show possession).

2. **Read the text below and listen** to the audio on the website (www.institutosaocarlos.com.br/moodle).

Emma: Hi, Liam! How are you?

Liam: Hey, Emma! I am good, and you?

Emma: I am great! What are you thinking about?

Liam: I want to go to the beach. I like to building sandcastles and chasing the waves.

Emma: Nice! I like it, but I prefer to visit my grandparents on a farm.

Liam: Really? What do you like to do there?

Emma: I like to see the animals – cows, chickens and pigs.

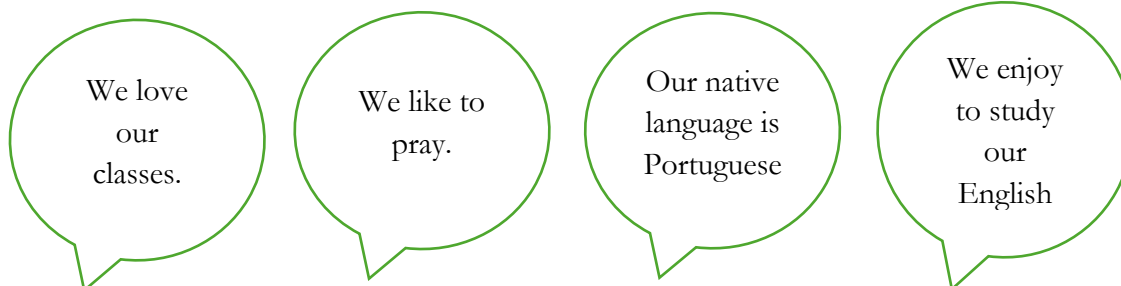
3. Mark True (T) or False (F) on the statements:

- () His favorite activity on the beach is only building sandcastles.
- () Her grandparents live on the beach.
- () His favorite activity on the beach is building sandcastles and chasing the waves.
- () Her favorite thing to do on a farm is see the animals.

4. Go back to exercise 2 and read the sentences about Emma and Liam again. Then, fill the blank spaces with **his**, **her** or **their** to complete the sentences below.

- a) The word _____ refers to Emma. We use it to refer to a woman or a girl.
- b) The word _____ to refers to Liam. We use it to refer to a man or a boy.
- c) The word _____ to refers to Emma and Liam. We use it to refer to people or things.

5. Read the speech balloons below and choose the correct statements:



- a) **Our** se refere a **we**.
- b) **Our** é usado depois de substantivos → books, language, classes.
- c) **Our** indica posse ou relação à nós.

6. Now answer about you:

- a) What are your favorite activities?
- b) What is your favorite book?

7. Fill the blank spaces with the correct **possessive adjectives**.

- a) Ginna likes writing. _____ favorite topics are nature and art.
- b) William is seventeen years old. _____ favorite activities are reading and riding a bike.
- c) This is my cat. _____ name is Minerva.
- d) Teresa and Annie are from Canada. _____ native language are English and French.

- e) We are very good students. _____ favorite class is English.
- f) I like to pray with family every night. It is _____ favorite moment of the day.
- g) My favorite ice cream flavor is chocolate. What is _____?

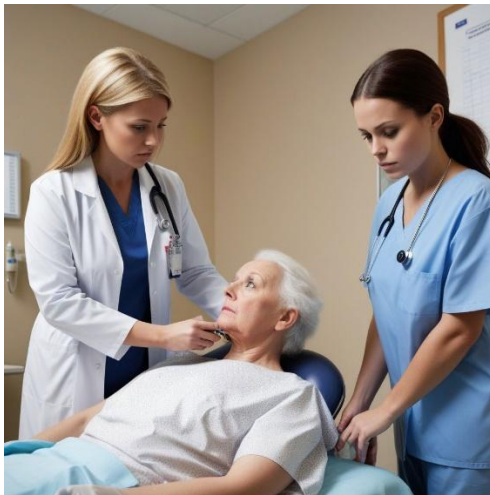


LESSON 09

OCCUPATIONS AROUND THE WORLD

WARM-UP!

1. Look at the pictures below and answer the questions:



- What are the professions in the pictures?
- What are they known for?
- Which profession do you admire?

LISTENING AND READING

- a) **Read** the text below while you **listen** to the audio on the website.
- b) **Repeat** the audio aloud.

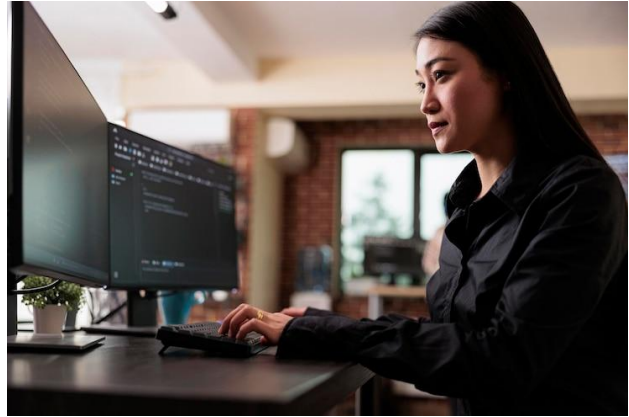
ABOUT....

Name: Emily Thompson

Occupation: Software Engineer

Place of Birth: San Francisco,
California, USA

Birth Date: March 15, 1988



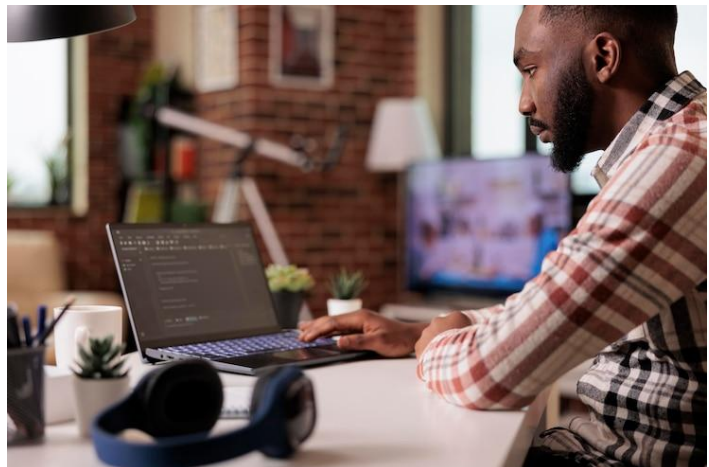
Name: James Rodriguez

Occupation: Software Engineer

Place of Birth: London, United
Kingdom

Birth Date: October 5, 1985

* A software engineer is someone whose job is to create computer programs.



TO UNDERSTAND THE TEXT

1. What are their names?
2. Where are they from?
3. What are their occupations?
4. The text shows:
 - a) Two soccer players.
 - b) An actress and an athlete.
 - c) Two software engineers.
5. Complete the following statement about the text with words from the box:

Soccer players – Actress – Information – Stories – Software engineers.

The texts present personal _____ about two _____.

6. Write T (true) or F (false). Then, correct the false statements.

- a) Emily and James are software engineers.
- b) Emily's surname is "Thompson".
- c) James is from London, and Emily is from San Francisco.
- d) His birthday is on October 5, 1985.

7. James Rodriguez is a software engineer. How about you?



LESSON 15

TO BE – REVIEW

STRUCTURE

Listen to the audios from the examples on the website and repeat them.

TO BE – SIMPLE PRESENT, AFFIRMATIVE FORM

The verb **to be** is a group of words to describe someone or something.

Subject + to be + complement.

“Am” is used with “I”. For example:

I. I am a good student.

“Are” is used with “You”, “We”, “You” and “They”. For example:

II. You are a good student.

III. We are good students

IV. You are good students

V. They are good students.

“Is” is used with “He”, “She” and “It”. For example:

VI. He is a good student.

VII. She is good student

VIII. It is a good book.

Contracted form:

I am → I’m

You are → you’re

He is → he's

She is → she's

It is → it's

We are → we're

They are → they're.

TO BE – SIMPLE PRESENT, NEGATIVE FORM

The verb **to be** is a group of words to describe someone or something.

In the negative form we use “not”.

Subject + **to be** + **not** + **complement**.

For example:

I. I am not a chef.

II. You are not a vet.

III. He is not a doctor.

IV. She is not a teacher.

V. It is not Japanese.

VI. We are not from USA.

VII. You are not Australian.

VIII. They are not British.

Contracted form:

Is not = isn't are not = aren't

IX. He isn't a doctor.

X. We aren't from USA.

In the **interrogative form** we put the verb before the subject:

To be + **Subject** + **complement**.

For example:

XI. Am I a chef?

XII. Are you a vet?

XIII. Is he a doctor?

XIV. Is she a teacher?

XV. Is it Japanese?

XVI. Are we from America?

XVII. Are you Australian?

XVIII. Are they British?

PRACTICING

1. Fill in the blanks with "am", "is", or "are":

a) I _____ a student.

b) Math _____ my favorite subject.

c) English and Science _____ difficult.

d) Monday _____ the first day of the week.

e) We _____ excited about the field trip on Friday.

2. Write a short journal entry (50-100 words) describing your favorite school subject and why you enjoy it.

3. Create a class schedule for a typical school week. Include the days of the week and the subjects you have each day.

4. Watch the video and write down three sentences you hear containing "am", "is", or "are" each.



https://www.youtube.com/watch?v=J_8HKZgI_ss

5. Create a dialogue where you discuss your favorite school subjects and what days of the week you have those classes. Practice.

6. Read the Weekly timetable. Identify the subjects listed for each day of the week and describe what the schedule looks like using "am", "is", or "are".

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				
				
				
				



LESSON 18

VERB TO BE AND SUBJECT PRONOUNS



esta unidade é discutido sobre o uso do verbo “Ser” em inglês, assim como o conceito de pronome pessoal. Serão apresentadas explicações e exemplos de cada um desses.

LISTENING AND READING

a) For each picture below, we have a subject (personal) pronoun associated with it. Beside it, there is also a verb to be (present form) related to it, as you will see in the examples (Subject pronoun + Verb to be)..

b) Try to listen and repeat the phrases along with the audio.



I am (I'm) cardinal Robert Sarah



You are (You're) Peter.

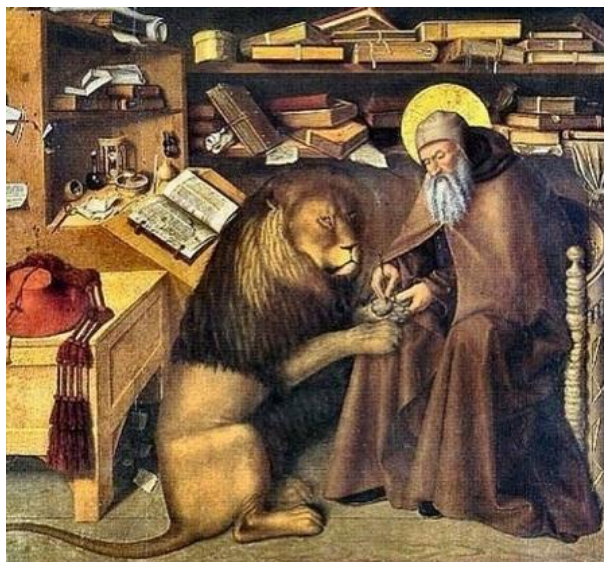
Nesse caso, é comum o uso de marcadores para expressar mais de uma pessoa (Two, All, Both).



He is (He's) Saint Paul



She is (She's) blessed Virgin Mary



It is (It's) a lion with Saint Jerome



We are (We're) catholic



They are (They're) all the saints

EXPLAINING SECTION

1. Subject Pronouns

Os *subject pronouns* são pronomes que são responsáveis por substituir substantivos e são sempre usados como sujeitos das frases, daí o nome dado a essa classe de palavras. Eles são sempre postos inseridos antes dos verbos das sentenças. Sendo eles: I, You, He, She, It, We, They.

Eles sempre representam quem realiza a ação, por isso sempre se encontram antes do verbo. Da mesma forma que foi dito anteriormente, o pronome pessoal YOU pode significar você (singular) ou vocês (plural), sendo necessário muitas vezes uma análise maior do contexto ou o uso de marcadores para identificar como ele está sendo empregado. Sempre quando se escreve o pronome I, é preciso que se escreva de letra maiúscula.

2. Verb to be (Present form)

O Verb to be é o verbo ser/estar na língua inglesa, e ele pode assumir várias formas dependendo do tempo verbal em que o estamos tratando. Dessa forma, como está sendo falado no presente, ele pode ter três formas diferentes: Am, Are, Is. Cada um deles é usado com diferentes pronomes pessoais, e podem se contrair com os mesmos, como mostrado

na tabela a seguir. Assim, é possível construir frases simples usando essas duas classes de palavras.

Subject Pronoun		Verb to be (Present form) (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
They	Are	They're

PRACTICING

1) Complete the sentences with the correct subject pronoun:

- a) _____ are such good friends.
- b) _____ is a teacher.
- c) _____ am a runner.
- d) _____ is a dog.

2) Put the right related verb to be.

- a) John and Marco _____ here.
- b) She _____ the girl in the red dress.
- c) It _____ my cat's ball.
- d) He _____ my best friend.
- e) I _____ a student.
- f) Sheila _____ a singer.
- g) Flies _____ disgusting.

3) Read the text below and fill the gaps with the correct verb to be and subject pronoun.

My family _____ great! We _____ five. There is Mom, Dad, my sister, my brother, and me. Mom _____ kind. Dad _____ strong. My sister _____ smart. My brother _____ funny. _____ happy. We like to read books together and eat dinner as a family. Our house _____ cozy, and we feel safe there. I love my family!



LESSON 21

DAYS OF THE WEEK, MONTHS AND DATES

Nesta aula será discutido sobre vocabulários, como por exemplo dias da semana e meses.

LISTENING AND READING

- a) Do you know how to talk about your routine? How can we say the days of the week? Do you know any? What about the months?

EXPLAINING SECTION

Days of the week

Como falar sobre os dias que vivemos? Quantos dias têm na semana? Na tabela abaixo, são apresentados os dias da semana.

Days of the week		Monday
		Tuesday
		Wednesday
		Thursday
		Friday
	Weekend	Saturday
		Sunday

Listen to the pronunciation of the days.

Dessa forma, os fins de semana, em inglês, são ditos “**weekend**”, e a preposição usada para os dias é sempre “**on**”, significando nossas preposições usadas com os dias da semana. Além disso, eles são sempre escritos com letra maiúscula. Por exemplo:

- On Wednesdays, we have Physical Education classes;
- I go to church on Sundays.

Um fato importante é sobre a expressão “todo dia”, que pode ter duas formas: “**everyday**” e “**every day**”. A expressão junta se comporta como um adjetivo, ou seja, serve para caracterizar coisas, sejam elas rotinas, objetos, entre outros (“This is my everyday medicine”); já a expressão separada, se comporta como um advérbio, e quase sempre se encontra no fim das frases (“I go to school every day”).

1) Months of the year

Como todos nós sabemos, há 12 meses no ano, e para cada um deles temos um nome em inglês.

MONTHS
January
February
March
April
May
June
July
August
September
October
November
December

Dito isso, é necessário dizer que com os meses somente é usada a preposição “**in**”, sendo o equivalente do nosso “em”. Para datas completas, com dia, mês e ano, é usada a preposição “**on**”. Para tal, a ordem muda, ao invés de dia/mês/ano como em português, as datas serão ditas na forma mês/dia/ano, usando sempre os números ordinais para se

colocar os dias. Além disso, os meses são sempre escritos com letra maiúscula. Há algumas diferenças para o inglês britânico, como pode ser visto nos exemplos a seguir:

- My birthday is in November;
- In December, Jesus was born;
- The Christmas is on December 25th;
- Saint Therese was born on January 2nd, 1873.

Para se pronunciar os anos, podemos separá-los em duas partes, “quebrando-os” ao meio, ficando na seguinte forma:

- 1873 – 18...73 - Eighteen Seventy Three;
- 2014 – 20...14 - Twenty Fourteen.
 - Sempre que existirem dois zeros, podemos substituir pela palavra “hundred”, da seguinte forma: 1900 (Nineteen Hundred).

PRACTICING

- 1) In this activity, try to describe your routine, using the vocabulary you learned in these last lessons, mainly the days of the week.

Monday -

Tuesday -

Wednesday -

Thursday -

Friday -

Saturday -

Sunday -

- 2) Search on the internet these dates and write them down correctly:

- Easter day in 2025: _____.
- When Jesus Christ was born: _____.
- Brazil's discovery: _____.
- Brazil Flag's day: _____.

- 3) Interview your family with the question “When is your birthday?”, and write down the answers.



LESSON 27

POSSESSIVE ADJECTIVES AND GENITIVE CASE

Nesta unidade será falado sobre palavras que determinam posse, palavras que são chamadas de adjetivos possessivos, além do caso genitivo.

LISTENING AND READING

- a) Read the text below and underline all of the possessive words

Sammy woke up early in the morning. He stretched his arms and yawned. Today was going to be a special day for Sammy. It was his birthday! His mom had planned a surprise picnic for him at the park. Sammy quickly got dressed in his favorite blue shirt and jeans. He brushed his teeth and combed his hair.

When Sammy reached the park, he saw his friends waiting for him. Their faces lit up with excitement as they shouted, "Happy birthday, Sammy!" Sammy grinned from ear to ear. He felt happy to see all his friends gathered for his special day.

Sammy's mom unpacked the picnic basket. She had prepared Sammy's favorite sandwiches and snacks. Sammy's mouth watered as he looked at all the delicious treats. He couldn't wait to dig in!

After eating, Sammy and his friends played games. They ran around, laughing and cheering each other on. Sammy's best friend, Max, won the sack race. Sammy clapped and cheered for him.

As the sun started to set, Sammy blew out the candles on his birthday cake. His mom had baked a chocolate cake with colorful frosting. It looked too good to eat, but Sammy couldn't resist. He took a big bite and grinned. It was the best cake he had ever tasted!

As the day came to an end, Sammy hugged his friends tightly. He thanked them for making his birthday so special. Sammy knew that he was lucky to have such wonderful friends and family who cared about him.

With a happy heart, Sammy walked home with his mom. He couldn't stop smiling. Today had been the best birthday ever, all thanks to his loved ones.

- Could you find any possessive words? Can you tell what they were?

EXPLAINING SECTION

1) Possessive Adjectives

Os adjetivos possessivos são palavras que expressam posse, determinando a quem pertence o objeto da fala. Dessa forma, para cada pronome pessoal no inglês, há um adjetivo possessivo respectivo. Eles sempre são colocados antes do substantivo objeto da frase, a fim de expressar a quem esse pertence. Dessa forma, logo abaixo encontra-se uma tabela com essas palavras e a qual pronome pessoal elas estão associadas (Listen to the audio to notice the pronunciation):

Personal Pronoun	Possessive Adjective
I	My
You	Your
He	His
She	Her
It	Its
We	Our
They	Their

Assim, quando há a necessidade de usá-los, é preciso saber qual pronome pessoal o sujeito da frase se adequa melhor. Além disso, esses adjetivos possessivos não variam, justamente pelo fato de que adjetivos na língua inglesa não variam em gênero e número.

Exemplos de uso:

- Is this your purse?;
- My phone is dead, I cannot call you right now;
- Their house burned down;
- Her favorite movie is The Passion of the Christ;
- The dog ran to catch its ball.

- Lembrando sempre que o adjetivo possessivo “**its**” não apresenta apóstrofo, somente a contração do pronome pessoal “**it**” com o verb to be “**is**”.

Juntamente com essas palavras anteriormente apresentadas, podem aparecer outras, como por exemplo: “**OWN**”. Ela significa “próprio/própria” e é bastante utilizada com os adjetivos possessivos da seguinte forma:

- She’s at her own house;
- Everybody here has its own reading routine.

2) Genitive case:

O caso genitivo em inglês é diz respeito ao emprego de ‘s para determinar posse e/ou origem de algo ou alguém. Dessa forma, é desconsiderado o uso do adjetivo possessivo, substituindo simplesmente pelo uso dessa partícula. Esse tipo de frase é bastante comum, tanto na língua escrita quanto na escrita falada. Os exemplos que podem ser dados são inúmeros, como podem ser vistos alguns a seguir:

- The bedroom’s lamp is burned out (O abajur **DO QUARTO** está queimado);
- Miranda’s office is a mess (O escritório **DA MIRANDA** está uma bagunça);
- The school’s principal is a very nice man. (O diretor **DA ESCOLA** é muito legal).

PRACTICING

1) Complete with the right adjective:

- a) She broke _____ arm;
- b) I told him to clean _____ room;
- c) _____ favorite music genre is classical;
- d) I have cat and _____ favorite toy is a little ball;
- e) We don’t have _____ phones with us;
- f) They have _____ own business.

2) Complete with the genitive case particle:

- a) My house_____ gate is broken;
- b) My favorite ice cream flavor is chocolate, and Bryan_____ is strawberry.



LESSON 31

PREPOSITIONS OF PLACE

VOCABULARY

1) Prepositions of place:

Assim como em português, há preposições em inglês, e elas podem ser usadas para várias finalidades: indicar tempo, lugar, conectar frases, entre outras. Dessa forma, nessa unidade vamos ver de forma rápida essas preposições que indicam lugar e como podemos usá-las. Na figura abaixo, são apresentadas algumas preposições, dê uma olhada nelas.



IN



UNDER



ABOVE



ON



IN FRONT OF



BEHIND



NEAR



BETWEEN

Elas são usadas para indicar o lugar em que o objeto da fala se encontra, podendo ser empregada sozinha ou com um verbo, sendo chamado assim de “phrasal verb”. Na frases abaixo são dados alguns exemplos de uso dessas preposições:

- The book is **on** the table;
- That cat is about to **get in** that house;
- The apples were **in** the box, I hadn't seen them;
- A shirt was found **under** the table;
- I will wait for you **in front of** my house.
- **Get up** here, just **come up** the stairs.

2) In, On e At:

Essas três preposições têm especificidades em seu uso, que serão detalhadas a seguir:

a) In:

Sempre é usado para falar de lugares compartimentados menores dentro de um espaço grande. Pense como exemplo que você está dentro de um shopping (um lugar grande e compartimentalizado), e você gostaria de dizer que está em uma loja específica (um compartimento desse grande local). É nessa ocasião que o “In” será usado. Exemplos:

- I'm **in** my bedroom (Um compartimento da sua casa);
- I'm **in** the classroom (Um compartimento da escola);
 - É preciso se atentar que com a palavra “house”, essa é a preposição usada. Além de ser usada quando nos referimos a meios de transporte em que não conseguimos ficar em pé (**in the car, in the van**).

b) On:

Será sempre usado quando queremos dizer que estamos na superfície de algo (sempre tendo em vista que a rua é uma superfície também). Essa preposição também é usada para meios de transporte em que há a possibilidade de se ficar em pé (**on the bus, on the plane, entre outros**). Exemplos:

- I'm **on** the roof;
- I'm getting **on** the bus;
- I'm **on** the streets trying to find your house.

c) At:

Por último, esse será usado quando queremos falar sobre lugares gerais, sem explicitar exatamente o local que estamos, análogo a “nos arredores de”. Os exemplos que podem ser escritos é:

- I am **at** school;

- I'm at home;
- She is shopping at the mall.

PRACTICING

1) Put in the correct preposition: 'in', 'on' or 'at'.

- a) He's swimming _____ the river.
- b) Where's Julie? She's _____ school.
- c) The plant is _____ the table.
- d) There is a spider _____ the bath.
- e) Please put those apples _____ the bowl.
- f) Frank is _____ holiday for three weeks.
- g) There are two pockets _____ this bag.

2) Put the correct place preposition:

- a) She tried to scare me, she was _____ the door;
- b) The kitchen's light is _____ the table;
- c) My cell phone is _____ my bag, I guess it's _____ the couch;
- d) Our house is _____ two blue houses;
- e) There is a Church in front of my work.



LESSON 34

FEELINGS AND EMOTIONS

Nesta aula será falado sobre as emoções e sentimentos que sentimos e como podemos falar sobre eles, levando em conta o uso do “verb to be” para se expressar.

VOCABULARY



As emoções e os sentimentos são muito importantes para podermos expressar as coisas que sentimos. Dessa forma, é importante para nós sabermos como podemos usar essas palavras e os principais termos que podem ser usados.

a) Verb to be

Se você voltar para o começo da apostila, vai conseguir uma explicação mais detalhada, porém é importante lembrarmos como usamos o “verb to be”, porque é justamente ele o verbo a ser usado para falar sobre como nos sentimos. Esse verbo pode significar “ser” ou “estar”, dependendo do contexto, e podemos usá-lo no presente, passado e futuro. Porém, vamos nos ater a usá-los no presente, como pode ser visto na tabela a seguir:

Subject Pronoun	Verb to be (Present form)	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
They	Are	They're

b) Feelings and emotions

Agora sobre as emoções e sentimentos propriamente dito, tem muito que pode ser falado e citado sobre, no entanto abaixo seguem as principais emoções a se saber para poder se comunicar de forma efetiva. Além das que serão citadas, você também pode procurar outras e adicioná-las com as ditas:

1) Happy



2) Tired



3) Bored



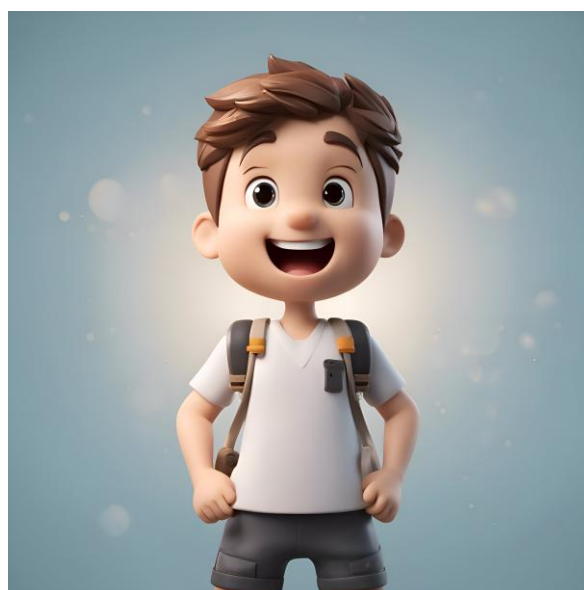
4) Angry



5) Surprised



6) Excited



7) Scared



8) Sad



9) Hungry



10) Calm



11) Upset



12) Anxious



13) Afraid



14) Lazy



Examples:

Using this vocabulary is very easy, we just put together the verb to be and the feelings we want to say, just like the next examples:

- I am so happy today!
- I am feeling kinda sad.
- I work all day long, so when I get home I am tired.
- It's so good being in your company, you're so calm.
- Are you bored?
- I'm not anxious today.

PRACTICING

- 1) Read the text below and underline all of the feelings and emotions you see in it.

The Roller Coaster Adventure

It was a bright and sunny day at Adventure Park. Emma and her best friends, Jack and Lily, were absolutely thrilled. They had been waiting for this day for months, ever since they heard about the new roller coaster, the Thunder Twist.

As they entered the park, Emma felt a rush of excitement. Her heart was pounding with anticipation as they made their way to the towering roller coaster. Jack, usually so brave, seemed a bit nervous. "Are you sure we should do this?" he asked, his voice shaking a little.

Lily, on the other hand, was bursting with enthusiasm. "Come on, Jack! It's going to be so much fun!" she exclaimed, her eyes shining with eagerness.

When they finally reached the front of the line, Emma felt a mix of nervousness and excitement. She looked up at the twisting tracks and felt a bit dizzy. But seeing Lily's joyful face and Jack's attempt to look brave, she decided to push her fears aside.

As the ride started, Emma's stomach did a flip. The coaster climbed higher and higher, and Emma felt a wave of anxiety. She grabbed Jack's hand, and he squeezed back, sharing the nervous but excited feeling.

When they reached the top, the coaster paused for a moment. The view was breathtaking, and Emma felt a brief moment of awe. Then, with a sudden drop, they were off! They zoomed down at lightning speed, twisting and turning. Emma screamed with a mix of fear and exhilaration.

By the time they came to a stop, Emma was gasping for breath but also laughing uncontrollably. Jack's face was red, and he looked both terrified and happy. Lily was cheering. "That was amazing!" she shouted.

As they walked away from the ride, Emma felt a deep sense of accomplishment. She had faced her fear and had an incredible time. They spent the rest of the day enjoying the park, feeling a warm sense of camaraderie and joy.

That night, as Emma lay in bed, she felt a mix of tiredness and contentment. She was so grateful for her friends and the unforgettable adventure they had shared.

With a smile on her face, she drifted off to sleep, dreaming of the next big adventure they would tackle together.

Could you find all of the emotions and feelings in the text? Write some of them down below.

2) There is a crossword using the words you learned in this lesson, try to complete it.

