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A UECE E O PRONATEC

José Jackson Coelho Sampaio
Reitor da UECE

A lógica de uma grande política pública de educação profissional foi testada no Ceará, por Ariosto Holanda, na raiz do sistema CVT/CENTEC. Essa lógica ganhou outros estados e o Brasil, pela construção do PRONATEC, pelo Ministério da Educação-MEC, em seus três eixos: disciplinas técnicas e tecnológicas a serem incorporadas como optativas no histórico escolar de alunos do Ensino Médio; cursos técnicos e tecnológicos, para formação inicial e continuada, em modalidade extensionista; e cursos profissionais completos de Ensino Médio.

A UECE, desde sua criação em 1975, incorpora em sua grade a oferta de cursos técnicos de nível médio, na área da saúde, como Técnico de Enfermagem, seguido posteriormente do Técnico em Segurança do Trabalho. Há 10 anos criamos a Unidade de Educação Profissional-UNEP, assumindo a complexidade que essa modalidade de ensino oferece, além de sua extraordinária capacidade de inclusão social. A existência da UNEP nos habilitou a obter o direito de sermos ofertantes do PRONATEC, quando a oportunidade surgiu.

Somos a segunda universidade pública estadual do Brasil, a primeira foi a Universidade Estadual de Montes Claros-UNIMONTES, a poder oferecer a modalidade da formação inicial e continuada, e isto nos orgulha, sobretudo, por termos obtido o direito em meio à crise político-econômica que vem afetando a capacidade de investir do poder público, em seus níveis federal, estadual e municipal.

Ao aderir ao Programa Nacional de Acesso ao Ensino Técnico e Emprego (Pronatec), a Fundação Universidade Estadual do Ceará (Funece) soma-se ao Sistema "S", à Secretaria Estadual de Educação-SEDUC, ao Instituto Federal do Ceará-IFCE e ao Instituto CENTEC, no esforço de qualificar o poder de trabalho, a criatividade e o empreendedorismo dos cearenses, a fim de que uma sociedade talentosa e melhor informada supere as crises político-econômicas e nossa árdua natureza semiárida.

Há também um grande esforço institucional e esperamos, geste resposta solidária, positiva, efetivamente parceria dos municípios, dos professores e dos alunos. Sigamos, pois o caminho é belo e uma boa luz nos orienta: *Lumen ad Viam!*

O QUE É O PRONATEC

O Programa Nacional de Acesso ao Ensino Técnico e Emprego (Pronatec) foi criado pelo Governo Federal, em 2011, através da Lei 11.513/2011, com a finalidade de ampliar a oferta de educação profissional e tecnológica, por meio de programas, projetos e ações de assistência técnica e financeira.

O Pronatec visa atender, prioritariamente, estudantes do ensino médio da rede pública, inclusive da educação de jovens e adultos; trabalhadores; beneficiários dos programas federais de transferência de renda; e estudante que tenha cursado o ensino médio completo em escola da rede pública ou em instituições privadas na condição de bolsista integral.

O Programa é parte de uma estratégia de desenvolvimento, em escala nacional, que busca integrar a qualificação profissional de trabalhadores com a elevação da sua escolaridade, constituindo-se em um instrumento de fomento ao desenvolvimento profissional, de inclusão e de promoção do exercício da cidadania.

Dentre as iniciativas do Pronatec está a Bolsa-Formação Trabalhador, cujo objetivo é promover a oferta de cursos de Formação Inicial e Continuada (FIC), com duração mínima de 160 horas, distribuídos em 13 eixos tecnológicos.

A Fundação Universidade Estadual do Ceará (Funece) foi credenciada, em 2014, por meio da Unidade de Educação Profissional (UNEP), para oferta de cursos Técnicos e FIC.

Na pactuação de 2015/2016 o Pronatec/FUNECE atendeu a 1.454 alunos, em 11 diferentes cursos FIC, pertencentes aos eixos do Campo e da Pesca, ministrados em 45 municípios do interior do Ceará.

Diante do sucesso de nossa primeira incursão no Programa, em 2016/2017 foi feita a segunda pactuação que atenderá a 704 alunos matriculados em 14 cursos FIC dos eixos do Campo, Línguas e Saúde, distribuídos em Fortaleza e outros 15 municípios no interior do Ceará.

APRESENTAÇÃO DO CURSO

O curso de **Inglês básico** se destaca pela formação inicial e continuada, relevante para inclusão dos aprendizes como cidadãos do mundo, visando à capacitação inicial de portadores de certificado do ensino fundamental, que habitam especialmente em regiões de vulnerabilidade social, ou seja, pessoas de baixa renda ou que estejam fora do mercado de trabalho, a **FUNECE - FUNDAÇÃO UNIVERSIDADE ESTADUAL DO CEARÁ** se propõe, através do PRONATEC, a formar profissionais capazes de realizar atividades que envolvam o uso do Inglês, de forma a contribuir para o desenvolvimento de ações tecnicamente corretas nos processos em que o idioma inglês como segunda língua seja necessário.

Assim, a FUNECE oferece o curso de formação inicial e continuada em **Inglês Básico** como segunda língua, na modalidade presencial, por entender que estará contribuindo para a elevação da qualidade dos serviços prestados à sociedade, formando o aluno, através de um processo de apropriação e de produção de conhecimentos científicos e tecnológicos, capaz de contribuir com a formação humana integral e com o desenvolvimento socioeconômico da região articulado aos processos de democratização e justiça social.

O curso de **Inglês Básico** tem como objetivo geral a promoção de atividades que permitam aos alunos compreenderem e produzirem mensagens orais e escritas em língua inglesa em nível básico, tendo como eixo quatro habilidades: leitura, escrita, fala e audição.

Como objetivos específicos pretendemos que, ao final do curso, o aluno seja capaz de:

a) Compreender e usar expressões familiares e cotidianas, assim como enunciados muito simples, que visam satisfazer necessidades do cotidiano;

- b) Apresentar-se e apresentar outros;
- c) Fazer perguntas e dar respostas sobre aspectos pessoais como, por exemplo, o local onde vive, as pessoas que conhece e as coisas que têm;
- d) Comunicar-se na língua inglesa de modo simples, se o interlocutor falar lenta e distintamente e se mostrar cooperante.

Desejamos que este curso de **Inglês Básico** possa contribuir de maneira significativa para ao desempenho de profissionais de várias áreas, especialmente aquelas envolvidas nos universos do lazer, da hospitalidade e do turismo, por se tratar de um importante instrumento de inclusão social para os dias de hoje e para um pleno exercício profissional em ampla escala de diversas atividades profissionais, uma vez que vivemos em um mundo comprovadamente globalizado.



INGLÊS BÁSICO

Dear students

The material we are bringing to your hands is the result of extensive research, elaboration and re-elaboration of contents and activities, based on communication. Our main goal is to get you to understand and produce oral and written messages in the English language at the basic level, based on four skills: reading, writing, speaking and listening.

We hope that the activities proposed contribute significantly to your lives, after all, the knowledge of a second language is a rich instrument of social inclusion.

Welcome to the Universe of the English Language!

The authors.

Caros(as) alunos(as)

O material que estamos levando às suas mãos é fruto de um extenso trabalho de pesquisa, elaboração e reelaboração de conteúdos e atividades, tendo como base norteadora a comunicação. Nosso objetivo maior é fazer com que vocês compreendam e produzam mensagens orais e escritas em língua inglesa em nível básico, tendo como eixo quatro habilidades: leitura, escrita, fala e audição.

Desejamos que as atividades aqui propostas contibuem de maneira significativa para a vida de vocês, afinal, o conhecimento de uma segunda língua é um rico instrumento de inclusão social.

Bem-vindos ao Universo da Língua Inglesa!

Os autores.

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UNIT 1 – CLASSROOM LANGUAGE

Conteúdos:

- 1 – Classroom statements and phrases.
- 2 – Greetings.
- 3 – Personal pronouns and to be.
- 4 – “Wh” questions.

Ao final desta unidade, você deverá ser capaz de:

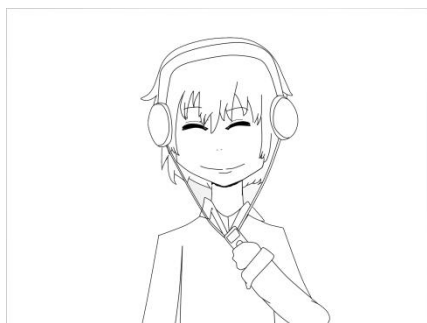
- ✓ Apresentar frases úteis e vocabulário apropriado para a comunicação básica na sala de aula;
- ✓ Apresentar saudações formais e informais para a comunicação eficiente entre os alunos;
- ✓ Reconhecer o presente do verbo *to be* para apresentações de pequenos diálogos e informações pessoais;
- ✓ Perguntar e responder sobre informações pessoais, sobre profissões, datas importantes etc.

LESSON 1 – CLASSROOM STATEMENTS AND PHRASES

1.1 Classroom statements and phrases

1. Good morning / afternoon / evening!	Bom (boa) dia / tarde / noite!
2. Can you repeat, please?	Pode repetir, por favor?
3. Sorry, I don't understand!	Desculpa, não entendo.
4. How do I say in English?	Como digo em ingles?
5. What's the meaning of?	Qual o significado de?
6. How do I pronounce?	Como pronuncio?
7. Spell that, please!	Como se soletrar, por favor!
8. Speak slowly, please!	Fale devagar, por favor!
9. May I leave the classroom?	Posso sair da sala?
10. See you! / Goodbye! / Bye!	Tchau!
11. Teacher, come here!	Professor, venha aqui!
12. What's the page?	Qual a página?
13. I need to go to the restroom.	Preciso ir ao banheiro.
14. I have a question.	Tenho uma pergunta.
15. Have a nice <u>weekend</u> !	Tenha um bom <u>fim de semana</u> !
16. For you, too!	Pra vc também!
17. See you <u>on Monday</u> / <u>next week</u> !	Te vejo <u>na segunda</u> / <u>próxima semana</u> !

Useful verbs



Listen



Read



Write



Pay Attention

Ilustração: Bruna Clarindo

Activity 1 – Dictation

Listen to your teacher saying some commands and write them.

1	6
2	7
3	8
4	9
5	10

LESSON 2 – GREETINGS

INTRODUCTIONS AND TITLES

WHEN WE MEET	WHEN WE LEAVE
Good morning/ afternoon /evening	Good bye / Good night
Hello / Hi	Bye bye / Bye
“How are you? I’m fine	See you on Monday / next class
And you? I am very well, thanks.	Have a nice day
Nice to meet you	Nice to meet you too.

USE MR. – for men

USE MRS – for married women

USE MISS – for single women

USE MS. – for single or married women (when we don’t know)

CONVERSATION

Jonh: Hello. I’m Jonhl. What’s your name?

Mary: Hi, I’m Ann.

Jonh: Nice to meet you.

Mary: Nice to meet you too.

Activity 1

Listen And Complete The Dialogue

1.

A: _____, I’m Tom.

What’s your name?

B: Anna

A: Sorry?

B: Anna.

2.

A: _____, dad! This is Dave.

B: _____.

3.

A: _____. How are you?

B: _____ 's Janet Leigh.

A: You're in room 5.

4.

A: _____ Jonh. _____?

B: I'm fine, thanks. And you?

A: I'm _____, _____.

Activity 2

VÍDEO - PARANORMAN

<https://www.youtube.com/watch?v=z1RXm81AsNo>

I. Read the greetings below. Practice saying them out loud. Pay attention to intonation! You may watch the scene twice.

- | | |
|------------------------------------|----------------------------------|
| () Hello. | () Yeah! Good to see you. |
| () How are you? | () How (are) you doing? |
| () How do you do? | () How's everything? |
| () Good morning! | () Hi, you look nice today. |
| () How is it going? | () How is it hanging? |
| () Hi, nice to see you, guys. | |

SPEAKING PRACTICE

1. INTRODUCE YOURSELF.

A: Hello. I'm _____. What's your name?

B: Hi, I'm _____.

A: Nice to meet you.

B: Nice to meet you too.

2. ASK YOUR CLASSMATE'S NAME: _____

3. A: Are you Peter?

B: Yes, I am.

B: No, I'm not.

A: Nice to meet you. I'm

A: Are you Paul?

Georgia.

VOCABULARY:

Months, Days, Countries and Nationalities

Capital Letters

People's names (Mary, Bill, Gregory, etc) start with CAPITAL LETTERS.

Animal's names (Rex, Garfield, etc) start with CAPITAL LETTERS.

Names of places (New York, Mississippi River, Opaia Lake, etc) start with CAPITAL LETTERS.

Activity 1 – Dictation

Write the sentences the teacher says in English.

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

Activity 2 – Dictation

Write in English the sentences the teacher says in Portuguese.

1-

2-

3-

4-

5-

6-

Months of the year

Activity 1

Write the months of the year in the correct order. Remember to start each month with an abbreviation form.

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

- | | |
|---------------------------------|----------|
| 1 - <u>JAN</u> - <u>January</u> | 7 _____ |
| 2 _____ | 8 _____ |
| 3 _____ | 9 _____ |
| 4 _____ | 10 _____ |
| 5 _____ | 11 _____ |
| 6 _____ | 12 _____ |

DAYS OF THE WEEK

Activity 2

Write the days of the week in the correct order. Use CAPITAL LETTERS.

Friday	Wednesday	Tuesday	Saturday
Thursday	Sunday	Monday	

7 DAYS

- | | |
|-----------|-----------|
| 1 - _____ | 5 - _____ |
| 2 - _____ | 6 - _____ |
| 3 - _____ | 7 - _____ |
| 4 - _____ | |

Days of the week

1. Complete the sentences with the appropriate day of the week.

a) My favourite day is _____.

b) Today is _____.

c) 'Zorra Total' is on _____.

d) 'A Grande Família' is on _____.

e) 'Tela Quente' is on _____.

2. Guess the words and complete the sentences:

a) If tomorrow is Sunday, the day after tomorrow is _____.

b) If tomorrow is Sunday, yesterday was _____.

c) If today is Tuesday, tomorrow is _____.

d) We celebrate Christmas on _____.

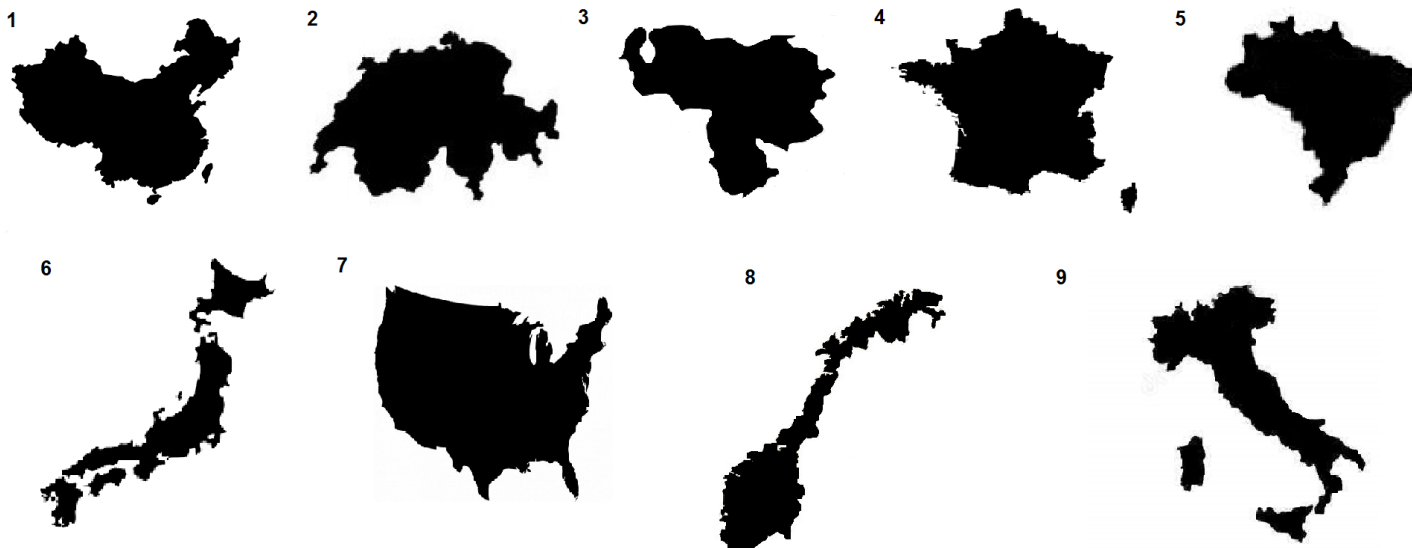
e) In Brazil children's vacation is in _____.

f) Fool's Day is in _____.

g) Mother's Day is in _____.

h) My birthday is in _____.

Countries and Nationalities



Activity 1

Write the countries and the corresponding nationalities Remember to start each word with a CAPITAL LETTER.

COUNTRIES	NATIONALITIES	COUNTRIES	NATIONALITIES
1 China		6 Japan	
2 Switzerland		7 United States	
3 Venezuela		8 Norway	
4 France		9 Italian	
5 Brazil			

Cardinal and ordinal numbers

Activity 1 – One or first?

1- ONE

1ST- FIRST

2- TWO

2ND -SECOND

3- THREE

3RD – THIRD

4- FOUR

4TH – FOURTH

5- FIVE

5TH- FIFTH

6- SIX

6TH – SIXTH

7- SEVEN

7TH- SEVENTH

8- EIGHT

8TH- EIGHT

9- NINE

9TH NINTH

10-TEN

10th – tenth

Example:

*My English class is in room **1**.*

*My **first** class starts at 7in the morning..*

*My birthday is on March, **3rd**.*

*We have **three** English classes on Mondays.*

Repeat the numbers with your teacher.

1 - 3 - 8 - 10 - 15 - 20 - 28 - 33 - 49 - 51 - 67 - 72 - 85 - 94 -
100 - 1000

1st - 5th - 8th - 13th - 24th - 32nd - 43rd - 58th - 69th - 75th - 100th -
204th - 2013th

LET'S PRACTICE!!!!

Amanda: Hi Jonh!

Jonh: Hi Amanda!

Amanda: What´s your phone number?

Jonh: it's 988763214

Amanda: And my number is 999765401

You:_____

Your friend:_____

You:_____

Your friend:_____

You:_____

CARDINAL NUMBERS AND ORDINAL NUMBERS

Activity 2 – Meeting both groups

Write the missing cardinal and ordinal numbers.

CARDINAL NUMBERS		ORDINAL NUMBERS	
1 – one	21 – twenty-one	1 st – first	21 st –
2 –		2 nd – second	
3 –		3 rd –	
4 – four		4 th –	
5 –		5 th – fifth	
6 – six		6 th –	
7 –		7 th – seventh	
8 – eight		8 th –	
9 – nine		9 th –	
10 –		10 th – tenth	
11 – eleven		11 th –	
12 – twelve		12 th –	
13 –		13 th – thirteenth	
20 – twenty		20 th –	

Attention: number **0** is said zero or oh

Activity 3 – BINGO!

LESSON 3 – PERSONAL PRONOUNS AND TO BE

3.1 Personal Pronouns

Os pronomes pessoais (personal pronouns) são divididos em dois tipos: caso reto, que funcionam com sujeito (subject pronouns) e caso oblíquo (object pronouns).

Ex:

*I am in love with **him**.*

***He** is angry with **me**.*

*I love **her**.*

***She** loves **me**.*

PERSONAL PRONOUN	
Subject	Pronouns
I	ME
YOU	YOU
HE	HIM
SHE	HER
IT	IT
WE	US
YOU	YOU
THEY	THEM

1. **I** é usado para a primeira pessoa e sempre se escreve com letra maiúscula, mesmo quando não aparece no início de uma sentença.

Ex:

*My friends and **I** are proud of you.*

2. **It** é usado para se referir às horas, tempo climático, dias, datas *etc.*

Ex:

***It's** three o'clock.*

***It's** cold today.*

*What day is **it** today?*

3. Os 'subject pronouns' aparecem antes dos verbos e os 'object pronouns' depois de verbos ou preposições.

Ex:

It's three o'clock.

It's cold today.

*What day is **it** today?*

Activity 1

1. Complete the sentences using personal pronouns – subject or object pronouns.

1. _____ am Brazilian.
2. _____ is Canadian.
3. _____ are close friends.
4. Are _____ from Argentina?
5. _____ is very hot in Fortaleza.
6. I love _____.
7. He loves Jane, but _____ doesn't love _____.
8. I have two daughters. I love _____.

2. To be

PERSONAL PRONOUNS	VERB TO BE Full form	AFFIRMATIVE Contracted forms	NEGATIVE	INTERROGATIVE
I	AM	I'M	I AM NOT I'M NOT	AM I?
YOU	ARE	YOU'RE	YOU'RE NOT YOU AREN'T	ARE YOU?
SHE	IS	SHE'S	SHE'S NOT SHE ISN'T	IS SHE?
HE	IS	HE'S	HE'S NOT HE ISN'T	IS HE?
IT	IS	IT'S	IT'S NOT IT ISN'T	IS IT?

Activity 1

Complete with To Be. Use the correct form: affirmative, negative or interrogative.

1. _____ Today _____ Thursday.
2. _____ the meeting at 9 o'clock in the morning?
3. The student _____ at school, he is absent.
4. Their classroom _____ big, nice and comfortable.
5. _____ the window closed?
6. My parents _____ at home, they are travelling.
7. Roberto _____ a policeman. His job _____ dangerous.
8. _____ you fine? Yes, we _____.
9. The teacher _____ in the classroom, she is at cafeteria now.
10. _____ your sister at the ballet class?

GRAMMAR - Definite and indefinite articles

Definite article – THE

Indefinite article – A / AN

Artigos indefinidos – **A / AN** acompanham sunstantivos não especificados.

A is used before consonant sounds:

*He is **a** friend*

*I study in **a** school near my house.*

*I have **a** pencil.*

*She is **a** student.*

An is used before a vowel sound:

*I have **an** elephant.*

*It is **an** umbrella.*

*She is **an** engineer.*

The definite article THE refers to a specific object

The cat is white

The president of Brazil is a man.

The house is big.

NOTE:

DON'T USE ARTICLES A / AN WITH PLURAL NOUNS

Activity 1

LET'S PRACTICE

1. This is _____ good pen.
2. He is _____engineer
3. She has _____beautiful umbrella.
4. I have_____nice friend.
5. You are _____idiot.
6. It is _____eletic guitar.
7. _____car is white.
8. I need_____house near the school.
9. It's _____girl I love.
10. Now It' s _____club. Let's go there.
11. Paul and Mary are _____nice friends.

LESSON 4 – “WH” QUESTION

Question Words

Em inglês, os interrogativos são chamados de ‘question words’ e iniciam as sentenças interrogativas chamadas de ‘Wh- questions’, pois a maioria se inicia com **WH**, exceto ‘HOW’.

QUESTIONS WORDS	USED FOR
What	things
Who	people
When	time
Where	place
Why	Reason. cause
How	Manner, method

Ex:

A- *What do you do?*
B- *I am a flight attendant.*

I'm a student

A- *Who's that girl?*
B- *When is your birthday?*

A- *Where are you from?*
B- *I am from Sobral.*

A- *Why are you sad?*
B- *I am sad because my dog is sick.*

A- *How are you?*
B- *I am fine.*



VOCABULARY – OCCUPATIONS



I am a student.



I am a teacher



I am a doctor.



I am a nurse.



I am an engineer



I am a policeman



I am an architect



I am a firefighter

Activity 1

Number the second column with the right numbers, matching the questions with possible answers:

1	What's your job?	5	How are you?
2	What's his job?	6	Where do you live?
3	Who is he?	7	Where do you work?
4	When is your birthday?	8	How are you?

	I am a secretary		He's a policeman
	He is my cousin.		He's my friend
	He is my friend.		In a school
	Fine, thanks.		Great, and you?
	He is my brother		I work at a bank
	In São Paulo.		December, 1st
	teacher		I am happy.
	I live in Lisbon.		I'm a vet.
	At a supermarket		not so well.
	Next Saturday.		hospital
	Doctor		He's a policeman

Activity 2

1. Describe the jobs, say what they do and where they work.

PROFESSIONS	WHAT?	WHERE?
Doctors	Take care of people	hospital
Car mechanic		
Pilot		
Police officer		
Nurse		
Postman		
Life guard		
Lawyer		
Writer		
Life guard		

Watch the video PEOPLE IN MY TOWN SONG.
<https://www.youtube.com/watch?v=f-Y0z3A6pzw>

2. Listen about jobs and professions and complete the information below.

- I See a fire fighter fighting _____.
- I see a car mechanic changing _____.
- I see a barber cutting _____.
- I see a pilot flying through the _____.
- I see a postman _____.

3. What other jobs are mentioned in the song? What do they do?

Activity 3

Read the sentences and find the grammar mistakes. Correct them:

- 1) We are an architects.
- 2) My friend and I am happy.
- 3) Pedro Bandeira am a great Brazilian writer.
- 4) Paris is the capital of france.
- 5) English people is friendly.
- 6) What are you do?
- 7) My brother has 18 years old.
- 8) Where you are from?
- 9) London is on The River Thames?
- 10) The Thames are 322 kilometres long.

UNIT 2 – A SCHOOL PROJECT

Conteúdos:

- 1 – An interview for a school project.
- 2 – To Be - Meanings and uses.
- 3 – Adjectives.
- 4 – Vocabulary and Reading.

Ao final desta unidade, você deverá ser capaz de:

- ✓ Perguntar e responder sobre as informações pessoais;
- ✓ Usar o presente do verbo *to be* para se apresentar, reconhecer o verbo *to be* nas formas afirmativa, negativa e interrogativa.
- ✓ Apresentar os adjetivos para descrever características físicas e de personalidade;
- ✓ Interagir através de pequenos diálogos e perguntas pessoais relacionadas ao tema da unidade.

Conversation -

Nancy: Good morning! Can you answer some questions for my school project?

Johnny: Ok, no problem. Go ahead.

Nancy: What's your name?

Johnny: John Brown. My nickname is Johnny.

Nancy: How do you spell your nickname?

Johnny: It's J - O - H - N - N - Y.

Nancy: Where are you from, Johnny?

Johnny: I'm from Bristol.

Nancy: Is Bristol in the USA?

Johnny: No, it isn't. It's in England.

Nancy: What's your occupation?

Johnny: I'm an engineer.

Nancy: How old are you?

Johnny: I'm 28 years old.

Nancy: When's your birthday?

Johnny: It's on the 19th of January.

Nancy: What's your telephone number?

Johnny: It's 5753-6890.

Nancy: What's your zodiac sign?

Johnny: I'm a Capricorn.

Nancy: What's your favourite sport?

Johnny: It's volleyball.

Nancy: Who are your favourite singers?

Johnny: They are Madonna and Michael Jackson.

Nancy: OK, thank you! Goodbye!

Johnny: You're welcome! Bye!

Activity 1 – Listen to the interview. Say if the sentences are TRUE or FALSE.
Correct the false ones.

a) John Brown is a student. _____

- b) Johnny is Nancy's classmate _____
- c) Johnny is from the US. _____
- d) He's an engineer. _____
- e) Johnny's birthday is in July. _____
- f) Nancy likes volleyball. _____
- g) Nancy is working on a school project. _____

Activity 2 – Practice the conversation

Activity 3 – Listen to your teacher and repeat the phrases.

HELLO!	BYE!
Good morning!	Good bye!
Good afternoon!	Bye bye!
Good evening!	See you!
Hi!	So long!
Long time no see!	Good night!
Hey, man!	

Activity 3 – The alphabet

Listen and repeat the letters of the alphabet.

A - B - C - D - E - F - G - H - I - J - K - L - M - N -
 O - P - Q - R - S - T - U - V - W - X - Y - Z

Activity 4 – Spelling words

Write the words your teacher or your classmates spell.

1-	6-
2-	7-
3-	8-
4-	9-
5-	10-

LESSON 2 – TO BE - MEANINGS AND USES

HAPPENINGS



The party **is** tonight



The meeting **is** down the hall.



Come, it **is** over

LOCATIONS



Are **the children** at school?



I **am** in bed.



They **are** at home.

2.1 To Be – Singular and Plural Forms

AFFIRMATIVE			
SINGULAR		PLURAL	
SUBJECT	TO BE	SUBJECT PRONOUN	TO BE
I	am	We	are
You	Are	You	are
He / she / it	Is	They	are

NEGATIVE			
SINGULAR		PLURAL	
SUBJECT	TO BE	SUBJECT PRONOUN	TO BE
I	am not	We	are not
You	are not	You	are not
He / she / it	is not	They	are not

INTERROGATIVE			
SINGULAR		PLURAL	

TO BE	SUBJECT	TO BE	SUBJECT PRONOUN
Am	I ?	Are	we ?
Are	you ?	Are	you ?
Is	he / she / it ?	Are	they ?

Examples:

I am a student

*Texas **is** an American state.*

Are you American?

She is from Lisbon.

Are you from Brazil?

Activity 1 – Working with TO BE

Complete the sentences with the verb to be making the all the sentences **affirmative**.

- 1) We _____ hungry.
- 2) Sally and I _____ rich.
- 3) It _____ seven o'clock.
- 4) We _____ at school.
- 5) The taxis _____ here. Let's go.
- 6) The doors _____ open.
- 7) Tokyo _____ in Japan.
- 8) Ted and I _____ sorry.
- 9) They _____ very tired.
- 10) Franco and Michelle _____ in the park.

Activity 2 – Still working with to be

Put sentences **1 to 5** from activity 1 into the **negative form** and sentences **6 to 10** into the **interrogative form**.

Activity 3 - Substitute the underlined subjects for the appropriate subject pronoun.

a) Melaine and Susan are pilots.

b) This story is great!

c) Julia is Spanish.

d) Mike and I are friends.

e) The computer is by Apple.

f) George and Mary aren't happy.

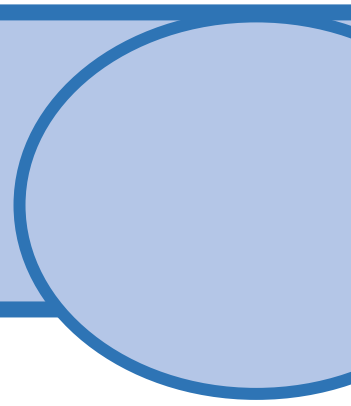
g) Joseph is from New Zealand.

h) My dog is white.

i) My mom and dad are nice.

j) The book is on the table.

LESSON 3 – ADJECTIVES



Adjetivos descrevem substantivos. Usamos os adjetivos:

1. Antes de substantivos:

Ex: *I like **black** coffee.*

2. Depois do verbo to be:

Ex: *The weather is **cold**.*

*She is **pretty**.*

3. Depois de verbos como: *feel, look, seem, sound, taste*.

Ex: *I **feel tired**.*

*You **look beautiful**.*

4. Adjetivos não têm gênero nem número

*A **good** boy*

*A **new** house*

*A **good** girl*

*a **new** book*

***Good** boys*

***new** houses*

***Good** girls*

***new** books*

5. Os adjetivos podem ser usados para descrever: appearance (aparência), personality (personalidade), age (idade), size (tamanho) etc.

ADJECTIVES			
Appearance	Personality	Age	Size
handsome	adorable	new	large
beautiful	stubborn	young	small
ugly	lovely	old	tall
chubby	boring	antique	short

Activity 1

Choose one of the adjectives below to complete the sentences:

Handsome - beautiful - cute - new - lucky - rich - young - small-romantic - old - boring

1. Gisele Bundchen is one of the most _____ woman in the world.
2. She won the first prize. She is very _____.
3. My sister's baby is so _____.
4. I don't like _____ books. I prefer science fiction books.
5. I am bored! This movie is too _____.
6. The orchestra is _____. She is smiling all the time.
7. This diamond is very _____.
8. I live in a _____ town, near the capital city.
9. My sneakers are _____, I need to buy a _____ one.
10. I love to listen to _____ song by Frank Sinatra. He was a great singer.

More Adjectives

Amazing ADJECTIVES

angry
annoyed
anxious
arrogant
ashamed
bored
clumsy
confused
creepy
cruel
depressed
disgusting
embarrassed
envious
fierce
foolish
grumpy
hungry
jealous
lazy
lonely
mysterious
nervous
thoughtless

Feelings

adorable
aggressive
annoying
beautiful
clumsy
confident
considerate
excitable
firm
glamorous
grumpy
helpful
handsome
important
kind
moody
pretty
talented
thoughtful
thoughtless

People

blaring
calm
deafening
gentle
loud
noisy
peaceful
relaxed
restful
silent
still
tranquil
quiet

Noise

big
fat
gigantic
great
high
huge
immense
large
little
mammoth
massive
miniature
petite
short
skinny
small
tall
tiny
wide

Size

agreeable
amused
brave
charming
cheerful
courageous
delightful
determined
eager
energetic
enthusiastic
friendly
gentle
happy
helpful
jolly
lively
perfect
pleasant
proud
relieved
successful
thoughtful

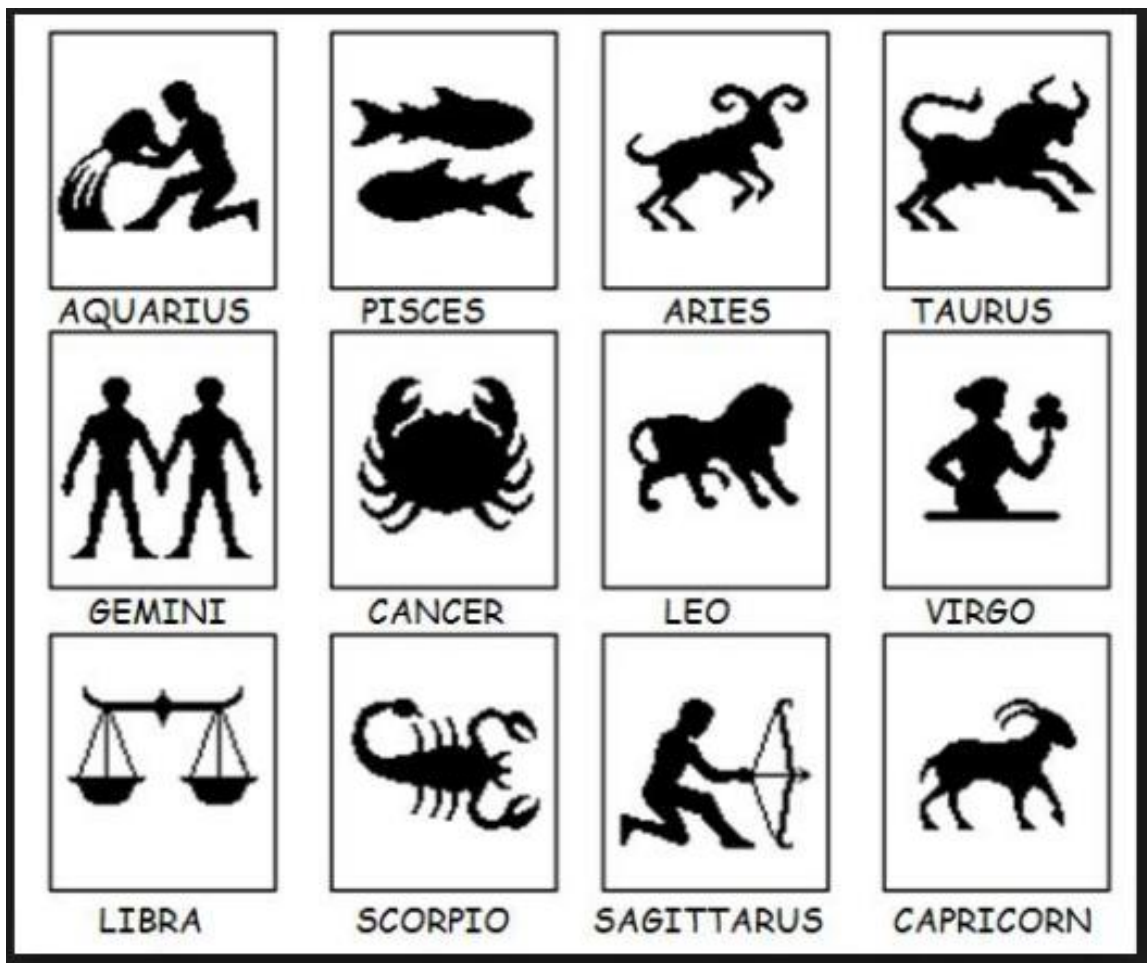
Feelings

Activity 2

Complete the table with opposite adjectives:

Calm	
Beautiful	
Short	
Small	
Happy	
Skinny	
Rude	

THE ZODIAC SIGNS



Activity 1 -

Look at the zodiac signs and complete the dates with the corresponding zodiac signs number.

March 21 – April 19 _____

September 23 – Oct 22 _____

April 20 - May 20 _____

October 23 – Nov 21 _____

May 21 – June 20 _____

Nov 22 – December 21 _____

June 21 – July 22 _____

Dec 22 - January 19 _____

July 23 – August 22 _____

Jan 20 – February 18 _____

August 23 – Sept 22 _____

Feb 19– March 20 _____

Activity 2 –

Answer the questions below:

I'm an Aquarius. What's your sign?

What's Madonna's sign? (16th August)

What's Shakira and Cristiano Ronaldo's sign? (2nd February / 5th February)

What's Will Smith's sign? (25th September)

What's Leonel Messi's sign? (24th June)

Reading

ZODIAC SIGNS AND ASTROLOGY SIGNS MEANINGS AND CHARACTERISTICS

There are **12 zodiac signs**, and each sign has its own strengths and weaknesses, its own specific traits, desires and attitude towards life and people. By analyzing the projection of the position of planets, and the Sun and the Moon on the Ecliptic at the moment of birth. Astrology can give us a glimpse of a person's basic characteristics, preferences, imperfections and fears.

Each of the 12 horoscope signs belongs to one of the four elements – Air, Fire, Water and Earth. These four elements help describe the unique personality types associated with astrological signs. The four zodiac elements exhibit profound influence on basic character traits, emotions, behavior and thinking.

WATER SIGNS- Water signs are exceptionally emotional and ultra-sensitive. They are highly intuitive and they can be as mysterious as the ocean itself. Water signs love profound conversations and intimacy. They rarely do anything openly and are always there to support their loved ones. **The Water Signs** are: **Cancer**, **Scorpio** and **Pisces**.

FIRE SIGNS -Fire signs tend to be passionate, dynamic, and temperamental. They get angry quickly, but they also forgive easily. They are adventurers with immense energy. They are physically very strong and are a source of inspiration for others. Fire signs are intelligent, self-aware, creative and idealistic people, always ready for action. **The Fire Signs** are: **Aries**, **Leo** and **Sagittarius**.

EARTH SIGNS -Earth signs are “grounded” and the ones that bring us down to earth. They are mostly conservative and realistic, but they can also be very emotional. They are connected to our material reality and can be turned to material goods. They are practical, loyal and stable and they stick by their people through hard times. **The Earth Signs** are: **Taurus**, **Virgo** and **Capricorn**.

AIR SIGNS Air signs are rational, social, and love communication and relationships with other people. They are thinkers, friendly, intellectual, communicative and analytical. They love philosophical discussions, social gatherings and good books. They enjoy giving advice, but they can also be very superficial. **The Air Signs** are: **Gemini**, **Libra** and **Aquarius**.

Activity 1

1. Read the text and choose the best response.

What is the text about?

- a. It is about the twelve zodiac signs and its characteristics.
- b. It is about the four elements: air, fire, water and earth
- c. It is about the predictions of the horoscope for this week.
- d. It's about the characteristics of the Air sign, the Fire sign, the Water sign and the Earth sign.

Astrology ...

- a. ...say about the four elements of nature.
- b. ...analyzes the position of planets, at the momento f birth.
- c. ...can not say about person's characteristics.
- d. ...is one of the importante elements of nature.

2. What are the water signs?

3. What are the fire signs?

4. What are air signs?

5. When were you born?

6. What is your sign?

7. What is you sign?

8. Complete the table with adjectives from the text.

SIGNS	ADJECTIVES
WATER SIGNS	
FIRE SIGNS	
EARTH SIGNS	
AIR SIGNS	

Responda em Português:

1. Segundo o texto, quais são as características de seu signo?

2. Você concorda com o autor? Justifique sua resposta.

REVIEW

1. Write **a** or **an** where necessary.

- | | |
|--------------------------------------|------------------------------------|
| a) Mike is _____ soldier. | f) Henry isn't _____ optician. |
| b) Gregory and Bob are _____ pilots. | g) Are you _____ cashier? |
| c) Josh is _____ artist. | h) We aren't _____ soccer players. |
| d) Michael is _____ taxi driver. | i) This is _____ table. |
| e) Are you _____ police officers? | |

2. Complete the sentences with question: words:

- a) _____ is your teacher? It's Mrs. Smith
- b) _____ is she? She's Meryl Streep.
- c) _____ is your cell number? It's 5755-9826.
- d) _____ is your favourite film? It's Artificial Intelligence

- e) _____ are you? I'm not bad.
- f) _____ is the show? It's on December, 18th
- g) _____ are you from? I'm from Canada.
- h) _____ old is your brother? He is 34 years old.

3. Put the words in the correct order to make sentences.

a) your name? is What

b) book? Where your is

c) he from? is Where

d) is favourite your actor? Who

e) you? How are old

4. Match the questions and answers.

- | | |
|-------------------------------------|---|
| (1) What's your favourite book? | () Rio de Janeiro. |
| (2) Where are you from in Brazil? | () In July. |
| (3) How old are you? | () Brad Pitt. |
| (4) How are you? | () Harry Porter and the Philosopher's Stone. |
| (5) Who's your favourite actor? | () 42. |
| (6) When are you in Europe? | () Excellent. And you? |

UNIT 3 – DAILY ACTIVITIES

Conteúdos:

- 1 – Possessive case or Genitive case ('S)
- 2 – Possessive adjectives
- 3 – My family tree
- 4 – My present routine

Ao final desta unidade, você deverá ser capaz de:

- ✓ Expressar ideias de posse, usando os possessivos adjetivos e o caso genitive;
- ✓ Reconhecer e diferenciar os pronomes pessoais e os possessivos adjetivos;
- ✓ Reconhecer o vocabulário relacionado à família e falar sobre o parentesco entre seus membros;
- ✓ Descrever ações habituais e rotineiras utilizando o verbo no presente simples.

LESSON 1 – POSSESSIVE CASE OR GENITIVE CASE ('S)

Look at the sentences: That is the book of Jefferson. (Portuguese)

what the proprietor has proprietor

That is Jefferson's book. (English)

proprietor what the proprietor has

The children's names are Sophie and Jack. (English)

proprietor what the proprietor has

The students' uniforms are beautiful. (English)

proprietor what the proprietor have

Activity 1

Complete the sentences with ('S) or (').

- 1) Batman _____ hometown is Gotham City.
- 2) My sisters _____ names are Jill and Samantha.
- 3) What is that girl _____ name?
- 4) My teacher _____ bag is black.
- 5) Sarah _____ house is big but old.

Activity 2

Correct the sentences. They are in the Portuguese order.

- 1) These are the jeans of Kate.
- 2) _____
This is the CD of my brothers.
- 3) _____
Virgo is the sign of Bob.
- 4) _____
What is the name of your dog?
- 5) _____
That is the school of the boys.

LESSON 2 – POSSESSIVE ADJECTIVES

There are one possessive adjective (**my, your, his, her, its, our, your, their**) to each subject pronoun (**I, you, he, she, it, we, you, they**).

SUBJECT PRONOUNS	POSESSIVE ADJECTIVES
I am Caroline.	My favorite music is rap.
You are Robert.	Your phone number is 5536-0708.
He is a dentist.	His favorite city is New York.
She is an artist.	Her favorite painter is Leonardo da Vinci.
It is a computer.	Its hard disk is 500GB.
We are from Spain.	Our favorite city is Barcelona.
You are my students.	Your exercises are in my bag.
They are American.	Their teacher is Canadian.

Activity 1

Complete the sentences with **my, your, his, her, our** or **their**.

- 1) Fred Flinstone is from Bedrock. _____ dog is Dino.
- 2) They are beautiful girls! What are _____ names?
- 3) What is _____ (Meg and I) classroom number?
- 4) This is not _____ (you) pencil. It's _____ (Bob's) black pencil.
- 5) Sarah's favourite film is *Star Wars*. _____ favorite actor is Harrison Ford.
- 6) John is English and _____ brother is American.
- 7) Hello, I'm Matt and this is _____ friend Lauren.
- 8) Children, sit down immediately! _____ lunch is prepared.
- 9) We are friends. _____ favorite sport is volleyball.
- 10) Madonna is American. _____ complete name is Madonna Louise Ciccone.

Activity 2

Joshua writes an e-mail to Karen. Complete it with **my, your, his, her, our** or **their**.

<p><i>Hi there, Karen!</i></p> <p><i>Thanks for <u>your</u> e-mail and for the photos of _____ family. I think _____ sister is very cool. I love _____ smile and _____ eyes.</i></p> <p><i>Here are some photos of _____ family. _____ father is Spanish, and _____ mother is Italian. We live in Lisbon, Portugal. I have a brother and a sister, and _____ names are Juan and Sabine. Juan is 22 and Sabine is 15. Juan is the boy in the photo with _____ family dog, JC. They are excellent siblings and _____ birthdays are on the same day!</i></p> <p><i>Let's talk about _____ friends in _____ next e-mail.</i></p> <p><i>Bye for now,</i></p> <p><i>Joshua</i></p>
--

Activity 3

Send an e-mail to a friend talking about your family.

New Message
From
To
Subject

LESSON 3 – MY FAMILY TREE



Fonte: <https://www.google.com.br/search?q=simpsons+family+tree>

Homer and Marge are married. Homer and Marge are **husband** and **wife**. Homer and Marge have 3 **children**. Homer and Marge are Bart, Lisa and Maggie's **parents**. Homer is Bart, Lisa and Maggie's **father** and Marge is Bart, Lisa and Maggie's **mother**. Bart is Homer and Marge's **son**. Lisa is Homer and Marge's **daughter**. Maggie is Homer and Marge's **daughter** too. Bart, Lisa and Maggie are **brother** and **sisters** or **siblings**. Mona and Abraham are **grandparents**. They are Bart, Lisa and Maggie's **grandmother** and **grandfather**. Bart, Lisa and Maggie are **grandchildren**. They are Mona and Abraham's **grandson** and **granddaughters**. Patty and Selma are Bart, Lisa and Maggie's **aunts**. Herb is Bart, Lisa and Maggie's **uncle**.

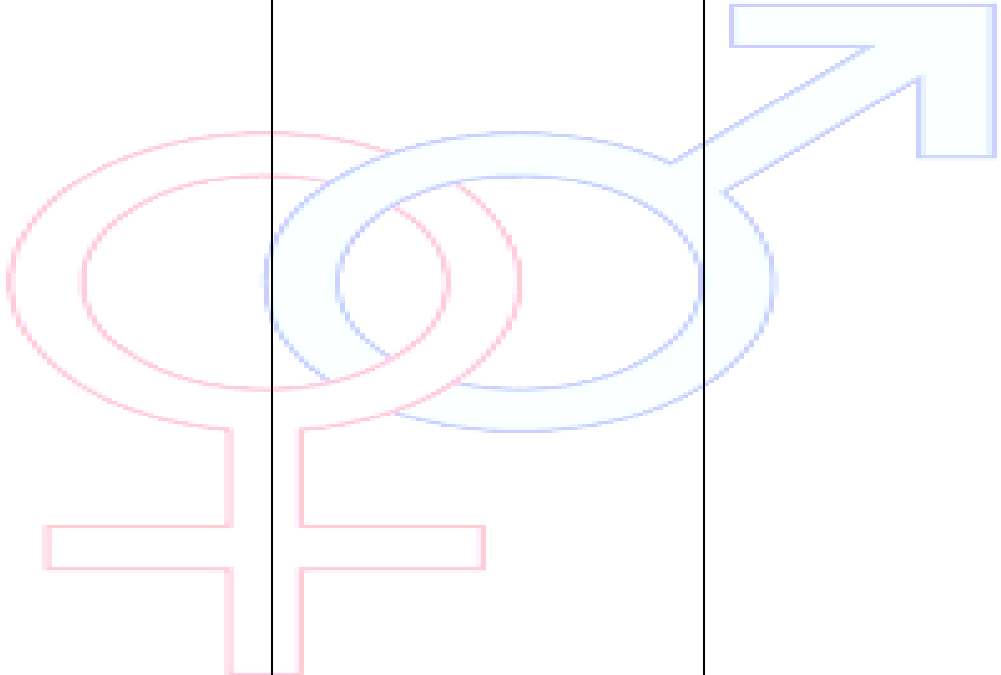
Bart is Patty's and Selma's **nephew** and he is Herb's **nephew** too. Lisa and Maggie are Patty's and Selma's **nieces** and they are Herb's **nieces** too. Ling, Bart, Lisa and Maggie are **cousins**.

Activity 1

Complete the sentences:

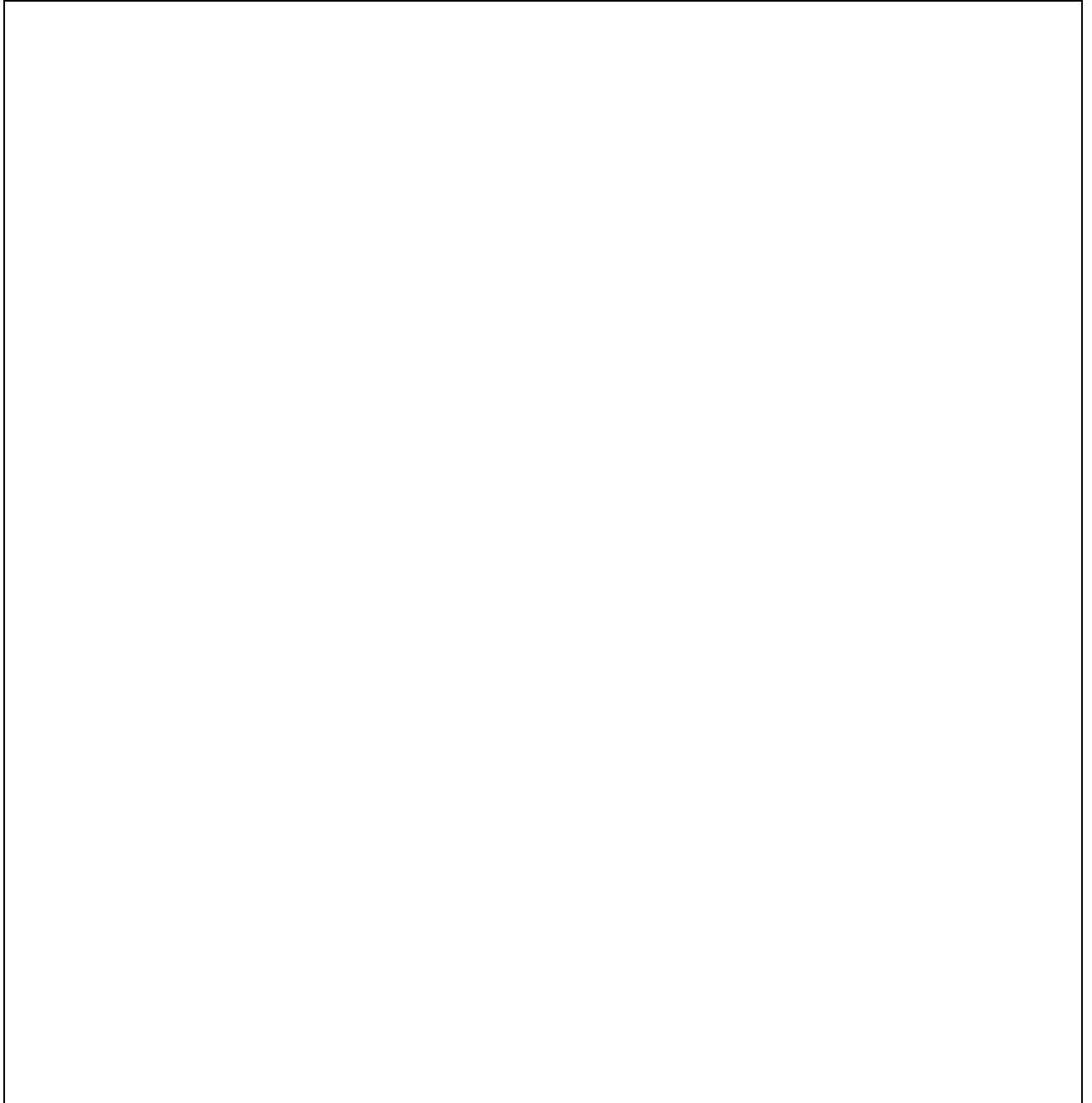
1. Homer is Marge's _____.
2. Mona is Abraham's _____.
3. Mona is Homer's _____.
4. Mona is Bart's _____.
5. Patty is Jackie's _____.
6. Patty is Bart's _____.
7. Bart is Lisa's _____.
8. Maggie is Ling's _____.

Complete the table with family members in the correct column.

MALE	FEMALE	MALE OR FEMALE
		

Activity 2 – Graded oral exercise

Draw your family tree and explain it to a classmate. Use family member vocabulary, possessive case and the possessive adjectives.

A large, empty rectangular box with a thin black border, intended for the student to draw their family tree. The box occupies most of the lower half of the page.

LESSON 4 – MY PRESENT ROUTINE

Activity 1 – Write the names of the verb phrases - below the pictures.

DRIVE - WATCH TV - BRUSH YOUR TEETH - GET UP - GO TO WORK
TAKE A SHOWER - SLEEP - HAVE LUNCH - HAVE BREAKFAST - WORK



1 - _____



2. _____



3- _____



4- _____



5 - _____



6. _____



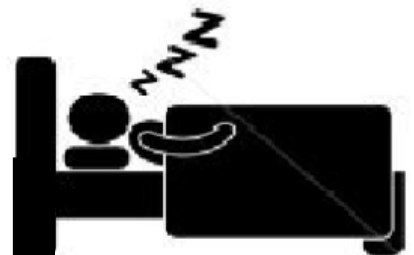
7- _____



8- _____



9 - _____



10- _____

Understanding the Present Simple

Present Simple – Repeated actions

X	X	X	X	X	X	X	X	X	x
PAST	PRESENT						FUTURE		

O *Present Simple* expressa a ideia de que a ação é repetida ou frequente. A ação pode ser um hábito, um hobby, um evento diário ou agendado, algo que ocorre com frequência.

Examples:

*I **play** tennis on Mondays.*

***Does** Phill **go** to the cinema on the weekend?*

*The train **leaves** every morning at 8 am.*

*Mary **does not wash** her teeth after breakfast.*

Present Simple – Facts or generalizations

PAST	PRESENT	FUTURE
------	---------	--------

O *Present Simple* pode também indicar que o falante acredita que um fato era verdade anteriormente, é verdade no presente, e será verdade no futuro. Não importa se o falante está correto sobre o fato. Usa-se o *Present Simple* também para fazer generalizações sobre pessoas ou coisas.

Examples:

*Cats **like** milk.*

*Birds **do not eat** in restaurants.*

*Do pigs **take** a bath?*

*The sun **rises** in the east.*

*Water **boils** at 100 degrees centigrade.*

*Brazilian people **speak** Portuguese.*

*Every twelve months, the Earth **circles** the Sun.*

O infinitivo dos verbos é marcado pela partícula **TO** (ex: to dance, to cook, to go). Ao se conjugar os verbos, não usamos o **TO**. Diferentemente do português, o verbo só sofrerá mudança nas terceiras pessoas do singular (**he, she, it**) e em sentenças afirmativas. Veja as tabelas a seguir:

AFFIRMATIVE		
SUBJECT	VERB	OBJECT or ADVERB
I / You / We / They	Live watch study	in Brazil. films on TV. German and Spanish.
He / she / it	lives (infinitive + S) watches (infinitive + ES) studies (consonant + Y = -Y + IES)	in Brazil. films on TV. German and Spanish.

NEGATIVE			
SUBJECT	AUXILIARY + NOT	VERB	OBJECT or ADVERB
I / You / We / They	do not (don't)	live watch study	in Brazil. films on TV. German and Spanish.
He / she / it	does not (doesn't)	live watch study	in Brazil. films on TV. German and Spanish.

INTERROGATIVE			
AUXILIARY	SUBJECT	VERB	OBJECT or ADVERB
Do	I / you / we / they	live watch study	in Brazil? films on TV? German and Spanish?
Does	he / she / it	live watch study	in Brazil? films on TV? German and Spanish?

Some verbs are irregular: **have, do, go** and change in the third singular person.

I / you / we / they **HAVE**

he / she / it **HAS**

I / you / we / they **DO**

he / she / it **DOES**

I / you / we / they **GO**

he / she / it **GOES**

2 – É obrigatório o uso dos auxiliares:

DON'T / DOESN'T) para a construção das sentenças negativas

DO / DOES) para a construção das sentenças interrogativas.

Activity 1 – Expressing routine

Complete the sentences with the correct form of the verbs.

- 1) He _____ tennis at the weekend. (to play)
- 2) She _____ two litters of water every day. (to drink)
- 3) My dog _____ to sleep under my computer desk. (to like)
- 4) We _____ in London. (to live)
- 5) Bill _____ to school. (to walk)
- 6) Janet _____ 3 languages. (to speak)
- 7) I _____ for an international travel agency. (to work)
- 8) George _____ to be a tour guide. (to want)
- 9) Ted _____ to the mountains at Carnival. (to go)
- 10) I _____ my car every week. (to wash)

Activity 2 – Asking about routine

Make YES/NO QUESTIONS questions with **do** or **does**.

- 1) you / travel a lot

- 2) you / write in English

- 3) he / come home by car

- 4) she / have a cat

- 5) you / live near the sea

- 6) this train / go to Oxford

- 7) we / study hard

- 8) elephants / fly

- 9) you / do your exercises

- 10) we / use cell phones

Activity 3

Respond the questions in activity 2 giving personal responses.

- | | |
|----------|-----------|
| 1) _____ | 6) _____ |
| 2) _____ | 7) _____ |
| 3) _____ | 8) _____ |
| 4) _____ | 9) _____ |
| 5) _____ | 10) _____ |

Activity 4 – A little about me

Answer the information questions about yourself.

- 1) What time do you have lunch?

- 2) When do you study English?

- 3) Where do you live?

- 4) How do you call your mother?

- 5) Where do you watch TV?

- 6) What do you have for breakfast?

- 7) Where do you buy your clothes?

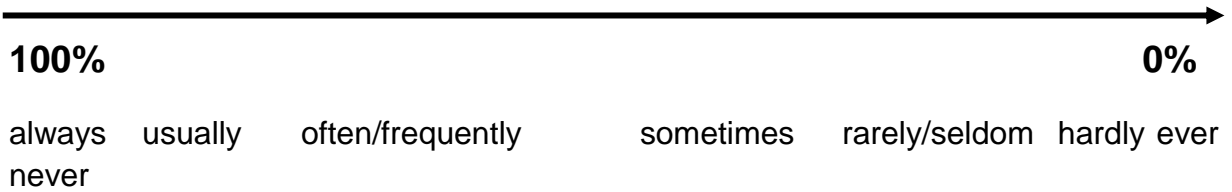
- 8) When do you brush your teeth?

- 9) Where do you work or study?

- 10) What time do you sleep?

Frequency of actions

ADVERBS OF FREQUENCY – How often do you do things?



Examples:

*I **always** have lunch at home.*

*They **are rarely** with their children.*

*Fred **sometimes** makes dinner.*

*We **are never** at school in the morning.*

*Grace **often** goes out with her friends.*

*I **am usually** happy.*

PAY ATTENTION!

1 – Advérbios de frequência aparecem depois do verbo **TO BE**.

2 – Advérbios de frequência aparecem antes de **outros verbos**.

Activity 1 –

Look at the table and write sentences about Ruth, Luan, Sue and David. Use averbs of frequency.

	Goes to the...		Does...	
	beach	restaurant	physical exercise	housework
Ruth	10%	80%	0%	10%
Luan	100%	40%	90%	0%
Sue	5%	40%	70%	70
Maya	70%	100%	10%	60%

UNIT 4 – MY NEIGHBORHOOD

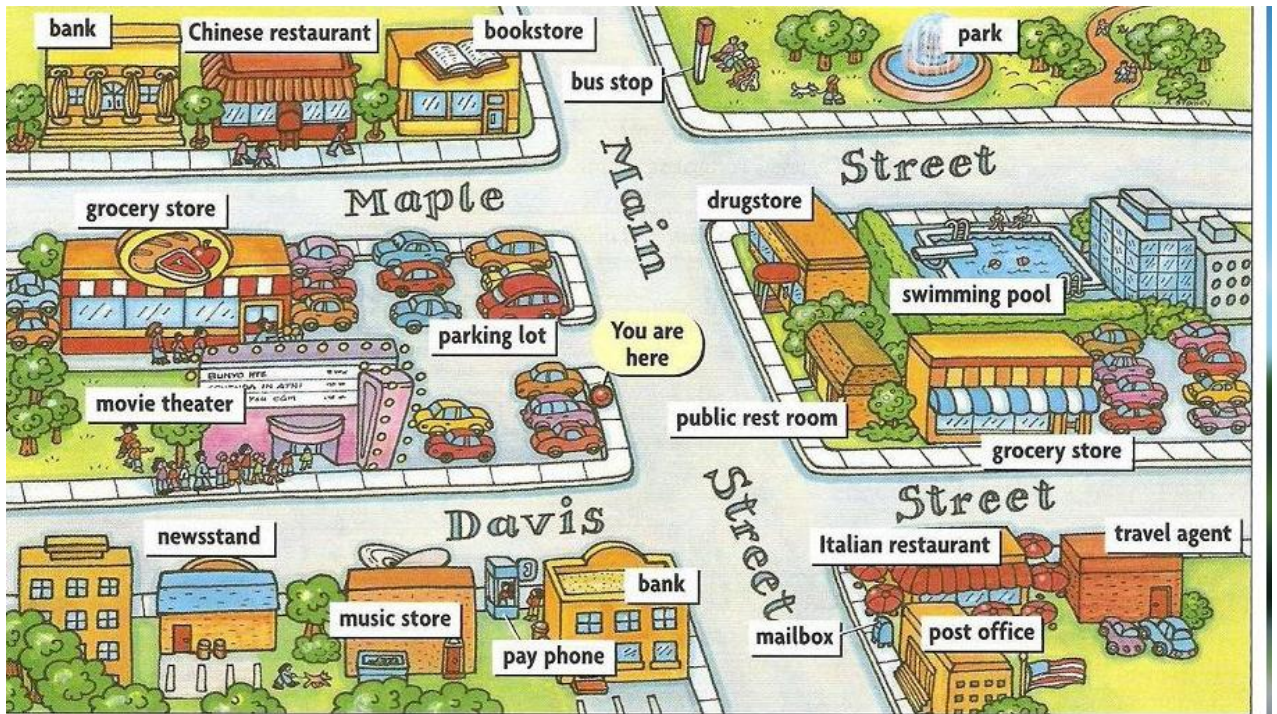
Conteúdos:

- 1 – Places in Town.
- 2 – Parts of the house and furniture.
- 3 – Prepositions of place.
- 4 – Reading.

Ao final desta unidade, você deverá ser capaz de:

- ✓ Reconhecer o verbo haver (there to be); praticar pequenas conversações descrevendo a vizinhança;
- ✓ Reconhecer o vocabulário de partes da casa e móveis;
- ✓ Reconhecer as preposições de lugar;
- ✓ Compreender as informações textuais através de estratégias específicas de leitura.

LESSON 1 – PLACES IN TOWN



Fonte: http://englishbeginner2bello.blogspot.com.br/2010_04_01_archive.html

Activity 1

Look at the picture and say if the information below are TRUE or FALSE according to it.

1. The Chinese restaurant is on Maple Street. ()
2. The bookstore is on the corner of Main Street and Davis. ()
3. There is a restaurant behind the bank. ()
4. There is a newsstand between the music store and the bank. ()
5. There's a drugstore next to the publicrest room. ()
6. There's a park on Maple Street. ()

Correct the false information:

Look into a dictionary and write the names of places where you

- pay some bills - _____ drink some coffee _____
- buy some aspirin _____ take a walk _____
- send a postcard - _____ watch a movie _____
- buy some magazines _____

GRAMMAR - THERE IS / THERE ARE

We use THERE IS and THERE ARE to talk about existence of something.

For example:

- There is*** a doctor in the hospital.
- There are*** three boys in the library.
- There is*** a baby in the park.

THERE TO BE - FORM

THERE TO BE				
AFFIRMATIVE	CONTRACTIONS	NEGATIVE	NEGATIVE	INTERROGATIVE
There is	There's	There is not	There isn't	Is there... ?
There are	-----	There are not	There aren't	Are there ..?

USES

We use **there is.../there are...** to indicate or describe:

For example:

There is a drugstore on the corner of the street.

There are twenty students in the classroom.

We use **there is** with singular noun.

For example:

There is **a post office** on Main Street

There is **a University** on Silas Munguba Avenue.

There's **a supermarket** in the next street.

We use **there are** with plural noun:

There are **some great universities** in Fortaleza.

There are **beautiful beaches** in Fortaleza.

Negative form:

there is not.../ there are not...

the short forms:

there isn't.../ there aren't...

For example:

- **there isn't** any coffee shop near here?.

- **there aren't** any public libraries near home.

Questions:

- **is there** a church in this area?

- **are there** any bookshops near here?

Short answers:

Yes. **There is /**

No. **There aren't.**

No. **There isn't.**

Yes. **There are**

Activity 1

1. Rewrite these sentences:

1. Brazil has 26 states. There are twenty-six states in Brazil
2. Brazil has one Federal District. _____
3. Brazil has five regions _____
4. The United States has fifty states. _____
5. The northeast region of Brazil has nine states. _____
6. The solar system contains nine planets. _____
7. We have twenty teachers in our school. _____
8. China has a famous wall _____
9. Brazil has some modern stadiums. _____
10. Fortaleza has wonderful beaches. _____

LET'S PRACTICE

In my neighborhood, THERE IS a school, a bank, a supermarket, a post office...

In my neighborhood, THERE ARE houses, apartments, grocery stores...

Now write about your neighborhood:

Oral Activity:

Tell your classmate about you neighborhood and ask them about his/hers.



PARTS OF THE HOUSE



Fonte: <http://www.slideshare.net/>

In Mr. Smith's house, there are three bedrooms, three bathrooms. There is a living-room, a dining-room, a kitchen. The bedrooms and the bathrooms are upstairs, and the living-room, the dining-room, the kitchen are downstairs.

The first bedroom is Mr. and Mrs. Smith's, the second one is Georgia's, the third one is Victoria's. In Mr. Smith's house, the room on your left is the living-room, and the room on your right is the dining-room. Where is the kitchen? It is behind the dining-room. And where is the garage? It is straight on, in front of you.

There is a garden in the front of the house, but it is not big. Mr. and Mrs. Smith's bedroom is on your left and Georgia's is on the right, and the bathroom is between his bedroom and Georgia's. Victoria's bedroom is behind Georgia's.

1. How many bedrooms are there in Mr. Smith's house?

2. How many bathrooms?

3. What is upstairs?

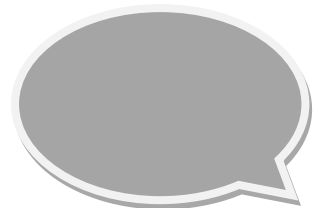
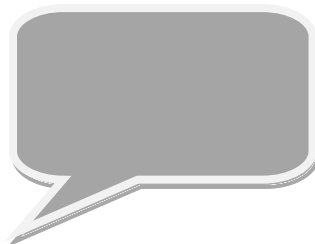
4. What is downstairs?

5. Where are Mr. Smith's, Victoria's and Georgia's bedrooms?

6. Describe your house

Oral Activity:

Tell your classmate about you house and ask them about his/hers.



HOME FURNITURE



Activity 1

Write down words related to home furniture:

- | | | | |
|----|-------|-----|-------|
| 1. | _____ | 10. | _____ |
| 2. | _____ | 11. | _____ |
| 3. | _____ | 12. | _____ |
| 4. | _____ | 13. | _____ |
| 5. | _____ | 14. | _____ |
| 6. | _____ | 15. | _____ |
| 7. | _____ | 16. | _____ |
| 8. | _____ | | |
| 9. | _____ | | |

CONVERSATION

Practice the conversation with a partner.

Tom: Hi Mark! Hey, tell me... What is your living room like?

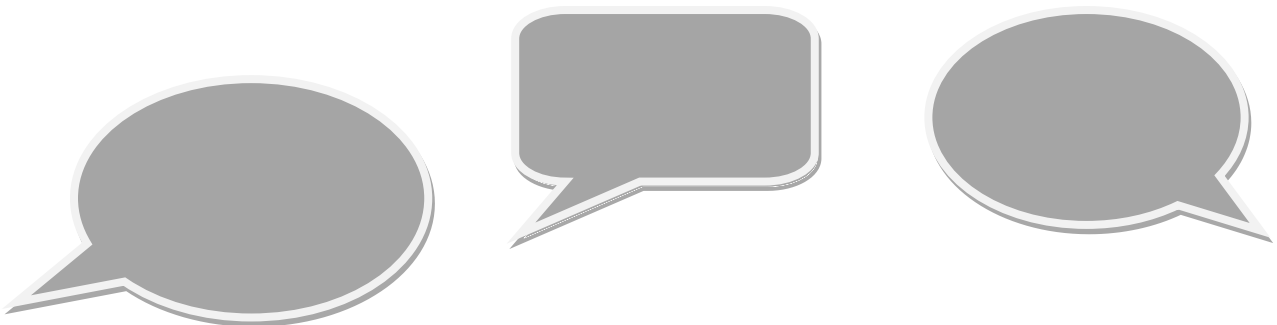
Mark: There are two sofas, two lamps and there is a TV, a radio and an armchair...

Tom: Oh, Mark. That sounds nice! And What's your bedroom like?

Mark: It's very confortabel and there's everything I need.

Oral Activity:

What's your favorite room? Tell your classmate about it and ask them about his/hers.



LISTENING

<http://www.passporttoenglish.com/Beginning-English/Lesson6/Listening.html>

Select the words which are mentioned in the dialogue:

ROOMS	FURNITURE	OTHER
<input type="checkbox"/> bedroom	<input type="checkbox"/> sofa	<input type="checkbox"/> yard
<input type="checkbox"/> bathroom	<input type="checkbox"/> table	<input type="checkbox"/> swimming pool
<input type="checkbox"/> living room	<input type="checkbox"/> dresser	
<input type="checkbox"/> kitchen	<input type="checkbox"/> refrigerator	
<input type="checkbox"/> dining room	<input type="checkbox"/> bed	

Listen again and answer the questions

1. How many bedrooms are there?

2. How many bathrooms?

3. Is there a big or small yard?

4. Is there a swimming pool?

5. Is the house big or small?

LESSON 3 – PREPOSITIONS OF PLACE

Preposições são usadas para indicar lugares e posições. São usadas antes de substantivos ou pronomes.

Example:

The cat is on the sofa.

She lives in Brazil

She works at Gray's Memorial Hospital

USES

1. Usamos ON com nomes de ruas e avenidas.

She lives on 13 de Maio Avenue.

They work at Brazil Bank.

2. Usamos ON THE CORNER OF com duas ruas ou avenidas.

Theres a bank on the corner of Fitty Street and Main Avenue.

Usamos AT para lugares específicos.

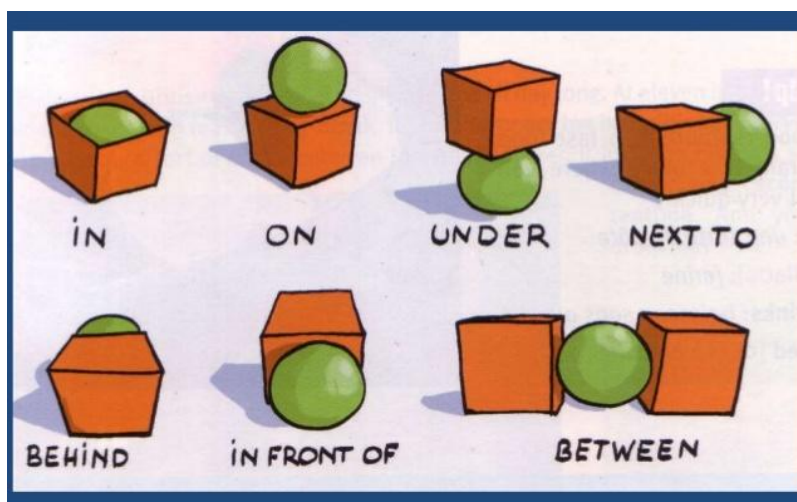
3. Usamos BETWEEN com dois lugares.

There's a drugstore between the bookshop and the coffe shop.

Activity 1

1. I live _____ João Pessoa Avenue.
2. Ther's a pet shop _____ my house.
3. My father's office is _____ the bank and the supermarket.
4. My mother works _____ May's Bookshop.

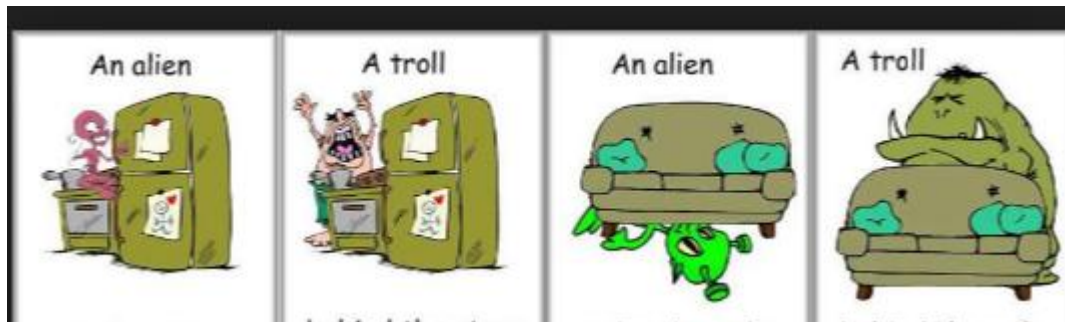
PREPOSITIONS



Activity 2

Look at the picture and write sentences using appropriate prepositions.

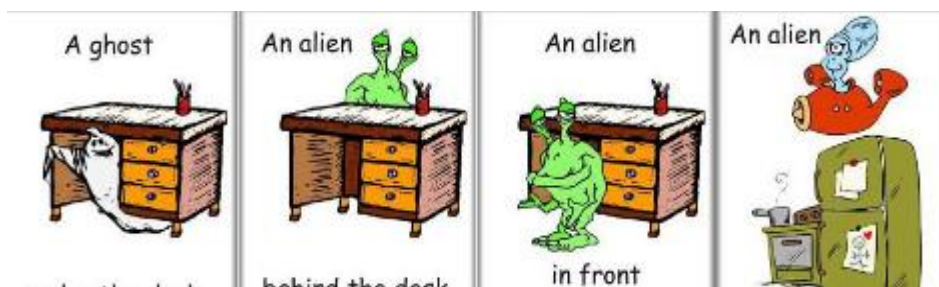
<https://www.google.com.br/search?q=where+are+the+ghosts&rlz>



1. There is an _____.
2. There is a Troll _____.
3. There is _____.
4. There is _____.



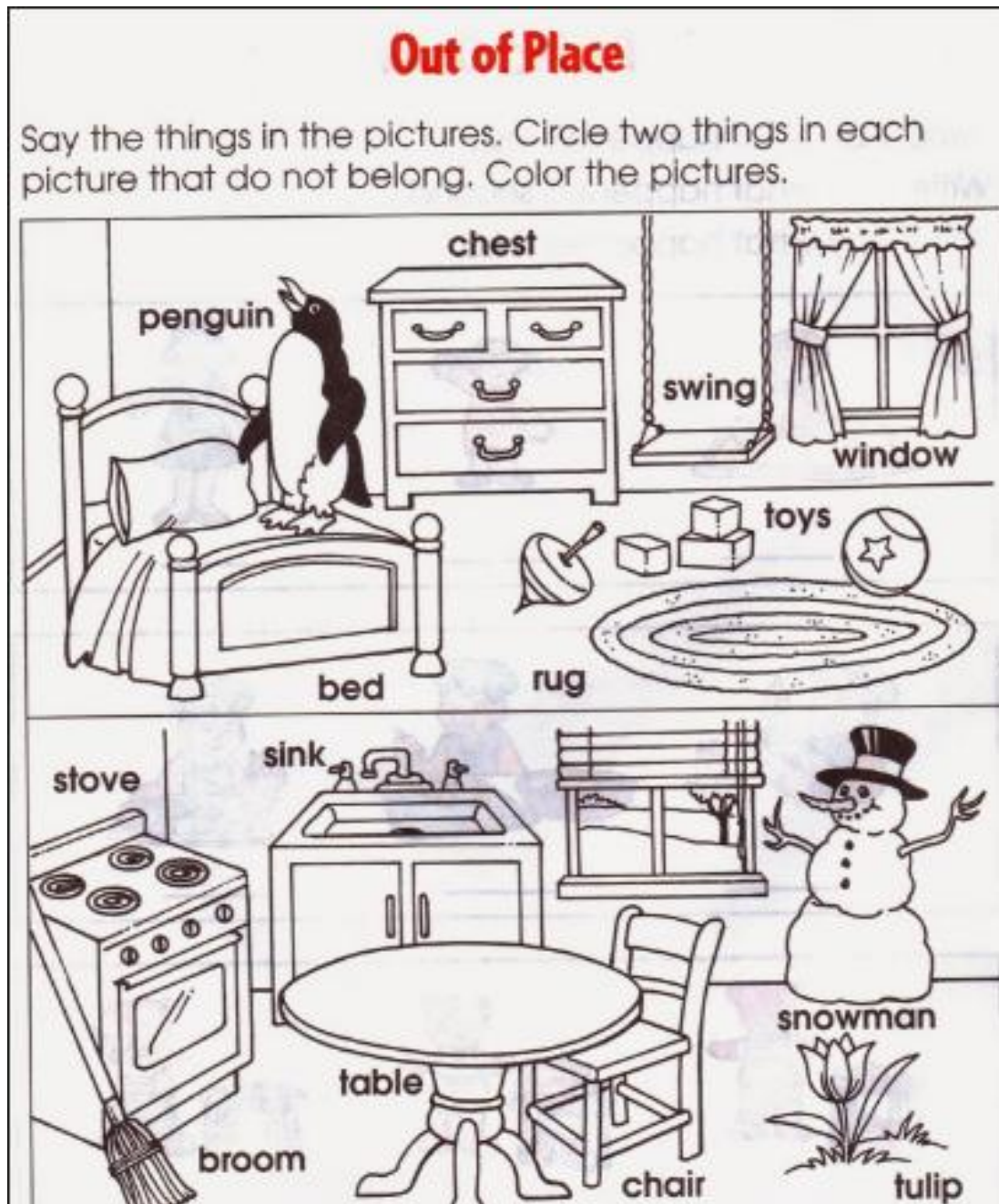
5. There is an _____.
6. There is a Troll _____.
7. There is _____.
8. There is _____.



9. There is a _____.
10. There is a _____.
11. There is _____.
12. There is _____.

Activity 3

Look at the pictures above and write sentences describing what is wrong. Use appropriate prepositions.



LESSON 4 – READING

My Town - *Newquay*

by Alex Howarth, 14

I live in Newquay. It's a small town on the Atlantic coast in the south of England. It has got great beaches and is the best place to surf in the UK. There are lots of surf schools where you can learn how to surf. I go surfing with my friends every weekend. My favourite place is Fistral Beach.

I love Newquay because there are lots of other things to do as well as surfing. If you like water sports, you can go kayaking, water-skiing or coasteering. Coasteering is different because it is rock climbing, jumping into the sea and swimming in the same activity, but you should always go with a special instructor.

If you like animals you can also visit the Blue Reef Aquarium and see lots of different fish and even sharks. You can also go horse riding on the beach or visit Newquay Zoo. There are lots of other attractions too like mini golf and bowling. Come and see for yourself!

FONTE: <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/my-town>

Activity 1

Read the sentences and answer the following questions about it.

1. Where does Alex live?

2. Where is Newquay?

3. What kind of activities can you do in Newquay?

4. What's Alex favorite place in Newquay?

UNIT 5 – I'M A HEALTH FREAK

Conteúdos:

- 1 – Doing physical exercise.
- 2 – The present continuous.
- 3 – Fashion Show.
- 4 – Reading an e-mail.

Ao final desta unidade, você deverá ser capaz de:

- ✓ Reconhecer palavras, verbos e expressões necessárias para falar sobre esportes e atividades físicas;
- ✓ Descrever ações e atividades relacionadas a exercícios físicos e esportes;
- ✓ Reconhecer vocabulário de roupas e acessórios;
- ✓ Compreender *e-mails*, ser capaz de se comunicar através de *e-mails*.

LESSON 1 – DOING PHYSICAL EXERCISE

Activity 1

Match the physical activities with the pictures.

1-baseball	8-bowling	15- diving
2-golf	9-karate	16-volleyball
3-ice skating	10-surfing	17- windsurfing
4-basketball	11-boxing	18-weight lifting
5- cycling	12-running	19-American football
6-ice hockey	13-tennis/	20-Olympic gymnastics
7-swimming	14-skiing	21-soccer / football
		22 - table tenni



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LESSON 2 – THE PRESENT CONTINUOUS

Use 1 of Present Continuous – Momentary situations (now)



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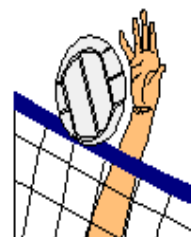
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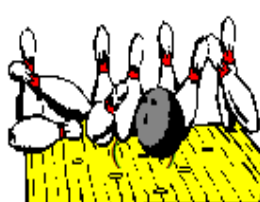
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O *Present Continuous* expressa a ideia que algo acontece no momento da fala.

Examples:

- You **are studying** English now.
- She **is not running** now.
- **Are you sleeping?**
- I **am talking** to you.
- What **are you doing?**

Use 2 of Present Continuous – Temporary situations (longer actions

)



O *Present Continuous* também expressa a ideia de tempo para hoje, este mês, este ano, este século, etc. Assim, o *Present Continuous* se remete a uma ação mais longa em progresso, mas que pode não estar acontecendo no momento exato da fala.

Examples: (All of these sentences can be said while eating dinner in a restaurant.)

*I **am studying** to become a teacher.*

*My brother **is reading** the novel The Da Vinci Code.*

*I **am not writing** any articles right now.*

***Are you working** on any special projects at work?*

AFFIRMATIVE			
SUBJECT	AUXILIARY (to be)	MAIN VERB (+ING)	OBJECT or ADVERB
I	am	watching	a great film on TV.
He / she / it	is	studying	a lot.
We / You / They	are	making	a movie in Los Angeles.
		running	to work.

NEGATIVE			
SUBJECT	AUXILIARY (to be) + NOT	MAIN VERB (+ING)	OBJECT or ADVERB
I	am	watching	a great film on TV.
He / she / it	is	studying	a lot.
We / You / They	are	making	a movie in Los Angeles.
		running	to work.

INTERROGATIVE			
AUXILIARY (to be)	SUBJECT	MAIN VERB (+ING)	OBJECT or ADVERB
Am	I	watching	a great film on TV?
Is	he / she / it	studying	a lot?
Are	we / you / they	making	a movie in Los Angeles?
		running	to work?

Activity 1

Complete the sentences with the present continuous of the verbs in parentheses.

- 1) His dad and brother _____(cycle) to the shops.
- 2) We _____ (not travel) in Japan.
- 3) I _____ (sunbathe) on the beach now.
- 4) Joe _____ (play) table tennis.
- 5) They _____ (not swim) in the sea.
- 6) Sue _____ (stay) at home today.
- 7) Briguilina and I _____ (watch) a reality show on TV at the moment.
- 8) My favourite team _____ (win)!
- 9) Two people _____ (cook) dinner on the beach.
- 10) We _____ (not watch) a soap opera at the moment.
- 11) I _____ (not do) my homework.
- 12) My brother _____ (not listen) to the radio.
- 13) Dad _____ (not cook) dinner.
- 14) Tina _____ (do) grammar exercises.
- 15) I _____ (not write) an email.
- 16) Amy _____ (not go) to school today.
- 17) _____ you _____ (learn) English? Yes I am.
- 18) _____ Helen _____ (write) a letter? No, she isn't.

Activity 2 – Graded oral exercise

Take photos to the class. Look at the photos describe what the people are doing on them.



LISTENING

Activity 1

Before you listen, read the sentences and check their meaning.

Watch the video (<https://www.youtube.com/watch?v=tVuVrVr4dvl>) and match the sentences. Listen again and check your answers.

- Speaker 1 – () He is dancing now.
 Speaker 2 – () He is listening to
 Speaker 3 – () She is having breakfast.
 Speaker 4 – () she is writing on the wall.
 Speaker 6 – () She is not bothering.
 Speaker 7 – () He is not tweeting her.
 Speaker 8 – () He is looking for a book.
 Speaker 9 – () She is not bothering
 Speaker 10 – () He is not thinking anything.

Activity 2

Write five questions speakers ask in the video you've just watched. Translate the questions.

Present continuous- interrogative	Translation

LESSON 3 – FASHION SHOW

Activity 1

Look into the dictionary and name the clothes.



- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____

Activity 2 – Group Work

THE FASHION SHOW – Writing and oral speaking activity

Prepare a FASHION SHOW, write sentences describing what the top models are wearing and present to the class

MORE ABOUT GRAMMAR

Activity 1

Circle the correct form of the verb in each sentence

1. I know/ am knowing a few people in this course.
2. My mother is at home. She cooks/ is cooking dinner at the moment.
3. My father is a taxi drives. He drives/ is driving all day.
4. My brother is a tour guide. He travels/ is traveling through South America now.
5. Do you understand/ Are you understanding your tutor?
6. My daughters love/is loving the hamburgers here, in this Burger King.
7. My neighbors are a well-off family. They own/ are owning a beach house in Taíba.
8. It's very hot. Kids want/ are wanting an ice cream.
9. Look! Tom drives/ is driving a car. It belongs/ is belonging to his father.
10. Where's the principal? She has a meet/ is having a meeting with the teachers.

Activity 2

Close your eyes for a moment, imagine you are at the different places with your family or some friends. Describe what you see. Give details about what the people are doing.

1. At the beach

2. At the mountains

3. In a birthday party

LESSON 4 – READING AN E-MAIL

Read the e-mail Sue sent to her friend Ellen and answer the question

New Message	
From	sue@hotmail.com
To	ellen@hotmail.com
Subject	Hi!
<p>Hi, Ellen!</p> <p>Hope you're doing well. I'm spending a few months in London. I'm visiting many interesting places and meeting new people.</p> <p>I am studying a lot. Every day I have English classes in the afternoon. My English is improving little by little. But, sometimes, it is hard to understand some Londoners, they speak too fast .</p> <p>My routine changed completely. These days I am getting up very early to take some Literature classes. They start at 8 a.m. The teacher is great, her name is Louise, She's smart and elegant. I'm thinking about getting a part time job.</p> <p>What do you think about it ?</p> <p>XOXO</p> <p>Sue</p>	

1. What is Sue doing in London? _____
 2. How long is she staying there? _____
 3. What is she studying there? _____
 4. What does she do every day in London? _____
 5. What does Sue think is hard? Why? _____
 6. Who is Louise? _____
 7. What is Louise like? _____
 8. What are Sue's plans while she is staying in London? _____
-

UNIT 6 – GREAT PEOPLE, GREAT ACTIONS

Conteúdos:

- 1 – A unique woman.
- 2 – Understanding the simple past.
- 3 – Adverbs of time.
- 4 – Reading.

Ao final desta unidade, você deverá ser capaz de:

- ✓ Ler e compreender o texto sobre “Lady Diana Spencer”, compartilhar o conhecimento;
- ✓ Reconhecer o passado simples dos verbos e descrever atividades que aconteceram no passado;
- ✓ Descrever acontecimentos do passado usando os advérbios de tempo;
- ✓ Compreender ideias gerais e específicas utilizando estratégias de leitura.

LESSON 1 – A UNIQUE WOMAN

Diana Spencer was born on 1st of July, 1961 and became Lady Diana Spencer in 1975 because her father received the title of Earl Spencer. She married Prince Charles on 29th July, 1981 and had two sons called William and Harry. She got a divorce in 1996. She died in a car crash when she was trying to escape from some paparazzi in Paris on 30th August, 1997.

During her short life, she was one of the most adorable members of the British royal family. However, she did not have a fairy tale wedding. There were reports of infidelities from both parties. Diana's problems included depression and bulimia.

Diana was a shy person with interest for fashion and popular culture. However, she got fame for her desire for helping people in need, especially the homeless, people living with HIV and victims of land mines.

When the press announced her death, it shocked the world and thousands of people all over the world decided to pay tribute to the "people's princess".

Activity 1

Understanding the story

Answer the questions related to the story:

- a. When was Diana born?

- b. Who was her father?

- c. Who was her husband?

- d. When did she get married?

- e. What were her two sons' names?

- f. When did she get a divorce?

- g. When did she die?

h. How did she die?

i. What were her problems?

Activity 2

Read the text about Princess Diana and circle all the verbs. After that, put them into the table below. Pay attention on the columns.

Regular verbs (ending in ED)	Irregular verbs

LESSON 2 – THE SIMPLE PAST

Past Simple – Completed actions in the past



O *Past Simple* expressa a ideia que ações começaram e terminaram em um tempo específico no passado. Às vezes, o falante pode não mencionar esse tempo, mas há um tempo especificado na mente.

Examples:

*I **saw** a movie yesterday.*

*I **didn't see** a play yesterday.*

*Last year, I **traveled** to Japan.*

*Last year, I **didn't travel** to Korea.*

***Did** you **have** dinner last night?*

*We **talked** on the phone for thirty minutes.*

***Did** she **speak** English with the teacher?*

O *Past Simple* é um tempo verbal simples, formado apenas por um verbo principal flexionado na forma do passado (**para todas as pessoas**), e que faz uso do verbo auxiliar (**did**) apenas nas formas interrogativas e negativas.

A flexão do verbo no passado será feita diferentemente para verbos **regulares** e **irregulares**. Os verbos regulares recebem a terminação (**-ed**) para formar o passado. Os irregulares devem ser memorizados, pois não trazem nenhuma lógica em suas formações.

REGULAR VERBS

I visited

You visited

He visited

She visited

You went

They went

IRREGULAR VERBS

I went

You went

He went

She went

You went

They went

O verbo **TO BE** tem duas formas no *past simple*: **was / were**

SINGULAR

I *was / wasn't*

You *were / weren't*

He *was / wasn't*

She *was / wasn't*

It *was / wasn't*

PLURAL

We *were / weren't*

You *were / weren't*

They *were / weren't*

Activity 2

Complete the sentences with the **past simple** of the **verb to be**.

Charles Chaplin _____ British. He _____ famous for his character "The Tramp". Charlie Chaplin was an iconic figure of the silent-film era. He _____ news vendor, printer, toymaker. *The Vagabond* (1916), *The Kid* (1921) and *The Pilgrim* (1923) _____ some of his famous films.

Janis Joplin _____ born on January 19, 1943, in Texas. She _____ an only child until the age of 6, when her sister, Laura, _____ born. She _____ unlike any other white female vocalist at the time. "Piece of My Heart" and "Summertime" _____ great Janes Joplin's hits.

Activity 3

Complete the paragraphs on famous people with the past simple of the verbs in parentheses.

Elton John _____ (compose) a song in honour of Marilyn Moroe. He _____ (modify) the song for Princess Diana's funeral.

Meryl Streep _____ (graduate) from Yale Drama School. In the film *Sophie's Choice* (1982), she _____ (play) a Polish woman traumatized by her experiences during the Holocaust.

Wolfgang Amadeus Mozart _____ (start) playing in public at the age of 6. He _____ (have) only one sister _____ (call) Maria Anna.

Shakira _____ (win) her first Grammy Award (best Latin pop album) for *Shakira: MTV Unplugged* in 2000. *Pies Descalzos*, meaning "bare feet," _____ (sell) more than 3 million copies. Her hit "Waka Waka" _____ (become) the theme song for the 2010 FIFA World Cup. Shakira _____ (create) the *Pies Descalzos* Foundation to help children in her native Colombia.

The University of Michigan, _____ (offer) Madonna a full scholarship to their dance program. Madonna _____ (give) birth to Lourdes Maria Ciccone Leon and Rocco John Ritchie. She _____ (write) her first children's book, *The English Roses*, in 2003. Madonna _____ (release) her latest studio album, *MDNA*, in March 2012.

Activity 4



Fonte: <https://www.google.com.br/search?q=CARTOONS>

1. What did Garfield do?

2. How does he feel about it?

3. Did he forget him? Why?

LESSON 3 – ADVERBS OF TIME

*lasmin went to the stadium **yesterday**.*

*I saw Georgia **last** Friday*

*I called Vic **ten minutes** ago..*

*I saw the movie on TV **last week**.*

Referring to the past:

LAST...	AGO
WEEK	A WEEK....
WEEKEND	TWO WEEKENDS....
MONTH	A MONTH,
YEAR	ONE YEAR, TWO YEARS...

Activity 1

Complete the following sentences using verbs or adverbs.

1. I saw him _____
2. I _____ your father last week.
3. My plane left _____.
4. I saw her _____
5. I _____ to the beach yesterday.
6. We played beach tennis _____.
7. I took my children to school _____
8. I didn't _____ the math teacher last week.

Activity 2

Watch the video and listen to the song. Complete the song with the missing verbs...

https://www.youtube.com/watch?v=1G4isv_Fylg

Paradise

Coldplay

When she _____ just a girl she _____ the world

But it f_____ away from her reach

So she _____ in her sleep and _____ of

Para-para-paradise, para-para-paradise, para-para-paradise

Every time she _____ her eyes

When she _____ just a girl she _____ the world

But it _____ away from her reach and the bullets catch in her teeth

Life goes on, it gets so heavy

The wheel breaks the butterfly every tear a waterfall

In the night the stormy night she'll close her eyes

In the night the stormy night away she'd fly

And dream of para-para-paradise

Para-para-paradise

Para-para-paradise

She'd dream of para-para-paradise

Para-para-paradise

LESSON 4 – READING



Jane Austen was an English novelist whose books, set among the English middle and upper classes, are notable for their wit, social observation and insights into the lives of early 19th century

Jane Austen was born on 16 December 1775 in the village of Steventon in Hampshire. She was one of eight children of a clergyman and grew up in a close-knit family. She began to write as a teenager. In 1801 the family moved to Bath. After the death of Jane's father in 1805 Jane, her sister Cassandra and their mother moved several times eventually settling in Chawton, near Steventon.

Jane's brother Henry helped her negotiate with a publisher and her first novel, 'Sense and Sensibility', appeared in 1811. Her next novel 'Pride and Prejudice', which she described as her "own darling child" received highly favorable reviews. 'Mansfield Park' was published in 1814, then 'Emma' in 1816. 'Emma' was dedicated to the prince regent, an admirer of her work. All of Jane Austen's novels were published anonymously.

In 1816, Jane began to suffer from ill-health, probably due to Addison's disease. She travelled to Winchester to receive treatment, and died there on 18 July 1817. Two more novels, 'Persuasion' and 'Northanger Abbey' were published posthumously and a final novel was left incomplete.

http://www.bbc.co.uk/history/historic_figures/austen_jane.shtml

Read the text and answer the questions:

1. Who's Jane Austen?

2. Why did she become famous?

3. Why are the following dates important to Jane Austen? Complete the table with appropriate information.

DATES	WHAT HAPPENED?
1775	
1801	
1805	
1811	
1814	
1816	
1817	

4. About Jane's life, what can we infer from the reading?

- a) Jane's family moved to Bath at the beginning of the 18th century.
- b) "Pride and Prejudice" was her first novel.
- c) Jane wrote "Emma", dedicating it to a prince.
- d) Jane's father died in 1810.

5. According to the text, all of the following novels were written by Jane Austen, EXCEPT:

- a) Sense and Sensibility
- b) A Christmas Carol
- c) Persuasion
- d) Northanger Abbey

6. All of the following sentences are true, EXCEPT:

- a) Jane was born in 1775.
- b) One of her sister was called Cassandra.
- c) Jane lived in Bath for a while.
- d) Jane was 50 years old when she died.

7. Make questions to the answers below:

a) _____?

Jane Austen was born on 16 December 1775

b) _____?

Jane Austen was born in the village of Steventon in Hampshire.

c) _____?

She began to write as a teenager.

_____?

d) Jane's father died in 1805

UNIT 7 – JOB INTERVIEW

Conteúdos:

1. What are you looking for in this job?
2. Present Perfect.
3. Vocabulary.
4. Reading.

Ao final desta unidade, você deverá ser capaz de:

- ✓ Falar sobre as habilidades, conhecimentos e experiências;
- ✓ Reconhecer o presente perfeito, formas e usos;
- ✓ Expressar os planos profissionais sobre o futuro;
- ✓ Compreender ideias gerais e específicas utilizando estratégias de leitura.

LESSON 1 – WHAT ARE YOU LOOKING FOR IN THIS JOB?

Mr Shepherd: Good Morning. I am Shepherd

Sue: Good Morning. My name is Suellen.

Mr Shepherd: How are you doing?

Sue: I am doing fine. Thank you.

Mr Shepherd: Let's start the interview. Are you ready?

Sue: Yes, I am.

Mr Shepherd: First of all, let me introduce myself. I am the educational counselor. As you know there is an open position for Portuguese Teacher, and I need to fill this position as soon as possible.

Sue: Well, I am from Brazil, I am spending four months in London. And I am looking for a part-time job as a Portuguese teacher. I

Mr Shepherd: That's great. Tell me a little bit about your experience.

Sue: I have worked as a Portuguese teacher for ten years in Brazil. I also have a post graduation course in Linguistic. I have studied some other languages too.

Mr Shepherd: What are you looking for in this job?

Sue: Well, I love teaching. And I think this is a great opportunity to share my knowledge, teach my language.

Mr Shepherd: Anything else?

Sue: I have never taught portuguese for foreign people. But I have worked with teens and adults.

Mr Shepherd: What languages can you speak?

Sue: Portuguese, of course! I speak Spanish and French. But I am not very fluently in English.

Mr Shepherd: OK. You do not mind working long hours, do you?

Sue: Well, in fact , I am avaiable during the mornings and some evenings.

Mr Shepherd: Sue, nice meeting you. We are calling you tomorrow. Thank you for coming.

Sue: Nice meeting you too. Thank you for seeing me.

Activity 1

READ THE CONVERSATION AND CHECK IF THE SENTENCES ARE TRUE (T) OR FALSE (F)

1. Mr Shepherd is a teacher. ()
2. Sue is looking for a part-time job. ()
1. Mr Shepherd is a teacher. ()
2. Sue can speak English very well. ()
3. Sue has worked as na English Teacher. ()
4. Mr Shepherd is Sue's friend. ()
5. Sue has worked with children and teens. ()
6. Sue has never worked with teens. ()
7. Mr Shepherd needs fo find a Language Teacher. ()

Activity 2

Practice the conversation with a classmate.

Activity

a) Who is Suellen?

b) What does she do?

c) What are her abilities?

d) Does she have any experience? What kind?

e) Do you think she gets the job? Why?

Em geral, o *'Present Perfect'* expressa a ideia de um fato passado que tem alguma relação com o presente no momento da fala.

Examples:

- *I **have worked** as a Portuguese teacher.*
- *She **has lived here for a long time.***
- *I **have never taught** portuguese for foreign people*
- *Use 2 of Present Perfect*

O *Present Perfect* é usado para designar fatos que ocorreram no passado em tempo não determinado.

Examples:

*I **have seen** aTitanic many times.*

*She **has passed** the exams.*

***Have you lived** in New York?*

SUBJECT	AUXILIARY - HAVE	PAST PARTICIPLE OF THE MAIN VERB
I	have	worked
He / she / it	has	worked
We / You / They	have	worked

SUBJECT	AUXILIARY - HAVE	PAST PARTICIPLE OF THE MAIN VERB
I	Have not	worked
He / she / it	Has not	worked
We / You / They	Have not	worked

AUXILIARY -	SUBJECT	PAST PARTICIPLE OF THE MAIN
-------------	---------	-----------------------------

HAVE		VERB
have	I , you	Worked?
has	He / she / it	Worked?
have	We / You / They	Worked?

Activity 1

Complete the sentences with the present perfect of the verbs in parentheses.

- 1) I _____ (work) for a computer company.
- 2) We _____ (not travel) in Japan yet.
- 3) I _____ (surf) on the beach.
- 4) Sue _____ (play) squash tennis.
- 5) They _____ (not swim) in the sea.
- 6) Sue _____ (stay) at home today.
- 7) Beatrice _____ (watch) *Gray's Anatomy* twice.
- 8) My team _____ (win) the game!
- 9) The teacher _____ (not try) oyster..
- 10) We _____ (not studied) for our Math test.
- 11) I _____ (not do) my homework.
- 12) I _____ (not write) an email.
- 13) Amy _____ (not go) to school today.
- 14) _____ you ever _____ (study) Japanese? Yes I have.
- 15) _____ Helen _____ (be) to Rio de Janeiro? No, she hasn't.

Present Perfect

O *Present perfect* é usado para descrever um passado não acabado; uma ação que começou no passado e continua até o presente.

Examples:

- I **have not seen** my portuguese teacher lately.
- We **haven't taken a trip to São Paulo this year.**
- I **have worked** a lot this month.

Há vários advérbios que podem ser relacionados ao *present perfect*:

FOR, SINCE, ALREADY, YET, EVER, e NEVER

For- usado para determinar o período de duração de uma ação que se iniciou no passado e ainda perdura.

Ex: *I have lived here **for** eight years.*

Since- usado para determinar quando uma ação começou no passado, sendo que ela ainda ocorre no presente.

Ex: *I have to live here **since** 2010.*

Already- usado apenas em frases afirmativas para falar de algo que já terminou no passado com o tom de que o término foi antes do esperado.

Ex: *I have **already** done my homework **yet**.*

Yet - usado em frases negativas e interrogativas. Em **frases negativas**, expressa algo que ainda não foi feito, mas há a intenção de fazê-lo.

Ex: *I **haven't** done my homework **yet**.*

Nas **frases interrogativas**, questiona-se se algo já foi feito e está implícito que havia a intenção de fazê-lo ou que já era planejado.

Ex: *Have you done your homework **yet**?*

Ever - usado para preferencialmente em perguntas e refere-se a qualquer momento no passado. Portanto, questiona-se se algo já foi feito pelo menos uma vez.

Ex: *Have you **ever** eaten Japanese food?*

Never - refere-se a uma ação que não aconteceu nem ao menos uma vez, até o momento da fala.

Ex: *I have **never** eaten Korean food.*

Activity 1

Complete the sentences with correct adverbs:

ALREADY – EVER – NEVER – SINCE – FOR – YET.

1. Elaine has _____ tried cherries. She thinks she doesn't like cherries.
2. Beth and Chris have _____ English. They're really prepared for the test tomorrow.
3. I haven't seen 'max steel' _____.
4. Have you _____ been to Europe?
5. I have studied English _____ I am a teen.
6. I have studied English _____ more than ten years.

1. Make sentences using the present perfect or the simple past of the verbs in the parentheses.

a) YOU/ SEE/ THE GAME LAST NIGHT?

b) Did you see the game last night.

c) YOU EVER / GO/ TO A FOOTBALL MATCH?

d) MY BROTHER/ GRADUATE/SINCE 2000.

e) I/ BUY MY APARTMENT/ ABOUT TEN YEARS AGO.

f) MY ENGLISH TEACHER/ NEVER/ BE/ TO THE USA.

g) MY PARENTS/MOVE/ TO NEW YORK/ IN 2010.

h) WE /HAVE/ OUR ENGLISH TEST/ YET.



- 1- He is fishing.
- 2- They are flying kite.
- 3- He is riding a horse.
- 4- They are riding bike.
- 5- He is taking his dog for a walk.
- 6- He is camping.

LEISURE ACTIVITIES

Use a dictionary to complete the chart below. All of the words must begin with the letter given.

A	
B	N
C	O
D	P
E	Q
F	R
G	S
H	T
I	U
J	V
K	W
L	X
M	Y
	Z

Activity 1

Have you done any of the following things in the past week?

Underline the ones you have done.

1. I have watched a movie in the movie theater.
2. I have eaten fast food.
3. I have visited monuments.
4. I have surfed on the net.
5. I have traveled a lot.
6. I have taken many pictures.
7. I have been to the beach.
8. I have been to the mountains.
9. I have read a good book.
10. I have played video games.

1. Read the sentences above and write negative sentences for the activities you have not done.

Activity 2 – Graded oral exercise

Check your friend's answer asking the following question:

What have you done in the past week?

Activity 3 – Write down five of your friend's answer.

LESSON 4 – READING

Activity 1

Read the text below and complete the sentences with the present perfect of the verbs in parentheses.

I have climbed the highest
 I _____ (run) through the
 Only to be with
 Only to be with you

But I still haven't found
 What I'm looking for
 But I still haven't found
 What I'm looking for

I have run I have crawled
 I _____ (scale)
 These city walls
 These city walls
 Only to be with you

I believe in the Kingdom Come
 Then all the

will
 Bleed into one
 Bleed into one
 But, yes, I'm still running

But I still _____ (not find)
 What I'm looking for
 But I still _____ (not find)
 What I'm looking for

You broke the bonds and you
 loosed the chains
 You carried the cross
 And all my shame
 All my shame
 You know I believe it

I _____ (kiss) honey lips
 Felt the healing in her fingertips
 It burned like
 This burning desire

But I still haven't found
 What I'm looking for
 But I still haven't found
 What I'm looking for
 But I still haven't found
 What I'm looking for
 But I still haven't found
 What I'm looking for

I _____ (speak) with
 the tongue of

I _____ (hold) the
 hand of the devil
 It was warm in the
 I was cold as a stone

Activity 2 – Read the text again and answer the questions:

1. What kind of text is it?

2. Can you guess the missing words? Read again and try to infer these words.

1. _____ 2 _____ 3 _____ 4 _____

5. _____ 6 _____ 7 _____ 8 _____

LISTENING

Activity 1 – Listen to the song and check the missing words.

SPEAKING ACTIVITY

1. Interview your classmates and write how many people have done the activities below.



Have you ever.....	How many
Visit Rio de Janeiro	
Try Japanese food	
Eat oysters	
See a famous person	
Be to an aquarium	
Ride a motorcycle	
Sing in a karaoke	

2. Tell your classmates and teacher what have you found about the people you have interviewed.

WRITING

1. Write about your classmates experiences

REVIEW

UNDERLINE THE MISTAKES IN THE SENTENCES AND CORRECT THEM.	
I have 18 years old.	
I don't am braziliam.	
I speaking English and French.	
Are you like computers game?	
I go to the beach yesterday.	
I lived in Fortaleza now.a	
My sister go to the gym everyday	
What does your parentes do?	

I have live in Brazil for twenty years.	
Have you ever be to Europe?	
My daughters has lived abroad.	
She has worked as a teacher for January	
They ever have visited Italy.	
I have watched a movie last Saturday.	
My best friend ad I has worked hard on our project.	



UNIT 8 – VACATION PLANS

Conteúdos:

- 1 – Be going to.
- 2 – Occupations.
- 3 – Future – WILL.
- 4 – Reading.

Ao final desta unidade, você deverá ser capaz de:

- ✓ Descrever ideias para as férias e compartilhar os planos usando o futuro *with going to*;
- ✓ Reconhecer diversas profissões, expressar opiniões sobre novas profissões e o mercado de trabalho;
- ✓ Expressar os planos profissionais sobre o futuro;
- ✓ Compreender ideias gerais e específicas utilizando estratégias de leitura.

Daniel: Vacation is coming! What are you doing this vacation?

Ruth: I am not sure. What are you going to do?

Daniel: I m going to drive to the beach.

Ruth:That sounds like a great idea!

Daniel: Would you like to join me?

Ruth:Sure, I would love to go with you. When are you going to leave?

Daniel: I am going to leave around 8:00 on Saturday morning.

Ruth: That give us plenty of time to explore. Did you know that there is a music festival on the beach in Santa Barbara?

Daniel: That is part of my plan.

Ruth: Well then, I'll see you on Saturday. Thanks for asking me to go with you.

1. What do people usually do on vacation?

2. When do students take their vacation in Brazil?

3. What are Daniel's plan for his vacation?

4. Is Ruth going to stay home on her vacation?

5. What are you going to do on your vacation?

CONVERSATION

Daniel: Hey Ruth I'm really curious about your future occupation.

What does a computer system analyst do exactly? Are you going to fix computers?

Ruth: Are you kidding? Of course not. A computer system analyst is a professional who specializes in information technology. I am going to analyze, design, and implement information systems.

Daniel: It sounds interesting! But boring!

Ruth: Well, I love it. It will probably require a lot of responsibility. And I think I will make a lot of money.

Activity 1

a) What are Ruth's plans about her career?

b) What does Ruth expect to get with her professional choice?

Activity 2 – Written and oral exercise

In pairs, choose one of the conversations above and write a similar conversation using your personal information.

GRAMMAR - BE GOING TO:

Look at the sentences:

They are going to travel to Disney next month.



TO BE + GOING TO + INFINITIVE

They **are not going** to travel to Diney next month.

TO BE + NOT GOING TO + INFINITIVE

Are you going to travel to Dysney next month?

TO BE +SUBJECT + GOING TO + INFINITIVE ...

A forma **be going to** consiste do verbo **to be** no presente, seguindo de **going** e do infinitivo do verbo com **to**. Usamos o **be going to** para nos referirmos a uma ação planejada ou pretendida.

Ex.: *We are going to spend our vacation in Disney.*

USOS

1. **Be going to** é usado para expressar uma ação que irá ou poderá acontecer no futuro imediato.

Ex:

- *look at those dark clouds. I think it's going to rain.*

- *what is Vick going to do now?*

2. **Be going to** também é usado para advertir sobre uma situação perigosa.

Ex:

- *Watch out! You're going fall down.*

- *Be careful! You're going to crash.*

PAY ATTENTION!

1 – I am going = I'm going; He's going = He's going, etc

2 – As formas reduzidas na negativa são formadas com o verbo TO BE + NOR. Ex: aren't ; isn't, etc.

3 – Para a construção das sentenças negativas, o verbo *to be* passa a anteceder o sujeito.

FORMAS – be going to

AFFIRMATIVE		
SUBJECT	TO BE + GOING TO	INFINITIVE
I	am going	to travel
/ You / We / They	are going	to travel
He / she / it	Is going	to travel

SUBJECT	TO BE + NOT+ GOING TO	INFINITIVE
I	am not going	to travel
You / We / They	are not going	to travel
He / she / it	is not going	to travel

INTERROGATIVE			
To be	SUBJECT	TO BE + GOING TO	INFINITIVE
Am	I	am going	to travel ?
Are	you / we / they	are going	to travel?
Is	he / she / it	Is going	to travel?

Activity 1

Complete the sentences with the correct form of BE GOING TO

- 1) Alishia _____ soccer at the weekend. (to play)
- 2) She _____ early at the club. (to arrive)
- 3) Joe and Sue _____ a new movie on Saturday. (to watch)
- 4) We _____ to London on vacation. (to travel)
- 5) Bill _____ a math at school. (to have)
- 6) Janet _____ a play at Jose de Alencar Theater tonight. (to see)
- 7) Gabriel _____ in an international congress of Math in May. (to participate)
- 8) Thays _____ to be a tour guide. (to want)
- 9) Sue _____ at the mountains next holiday. (to relax)

10) I _____ my car this. (to wash)

Activity 2 – Happy birthday!

Listen to your teacher acting out the following conversation and complete the dialogue with the missing information.

A Are you _____ anything exciting?

B Well, I'm going to celebrate my _____

A Fabulous! When is your _____?

B It's _____, 18th.- Sunday.

A So what are your plans?

B Well, my friend Luan is going to take me out for _____.

A Nice! Is he going to order a birthday _____?

B And the waiters are probably going to sing "happy birthday" to me. It's so embarrassing.

LESSON 2 – OCCUPATIONS

1. Vocabulary – more about profession

Watch these videos

<https://www.youtube.com/watch?v=iR-IZUVXWUE>

<https://www.youtube.com/watch?v=VnP-Q7Y9bI0>

Activity 1

1. Name the jobs you hear and describe what they do

JOB/PROFESSIONS	DESCRIPTION

Activity 2

1. Which instruments in the box below belong to each document.

Stethoscope – pans – calculator software – law books –
computer - microphone - plane

1. Chef _____
2. Doctor _____
3. Pilot _____
4. Engineer _____
5. Lawyer _____
6. computer programmer _____
7. reporter _____

Activity 3

Ask your classmates about what they think they will be (professions) in the future.

NAMES	JOB/ PROFESSIONS

LESSON 3 – FUTURE – WILL

Look at the sentences:

They **will go** to Europe_ next year.



WILL + INFINITIVE +

They will not go to Europe_ next year.

WILL + NOT +INFINITIVE

Will they go to Europe_ next year?

WILL +SUBJECT + INFINITIVE ...

Future – will

O *Simple future* é um tempo verbal composto do modal verbal WILL e o INFINITIVO DO VERBO PRINCIPAL sem o TO. Em português equivale ao futuro do presente.

USOS

1- Usamos o **simple future** para dizer o que vai acontecer, ou deverá acontecer, em um futuro não-imediato.

- Ex: - *Mary is a good student; she'll pass the test.*
 - *Next year at this time She'll be in new York.*
 - *I'm sure my team will win the game.*
Maybe I will visit my parentes on the weekend

2- Usamos o **simple future** para expressar uma decisão tomada no momento em que se fala.

- Ex: *That box looks heavy; I'll help you lift it*
If you need more money, I'll lend you some.
It's too hot in here. I'll open the window.

FORMAS – Simple Future

AFFIRMATIVE		
SUBJECT	WILL	INFINITIVE
I	will	travel

/ You / We / They	will	travel
He / she / it	will	travel

NEGATIVE		
SUBJECT	WILL	INFINITIVE
I	Will not going	travel
You / We / They	will not going	travel
He / she / it	will not going	travel

INTERROGATIVE		
WILL	SUBJECT	INFINITIVE
Will	I	travel ?
Will	you / we / they	travel?
WILL	he / she / it	travel?

Activity 1

MORE ABOUT GRAMMAR

WILL ou BE GOING TO ?

1. Em muitas situações podemos usar tanto **will** quanto **be going to** exatamente com o mesmo sentido.
2. Mas se nos referirmos a algo que irá acontecer muito em breve, geralmente optamos **por be going to**.
3. Outra distinção entre **will** e **be going to** refere-se ao planejamento prévio ou não da ação. **Will** é usado quando a pessoa que fala decide, no momento em que fala sem planejamento prévio.
4. No entanto, se a decisão já havia sido tomada, emprega-se **be going to**.

For instance:

Alisha: *I'd like to make a cake but we don't have any milk.*

Charles: in that case, I'll go to the corner store and buy some.

Charles: Alisha I'm going to buy the milk you asked for. Do you need anything else?

1. Explain the difference between, I'll go to and I'm going to in the two underlined sentences.

LESSON 4 – READING

Predictions

- Contact lenses will grant us *Terminator* vision.

When miniaturization reaches its full potential, achieving superhuman eyesight will be as simple as placing a soft lens on your eye. Early prototypes feature

wirelessly powered LEDs. But circuits and antennas can also be grafted onto flexible polymer, enabling zooming, night vision, and visible data fields.

• **Checkups will be conducted by cellphone.**

The technology is no problem. Scientists are hard at work trying to perfect apps that can measure your heart and respiration rates, perform blood and saliva tests—even evaluate your cough. Question is how long will it take the medical industry to embrace them.

• **All 130 million books on the planet will be digitized.**

In the future 2010 Google planned to complete the job by decade's end, but as of March it still had 110 million tomes to go, so we're adding wiggle room. You might use the time to shop for storage, because given today's options and the average size of an e-book (3 MB), you'll need 124 3-terabyte drives to carry the library of humanity with you. It won't fit into a backpack

Supersonic jets will return—for good this time

The limit on supersonic flight is not one of engineering but of economics. Aircraft that break the speed of sound guzzle fuel, so new jet engines will have to be efficient. One solution—the pulse detonation engine, which uses a fuel—air mixture—was tested at the Mojave Air & Space Port in 2008. By 2030 a successor will power that fabled 2-hour hop from New York to London.

YOUR HOME WILL BE TRULY CONNECTED

- The refrigerator will place your grocery order.
- The carpet will detect intruders and summon help if you fall.
- Lawn sensors will tell you which part of your yard to fertilize.
- The electric meter will monitor local power consumption and help you make full use of off-peak rates.

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