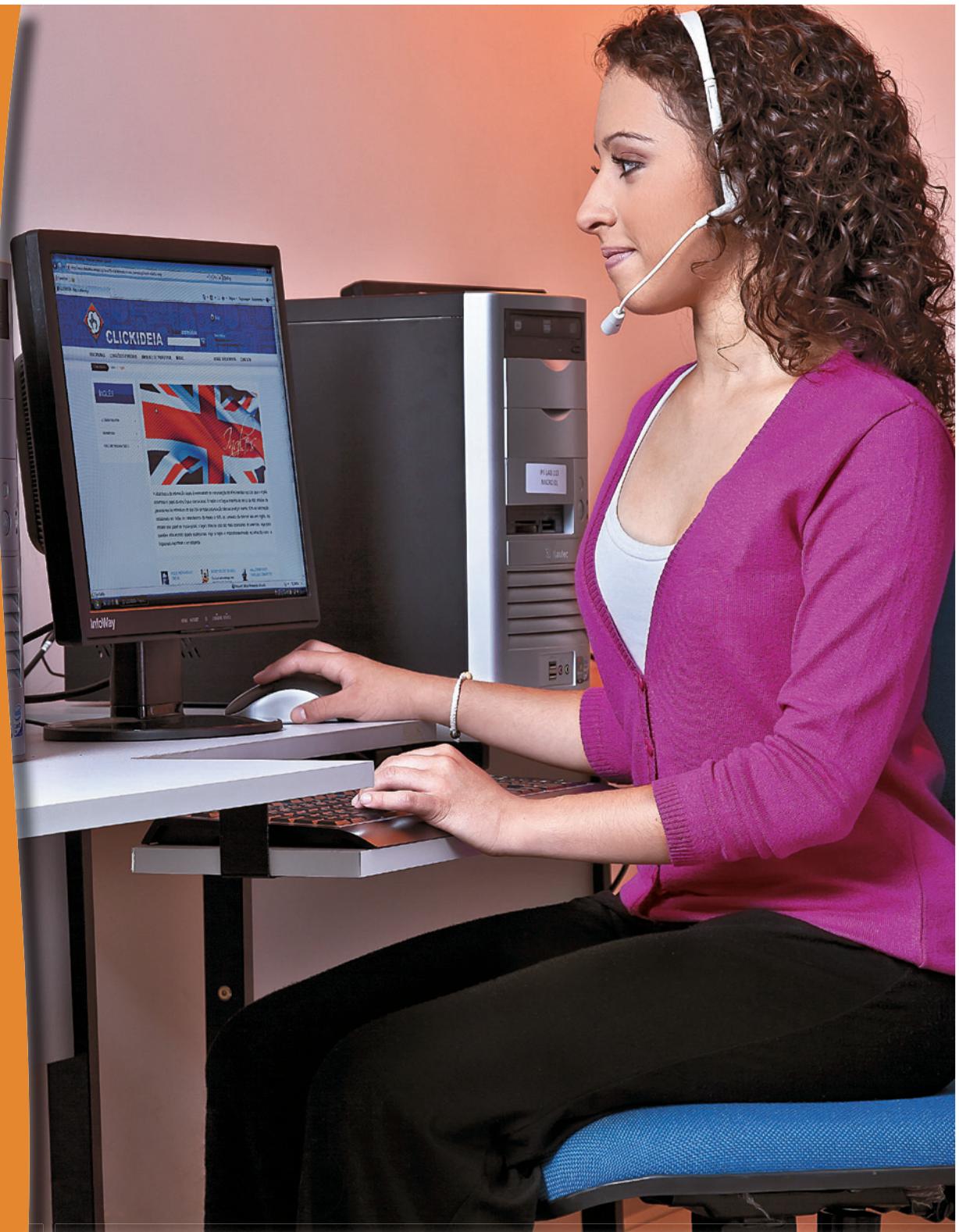


# Núcleo Básico

1

## Key to English

CENTRO PAULA SOUZA



CENTRO PAULA SOUZA DO GOVERNO DE SÃO PAULO



# Núcleo Básico

**Key to English**

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**FUNDAÇÃO  
PADRE ANCHIETA**

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2011



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## APRESENTAÇÃO

Este volume de Núcleo Básico é o primeiro de uma coleção elaborada especialmente pelo Centro Paula Souza e pela Fundação Padre Anchieta para levar aos alunos das Escolas Técnicas estaduais (Etecs) material didático padronizado, gratuito e de qualidade.

Os livros serão utilizados como pesquisa e apoio ao conhecimento teórico adquirido em sala de aula, graças à linguagem atraente e inovadora. É mais uma ferramenta aliada à preocupação do Governo do Estado com a qualidade do ensino público profissional.

Disponível em formato de pen-drive, esta publicação ganhará agilidade na atualização de seu conteúdo, sempre que se fizer necessário, o que possibilitará ao aluno consultar informações atualizadas em consonância com as novas tecnologias.

Elaborado a partir de conteúdo preparado por professores do Centro Paula Souza, o material também facilitará aos alunos avaliar suas competências profissionais exigidas pelo mercado de trabalho.

A existência de um material didático unificado, capaz de traduzir a excelência do nível de ensino da instituição, contribuirá para elevarmos ainda mais a qualidade do ensino oferecido pelo Centro Paula Souza.

Que essa série proporcione a busca constante e a atualização do conhecimento de nossos alunos e estimule os professores ao aperfeiçoamento constante.

**LAURA LAGANÁ**  
Diretora Superintendente do Centro Paula Souza

## **Capacitação, oportunidade e desenvolvimento**

O Estado de São Paulo tem a melhor e mais ampla rede de ensino Técnico e Tecnológico do Brasil. Atualmente já são 49 Faculdades de Tecnologia (Fatecs) e 198 Escolas Técnicas (Etecs) que, juntas, atendem gratuitamente mais de 250 mil estudantes em todo o Estado.

É um modelo de ensino que serve de exemplo ao país e já se tornou sinônimo de capacitação e oportunidade para o jovem que busca seu lugar no mercado de trabalho.

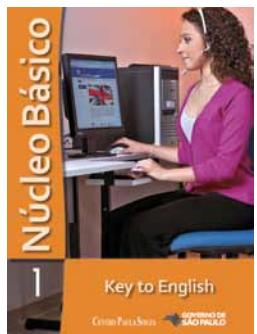
De cada cinco alunos que se formam nas Etecs, quatro têm emprego garantido. Nas Fatecs, a proporção é de nove empregados para cada dez formados.

Mais que uma oportunidade ao jovem, é ainda um instrumento de interiorização do desenvolvimento em todo o nosso Estado, pois oferece cursos específicos de acordo com a vocação econômica de cada região.

A Fundação Padre Anchieta, responsável pela produção deste material didático utilizado pelos nossos futuros técnicos especialistas e tecnólogos, é uma grande aliada de nossos estudantes. Contribui diretamente para que todos conquistem uma formação com mais qualidade e excelência.

**GERALDO ALCKMIN**  
Governador do Estado de São Paulo

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Macedo, aluna do Centro  
Paula Souza  
Foto: Eduardo Pozella,  
Carlos Piratininga

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# Key to English

Este livro foi escrito com a missão de cativar o aluno para o aprendizado do inglês, uma língua que, pela relevância de seu papel na comunicação entre as pessoas no mundo globalizado, é considerada internacional.

Cada unidade do livro contém situações de comunicação relevantes, por meio das quais são trabalhados, sempre de maneira integrada, o vocabulário, as formas gramaticais, a leitura, a compreensão leitora, a escrita e a compreensão e a produção orais.

Todo o material didático foi delineado para atender aos interesses e necessidades de estudantes da área técnica. Os exercícios foram formulados com o intuito de facilitar e potencializar o aprendizado, remetendo a situações comunicativas do cotidiano, como a leitura de manuais, a escrita de *e-mails* pessoais e comerciais e a leitura de textos jornalísticos e técnicos.

A parte direcionada à compreensão e à produção orais pauta-se pelo conhecimento gerado pelas pesquisas experimentais em fonética acústica e pelo uso de *software* de análise de fala. O objetivo é levar o aluno à conscientização das diferenças entre os sons do inglês e do português e melhorar sua compreensão oral.

Desejamos aos professores e alunos que utilizarem este livro um convívio de ensino/aprendizagem prazeroso. Que os conhecimentos aqui adquiridos sejam implementados nas diversas situações comunicativas com que o jovem profissional da área técnica irá, com certeza, se deparar.

*English, an international language for you to use.*

*Make English your passport to the global world.*

# Key to English

This book aims at engaging students in learning English, a language which, in such a globalized world, is considered international, due to its relevant role in fostering communication between nations.

Each unit contains relevant communication situations through which language skills (vocabulary, grammar, reading comprehension, writing, oral comprehension and production) are dealt within an integrative manner.

All the courseware was designed to meet the interests and needs of students in the technical area. The exercises were formulated so as to facilitate and enhance learning and often relate to communicative situations of everyday life, such as reading textbooks, writing personal and business e-mails and reading journalistic and technical articles.

The session geared to oral comprehension and production is based on knowledge generated by experimental research in acoustic phonetics and the use of speech analysis software. The goal is to make students aware of the differences between the sounds of English and Portuguese and thus improve their listening skills.

We wish both teachers and students who use this material an enjoyable experience. May the knowledge here acquired be implemented in the many communication situations which the young technician will certainly encounter in his professional life.

English, a global language for you to use.

Make English your passport to the global world.

## Unit I

### Nice to meet you!

- Introducing yourself
- Asking the time
- Filling out an ID card

## FIRST MOVE

### I. Put the words in the right category.

eleven	sister	doctors
twenty	student	Mario
London	Robert	school
beach	New York	São Paulo

people	numbers	places/cities

### 2. Can you think of more words for each category?



### 2. Discuss the sentences with another student. Are they true or false?

- a) Both Marco and Alvaro are new students.
- b) Marco is from Natal.
- c) Alvaro's sister is a Computing student.
- d) Alvaro is late for class.

### 3. Practice the dialogue with another student.

## VOCABULARY

### I. Listen and repeat.

0 'oh'	9 nine	18 eighteen
1 one	10 ten	19 nineteen
2 two	11 eleven	20 twenty
3 three	12 twelve	21 twenty-one
4 four	13 thirteen	22 twenty-two
5 five	14 fourteen	30 thirty
6 six	15 fifteen	40 forty
7 seven	16 sixteen	50 fifty
8 eight	17 seventeen	55 fifty-five

### 2. Listen and repeat

- A: What time is it?  
B: It's 9 o'clock.

## Presentation

### First day at Tech School

#### I. Marco and Alvaro are two new tech school students. It is the first day of class. Read and listen to their conversation.

**Marco:** Hi. My name's Marco.

**Alvaro:** Oh, hello, Marco. I'm Alvaro. Nice to meet you.

**Marco:** You too. Are you a new student here?

**Alvaro:** Yeah. I just moved here from Natal.

**Marco:** Wow! It is a great city. The beaches are fabulous.

**Alvaro:** Yes, they are. My sister is a student here.

**Marco:** Really? Is she in Electronics, too?

**Alvaro:** No, she isn't. She is in Graphic Design.

**Marco:** Oh, I see. What time is it, please?

**Alvaro:** It's 7:30.

**Marco:** Oh, I'm late for class. Bye!

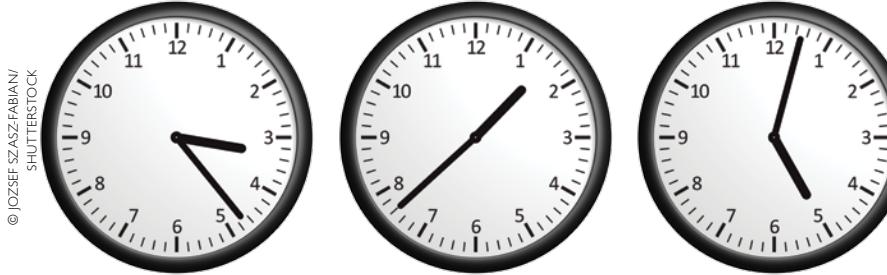
**Alvaro:** Bye.

It's 11: 45 (eleven forty-five)  
It's 8:30 (eight thirty)  
It's 11:05 (eleven 'oh' five).

### 3. Take turns asking these questions. Give true answers.

- a) What time is it? It's .
- b) What time is your next English class? It's at .
- c) What time is your favorite TV show? It's at .

### 4. Tell the time using the clocks below.



## GRAMMAR

### I. Study the questions and answers in the box

Questions	Answers
Are you from Ribeirão Preto?	Yes, I am.
Is Ribeirão Preto a big city?	Yes, it is.
Are the people nice?	Yes, they are.
Are they teachers?	No, they aren't.
Is she a student here?	Yes, she is.
Is she in Electronics 2?	No, she isn't. She is in Mechanics 1.
Is your course difficult?	No, it isn't.

### 2. Complete the questions and answers. Use: *is*, *are* or *am*. Please use your notebook.

- a)  you in *Electronics 1*? No, I am in *Mechanics 2*.
- b) Is your computer new? Yes, it .
- c)  the students in class? Yes, they are.
- d)  John a software programmer? No, he is a webpage designer.
- e) Am I in your seat? Yes, you .
- f)  São Paulo a large city? Yes, it is.

- g) Is Brad Pitt American?
- h)  Paul and Mark in Canada?
- i) Are you from São Paulo?

Yes, he .  
No, they aren't.  
No, I  not.

## CONVERSATION

### I. Use the cues below to interview your classmate.

#### STUDENT A

Hi. My name is...  
Nice to meet you.  
Are you from...?  
Is ... a big city?  
Are the people nice?  
What time is it, please?  
Oh, I'm late. See you later.

#### STUDENT B

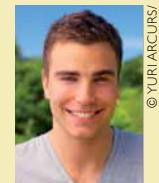
Hello. I'm...  
Nice to meet you too.  
Yes, I am. / No, I'm from...  
Yes, it is / No, it's not.  
Yes, they are / No, they aren't.  
It's...  
See you.

## READING

### I. Read the school card for Antonio Santos.

#### STATE TECH SCHOOL

First name: Antonio  
Last name: Santos  
Course: Electronics 2  
City: Las Vegas  
Cell phone number: 234-4534



## WRITING

### I. In your *notebook*, write your own school card. Use the model below.

A book for notes

#### CENTRO PAULA SOUZA

First name:  
Last name:  
Course:  
City:  
Cell phone number:

## LISTENING AND PRONOUNCING

### Numbers and word stress

- I. Identify each number you hear. Is it in column A or B?

A	B
14	40
13	30
15	50
16	60

2. Look at the picture cues and complete the short text that precedes them.

Then read the text with another student. Please use your notebook.

Mary is from . She studies at a school. There are students in her class. Her classes start at . She is minutes late.



**16** **13**

3. The sentence below was produced by Dr. Thomas Eugene Lovejoy III (Roda Viva n. 1494). As you listen to it, follow the intonation contour (on top), which corresponds to the rising and falling of the voice. Identify the most prominent syllable in each word, that is, the stressed syllable.



Now, officially seventeen percent deforestation.

## VOCABULARY EXPANSION

### Areas of study

- I. Below is a list of academic courses. Repeat them after your teacher.

- Accounting
- Arts
- Business Communications
- Computer Basics
- Design
- Drawing
- Economics
- English as a Second Language
- Financial Planning
- Global Affairs
- Graphic Design
- Humanities
- Information Technology
- Investment Banking
- Journalism
- Marketing
- Media Studies
- Photography
- Tourism
- Web Design

2. Which course does each picture represent? Discuss your answers with another student.



2. Pair work: Which course do you find the most interesting? Why?

# Unit 2

## What's your cell phone number?

- Asking for address
- Asking for telephone numbers
- Writing an informal business e-mail

## FIRST MOVE

**I.** Match the two columns.

- |                      |   |
|----------------------|---|
| 1. marital status    | a. 998-8976                                     |
| 2. week days         | b. Saturday and Sunday                          |
| 3. cell-phone number | c. 45, Oxford Street                            |
| 4. weekend           | d. married, single or divorced                  |
| 5. address           | e. Monday, Tuesday, Wednesday, Thursday, Friday |

**2.** What's your favorite day of the week? Why?

**Joe:** I'd love to. What's your address?

**Renata:** It's 22, Palm Street, apartment 37.

**Joe:** And what's your cell phone number? In case I get lost.

**Renata:** It's 234-3756.

**Joe:** Ok. Oh, what time is the party?

**Renata:** Any time after nine.

**Joe:** Alright. See you later.

**Renata:** See you!

**2.** Discuss these sentences with another student. Are they true or false?

- a) The jacket is in Joe's locker.
- b) Renata lives in a house.
- c) Renata does not have a phone.
- d) The birthday party is in the afternoon.

## Presentation

Let's celebrate!



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**I.** Renata and Joe are having a snack at the school cafeteria. Listen to their conversation.

**Renata:** It's really cold today. I'm freezing!

**Joe:** I have an extra jacket you can wear.

**Renata:** Where is it?

**Joe:** In my locker. I'll get it for you later.

**Renata:** Thanks! By the way, it's my birthday today.

**Joe:** Really? How old are you?

**Renata:** I'm eighteen. Can you come to my party tonight?

## GRAMMAR

**I.** Study the questions and answers in the box.

Questions	Answers
How old are you?	I'm nineteen.
What's your phone number?	It's 234-9889.
What's your address?	It's 234 Portland Street.
What time is the party?	It's at 8 pm.
Where's your jacket?	It's in my car.

**2.** Practice the conversations. Use *who*, *what*, *what time*, *how old* or *where*.

- a) A: are the car keys?  
B: They're in the office.

- b) A: 's your phone number?  
B: It's 989-6745.

- c) A: is your address?  
B: It's 234 Convent Road, apartment 3-B.

- d) A: is your Spanish class?  
B: It's at 3 o'clock.

- e) A: is your sister?  
B: She's 30.

3. Read the information about Peter Birch.

**name:** Peter Birch  
**age:** 35  
**occupation:** doctor  
**address:** 230 Palm Road, apartment 34  
**marital status:** single

4. Look at the questions and answers about him.

**A:** What is Peter's occupation?  
**B:** He is a doctor.

**A:** What's his address?  
**B:** It's 230 Palm Road, apartment 34.

**A:** How old is he?  
**B:** He is 35 years old.

**A:** Is he married?  
**B:** No, he is single.

5. Now look at the information about Helen and Mark

**name:** Mark Stewart  
**age:** 29  
**occupation:** web designer  
**address:** 389, Pecan Street  
**marital status:** married

**name:** Helen Biggs  
**age:** 45  
**occupation:** teacher  
**address:** 100, Jackson Avenue  
**marital status:** divorced

6. Pair-work. Ask and answer questions about Mark and Helen.

**Follow the model:**

**Student A**

What is Mark's occupation?  
 What's his address?  
 How old is he?  
 Is he married?

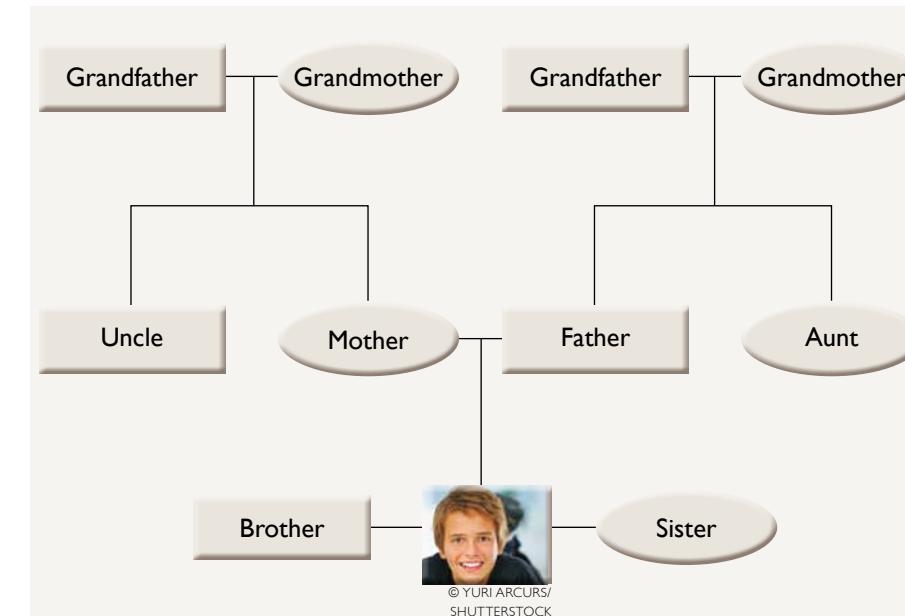
**Student B**

What is Helen's occupation?  
 What's her address?  
 How old is she?  
 Is she married?

## VOCABULARY

### The family

I. Study Bill's family tree.



2. Complete the sentences. Write the answers in your notebook.

- a) Marisa is Bill's mother. Her brother is Bill's
- b) Linda is Marisa's mother. Linda is Bill's
- c) Jack is Bill's father. Jack's sister is Bill's
- d) Julia is Jack and Marisa's daughter. She is Bill's



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## CONVERSATION

I. Draw your own family tree. Include brothers, sisters, father, mother, uncle, aunt, grandmother and grandfather.

**Student A**

Look at Student's B's family tree.

Ask questions about one of his / her family members.

**Student B**

Answer the questions.

**Have conversations like this:**

- |                                     |  |
|-------------------------------------|--|
| <b>A:</b> What's your uncle's name? | <b>A:</b> What's his address?                      |
| <b>B:</b> His name is ...           | <b>B:</b> It's ...                                 |
| <b>A:</b> What's his occupation?    | <b>A:</b> Is he married?                           |
| <b>B:</b> He's a ...                | <b>B:</b> Yes, he ... / No, he is single/divorced. |
| <b>A:</b> How old is he?            |  |
| <b>B:</b> He's ...                  |  |

## READING

- I. Read the following e-mail message between two colleagues who work for CPV Industries.

The screenshot shows an email client window with the following details:

- Toolbar:** Mail, Contacts, Calendar, Notepad.
- Buttons:** Send, Save as a Draft, Cancel.
- Text Fields:**
  - To: [jimsmith@hotmail.com](mailto:jimsmith@hotmail.com)
  - Cc: [empty]
  - Subject: News from Singapore
- Buttons:** Insert addresses (separated by commas), Show Bcc, Attach Files, Plain Text.
- Toolbar:** Font, Bold, Italic, Underline, Insert, Table, List, etc.
- Email Content:**

Hi Jim,

How are things in Brazil? Is your passport ready yet?

Singapore's just fabulous. I'm at the Sheraton Hotel, at 456 Cosmos Road. It's just one block from CPV's headquarters. Our first meeting is at 9:00 am on Tuesday.

Call me when you get here. I'll meet you at the airport. My cell phone number is 398-7878.

Have a great trip,

Larry

2. Read the e-mail again, and discuss the questions with another student.
- Where is Larry now?
  - Where is Jim now?
  - What's the name of the hotel?
  - What's its address?
  - Is it near or far from CPV's headquarters?
  - What time is their first meeting in Singapore?
  - What's Larry's cell phone number?

## WRITING

You are visiting the headquarters of your company. Write an e-mail to a co-worker who is in Brazil. Follow the steps:

**Step 1:** Choose your company's name.

**Suggestions:** BMC Corporate; St. Godin; Baker&Brothers Limited

**Step 2:** Choose the headquarters' city:

**Suggestions:** London; Paris; Buenos Aires

**Step 3:** Choose a hotel in this city.

**Suggestions:** Grosvenor House Hotel (London); Hotel Marignan Champs Elysees (Paris); Intercontinental Hotel (Buenos Aires)

**Step 4:** Choose the hotel address.

**Suggestions:** 923 Buckingham Palace Road (Grosvenor House); 12 Rue De Marignan, 08 (Marignan Champs Elysees); 809 Moreno St (Intercontinental)

**Step 5:** Decide on the time and **the day of the week** of the first meeting.

**Step 6:** Inform your cell phone number.

**Step 7:** Use the following model to write your e-mail. Use your notebook.

The screenshot shows an email client window with the following details:

- Toolbar:** Mail, Contacts, Calendar, Notepad.
- Buttons:** Send, Save as a Draft, Cancel.
- Text Fields:**
  - To: [jimsmith@hotmail.com](mailto:jimsmith@hotmail.com)
  - Cc: [empty]
  - Subject: News from Singapore
- Buttons:** Insert addresses (separated by commas), Show Bcc, Attach Files, Plain Text.
- Toolbar:** Font, Bold, Italic, Underline, Insert, Table, List, etc.
- Email Content:**

Hi Jim,

How are things in Brazil? Brazil just fabulous. I'm at the Sheraton Hotel, at 456 Street. It's just one block from CPV's headquarters.

Our first meeting is at 9:00 on Tuesday. Call me when you get here. I'll meet you at the airport. My cell phone number is 398-7878.

Have a nice trip,

Larry

## LISTENING AND PRONOUNCING

### The vowel sound schwa

The vowel sound in the word “up” is the most frequent vowel sound in American English. It is called the *schwa* sound.

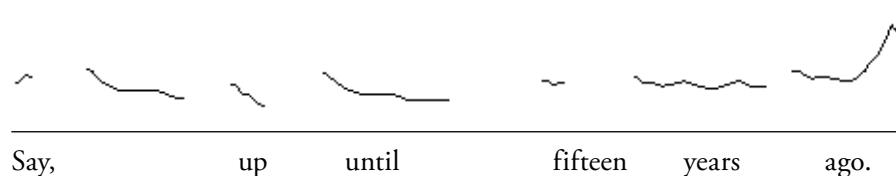
- Look at the words in the box. Which of these words are pronounced with the *schwa* sound?

just	good
come	too
but	own
play	put
car	us

- Listen to the sentences (a-f). Which of the words in *italics* are pronounced with a *schwa* sound?

- a) Nice to meet *you*.
- b) Are *you* a new student?
- c) It was *you*, not me.
- d) I've got *you*.
- e) He's ready *to* go
- f) Is it *your* notebook?

- Read and listen to the phrase below produced by Dr. Thomas Eugene Lovejoy III (Roda Viva n. 1494). As you listen to it, follow the intonation contour (on top), which corresponds to the rising and falling of the voice. The *schwa* sound appears in five of these words. Which ones?



## VOCABULARY EXPANSION

### Places

- Listen to your teacher and repeat the words.

- Airport              • Book store              • Cinema              • Drugstore
- Bakery              • Church              • Club              • Hospital

- Hotel              • Museum              • Restaurant              • Supermarket
- Library              • Park              • School              • Theater
- Mall              • Post Office              • Station              • Travel agency



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- Look at the pictures below and identify the places in exercise 1.



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- Which of these places do you usually go to?

# Unit 3

**It's really easy!**

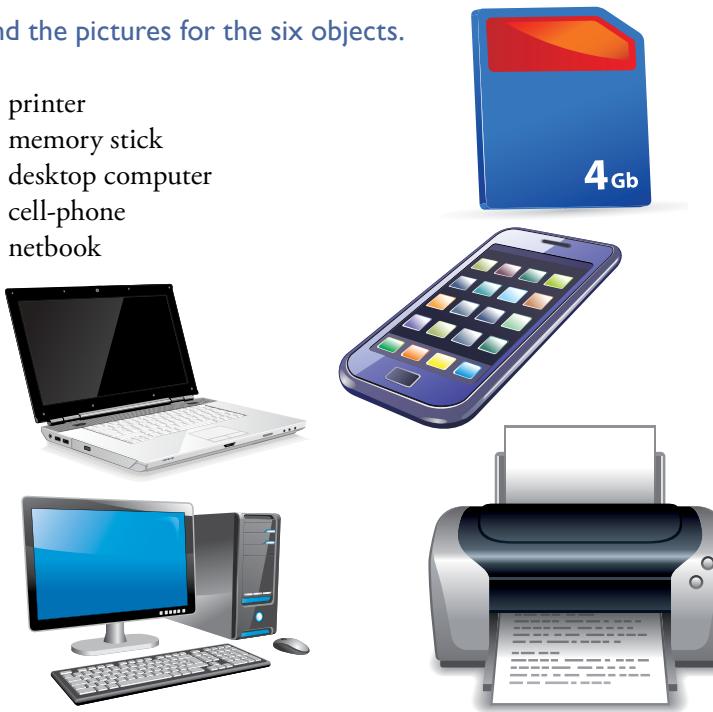
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- Giving directions
- Following instructions
- Writing a short manual

## FIRST MOVE

1. Find the pictures for the six objects.

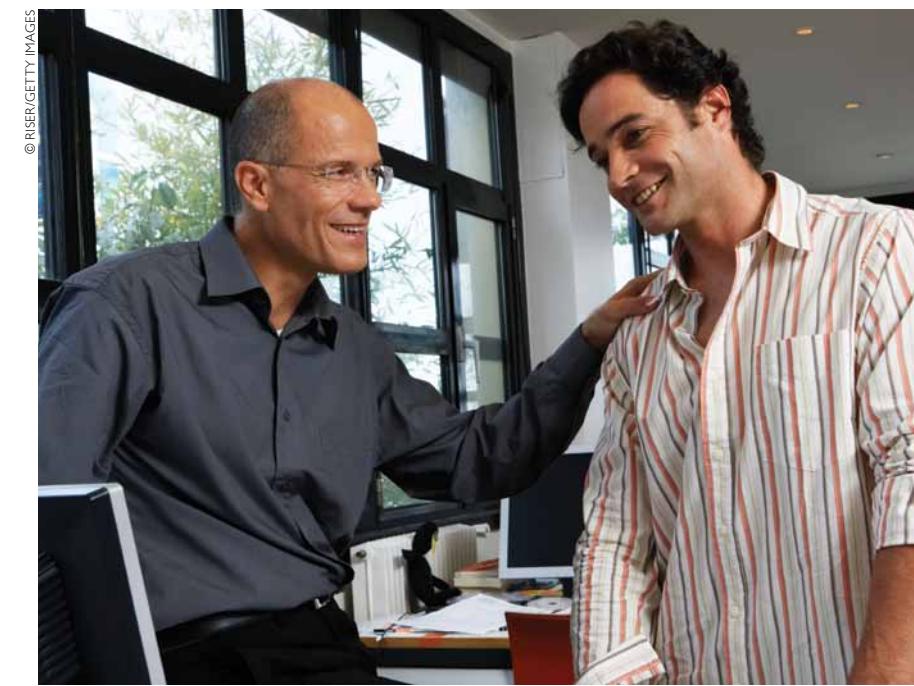
- a) printer
- b) memory stick
- c) desktop computer
- d) cell-phone
- e) netbook



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2. Point to an object. Your partner says its name.

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2. Discuss the sentences with another student. Are they true or false?

- a) The laptops are on the first floor.
- b) The picture kiosk is complicated to use.
- c) There is just one frame option.
- d) The printing is fast.

## Presentation

### First day on the job

I. It's Alberto's first day on the job at Computer Wiz store. He is talking to his new boss, Mr. Bennet. Listen to their conversation.

**Mr. Bennet:** Hello. You must be Alberto. I'm Joe Bennet, the store manager.

**Alberto:** Oh, Hello, Mr. Bennet. I'm glad to meet you.

**Mr. Bennet:** Same here. Please call me Joe. Let me show you the store. Well, we keep the laptops, netbooks and desktops on the first floor.

**Alberto:** And where are the cameras?

**Mr. Bennet:** They're on the second floor. Oh, by the way, let me show you our picture Kiosk. It's really easy to use. First, turn on the kiosk and insert the memory stick. Then open the image files.

**Alberto:** Right.

**Mr. Bennet:** After that, select the pictures and the size of the prints.

**Alberto:** Select the pictures and size? What's next?

**Mr. Bennet:** Next choose the frame. There are many different frames.

Finally, press start. The print is ready in one minute.

**Alberto:** Wow! That's really quick!

**Mr. Bennet:** It sure is. Our clients love it!

## GRAMMAR

### Instructions and sentence markers

I. Study the sentences in the box

#### INSTRUCTIONS

Please **call** me Joe.

**Turn on** the kiosk and insert the memory stick.

**Open** your image files.

**Select** the pictures.

**Choose** the frame.

**Press start.**

2. Use the verbs in exercise I to complete the sentences. Write the answers in your notebook.

- a) In the elevator **press** the button to the second floor.
- b) There are two computers in the computer store. **Use** one.
- c) **Use** your computer and navigate the Internet.

- d) Please get the remote control and  the channel you prefer .  
 e) We are late.  Mary, please.

3. Study the pictures. Repeat them after your teacher.



Open the door



Turn down the volume



Turn on the light



Turn off the light

4. Complete the sentences using the phrases in the pictures. Write the answers in your notebook.

- a) It's too hot in the room. Please .
- b) The TV is too loud. Please .
- c) It's late. It's time to go to bed. Please .
- d) It's too dark in the room. Please .

## VOCABULARY

I. Look at the verb-noun collocations.

	<b>Turn on/ off</b>	<b>Turn down</b>	<b>Open/ close</b>	<b>Hand me</b>
<b>The laptop</b>	✓		✓	✓
<b>The light</b>	✓	✓		
<b>The tv</b>	✓	✓		
<b>The cell- phone</b>	✓			✓
<b>The stereo</b>	✓	✓		
<b>The book</b>			✓	✓

## CONVERSATION I

I. Practice instructions with a colleague. Use the objects in the classroom.

**Student A gives the instructions.**

**Ex:** Please open the book; please hand me your watch; please turn off the light...

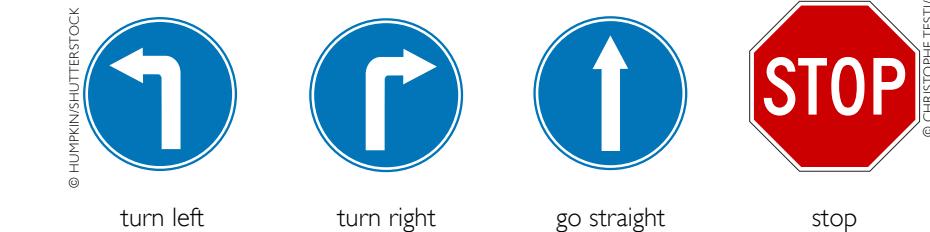
**Student B follows the instructions.**

Then reverse roles.

2. Read the following signs with a partner. Which do you like the best?



3. Study the pictures and the instructions. Repeat them after your teacher.



4. Let's move!

**Student A** reads one of the instructions above.

**Student B** stands up and follows the instruction.

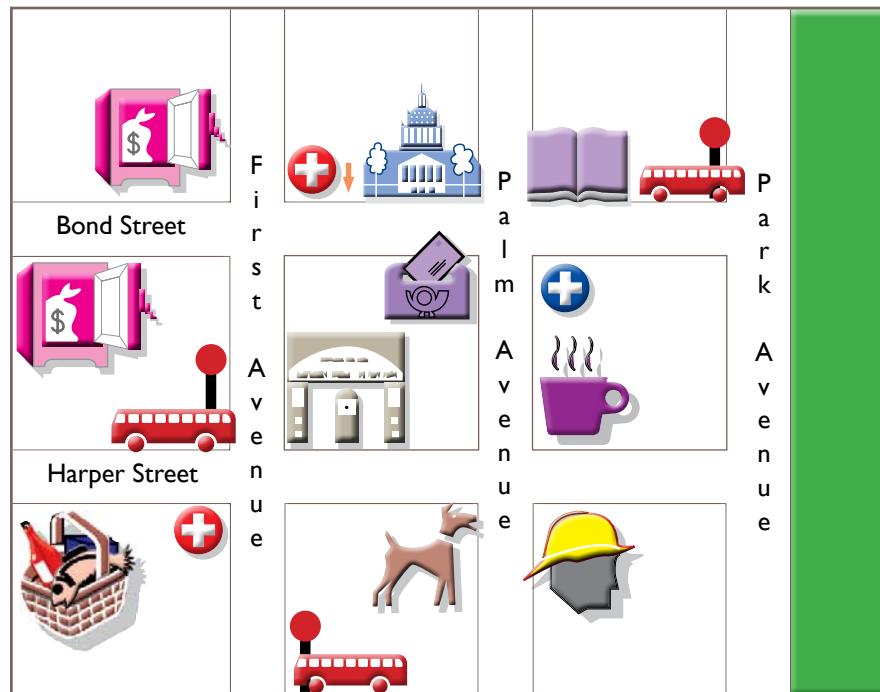
Then reverse roles.

### TIP

For negative instructions, we use "Don't".

## VOCABULARY

1. Study the map of Sunset town.



- |             |          |             |        |              |
|-------------|----------|-------------|--------|--------------|
| Banks       | Pet shop | Drugstores  | Cinema | Library      |
| Coffee shop | Hospital | Supermarket | Park   | Fire station |
| Mail        | Museum   | Bus stops   |        |              |

The hospital is	across from	the supermarket.
The coffee shop is	next to	the fire station.
The pet shop is	on the corner of	Harper Street & Palm Avenue.
The museum is	between	the drugstore and the library.
The cinema is	behind	the mall.
You are	in front of	the museum.
There is a bus stop	near	the supermarket.

2. You are new in Sunset town. You are standing in the place indicated by the icon (↓). Study these directions, according to the map in the previous exercise:

- to get to the **supermarket**, you need to **go past** the library and **cross** Palm Street. The supermarket is on the corner.

- to get to the **coffee shop**, you need to **go past** the library and **turn right** on Palm Avenue. Then, **go down** for one block and **turn left** on Harper Street. The coffee shop is on the corner.

- to get to the **bank**, you just have to **go past** the drugstore and **cross** First Avenue. There are two banks **at the beginning** of Baker Street: one **to your right** and another **to your left**.

- to get to the **park**, **cross** Palm street, **walk for** one block and **cross** Park Avenue. The park is **at the end of** Baker Street.

3. Look at the map of Sunset town again. Are these sentences true or false?

- The library is next to the museum.
- There isn't a bus stop near the bank.
- The pet shop is across from the coffee shop.
- There are two drugstores on the corner of Harper Street.
- You are not near the mall.

## CONVERSATION 2

You are a tourist visiting Sunset town for the first time. You are standing in front of the museum, as indicated in the map.

You are Student A.

Student B lives in *Sunset Town*.

Student A asks directions for:

- the fire station.**
- the hospital.**
- Harper Street.**

Follow the model:

**STUDENT A**  
Excuse-me. How do I get to...?

**STUDENT B**  
Go... / Turn... / Walk...

**Useful language:** Go straight ahead / Walk **for** 3 blocks / Turn right **on** ... Street. Go up/down ... Street / Then/After that/Next.

4. Pair work. Choose a place on the map in exercise 1. Ask your partner how to get there.

## READING

I. Read the instructions. How many verbs are used?

Automated teller machine

### How to withdraw money from an ATM

First, insert your bank card.  
Then, enter your PIN.  
(personal information number)  
Next, click on 'withdrawal'.  
Finally, take out the money.  
Don't forget your bankcard inside the machine!



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2. What words are used to show the order of the instructions?

## WRITING

I. The instructions below are in the wrong order. Using the words: *first*, *then*, *next* and *finally*, put them in the correct order and re-write them.

### How to use a photocopier

Pick up your copy.  
Put the document on the top.  
Turn on the photocopier.  
Press the start button.  
Turn off the photocopier.



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## LISTENING AND PRONOUNCING

Vowel sounds and sentence stress

I. The table presents eight different vowel sounds in American English. The words in each column (A-H) have the same vowel sound. Listen to the words in each column and repeat them after your teacher.

A	B	C	D	E	F	G	H
eat	is	red	at	love	bird	school	book
these	rich	end	matter	up	word	true	would
key	since	get	ask	but	her	group	put
be	live	men	stamp	fun	learn	blue	look
deep	big	ten	bad	some	verse	too	push

Note: The vowels in columns A and G are produced with a high degree of tenseness (tense muscles and tongue) and the vowels in columns B and H are produced in a relaxed way (relaxed muscles and tongue). That is the main difference between these pairs of sounds. The vowel sound in column D is more open (lowered jaw and tongue) than the vowel sound in column C.

For more information on the sounds of English please check <http://www.uiowa.edu/~acadtech/phonetics/>

2. Read the two sentences below.

- a) Ken seems cool.
- b) Pat did a good work.

3. Identify the column (A-H) that each of the eight words in exercise 2 belongs to. Discuss your answers with a partner.

4. The sentence below was produced by Dr. Thomas Eugene Lovejoy III (Roda Viva n. 1494). As you listen to it, follow the intonation contour (on top), which corresponds to the rising and falling of the voice. Identify the prominent (stressed) words.



Then we would have a good effect on policy.

## VOCABULARY EXPANSION

### Computer instructions

#### 1. Look at the pictures and the instructions

**Sign in:** to record your or someone else's arrival by signing a register. Here, you are a participant already!

**Sign up:** to agree to be a participant by signing one's name; to enlist.

**Sign out:** to record your or someone else's departure by signing a register.

**Log on / log in:** to enter a computer by typing a personal code (password).

**Shut down:** to turn off a computer.

**Log out / log off:** to exit a computer.



- 2. Fill in the gaps with one of the verbs above. Please use your notebook.**
- To check your e-mail, you must first log in with your ID and password. When you are done, don't forget to sign out, especially if you are using a shared computer.
  - Please scroll up until you find the search box, and then type in your question.
  - If you are leaving for the day, shut down your computer.
  - You don't have Orkut? Sign up, it's really easy!
  - Please print out a copy of your essay and give it to the teacher.
  - Don't log on! I need to use the computer, if you don't mind.
  - "Attention, students! Log out your computers now! The password for this group is "1234abc".



# Unit 4

## What do you do?

---

- Asking about people
- Talking about occupations
- Writing a short article

## FIRST MOVE

**1.** Match the question words and the answers.

- |                  |                  |
|------------------|------------------|
| a. What...?      | At 7 o'clock.    |
| b. Where...?     | In the morning.  |
| c. Who...?       | A book.          |
| d. What time...? | In South Africa. |
| e. When...?      | John Scavo.      |

**2.** Which question word is used to ask about *people*?

**3.** Which question word is used to ask about *places*?

## VOCABULARY

**1.** Listen to your teacher and repeat 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

## Presentation

Let me introduce you!

**1.** Carlos is at Allan's party. Allan introduces Martina to him.  
Listen to their conversation.

- Allan:** Hi, Carlos. How's it going?  
**Carlos:** Just great. Say, who's that? Do you know her?  
**Allan:** That's Martina Belezanski.  
**Carlos:** Belezanski? How do you spell it?  
**Allan:** Belezanski. B-E-L-E-Z-A-N-S-K-I.  
**Carlos:** Where is she from?  
**Allan:** Scotland. Come on, let me introduce you.  
 Martina, this is my cousin Carlos.  
**Martina:** Hello, Carlos. Nice to meet you.  
**Carlos:** Nice to meet you too.



**2.** Discuss the questions with a partner:

- Which letters rhyme with "a"?
- Which letters rhyme with "b"?
- Which letter rhymes with "u"?
- Which letter sounds like Mineiro "uai"?
- Which letter sounds like Portuguese "ai"?

**3.** Pair work: Use the pictures to practice spelling.

Student A spells one object.  
Student B points to the object.

Then reverse roles.



**4. Pair work: Ask last names.**

Student A asks last name.

Student B answers.

**Then reverse roles.**

Ex: What is your last name?

How do you spell it?

It's...

It's...

**5. Look at the information about these famous people.**



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**Name:** Bono Vox  
**Occupation:** singer  
**Country:** Ireland

**Name:** Shakira  
**Occupation:** singer  
**Country:** Colombia

**Name:** Michael Phelps  
**Occupation:** swimmer  
**Country:** USA



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**Name:** Celine Dion  
**Occupation:** singer  
**Country:** Canada

**Name:** Penélope Cruz  
**Occupation:** actress  
**Country:** Spain

**Name:** Le Corbusier  
**Occupation:** architect  
**Country:** Switzerland



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Student A points to three people.

Student B answers the questions.

**Then reverse roles. Have conversations like this:**

**STUDENT A**

**TIP**

We use "a" before consonant sounds.

Ex: He is a singer.

We use "an" before vowel sounds.

Ex: She is an actress.

**STUDENT B**

Who's that?  
How do you spell Vox?  
Where's he from?  
Why is he famous?

**STUDENT B**

Bono Vox  
Vox. V-O-X  
He's from Ireland.  
He's a singer.

**6. Martina has just been introduced to Carlos. Listen to their conversation.**

**Carlos:** So, what do you do, Martina?

**Martina:** Oh, I am a photographer.

**Carlos:** Oh, really? Where do you work?

**Martina:** I work for a sports magazine.

**Carlos:** A sports magazine? That's a nice job.

**Martina:** Do you like sports?

**Carlos:** Yes, I do. We Brazilians are crazy about soccer. By the way, how do you like Brazil?

**Martina:** Oh I just love it. It's really beautiful. And the people are really nice. What do you do, Carlos?

**Carlos:** I'm a student.

**Martina:** Really? Where do you study?

**Carlos:** At the State College. I study Economy.

**Martina:** Do you like it?

**Carlos:** No, I don't. There's so much to study!

**7. Discuss the sentences with another student. Are they true or false?**

a) Martina is a photographer.

b) Martina works for an Architecture magazine.

c) Carlos doesn't like sports.

d) Martina likes Brazilians.

e) Carlos is happy with college.

## GRAMMAR

- I. Study the questions and answers in the box.

Questions	Answers
What do you do?	I'm an engineer.
Where do you work?	I work at Sabesp.
Where do you study?	I study at Centro Paula Souza.
What do you study?	I study Electronics.
What time do you have classes?	From 7 pm to 11 pm.
Do you like it?	Yes, I do.
Do you study on Saturdays?	No, I don't.

2. Complete the sentences. Use what, where or what time.

- a. A:  do you work?  
B: I work at Petrobras.
- b. A:  do you do?  
B: I'm a computer programmer.
- c. A:  do you play tennis?  
B: From 9 to 10:30.
- d. A:  do you study?  
B: I study at the State University.

3. Complete the sentences. Use do or don't.

- a. A: Do you like your job?  
B: No, I .
- b. A: Do you study on Fridays?  
B: Yes, I .
- c. A: Do you like soccer?  
B: Yes, .
- d. A: Do you work near here?  
B: No, I .

## CONVERSATION

- I. Practice the conversation with another student.

What's your last name?	It's...
How do you spell it?	It's...
What do you do?	I'm a...
Where do you work?	I work at...
Where do you study?	I study at...
What do you study?	I study...
What time do you have classes?	From... to...
Do you like it?	Yes, I do. / No, I don't.
Do you study on Saturdays?	Yes, I do. / No, I don't.

## READING

- I. Read the magazine article and discuss this question with a partner: What does a computer software engineer do?

### A job on the rise in the USA

Almost every big idea in modern business depends on software. Areas like cybersecurity and mobile technologies are growing really fast. So it is easy to understand why computer software engineers are so important for companies today. These professionals design, build, maintain, and integrate complex software systems. They need to know programming languages such as C++, Java, and C# really well. But technical skills alone are not enough. They also need to communicate well with technical and business teams in a company.



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## WRITING

- I. Match the jobs with the areas and activities.

JOB	AREA	ACTIVITIES
1. hotel managers	aviation	wait on passengers
2. dermatologists	tourism	supervise hotel staff
3. flight attendants	cosmetic surgery	treat patients' skin

2. Read the article about hotel managers.



**A job on the rise in Brazil.**  
 Tourism is an area that is growing really fast in Brazil. So it is easy to understand why hotel managers are so important today.  
 These professionals supervise the hotel staff. They also need to communicate well with all the guests.

3. Write two short articles, one about dermatologists and one about flight attendants. Follow the model in your notebook.



**A job on the rise in Brazil.**  
 is an area that is growing really fast in Brazil. So it is easy to understand why  are so important today.  
 These professionals 



**A job on the rise in Brazil.**  
 is an area that is growing really fast in Brazil. So it is easy to understand why  are so important today.  
 These professionals 

## LISTENING AND PRONOUNCING

### –er and –or endings

The endings *–er* and *–or* are frequently found in names of occupations, such as *teacher* and *director*.

In Standard American English, the last sound of these words is a combination of a *schwa* sound and an [r] sound. In other words, the *schwa* is “r-colored”.

I. Read this list of some occupations ending in *–er* or *–or*:

worker	lawyer	web designer	singer
auditor	publisher	barber	reporter
dancer	doctor	operator	instructor
teacher	supervisor	director	photographer

2. Pair work: Take turns asking and answering the questions below. Make sure to pronounce the *italicized* parts of the words as an “r-colored” schwa.

Who's your favorite	What's your favorite
actor	number
composer	printer?
singer?	computer
movie director	
soccer player	
teacher	

3. Read and listen to the sentences produced by Jon “Maddog” Hall (Roda Viva n. 1390). Follow the intonation contour (on top), which corresponds to the rising and falling of the voice. Identify the two words that are also pronounced with the “r-colored” schwa.

First of all, I would like to say that I don't think that free software is a political issue.


 50


 51

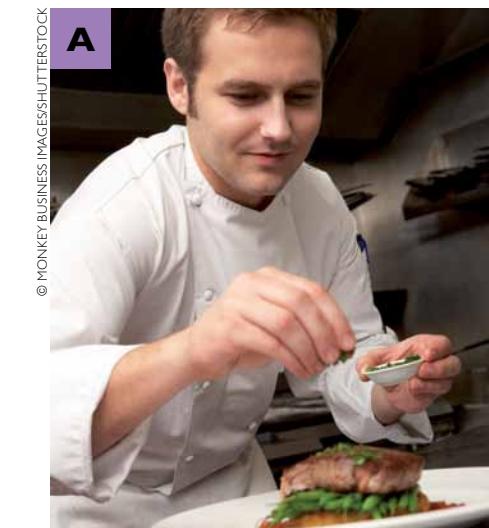
## VOCABULARY EXPANSION

### Occupations

- secretary
- doctor
- teacher
- manager
- bookkeeper
- truck driver
- cashier
- janitor/ cleaner
- waitress
- carpenter
- sales worker
- supervisor
- registered nurse
- farmer
- receptionist
- auto mechanics
- hairdresser
- policeman
- dentist
- pilot
- vet
- engineer
- chef
- judge
- lawyer
- waiter



I. Look at the pictures and identify the occupations.

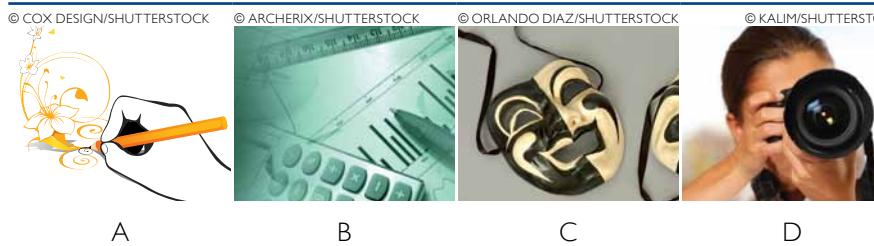


# Review I – Units I-4

## 1. Complete the sentences with **is, are or am**. Use your notebook.

- a) Bill Gates  the founder of Microsoft.
- b) My friends  in the school cafeteria.
- c)  you married? No, I  single.
- d) What time  it? It  5pm.
- e) I  from Brazil. Where  you from?

## 2. Look at the pictures and write in your notebook which course they represent:



## 3. Complete the sentences with **what, where, who, how old and what time**. Write the answers in your notebook.

- a)  are you? I'm 21.
- b)  is it? It's 11pm.
- c)  is that girl over there? She's my best friend.
- d)  is your address? It's 18, Christchurch Road.
- e)  are your books? They're in my bag.

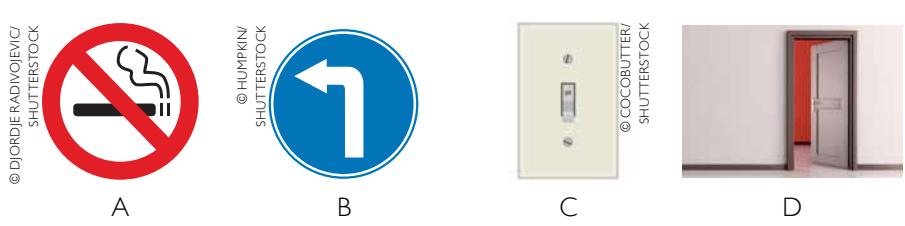
## 4. Complete the sequence below with the appropriate days of the week.

Monday, , Wednesday, , , Saturday, .

## 5. Match the verbs below with the correct definition:

- |              |  |
|--------------|--|
| a) sign up   | ( ) to exit a computer.                            |
| b) log in    | ( ) to agree to be a participant.                  |
| c) shut down | ( ) to enter a computer by typing a personal code. |
| d) log off   | ( ) to record your arrival by signing a register.  |
| e) sign in   | ( ) to turn off a computer.                        |

## 6. What are these signs saying?



## 7. Complete these questions. Then answer them.

- a)  you like soccer? Yes, I .
- b)  they work as photographers? No, they .
- c)  you live here? No, I .

## 8. Look at the pictures and answer the questions in your notebooks.



- a) Is she a nurse?



- b) Is he a pilot?

## Singing time!

Listen to the American folksong  
*Oh, Mr. Sun* (author unknown,  
<http://www.songsforteaching.com/folk/>).  
Sing along!



Oh Mister Sun, Sun.  
Mister Golden Sun.  
Won't you please shine down on  
  | me?

These little children  
are asking you.  
To please come out  
so we can play with you.

Oh Mister Sun, Sun.  
Mister Golden Sun.  
Hiding behind the tree.

Oh Mister Sun, Sun,  
Mister Golden Sun.  
Won't you please shine down on  
  | me?

## Post-Listening Activity

Discuss these questions with a partner:

- Which word is pronounced just like the word *son*?
- The words *three* and *tree* have the same vowel sound but different consonant sounds. Can you tell the difference?

# Unit 5

## What are you doing?

---

- Asking about places
- Talking about current activities
- Understanding a descriptive text

## FIRST MOVE



POCKET



KEYS



BAG



DESK

- I. Look at the pictures and complete the sentences.  
Practice it with your partner

A: Where's your cell-phone?  
B: It's in/on my...

A: Where's your pen?  
B: It's on/in my...

A: Where are your house keys?  
B: They're in/on my...

2. When do we use *in*? When do we use *on*?

**Tina:** OK. I've got to go now, Brian. George is studying for his Math test.  
He needs some help.  
**Brian:** OK, catch you later. Bye!

2. Discuss the sentences with another student. Are they true or false?

- a) Tina is in the kitchen.
- b) Brian is preparing a birthday party for Tina.
- c) The Vanilla Ice coffee shop is inside the mall.
- d) The party is in the afternoon.
- e) George is playing soccer now.

## GRAMMAR I

- I. Study the questions and answers in the box.

Questions	Answers
What are you doing?	I am doing the dishes.
What is he doing?	He's studying for his English test.
What is Ann doing?	She's reading a book.
What are they doing?	They are playing volleyball.
What are you and Maggie doing?	We are watching TV.

2. Complete the sentences with *is*, *are*, or *am*. Write the answers in your notebook.

- a) Miriam studying for her test now. Don't interrupt her.
- b) Many tourists coming to Rio de Janeiro for Carnival this year.
- c) Paulo Coelho writing a new book at the moment.
- d) My mom making lasagna for lunch. It smells so good.
- e) We waiting for the bus. It's 20 minutes late.
- f) He sending an e-mail to his boss now.

3. Fill in the blanks and then practice the conversations.

**Joe:** What's Marisa doing in the park?  
**Pete:** She is basketball with her friends.

**Liz:** What are Jim and Pete doing in the kitchen?  
**Bea:** Jim is the dishes and Pete is a salad.

**Bob:** What are you doing in the living room?  
**Taylor:** I am my favorite program.

4. Put the conversation in the correct order. Number the sentences 1 to 8. Please use your notebook.

- What are her students learning?
- Who's that? Do you know her?

## Presentation

### Surprise!

- I. Brian is calling his wife Tina. He is organizing a birthday party for his sister Linda. Listen to their conversation.

**Tina:** Hello?

**Brian:** Hi, Tina. It's me, Brian. What are you doing?

**Tina:** Well, I'm doing the dishes. What's up?

**Brian:** Listen. I'm at the office now. I'm preparing a birthday party for Linda tonight. I need your help.

**Tina:** Cool. What do you want me to do?

**Brian:** Go to her house and invite her to the Vanilla Ice coffee shop. But don't tell her anything. It's a surprise.

**Tina:** But my car is at the mechanic's, remember?

**Brian:** No problem. Use the minivan. The keys are in the top drawer, in our bedroom.

**Tina:** OK. Where is the Vanilla Ice?

**Brian:** It's next to the Saint Peter Shopping mall, on Pine Street.

**Tina:** What time should I be there?

**Brian:** At 8:30.

- No, they don't.  
 That's Pat Harrington. She's the new Math teacher.  
 Trigonometry.  
 Do they like it?  
 What is she doing now?  
 She is teaching.

## CONVERSATION I

- I. Look at the pictures. Discuss what the people are doing.



Timmy



Sarah



Fred and Ginger



Sebastian



Carl



Chris

**Ex:** A: What's Timmy doing?  
 B: He's playing soccer.

## 2. Pair work: Talking about relatives

### STUDENT A

Where is your father/mother/brother/sister?  
 What is he /she doing?

### STUDENT B

He/she is at...  
 He/she is...

## GRAMMAR 2

- I. Study the questions and answers.

Questions	Answers
Where are the keys?	They are in the top drawer.
Where is your car?	It's at the mechanic's.
Where is the coffee shop?	It's on Corcovado Street.
Where is Sheila?	She's in her bedroom.
Where's the movie star?	He's in Hollywood.
Where's the shoe department	It's on the second floor.

## 2. Unscramble the sentences to make conversations

- a) Joe: your / Where / flash drives / are / ?

Beth: They / car / in / are / my / .

Joe: Is / garage / car / your / in / the / .

Beth: on / the / it / No, / street / is / .

- b) Carl: do / work / you / Where / ?

Sam: at / I / drugstore / work / a / .

Carl: is / it / Where / ?

Sam: my / near / apartment building / It / is / .

- c) Susy: are / children / your / Where / ?

Bob: at / They / school / are / .

Susy: the / Where / school / is / ?

Bob: It / blocks / is / from / house / two / my / .

## 3. Complete the sentences. Use *in*, *on* or *at*.

- a) Maggie is the living room.

- b) My iPod is my bag.

- c) John lives Mexico City.

- d) It's 6 pm now. Mauricio is still work.

- e) My glasses are the table the kitchen.

## CONVERSATION 2

**Student A**

Do you live near here?

Where do you live?

What's the closest shopping mall?

Where is it?

Is it very expensive?

**Student B**

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

I live in...

It's the ... mall.

It's on ... street, near...

Yes, it is. / No it isn't.

## GRAMMAR 3

**1. Study the sentences in the box.**

There are separate sections for children and teenagers.

There is an auditorium.

There are 30,000 books.

There is a Kindle e-book reader.

## READING

**1. Read the passage below. Circle the numbers.**

© FELIPE REDONDO/FOLHAPRESS

### The São Paulo Library

The São Paulo Library is a space that makes reading a fun experience. This modern library takes up an area of 4,257 m<sup>2</sup> and offers many activities for children, teenagers, adults, senior citizens, and people with special needs. It integrates literature with many medias, such as electronic games, television and the Internet. And it is very comfortable too. On the first floor there are separate sections for children and teenagers, and on the second floor there is a section for adults. You can sit in comfortable seats to read books and newspapers, listen to music, play video games or simply relax. There is also a cafe area and an auditorium. There are 30,000 books, 4,000 CDs and DVDs, and 1,000 audio books. There is even a Kindle, Amazon's e-book reader! The São Paulo Library is open Tuesdays to Fridays, from 9 am to 9 pm, and weekends and holidays, from 9 am to 7 pm. It is located at 2630, Cruzeiro do Sul Avenue, next to the Carandiru subway station.

**2. Complete the sentences.**

a. We use *there is* before  nouns.

singular      plural

b. We use *there are* before  nouns.

singular      plural

**3. Complete the sentences. Use *there are* or *there is*.**

a)  great soccer players in the Brazilian team.

b)  645 cities in the state of São Paulo.

c) In my class,  more men than women.

d)  three bedrooms in my apartment.

e)  a great aquarium in Guarujá.

f) Watch out!  a bug on your shirt.

## WRITING

Write about places in your city. Write about parks, shopping malls, squares, theaters, museums, libraries, universities, etc. Follow the model:

I live in... There is a ... in my city. It's open from ... am to ... pm.  
There is / are...

## LISTENING AND PRONOUNCING

**Final nasal sounds**

Words in English can end in three nasal sounds: [n] as in *can*, [m] as in *Tom*, and [ŋ] as in *going*. Notice that in Brazilian Portuguese, nasal consonant sounds at the end of words are **not** pronounced. For example, *Tom* is pronounced [tam] in English, but in Brazilian Portuguese it is pronounced [tõ].

I. Listen to each group of words (a-e) and identify the word you hear:

- |                              |                           |
|------------------------------|---------------------------|
| a) been      being      beam | d) Kin      king      Kim |
| b) run      running      rum | e) Tin      ting      Tim |
| c) can      canning      cam |                           |

2. Listen to the sentences produced by Jon “Maddog” Hall (Roda Viva n. 1390), and supply the missing word.

Who is not  free software?

My mother's idea of a backup is  the car into a  place.

## VOCABULARY EXPANSION

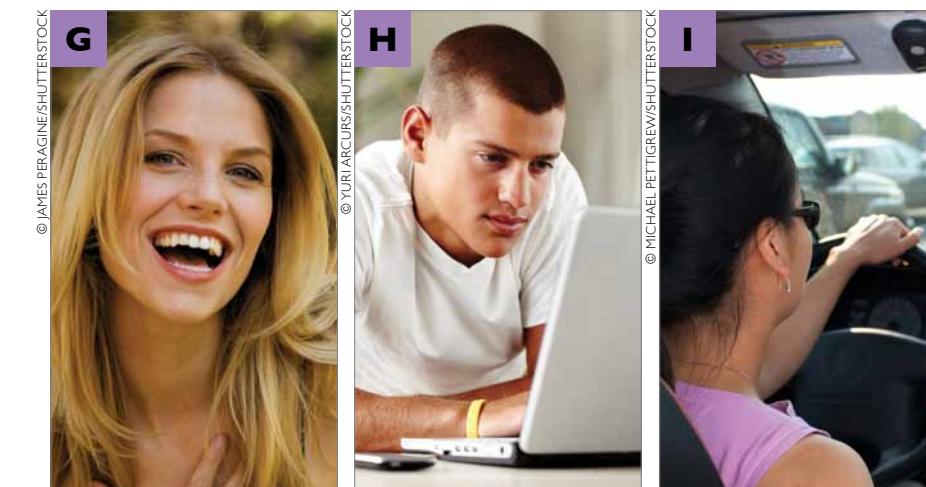
What are they doing?

- chatting online
- talking on the phone
- jogging
- texting a friend
- making the bed
- working out
- navigating the net
- listening to music
- singing
- playing the guitar
- shaving
- crying
- writing a letter
- drawing
- laughing
- drinking coffee
- sleeping
- screaming
- having an ice cream
- swimming
- driving
- feeding the cat



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I. Look at the pictures. What are the people doing?



2. What is the colleague sitting next to you doing?

3. What are you doing now?

# Unit 6

## What's your routine like?

- Asking about people
- Talking about occupations
- Writing a job profile

## FIRST MOVE

1. Look at the daily activities below. Do you do them in the same order?

1. Get up



2. Brush your teeth



3. Take a shower



4. Have breakfast



5. Go to school/work



6. Have lunch



2. Discuss them with your partner:

Ex: First I get up. Then I... After that I...

## GRAMMAR I

- I. Study the questions and answers.

### Questions

Do you know that girl?

Does she live here?

Does she have a car?

How often does Bill wash his car?

Where does she play?

What time does Bob get up?

What does CEO mean?

### Answers

Yes, I do. That's Raissa.

Yes, she does.

No, she doesn't. She has a bike.

He washes it twice a week.

She plays at the tennis court.

He gets up at 7 o'clock.

It means *Chief Executive Officer*.

2. Complete the sentences. Use *does* or *do*

a. A: Where you live?

B: I live in Campinas.

d. A: What time Bob get up?

B: He usually gets up at 7 o'clock.

b. A: Where she live?

B: She lives in San Diego.

e. A: Cynthia speak Italian?

B: Yes, she does.

c. A: you study Electronics?

B: No, I don't.

f. A: What CV mean?

B: It means *Curriculum Vitae*.

3. The sentences in the dialogues are in the wrong order. Put them in the right order. Then rewrite them in your notebook.

**Dialogue 1:** She works at the bank.

Where does she work?

Yes, she does.

What does Paula do?

Does she like her job?

She is a cashier.

**Dialogue 2:** No, she has breakfast at her company.

What time does your sister get up?

Does she have breakfast at home?

She gets up at 10.

**Dialogue 3:** It means Very Important Person

Where is Mr. Meyers?

He's in the VIP section.

What does VIP mean?

**Dialogue 4:** Does he go alone?

He usually goes there.

He always walks. Sometimes he rides his bike.

What does he do there?

No, he doesn't. He always goes with his girlfriend.

How often does Pedro go to the park?

## Presentation

It's Saturday morning. Jim and Albert live in the same apartment building. They are talking in the garden.

**Jim:** Do you know that girl over there?

**Albert:** Oh, That's Raissa. She's waiting for her tennis instructor.

**Jim:** Does she live here in the building?

**Albert:** Yes, she does. In apartment 33-C, I think.

**Jim:** Does she have a game partner?

**Albert:** I don't think so. She usually plays with her instructor.

**Jim:** I see. How often does she play?

**Albert:** Twice a week, I think. Why?

**Jim:** Well, I am looking for a tennis partner. My routine is not very healthy.

I need to do some exercise.

**Albert:** Really? What's your routine like?

**Jim:** Well, I usually get up at 9 am. Then I take a shower, have a big breakfast, read the paper and watch TV until lunch time. Then I drive to the office. I get back home after 9 pm and sit down in front of the TV for hours. I really need to change that.

**Albert:** Oh, I see. Look! She is coming our way. Why don't you ask her?

**Jim:** That's a good idea.

## CONVERSATION

- I. Look at the picture of four Brazilian students in class with their teacher.

© COLORBUND IMAGES/GETTY IMAGES



2. Pair work: Use the table below to have conversations about them.

	<b>Place of work</b>	<b>Occupation</b>	<b>Like job?</b>	<b>Use English at work?</b>
<b>Mario</b>	drugstore	cashier	yes	sometimes
<b>Renato</b>	restaurant	chef	no	usually
<b>Josie</b>	hotel	receptionist	no	always
<b>Milena</b>	Technical school	Math teacher	yes	never

### STUDENT A

What does ... do?  
Where does he / she work?  
Does, he / she like his / her job?  
How often does he use English at work?

### STUDENT B

He / She is a...  
He / She works at a...  
Yes, he / she... / No, he / she...  
He / She ... uses English at work.

## WRITING

- I. Look at the beginning of a job profile for the young professionals you talked about in the previous exercise.

Mario, Renato, Josie and Milena are four young professionals who need English for their jobs.

Mario works at a drugstore. He is a cashier, and he really likes his job. He sometimes uses English at work.

2. Finish the job profile. Write about Renato, Josie and Milena.

## VOCABULARY

- I. Study the numbers. Repeat them after your teacher.

100 – a/one hundred

1,000 – one thousand

153 – one hundred and fifty-three

1,000,000 – one million

377 – three hundred and seventy-seven

2. Write the following numbers in your notebook.

a) 256

c) 2,000,000

e) 1,240

b) 1,509

d) 807

f) 96,871

3. Discuss the questions with another student.

- a. How many students are there in this school?  
b. How many books are there in its library?  
c. How many computers are there in the lab?



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## READING

- I. Read the Internet article. How many sports are mentioned?

### Calories burned during exercise

If you want to burn your excess calories, practice some sport. Below are 6 sports and the number of calories burned in one hour of activity for a person who weighs 155 pounds (about 70.5 kg). These numbers are only approximate. The number of calories burned during exercise is affected by body weight, intensity of workout, conditioning level and metabolism.

Basketball	563
Soccer	704
Surfing	211
Tennis	422
Ping-pong	281
Jogging	493

(From [www.nutristrategy.com](http://www.nutristrategy.com))



© PICS5IVE/SHUTTERSTOCK

2. Discuss the questions with another student:

- a. Which sport burns the most calories?
- b. Which of these sports do you practice?
- c. How often do you practice it/them?



## LISTENING AND PRONOUNCING

### Linking

Words which end in a consonant sound are linked to the vowel sound of the following word.

Example: **Can I go?** sounds like

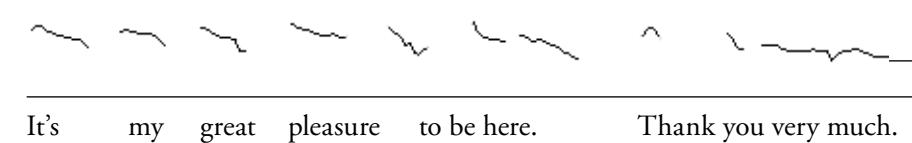
However, if there is no vowel sound following it, we hold the last consonant sound, that is, the sound is not released:

Example: Yes, you **can** #

- I. Listen to the following sentences. How are the final consonants in bold pronounced? Are they linked to another word or are they held?

Did <b>d</b> I? Yes, you did.	He has a good jo <b>b</b> .
Up and down <b>n</b> !	What a wonderful dis <b>h</b> it is!
Have I signed the petition <b>n</b> ?	No need to rush <b>h</b> .
Am I right <b>t</b> ?	Have you invited hi <b>m</b> ?
We run <b>n</b> as far as the park <b>k</b> . It's fun <b>n</b> .	She fell in lo <b>v</b> e.
What's up <b>p</b> ?	The cat <b>t</b> is on the roof.

2. Notice the intonation contour (on top), which corresponds to the rising and falling of the voice. The sentences were produced by Jon “Maddog” Hall (Roda Viva n. 1390). Do the words worried and much end in a vowel sound or in a consonant sound?



## VOCABULARY EXPANSION

### Abbreviations and acronyms

An acronym is a kind of abbreviation. The word comes from Greek, meaning *heads of names*. Acronyms are usually made from the capitalized initials of the words it represents, for example FBI is an acronym for the *Federal Bureau of Investigation*.

Contrary to what some sources say, acronyms do not have to be pronounceable words (for example FBI is spelled out when spoken, whereas NASA is not). Some sources use the word *initialism* to refer to the spelled acronyms.

From: The Internet Acronym Server

### In the computer world

• WWW	World Wide Web
• E-MAIL	Electronic Mail
• CC	Carbon Copy
• BCC	Blind Carbon Copy
• @	AT
• HTML	Hyper Text Markup Language
• HTTP	Hyper Text Transfer Protocol
• CD ROM	Compact Disc Read-Only Memory
• PDF	Portable Document Format
• JPEG	Joint Photographic Experts Group
• MPEG	Moving Pictures Experts Group
• GIF	Graphics Interchange Format

### In business

ASAP	As Soon As Possible
N/A	Not Applicable
COD	Cash On Delivery

AOB	Any Other Business
FAQ	Frequently Asked Questions

### I. Practice with a partner.

What does  mean?

It means 

# Unit 7

## She is going to travel to Canada

- Talking about prices
- Talking about future intentions
- Writing an ad

## FIRST MOVE

1. Complete the sentences. Give true answers.

- a) On Sundays I usually get up at...
- b) Right now I ... my English class.
- c) My class starts at ... and finishes at...
- d) After I graduate from tech school I...

2. Which sentence describes future plans or intentions?

### Questions

- |                                |                                     |
|--------------------------------|-------------------------------------|
| How much is this shirt?        | It's twelve dollars.                |
| How much are these boots?      | They're three hundred dollars.      |
| How much is that jacket?       | It's two hundred and fifty dollars. |
| How much are those sunglasses? | They're one hundred dollars.        |

### Answers

2. Complete the sentences. Use *is* or *are*.

- a) How much  that watch?  
It's fifty dollars.
- b) How much  those soccer balls?  
They're forty dollars.
- c) How much  this MP3 player?  
It's four hundred and seventy five dollars.
- d) How much  the printer?  
It's ninety-five dollars.

3. Put the conversations in the correct order.

- a)  Yes, sir.  
 OK. I'll take it.  
 How much is this printer, please?  
 It's one hundred dollars.  
 Do you take credit card?
- b)  Yes, please. How much are these sunglasses?  
 Gee. That's too much.  
 Good evening, sir. Can I help you?  
 They're eight hundred dollars.
- c)  No, it's not. It's made in Taiwan.  
 Do you have it in beige?  
 How much is it, please?  
 Is this shirt made in the USA?  
 It's twenty three dollars. Plus tax.  
 Is it 100% cotton?  
 Yes, it is.  
 Yes, we do. Here you are.

4. Study the sentences below.

How much is **this** shirt I'm holding?  
 How much are **these** boots I am wearing?  
 How much is **that** shirt over there?  
 How much are **those** sunglasses that woman is wearing?

## Presentation (Part A)

1. Bob is at the shopping mall. Listen to the conversation.

**Salesman:** Can I help you?

**Bob:** Yes, please. How much is this shirt?

**Salesman:** It's twelve dollars.

**Bob:** And how much are these sunglasses?

**Salesman:** They're three hundred dollars.

**Bob:** I'll take them.

**Salesman:** Will that be cash or credit?

**Bob:** Cash, please.

## GRAMMAR I

1. Study the questions and answers in the box.



© STEPHEN COBURN/SHUTTERSTOCK

5. Look at the chart. When do we use this/that & these/those?

	<b>near</b>	<b>far</b>
<b>singular</b>	this	that
<b>plural</b>	these	those

## CONVERSATION

- I. Look at the picture of a salesman advertising some products.



2. Practice the conversation with another student.

**Student B** is the salesperson.

**Student A** is a client standing in front of him.

**Have a conversation like this:**

**Student A**

How much are these...?

How much is this...?

How much are those...?

How much is that...?

Then reverse roles.

**Student B**

They are...

It's...

They're...

It's...

## Presentation (Part B)

- I. Bob is buying some clothes when his friend Pete calls him.

**Bob:** Hello?

**Pete:** Hi, Bob. It's Pete. Where are you?

**Bob:** I'm at the mall.

**Pete:** On a Friday afternoon?

**Bob:** I don't work on Fridays, Pete. It is my day off, remember?

**Pete:** Oh, yeah, I forgot. What are you doing?

**Bob:** I'm buying winter boots for Maggie. She is going to travel to Canada next month. It's really cold up there, you know.

**Pete:** Canada?

**Bob:** Yeah, she's going to attend a conference on artificial intelligence. Bill Gates is going to be one of the speakers.

**Pete:** That's awesome!



## GRAMMAR 2

Study the sentences in the box.

### INTENTIONS /PLANS

She is going to travel to Canada next month.

She is going to attend a conference.

Bill Gates is going to be one of the speakers.

They are going to show new software there.

People are going to buy the new software.

- I. Use the verbs *play*, *read*, *study*, *speak* and *watch*.

a) **A:** Is Mary playing tennis now?

**B:** No, she is going to tennis next Friday.

- b) A: Are the boys studying for their English test now?  
B: No, they are going to for their test tomorrow morning.
- c) A: Is the president speaking to the prime minister now?  
B: No he is going to to him next week.
- d) A: Are you watching the sports program now?  
B: No, I'm going to it when I get back home.
- e) A: Are you reading the newspaper now?  
B: No, I'm going to it tomorrow morning after I get up.

## 2. Unscramble the words to make sentences.

- a) travel / Mary / to / is / England / going / to  
b) is / new / printer / to / buy / a / She / going  
c) credit card / to / is / going / She / use / her  
d) visit / France / to / She / too / is /going

## 3. Use the verbs in brackets to complete the conversation. Use *going to*.

- a. What is Mona going to do at the club?  
She (play) soccer.
- b. What's Mrs. Robinson going to do at the hotel?  
She (meet) a friend.
- c. What are the students going to do in the library?  
They (study) for a test.
- d. What are you going to do at the mall?  
I (buy) a video game.

## CONVERSATION

### I. Talk about your future plans or intentions. Use the topics below for ideas. Use *going to*.

- School work
- New clothes
- Vacation Trip

#### Example:

**Student A:** I'm going to study Math tonight.  
I'm going to travel to the Iguaçu Falls on my next vacation.  
I'm going to buy a new watch there!

**Student B:** Well, I'm going to study Chemistry tomorrow.  
I'm going to travel to Curitiba in October.  
I'm going to visit my grandparents.

## READING

### I. Discuss these questions with a partner.

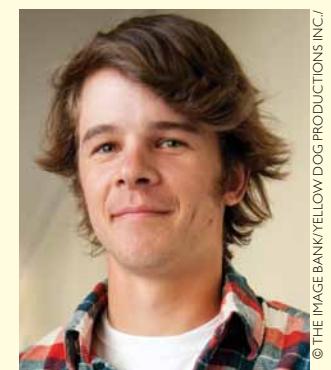
- a) Do you have a cell phone?  
b) Which kind?

### 2. Read the five cell phone ads. Which model has the most technology?

- If you like to send SMS this is the best phone for you. The keyboard is fantastic and there are a multiple messaging options.
- This phone is equipped with wireless support (Bluetooth and Wi-Fi), email and WAP. It is the best smart phone in the market.
- If you are looking for unique design and style this is your phone. It's the best status-symbol design phone: a modern design, with beautiful touch screen display and a speakerphone. It's a real world phone.
- If you are a teen, you'll love this phone. Some of its great features are: programmable ringtones, vibration feedback for game playing and changeable faceplates.
- This is the best multimedia phone. It comes with a 7.0-megapixel digital camera, Bluetooth, and the perfect MP3 player.



### 3. Read what each user says and decide which of the five phones advertised in exercise I is best for them.



"I love playing video games, talking and cool ring tones."

(Mark Boil, 22)



"I'm a music lover. And I simply adore watching videos. Ah, I'm a great photographer, too."

(Alison Silver, 27)



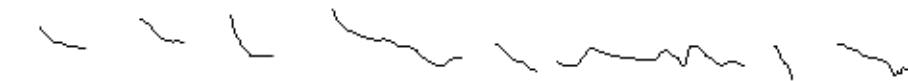
© MICHAEL JONSON/GETTY IMAGES

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"I travel a lot on business and I want to make an impression."  
(Lee Scorsese, 31)

"I need to check my e-mail all the time. I'm a netaholic, so I need to be online!"  
(Patricia Smith, 19)

2. Listen to the sentence below produced by Dr. Thomas Eugene Lovejoy III (Roda Viva n. 1494). Are all the words prominent? Which words are not prominent?



And it 's not been playing as well as it did.

3. Repeat the following sentences after your teacher or the voice on the CD. Make sure to give more prominence to the verb (*give, say, help, tell* and *take*) than to the pronouns that follow them (*him, it, me, and her*).

- a. Give him the message.
- b. Say it aloud.
- c. Help me to wash the dishes.
- d. Tell her the truth.
- e. Take it all.

## WRITING

Write a short ad for your cell phone. Use the model below:

If you are looking for and this is the perfect cell phone for you.  
It comes with , , and . There is also .

Don't miss this great chance to have the cell phone of your dreams!

## LISTENING AND PRONOUNCING

### Content words vs. Function words

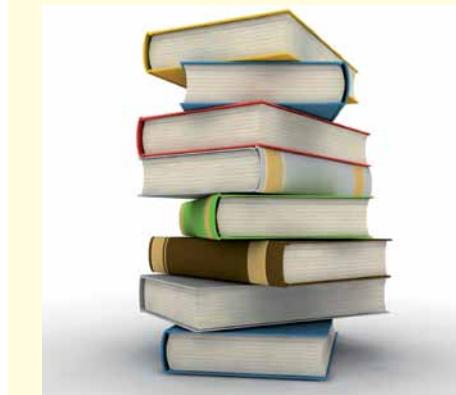
When you listen to someone speaking, you notice that some words are more prominent than others. *Content words* (nouns, main verbs, adjectives and adverbs) are usually more prominent than *function words* (prepositions, pronouns and articles).

- I. Listen to the sentences and identify the prominent (stressed) words.

- a. What time is it?
- b. Who do you live with?
- c. Nice to meet you.
- d. Come to my party on Sunday.
- e. Please take a look at it.
- f. Could you please help us?

## VOCABULARY EXPANSION

### Shopping mall stores



© SHUTTERSTOCK

#### BOOKSTORE

- books & magazines
- DVD & blue-ray
- pens & pencils
- CDs
- calendars & gift cards



© KODESIGN/SHUTTERSTOCK

#### JEWELRY STORE

- eyeglasses
- sunglasses
- contact lenses
- eyeglass lenses
- frames



**HEALTH & BEAUTY STORE**

• fragrances  
• moisturizer  
• makeup  
• shampoo & conditioner  
• shower gel



**ELECTRONICS STORE**

• I-pods  
• I-phones  
• cell phones  
• video games  
• laptops



**DEPARTMENT STORE**

• women's clothing  
• men's clothing  
• kids clothing  
• beauty  
• home: bed & bath, dining, kitchen, furniture, luggage



**OPTICAL STORE**

• eyeglasses  
• sunglasses  
• contact lenses  
• eyeglass lenses  
• frames

- There are other stores in a mall, of course, including specific ones for women's clothing, men's clothing and kids' clothing.

**I. Study this conversation:**

**Student A:** Where can I find card games?

**Student B:** In a toy store.

Now it's your turn. **Ask your partner where you can find...**

- Shampoo
- Gift cards
- Handbags
- Sunglasses

Then reverse roles. **Include other items** from the list above in your conversation.

**2. Look at the pictures below and say:**

- what the object is.
- where you can find it.

Ex: Picture A is a...

I **think** we can find it in a...

I **know** I will find it in a...



# Unit 8

## What do you think of her?

- Asking about movies
- Inviting people
- Writing a biography

## FIRST MOVE

1. Look at the words in the box. Which words have a positive meaning? Which words have a negative meaning? Discuss your answers with a partner.

interesting	stupid	boring
exciting	intelligent	slow
ugly	attractive	boring

2. Name some famous people that you find...

- a) intelligent      b) attractive

## Presentation

1. Carmen runs into her neighbor Pedro in the elevator. Listen to their conversation.

**Carmen:** Hey, Pedro. You look so stylish! Where are you going?

**Pedro:** Sandy and I are going to the movies.

**Carmen:** What movie are you going to see?

**Pedro:** Alexander.

**Carmen:** Who is in it?

**Pedro:** Angelina Jolie and Colin Farell. What do you think of them?

**Carmen:** Well, I like him, but I don't like her.

**Pedro:** You don't? Why not?

**Carmen:** Well, she is very beautiful, but she can't act. What do you think of her?

**Pedro:** Well, I don't know. I think she is very beautiful AND she has a lot of talent. But I don't like Colin Farell much. He is kind of boring.

**Carmen:** Well, I do. He's got this James Dean look. He is not American, is he?

**Pedro:** No, he is Irish. Say, do you want to come with us? We are going to have a pizza after the movie at that new place on Black Current Street.

**Carmen:** You are? Well, count me in!

2. Discuss the sentences with another student. Are they true or false?

- a. Pedro is going to work.
- b. Carmen thinks Angelina Jolie is beautiful and talented.
- c. Pedro doesn't like Colin Farell.
- d. Colin Farell is British.
- e. They are going to a pizzeria after the movie.

## VOCABULARY

- I. Read the table below.

 ©JENONY SHUTTERSTOCK POSITIVE CHARACTERISTICS			 NEGATIVE CHARACTERISTICS		
interesting	intelligent	fast	boring	dumb	slow
beautiful	friendly	cheerful	ugly	rude	serious
relaxed	calm	talkative	anxious	nervous	quiet
flexible	warm	outgoing	stubborn	cold	shy

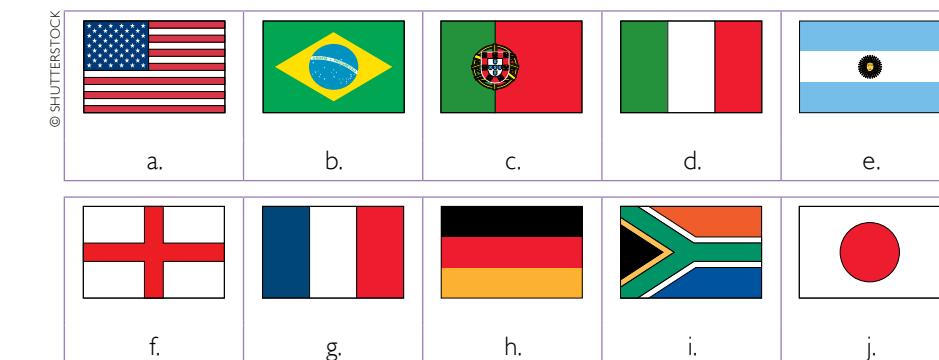
2. Fill in the gaps with words from the table.

- a. The salesman is not rude. In fact, he is very .
- b. The new students aren't quiet. In fact, they are very .
- c. Her new boss is not very flexible. In fact, she is really .
- d. My cousins from Fortaleza are not cold at all. In fact, they are very .
- e. My History teacher is not quiet. In fact, he is very .
- f. The candidates are not calm. In fact, they are very .
- g. The Harry Potter novel is not boring. In fact, it's really .
- h. Jean is not very talkative. In fact, he is .

3. Pair work. Talk about people in your class/school. Use the model below.

 is not very  . In fact, (s)he is really .

4. Look at these flags. Do you know which countries they represent?



5. Match the flags in exercise 4 with the countries. Use your notebook.

- |   |   |  |  |
|---|---|--|--|
|  Japan         |  Argentina |  Brazil |  Italy        |
|  Germany       |  Portugal  |  France |  England      |
|  United States |   |  |  South Africa |

6. Look at the pictures and study the nationalities. Then repeat them after your teacher.



7. Discuss the sentences with your partner. Are they true or false?

- a) There isn't the color green in the Portuguese flag.
- b) There are five stars in the American flag.
- c) There is a red circle in the center of the Japanese flag.
- d) Both the German and the South African flag have the color black in them.
- e) There is a vertical white rectangle in the Italian and French flags.

8. Pair work. Decipher these questions. Take turns asking them.



## GRAMMAR

- I. Study the questions and answers in the box.

Questions	Answers
What do you think of him?	I like him. / I don't like him.
What do you think of her?	I like her. / I don't like her.
What do you think of Angelina Jolie?	I like her. / I don't like her.
What do you think of them?	I like them. / I don't like them.
What do you think of Tom and Mary?	I like him, but I don't like her.

2. Complete the sentences. Use *him*, *her*, or *them*

- a) A: Who's that?  
B: That's Paul Logan.  
A: What do you think of ?  
B: I like . I think he's very funny.
- b) A: Who's that?  
B: That's Jennifer Aniston.  
A: What do you think of ?  
B: I like . I think she is really beautiful.
- c) A: Are they "The Beatles"?  
B: No, they're "The Rolling Stones".  
A: What do you think of ?  
B: I like . I think they are great.
- d) A: Who's that?  
B: That's Jon Doe.  
A: What do you think of ?  
B: I don't like . I think he is boring.
- e) A: Who are those boys? Do you know ?  
B: Sure. They are Maria's kids, Rick and Terry.  
A: What do you think of ?  
B: Well, I like Terry, but I don't like Rick.

## CONVERSATION

- I. Look at these pictures of some famous people.



2. Now talk about them.

- A: Who's that? Do you know...?  
B: That's...
- A: Where is (s)he from?  
B: (S)he is...
- A: What do you think of...?  
B: I like / don't like... I think (s)he...

## READING

I. Discuss these questions with a partner.

- a) Do you know Antonio Bandeiras?
- b) Where is he from?
- c) How old is he?

2. Now read the passage about him. Find the answers to your questions in exercise I.

### A Spanish artist



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Antonio Bandeiras is a film actor. He is also a movie director and a singer. His real name is Jose Antonio Dominguez Bandeiras. His nickname is Breva, which translated from Spanish means fig. He is from Malaga, Spain. He lives in Los Angeles, USA. He is married to actress Melanie Griffith and they have a daughter, Stella, who speaks both English and Spanish. In his free time he likes to play soccer. *The Mambo Kings* (1992) is his first American movie, followed by *Philadelphia*. Besides his acting, singing and producing career, he is internationally known for his fragrances. His most famous fragrance is Diavolo. Recently he is investing his money in wine production in Spain. He supports two charities: UNICEF and St. Jude Children's Research Hospital.

3. GROUP WORK. Form the questions for the answers below.

- a) He is a movie director, an actor and a singer.
- b) His real name is Jose Antonio Dominguez Bandeiras.
- c) Breva.
- d) Breva means *fig*.
- e) Malaga, Spain.
- f) Los Angeles and Spain.
- g) Yes, he is married.
- h) She is an actress.
- i) Yes, they have one child, Stella.
- j) Stella can speak two languages: English and Spanish.
- k) Play soccer.
- l) *The Mambo Kings*.
- m) *Philadelphia*.
- n) Diavolo.

- o) He is investing his money in wine production, in Spain.
- p) He supports two charities: UNICEF and St. Jude Children's Research Hospital.

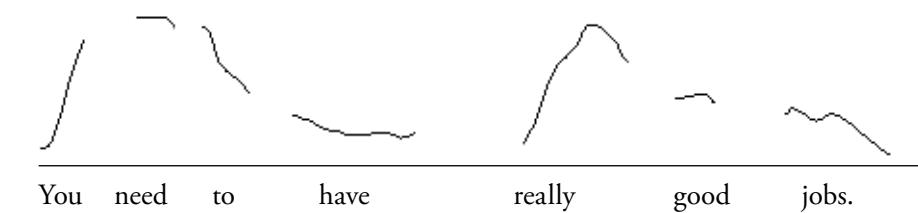
4. GROUP WORK. Log on to <http://www.imdb.com>

In The Internet Movie Database (IMDb) website you can find information about any actor in the world. Get together in groups of three. Prepare a short presentation about an actor/actress and then present it to the other students in class!

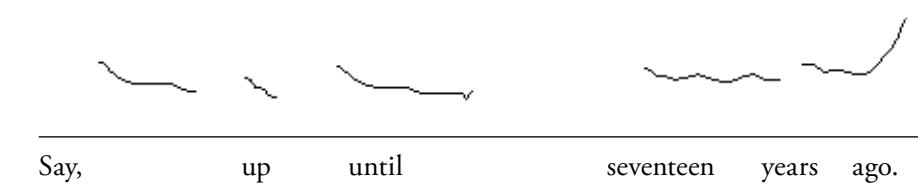
## LISTENING AND PRONOUNCING

Consonant sounds

1. The sounds corresponding to the letters *th* do not have counterparts in Portuguese. Listen to some English words which have these sounds:  
**thin, healthy, both.**                                  **the, father, there**
2. The sounds corresponding to the letters *h* and */l* are found in some varieties of Brazilian Portuguese. Listen to some English words which have this sound:  
**hair, hand, ahead**    **well, call, Bill**
3. Take turns reading the sentences. Pay particular attention to the consonants in bold.  
 a) Michael **hurt** his **head** playing **ball**.  
 b) **The thin** tall man is **hungry**.  
 c) **Martha** is **healthy**, but **Bill** isn't.
4. Listen to the sentence produced by Jon "Maddog" Hall (Roda Viva n. 1390). As you listen to it, follow the intonation contour. Which word has the sound [h] (as in *hair*)?



5. Listen to the sentence produced by Dr. Thomas Eugene Lovejoy III (Roda Viva n. 1494), which we have already discussed in Unit 2. As you listen to it, follow the intonation contour. Which word has the same sound as the last consonant in the word *Bill*?



## VOCABULARY EXPANSION

### Movie genres

FOTOS DIVULGAÇÃO

ACTION / ADVENTURE 	FOREIGN 	COMEDY 	HORROR 
CRIME 	ROMANCE 	DOCUMENTARY 	SCI-FI 
DRAMA 	SUSPENSE / THRILLER 	FAMILY 	WAR 

#### 1. Discuss these questions with a partner:

- How often do you go to the movies?
- What is your favorite kind of movie?

#### 2. Pair work:

**Student A:** Do you like...? (dramas / war movies / comedies)

**Student B:** Yes, I think they are interesting / No, I find them quite boring.  
Then reverse roles.

#### 3. Look at the movies below. What genre do you think each of them exemplifies? Discuss your answers with a partner.

FOTOS DIVULGAÇÃO

Shrek the Third (2007)	Ghost (1990)	ET: The Extra Terrestrial (1982)	My Big Fat Greek Wedding (2002)

Ex: **Student A:** I think ... is a romance.

**Student B:** I agree. / I think so too. / I don't think so. I think it is a comedy.

## Review 2 – Units 5-8

#### 1. Complete the sentences with: there is / there isn't / there are / there aren't.

Please use your notebook.

- a)  a big library in Ted's city, but  any universities.
- b) I love São Paulo.  many parks to go jogging on Sundays!
- c) It's easy to find my house:  a square right next to it!
- d) Excuse-me, where's the theater?  
I'm sorry, but  any theater in this school.

#### 2. Complete the sentences below. Use the present continuous of the verbs given. Please use your notebook.

- a) Sally is in the kitchen. She  (do / dishes).
- b) Melanie is in her bedroom. She  (study / History).
- c) Mark and Tim are in the living room. They  (watch / TV).
- d) My friends are in the club. They  (play / volleyball).

#### 3. Look at the picture and say whether the statements below are true or false. Write your answers in your notebook.



- a) There are many flowers in the picture.
- b) The young lady isn't cooking.
- c) The young lady is doing the dishes.
- d) She has a baby.
- e) She lives in a big house.
- f) It's a beautiful sunny day.

#### 4. Look at the picture and say what is going to happen. Use your notebook.



She .

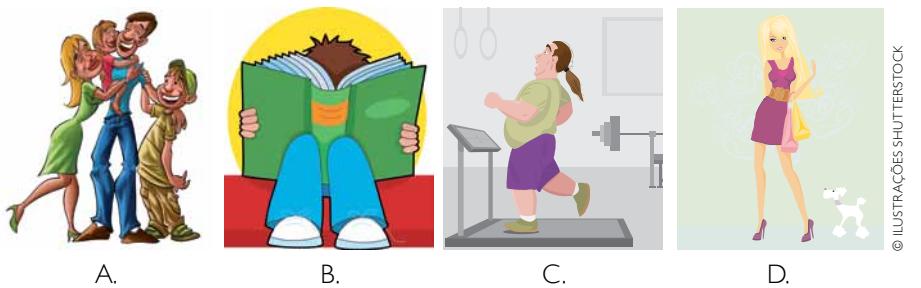
He .

He .

She .

# Unit 9

5. Look at the images and think of one or two adjectives for each of them.



## Singing time!

Listen to the American folksong

*Oh Susannah*

(<http://www.songsforteaching.com/folk/>).

Sing along!

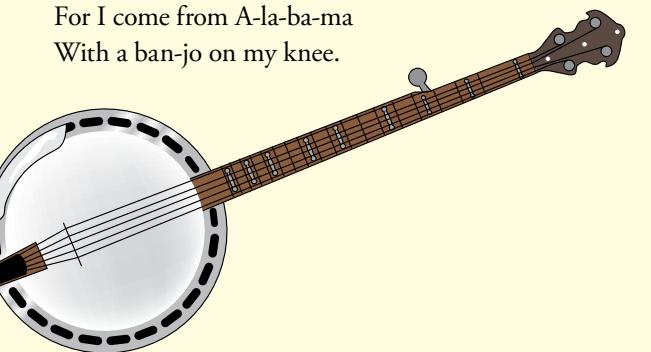
I come from Alabama  
With a banjo on my knee  
I'm going to Louisiana,  
My true love for to see.



It rained all night the day I left  
The weather it was dry  
The sun so hot, I froze to death  
Susannah, don't you cry.

Oh, Susannah,  
Oh don't you cry for me  
For I come from Alabama  
With a banjo on my knee.

I had a dream the other night  
When everything was still  
I dreamed I saw Susannah dear  
A-coming down the hill.



The buckwheat cake was in her mouth  
The tear was in her eye  
Says I, "I'm coming from the south,  
Susannah, don't you cry."

Oh, Susannah,  
Oh don't you cry for me  
For I come from Alabama  
With a banjo on my knee.

I come from A-la-ba-ma  
With a ban-jo on my knee,  
I'm going to Lou-i-siana,  
My true love for to see.

Oh, Su-san-nah, oh,  
Don't you cry for me,  
For I come from A-la-ba-ma  
With a ban-jo on my knee.

## Why don't you upgrade it?

- Comparing things
- Making suggestions
- Submitting an answer to a discussion forum

### Post-Listening Activity

Which future form is used in the song, *going to* or *will*? Why? Discuss your answer with a partner.

## FIRST MOVE

Match the problems with their solutions.

- |                            |   |
|----------------------------|---|
| 1. bad Internet connection | a. buy a new one                        |
| 2. old computer            | b. talk to him / her                    |
| 3. noisy neighbor          | c. relax more                           |
| 4. bad grade on test       | d. change the Internet service provider |
| 5. stressful life          | e. study harder                         |

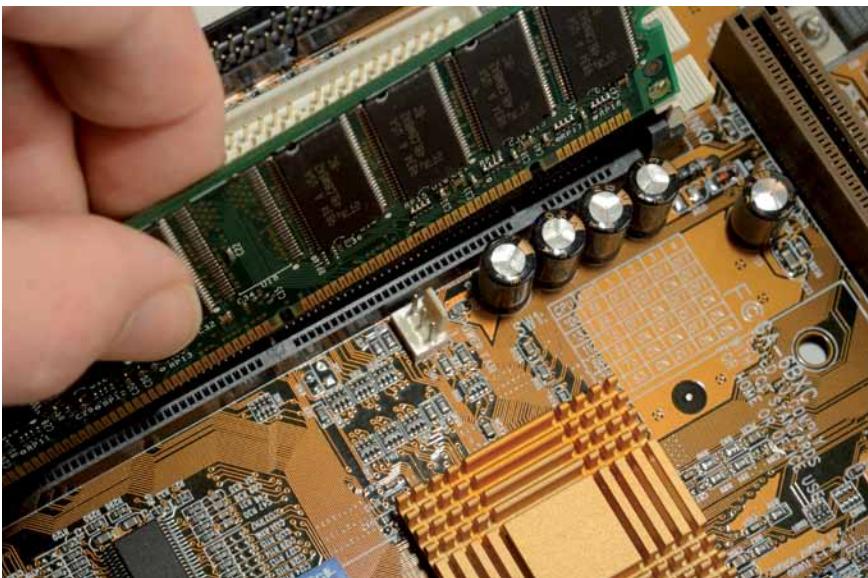
How old is your computer? Do you want to change it?

## READING

- I. Read the user's guide. How many steps are there?

Installing Memory Modules: Installation Procedure

1. Use only unbuffered DDR3 SDRAM.
2. Push the latches on each side of the DIMM slot down.
3. Align the memory module with the slot.
4. Install the DIMM module into the slot.
5. Press it firmly down until it seats correctly.
6. Install the other DIMM modules.



© PETR BONEK/ALAMY/ALAMY OTHER IMAGES

2. Discuss the following sentences with a partner. Are they true or false?

- a) It's possible to use DDR2 memory modules.
- b) There are latches on the left side of the DIMM slot only.
- c) There's only one position to install the memory modules.
- d) There's space for more than one module.

## DIALOGUE

This computer won't work. It's a real lemon!

- I. Ana and David are workmates. They are talking about a computer problem. Listen to their conversation.

**Anna:** Hey, David. What's the matter?

**David:** This computer is getting on my nerves. It's a real lemon!

**Anna:** Really? But isn't the operating system new?

**David:** Yes, it is! But the computer is too slow.

**Anna:** Why don't you upgrade it?

**David:** I can't. There are no free slots to install any more memory modules.

**Anna:** So what you really need is a faster computer with a more sophisticated operating system.

**David:** And a larger LCD screen too.

**Anna:** A larger screen? But your screen is big enough.

**David:** Well, I love to play video games on my computer. The larger the screen the better, right?



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2. Discuss the following sentences with a partner. Are they true or false?

- a) David's computer is fast.
- b) Its operating system is new.
- c) There is some space to install more memory modules.
- d) David is not happy with the size of his computer screen.
- e) He likes to watch movies on his computer.

## GRAMMAR (Part a)

### I. Study the sentences in the box.

Comparing things
Anna's computer is <i>faster</i> than David's computer.
It is <i>newer</i> .
The LCD screen is <i>larger</i> .
The operating system is <i>more sophisticated</i> .

### 2. Answer the questions with a partner:

To compare short adjectives we use:

- a) adjective + *er*                      b) *more* + adjective

To compare long adjectives we use:

- a) adjective + *er*                      b) *more* + adjective

### 3. Complete the sentences with the comparative form of the verbs in parentheses. Use your notebook.

- a) Palm Tops are *lighter* (light) than laptops.  
 b) iPods are *more expensive* (expensive) than flash drives.  
 c) Canada is *larger* (large) than France.  
 d) Angelina Jolie is *more beautiful* (beautiful) than Lindsey Lohan.  
 e) Netbooks are *smaller* (small) than desktop computers.  
 f) Santa Catarina is *colder* (cold) than Maceió.

### 4. Put the words in the right order. Write the answers in your notebook.

- a) is teacher taller John than his  
 b) are interesting than dramas comedies more  
 c) than Steve Martin funnier Jim Carrey is  
 d) smaller than cats lions are  
 e) more women talkative than men are  
 f) than difficult Chemistry Physics is more

### 5. Put the sentences in the right order and form three conversations. Then practice with another student.

#### Conversation 1

Seven? It's older than my computer.

It's seven years old.

Is that your computer?

Yes, it is.

How old is it?

#### Conversation 2

Where does she work?

Is her department large?

She works in the women's department.

What does your sister do?

Well, it's larger than the men's department.

She is a sales clerk.

#### Conversation 3

Enormous. It's bigger than his plate!

He is preparing a sandwich.

How big is the sandwich?

What is Ronald doing in the kitchen?

## CONVERSATION

### I. Practice the conversation with another student. Use the comparative form of the following adjectives: *expensive, cheap, small, large, light, heavy* and *convenient*.

STUDENT A	STUDENT B
Which do you prefer, a desktop computer or a laptop?	I really prefer a <i>laptop</i> .
Why?	Because a laptop is <i>lighter</i> than a desktop computer.
True, but isn't a desktop computer <i>more convenient</i> than a laptop?	Maybe. But I still think a <i>laptop</i> is better.

## GRAMMAR (Part b)

### I. Study the box below

Questions	Answers
Why don't you upgrade your computer?	That's a good idea.
Why don't you install a memory module?	Maybe I will.
Why don't you go to the game?	I can't. I'm busy tonight.
Why don't you send her an e-mail?	I can't. I'm offline.

2. Make suggestions to the following situations. Use *why you don't...?* and one of these verbs: *do, talk, buy, or call*. Use your notebook.

- a) My car is too slow.  
\_\_\_\_\_ a new one?
- b) There are too many people standing in line at the bank.  
\_\_\_\_\_ your banking online?
- c) My cousin Jerry keeps borrowing my T-shirts.  
\_\_\_\_\_ to him about it?
- d) My CPU is making loud noises. And it's getting warmer, too.  
\_\_\_\_\_ a technician to see it?

3. Complete these conversations. Then practice with a partner.

**Conversation 1:**

- A: What's the matter?  
B: Oh, my computer is too slow. I want to make it \_\_\_\_\_.  
A: \_\_\_\_\_ don't you close some windows?  
B: That's a good \_\_\_\_\_.  
\_\_\_\_\_

**Conversation 2:**

- A: What's the \_\_\_\_\_, Pete? You look worried.  
B: I am. My printer \_\_\_\_\_ changing the colors of my images.  
A: Why don't \_\_\_\_\_ change the cartridge?  
B: I can't . It's Sunday today and all the computer stores \_\_\_\_\_ closed.

**Conversation 3:**

- A: Hey, Brenda. Aren't you coming \_\_\_\_\_ the party?  
B: In a minute. I'm \_\_\_\_\_ an e-mail to Pierre, my e-pal.  
A: You have an e-pal? Where \_\_\_\_\_ he live?  
A: Paris. He is coming \_\_\_\_\_ Brazil next week.  
B: Why \_\_\_\_\_ you invite him to stay in your place?



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## CONVERSATION

- I. Practice the conversation with another student. Talk about your computer, camera, MP3-player, cell phone or printer.

Student A	Student B
What's the matter?	This _____ is really getting on my nerves.
Really? Why do you say that?	It's too _____ (slow / noisy / large / old-fashioned)
Why don't you _____?	That's a good idea. / I can't . I'm _____.

## WRITING

- I. A user has submitted a question to YAHOO ANSWERS. Read her question and the best answer she received.

### YAHOO! ANSWERS

**Which LCD monitor is better, Robotics MI23WA or Computelink P235?**

**Best of Answers:** Go with Robotics. It is bigger; it has better resolution and the response time is three times faster. It's a little more expensive than the Computelink, but it's worth it.

2. Use the model below to write a question and the best answer about two computers/printers/pendrives, etc. Use comparatives in your answers Write it in your notebook.

**Which \_\_\_\_\_ is better, \_\_\_\_\_ or \_\_\_\_\_?**

**Best of Answers:** Go with \_\_\_\_\_. It is \_\_\_\_\_, it has better \_\_\_\_\_ and the \_\_\_\_\_ is three times \_\_\_\_\_. It's a little \_\_\_\_\_ than the \_\_\_\_\_ but it's worth it.

## LISTENING AND PRONOUNCING

### The “r-colored” schwa

Letters and sounds belong to different systems. The number of letters and the number of sounds of a given word do not necessarily coincide. In English each *vowel sound* in a word corresponds to one syllable. For example, the word *big* has one syllable, 3 letters and 3 sounds. The word *large* also has one syllable, but 5 letters and 4 sounds. The letter *e* in *large* doesn't count as a syllable (*large* ends in a consonant sound.)

- How many syllables, letters and sounds are there in each word? Discuss your answers with a partner:

small	boring	new
modern	nice	difficult
sophisticated	old	slow

We form the comparative form of a short adjective by adding *-er* to the adjective. When we do so, we have to pronounce it with an extra vowel sound: the “r-colored” *schwa*. So the word *big* has one syllable, but *bigger* has two syllables.

- Complete the sentences with the comparative form of some of the verbs in exercise 1. Make sure to pronounce an extra syllable for comparatives ending in *-er*. Then take turns reading the sentences.
  - A turtle is *slow* than a rabbit.
  - Salvador is *big* than Curitiba.
  - A Blu-ray is *fast* than a DVD.
  - English is *easy* to learn than Chinese
- Listen to the sentence produced by Jon “Maddog” Hall (Roda Viva n. 1390). As you listen to it, follow the intonation contour, which corresponds to the rising and falling of the voice. Identify the missing word. Is this word prominent?



The digital inclusion problem is actually much *slow* than most people think.

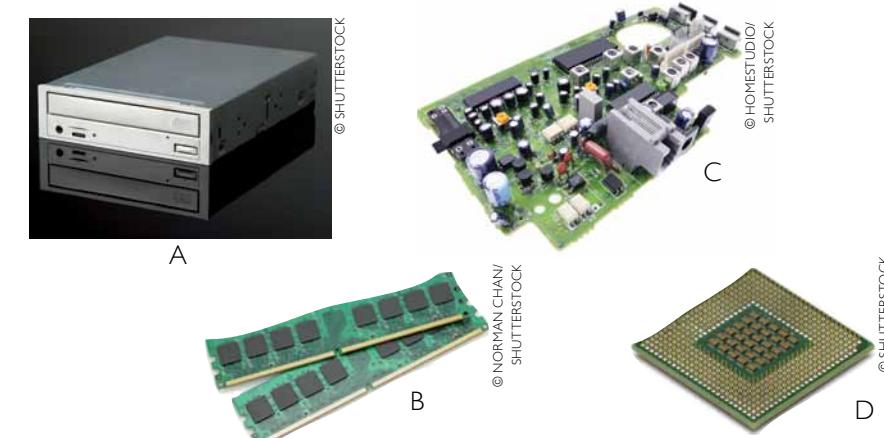
## VOCABULARY EXPANSION

### Computer parts

- Repeat these computer parts after your teacher.

- professional graphics card
- hard disk drive
- motherboard
- optical disk drive
- sound card
- processor chip
- memory module (RAM)
- graphics adapter

- Look at the following pictures. Can you identify the computer parts?



- Complete these definitions using the computer parts seen previously. Please use your notebook.

- a large circuit board into which you plug all your other hardware so it can communicate is a *motherboard*.
- the part of a computer that reads CD and DVD is a *optical disk drive*.
- the part of a computer that stores information, such as softwares or documents, even when the power is off is a *hard disk drive*.
- the expansion card that converts digital sound into signals for speakers or earphones is a *sound card*.
- the part of a computer used to store temporary data while the computer is running is a *RAM*.

- Complete these sentences with some of the hardware from exercise 1. Write the answers in your notebook.

- I need to buy a high definition *TV* because I love listening to music and recording jingles.
- Yesterday I replaced my old *monitor* and installed a brand new *monitor* because I want to improve my computer performance.
- My *RAM* has got two free slots.
- The technician installed a DDR3 *RAM* on my computer.

# Unit 10

## Can you overclock my computer?

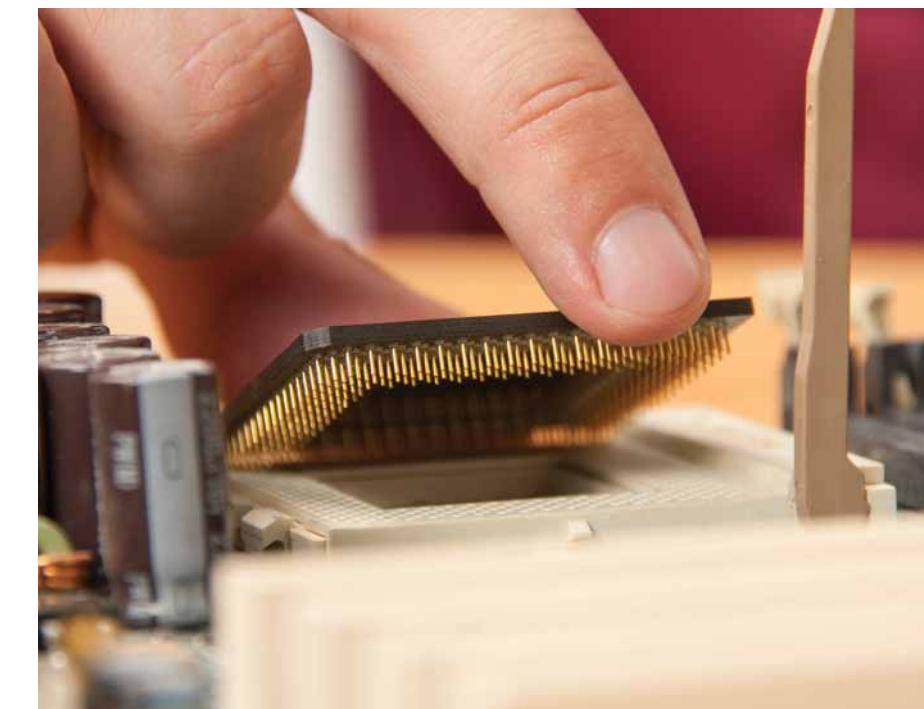
- Making requests
- Talking about ability
- Overclocking a computer

## FIRST MOVE

1. Which of the things below can you do? Which ones do you find difficult? Discuss your answers with another student.

- a) use Excel spreadsheets
- b) assemble a computer
- c) read computer manuals
- d) speak English
- e) make PowerPoint slides
- f) upgrade a computer
- g) write e-mails in English

2. Pair-work: Think of some people who can do these activities well.



## READING

1. Read the text below. What are the advantages of overclocking a computer?

### What does overclocking do?

When we overclock a computer's processor or memory we change their original speed. For example, we can overclock a processor rated at 2.4 GHz to 2.6 GHz. And we can overclock memory rated at 200 MHz to 220 MHz. As a result, the processor and/or the memory do more work and the computing performance of the PC improves.

### Can overclocking damage computer hardware?

Yes, but it's not probable. If you overclock your computer hardware beyond its limits, maybe it will lock up or crash, but the processor or memory will not be permanently damaged. But remember: extreme voltages can damage your computer because the motherboard doesn't support extreme high voltages.

### What's the purpose of overclocking?

The most obvious reason to overclock a computer system is to improve the performance of your computer at little or no cost. Overclocking the processor and system memory can significantly boost game performance, benchmark scores and even simple desktop tasks. Since almost every modern processor and memory module can be overclocked to at least a slight degree, there are few reasons not to attempt it.

## DIALOGUE

**Can you overclock my computer?**

1. Derek is consulting a technician about overclocking his computer. Listen to their conversation.

**Derek:** Can you overclock my computer to make it faster?

**Technician:** Maybe. What's the CPU clock rate?

**Derek:** It's 450 MHZ.

**Technician:** Well, I can overclock it, but I don't think that's going to help much.

**Derek:** So, what do you suggest?

**Technician:** Well, we can replace the motherboard and put in a new processor.

**Derek:** Excellent. Can you do it over the weekend?

**Technician:** Oh, I'm sorry. I'm going to be out of town this weekend. But you can have it back on Tuesday.

**Derek:** Tuesday is fine. How much would that be, please?

**Technician:** R\$ 75.

**Derek:** Can I pay by credit card?

**Technician:** Of course.

2. Discuss the following sentences with a partner. Are they true or false?

- a) The CPU clock rate is 400 MHZ.
- b) The technician suggests replacing the motherboard.
- c) The technician is going to work this weekend.
- d) Derek's computer is going to be ready only on Tuesday.

## GRAMMAR (Part A)

I. Study the sentences in the box below.

Questions	Answers
Can you overclock my computer?	Yes, I can.
Can you do it over the weekend?	Sorry, but I can't.
Can you speak English?	Yes, I can.
Can you use Windows Movie Maker?	No, I can't.

2. Fill in the gaps with the right word. Use *can* or *can't*.

a) A: What kind of music do you like?

B: I really like reggae.

A: Really? you sing it too?

B: No, I can't.

b) A: Excuse-me. How I get to the Metropolitan Museum, please?

B: Go up this street for ten blocks. Then turn right.

A: Ten blocks? That's too far. I go by bus?

B: No, you There are no buses going that way.

c) A: What's the matter, Paul?

B: I understand this Math problem. It's too difficult.

A: I help you with it?

B: Well, it's a calculus equation. you do it?

A: Of course I Math is my favorite subject.

d) A: you speak French, Mario?

B: Yes, I Why?

A: A French Professor is visiting our campus today.

you stay with him?

B: Sure, no problem.

3. Put the conversations in the right order. Then practice them.

### Conversation 1

Well, she can run 10 km in an hour.

Really? Can she run fast?

What's Cindy doing in the park?

Gee. That's not really fast enough, is it?

She is training for the São Silvestre marathon.

### Conversation 2

Can't you borrow your dad's car?

Why can't you drive us to the beach, Clarice?

No way! The bus trip takes 5 hours.  
No, I can't. He is using it this weekend.  
My car is at the mechanic's.  
Why don't we go by bus, then?

### Conversation 3

Where was he born?  
Who's your favorite poet?  
Can you read poems in English?  
Edgar Allan Poe.  
Yes. I can.  
He was born in Baltimore.

4. Look at the pictures. Discuss what each person can do. Use the verbs: *cook, play, paint and dance*.

Paul



Lisa



Randy



Janine



Alex



Michael



## CONVERSATION

**Pair work:** Take turns asking about sports. Follow the model:

**STUDENT A**

Which sport can you play really well?  
How often do you play?  
Who do you play with?

**STUDENT B**

I can play .  
Once / twice a . / Every .  
I play with .

## GRAMMAR (Part B)

I. Study the sentences in the box below.

Questions	Answers
Can I pay by credit card?	Yes, you can.
Can I use your dictionary?	Sure. Go ahead.
Can I talk to you for a minute?	Oh, I'm sorry. I'm busy right now.
Can you open the window please?	Of course.
Can I call you at 11 pm?	I'd rather you didn't. I'll be in bed.

2. Complete the conversations with the right word. Then practice it with another student. Write the answers in your notebook.

### Conversation 1

A: What's the matter, Susan?

B: Oh, I'm just exhausted. And I still have to cook dinner.

A: you need any help?

B: Oh, yes, please. you cut up the vegetables?

A: Sure. Where the vegetables?

B: the fridge.

A: Where exactly?

B: the bottom drawers. you see them?

A: Oh, yes. There they are.

### Conversation 2.

A: How I help you, sir?

B: I'm looking for car polish please.

A: Here you are. This is the best kind we have.

B: How is it, please?

A: It's U\$ 12.

B: I use it in the sun?

A: No, you can't, sir. You should only use it in the shade.

3. Rephrase the sentences below. Use *Can...?*

- a) OK if I use your computer?
- b) Turn on the light please.
- c) Please repeat that word.
- d) OK if Marie goes with us?
- e) I need to use your eraser please.

## CONVERSATION

I. Use the prompts below to make a conversation.

<b>STUDENT A</b>	<b>STUDENT B</b>
Excuse-me. Can you ? open the window lend me \$ 15 turn off the light call the teacher buy me a soft drink	Sure. No problem. I'm sorry, but I can't.
Excuse-me. Can I ? use your cell phone call you at midnight turn off the TV buy you a coffee later borrow your car	No, you can't. I'm sorry. Sure. Go ahead. Oh, I'd rather you didn't Of course. Sure, no problem.

## WRITING

I. Rafael is a Brazilian tourist visiting the US for the first time. He is spending some days in California. Read the email he wrote to his American friend Johnny, who is now in Brazil.

### Hello, Johnny

I'm writing to you from sunny California. The beaches here are spectacular! My English is helping a lot. I've improved a lot. I can speak faster and clearer and everybody can understand me. I can also ask for information and order food at restaurants. Listen, there are a couple of favors I need to ask you:

Can you water the plants? You can get the keys at the reception with Geraldo. Also, can you check if there is any bill under the door? And if so, do you think you can pay them for me? I'll write you a check as soon as I get back to Brazil. Thanks a zillion.

Best,

Rafa

2. Now write your own e-mail to a friend. Imagine you are travelling to an English-speaking country for the first time. Tell your friend about how your English has improved and ask him / her to do you a favor. Follow the model:

Hello, How is everything with you? I'm writing to you from sunny The here are spectacular! My English is helping a lot. It's so much better. I can speak faster and clearer and everybody can understand me. I can also and at Listen, there are a couple of favors I need to ask you: Can you ? You can get at the Also, can you ? Thanks a zillion.



## LISTENING AND PRONOUNCING

### Words beginning with s & aspirated t

When *s* occurs at the beginning of a word it is never followed by another consonant in Brazilian Portuguese. In English, however, *s* can be followed by another consonant, as in *school*. Be careful not to insert a vowel such as [ i ] at the beginning of words beginning with *s*.

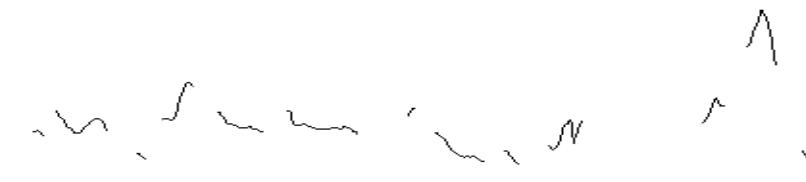
- I. Listen to the words and repeat them after your teacher. Make sure not to insert a vowel before [s].

- a) school
- b) swim
- c) snake
- d) stay
- e) space
- f) smoke
- g) student

2. Complete the sentences with the words from exercise I. Then take turns reading them.

- a) The ate the rat.
- b) Are you going to in a hotel?
- c) People can't in elevators.
- d) Most of the in class live with their parents.
- e) Marlon studies at a very traditional .
- f) Benny and Kate like to together in the pool.
- g) Laika is the name of the dog the Russian sent to in 1957.

3. Listen to the sentence produced by Jon “Maddog” Hall (Roda Viva n. 1390). As you listen to it, follow the intonation contour that corresponds to the rising and falling of the voice. How does the pronunciation of *t* differ in the words *exactly*, *operating* and *telephone*? In which word is *t* pronounced with a little air escape (a burst)?



I can have exactly the same operating system on my telephone.

## VOCABULARY EXPANSION

### Verbs related to computing

- I. Look at the following verbs and repeat them after your teacher.

- |            |               |            |
|------------|---------------|------------|
| • burn     | • digitize    | • reboot   |
| • download | • rearrange   | • update   |
| • compress | • pre-install | • transfer |
| • install  | • unplug      | • upload   |

2. Now read the definitions below and match them with the verbs above. Use your notebook.

- put a software on the hard drive.
- arrange again in a different way.
- put (data) into digital form so that it can be directly processed by a computer.
- receive information from another computer on the internet.
- save a digital song or other information to a blank CD-R.
- shrink digital information so it takes up less space.
- remove a plug from the power source.
- move something from one place to another.
- put a software on a computer before it is sold.
- start up the computer again.
- get new information to replace or add to older information.
- send information to another computer on the internet.

3. Pair-work: Use the verbs in exercise I to ask about your friend's computer skills.

**Student A:** Can you...?

**Student B:** Yes, I can / Of course! / No, I can't

# Unit II

## How was the computer fair?

- Talking about past events
- Reading a banner
- Writing a summary

## FIRST MOVE

1. Do you agree with the statements below? Discuss your answers with another student.
  - a. LCD TVs are better than plasma TVs.
  - b. The Japanese make the best cars.
  - c. Slide projectors are too expensive.
  - d. Spanish is the language of international meetings.
  
2. What was the last technology event you attended?

## READING

1. Read the banner and the short text that follows it. What kind of event is it?



Each year, key global businesses come to COMPUTEX TAIPEI, the largest computer fair in Asia to launch their new products. This exhibition attracts observers, analysts, and journalists of computer and information industries from all over the world to discover and report the latest technologies, developments, and trends.

2. Fill in the gaps with the words from the box.

business	products	analysts	technologies	trend
----------	----------	----------	--------------	-------

- a) A Virtual reality video game is one of the \_\_\_\_\_ on display at the exhibition.
- b) There are many \_\_\_\_\_ in Bill Gate's house.
- c) Some \_\_\_\_\_ predict that in the future most people will work from their homes.
- d) Interactivity is the new \_\_\_\_\_ on TV.
- e) The construction \_\_\_\_\_ is growing really fast in Brazil.

## VOCABULARY

1. Study the sentences in the box

A fair about computers is a **computer fair**.

An industry that makes computers is a **computer industry**.

An industry that deals with information is an **information industry**.

A video game which uses virtual reality is a **virtual reality video game**.

2. Fill in the gaps with the right words.

- a) A programmer of computers is a \_\_\_\_\_.
- b) A book for appointments is an \_\_\_\_\_.
- c) A store that sells hardware is a \_\_\_\_\_.
- d) A center for research is a \_\_\_\_\_.
- e) Displays of LCD are \_\_\_\_\_.
- f) A store that sells hardware is a \_\_\_\_\_.
- g) An agency that provides employment is an \_\_\_\_\_.
- h) A hall for conferences is a \_\_\_\_\_.

## DIALOGUE

### Tell me more!

1. Roger is a new computer programmer at the company. He is having a meeting with the board. Listen to their conversation.

**Marilyn:** Take a seat, Roger. How was the computer fair?

**Roger:** It was very interesting. There were people from all over the world there.

**Brian:** Was it in Paris?

**Roger:** No, it was in Boulogne.

**Brian:** Really? Did you like the city?

**Roger:** I loved it. It is smaller than Paris, but the people are certainly friendlier.

**Brian:** Well, were they interested in our products?

**Roger:** They sure were. They were crazy about the CPS-V2 printer.

**Marilyn:** Oh, that's good news. How many stands were there?

**Roger:** 260.

## 2. Discuss the sentences with a partner. Are they true or false?

- a) Roger liked the computer fair.
- b) The fair was in Paris.
- c) Boulogne is bigger than Paris.
- d) Only people from Europe and the US attended the fair.
- e) The CPSV2 printer was a success.
- f) There were 260 stands at the event.

## GRAMMAR

### I. Study the questions and answers in the box.

Questions	Answers
How was the computer fair?	It was very interesting.
How many stands were there?	(There were) 260.
Was it in Paris?	No, it was in Boulogne.
Were they interested in our products?	Yes, they were.

### 2. Complete the questions. Use was or were.

#### Conversation 1

A: Hi, Chris. How  your weekend?

B: Oh, it was excellent.

A:  you here in São Paulo?

B: No, I was in Campinas.

#### Conversation 2

A:  you at Tina's party yesterday?

B: Yes, I was.

A:  it good?

B: So-so. There were many people I didn't know.

#### Conversation 3

A: Who  Mara's first boyfriend?

B: His name was Marcelo.

A: How old  they when they first met?

A: Mara was 15 and Marcelo was 19.

A:  they in high school together?

B: No, they weren't. In fact, she met him at the beach.



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### 3. Complete the sentences about Michael Jackson. Use was or were.

a) Michael Jackson  born on August 29, 1958.

b) He started singing when he  5 years old.

c) The Jackson  the name of the group he formed with his brothers.

d) His brothers  much older than him.

e) Michael  the lead singer of the Jackson 5.

f) They  famous all over the world.

g) In 1972 Michael started his solo career. *Got to be There*  his first album

h) In 1982 Michael recorded the album *Thriller*. There  7 top-ten hits in it.

*Thriller* is the best selling album of all time.

### 4. Cecilia had a really bad week. Look at the notes she made in her calendar and complete the e-mail she wrote to her friend Bianca.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Bus: 1 hour late			Computer: too slow		Club: too crowded (no run)	
	rainy; swimming pool closed	Math teacher sick test cancelled				
				Party at Lee's: BORING!	cell phone: dead for 2 hours	

Hi, Bianca

How are you? Better than me for sure. My week was so bad that I feel like crying now. On Monday my school bus was one hour late. Tuesday was so rainy that the swimming pool was closed. Would you believe that? Well, on Wednesday the Math teacher was sick and the test was cancelled. I can't believe I studied so hard for nothing! Well next morning I couldn't go online because my computer was too slow. Then on Friday I went to Lee's party. My, it was so boring! I didn't know anyone there. Then on Saturday I went to the club for my usual run, but it was so crowded that I gave up. But wait! It was not over yet. My cell phone was dead for 2 hours straight and my parents didn't let me go out.

Let's get together sometime next week, please. I really need a shoulder to cry on.

Love,

Cecilia

5. Pair work: Make notes about your week. Then, tell your partner about it.

## CONVERSATION

- I. Read the information about two computing events.

<b>8<sup>TH</sup> INTERNATIONAL NETWORK CONFERENCE</b> 6 to 8 July 2010 Heidelberg, Germany	<b>1<sup>ST</sup> INTERNATIONAL CONFERENCE ON NEW TECHNOLOGIES</b> 1 to 3 July 2010 Redwood City, CA, USA
	
<b>Topics:</b> e-Learning, e-Commerce, Virtual communities, Social legal and ethical issues, Human interaction issues, Social networks.	<b>Topics:</b> Mobile and wireless networking: 3G and 4G technologies, Mobile wireless Internet, Mobile commerce, Wireless sensor or satellite networks, broadband wireless access.

The deadline for submission of papers is the 31st January 2010. Please use the conferences submission system at <http://www.conference-papers.org/inc2014>

2. Talk about the events in exercise I with a partner. Use the model.

<b>Student A</b>	<b>Student B</b>
How was the conference?	It was... (great / interesting / awesome / boring / OK)
Where was it?	It was in...
Did you like the city?	Yes, I did. / No I didn't.
What was it about?	It was about <u>  </u>
Were there many people?	Yes, there were / No, there weren't.

## WRITING

- I. Mark Williams is a computer programmer. His boss asked him to write a short summary of a recent conference he attended. Read his summary:

The 8<sup>th</sup> International network conference is the name of the event I attended. It took place in Heidelberg, Germany, from July 6 to 8, 2010. About 256 people participated. The main topics were e-Learning, e-Commerce, virtual communities, social legal and ethical issues, human interaction issues, and social networks.



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2. Write your own summary. Use the information about the 1<sup>st</sup> International Conference on New Technologies discussed earlier or write about a real event you attended. Follow the model:

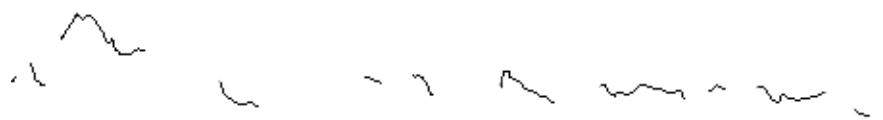
   is the name of the event I attended. It took place in   ,    from    to   ,   . About    people participated. The main topics were   ,   ,   , and   .

## LISTENING AND PRONOUNCING

### The flap t

In American English the pronunciation of *t* between vowels and in an unstressed syllable is not the same as in other positions.

1. Listen to the following sentences produced by Jon “Maddog” Hall (Roda Viva n. 1390). As you listen, follow the intonation contour, which corresponds to the rising and falling of the voice. Pay particular attention to the pronunciation of the words *computer*, *market*, *last*, *forty* and *political*. How is the *t* sound pronounced in these words?



The computer market place has been changing over the last forty years.



There's the economic model versus the political model.

2. Listen to the words and repeat them after your teacher. Pay particular attention to the sound of *t* corresponding to the letters in red. In four of these words *t* is pronounced as a flap. Which words?

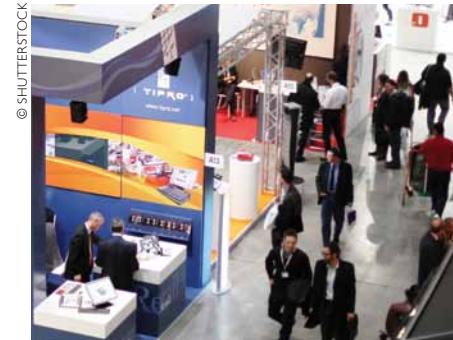
total	steam
matter	better
student	fast
later	step
talking	complete
telephone	teacher

## VOCABULARY EXPANSION

### Technology events

- I. Listen to your teacher and repeat the events below.

© SHUTTERSTOCK



A fair



An international convention

© LOSEVSKY PAVEL/SHUTTERSTOCK

© MARC DIETRICH/SHUTTERSTOCK



A workshop

© DMITRY SHIRONOV/SHUTTERSTOCK



A meeting

2. Use phrases from the previous exercise to complete the sentences below. Use your notebook.

- a)            is an encounter of manufacturers to promote business.
- b)            is an event when people come together.
- c)            is a huge formal international assembly of people.
- d)            is an educational seminar or series of encounters to promote interaction and exchange of information.

3. Which event do you find the most interesting? What about the most boring?

# Unit 12

## What did you do exactly?

- Talking about work experience
- Reading a job ad
- Writing a CV

## FIRST MOVE

### I. Match the sentences with the pictures.

#### Yesterday I...

- a) watched TV
- b) went to a pizzeria
- c) played soccer
- d) visited my grandmother



### 2. Did you do any of these things yesterday?

## READING

### I. Read the text about Bill Gates.



William Henry Gates III was born in Seattle, Washington on October 28th, 1955. He had an early interest in software and began programming computers at the age of thirteen.

In 1973, Bill Gates became a student at Harvard University, where he met Steve Ballmer (now Microsoft's chief executive officer). While still a Harvard undergraduate, Bill Gates wrote a version of the programming language BASIC for the MITS Altair microcomputer.

As young teenagers Bill Gates and his school friend Paul Allen ran a small company called *Traf-O-Data*. The two young men sold a computer to the city of Seattle that could count city traffic. In 1975, before graduation, Gates left Harvard to form Microsoft with Paul. They planned to develop software for the personal computer market.

On November 10, 1983, at the Plaza Hotel in New York City, Microsoft Corporation launched Microsoft Windows, a next-generation operating system.

**Why were the years 1973, 1975 and 1983 important to him?**

### 2. Are the sentences true or false? Discuss the answers with another student.

- a) Bill Gates was born in New York City
- b) He was 13 years old when he began programming computers.
- c) *Traf-O-Data* was the name of his favorite restaurant
- d) Bill Gates finished his course at Harvard.
- e) Microsoft launched *Windows* in 1983.

### 3. Look at the base form of the verbs. Read the passage again and complete the table with the past tense of the verbs. Then, complete the sentences a-k with the past tense of these verbs. Use your notebook.

BASE FORM	SIMPLE PAST
is	
have	
begin	
go	
become	
meet	
write	
run	
sell	
leave	
plan	
launch	

- a) Paulo Coelho *The Alchemist*.
- b) Marisa home at 7 and arrived at the office at 8.
- c) Neil Armstrong the first man to walk on the moon.
- d) Moacir his apartment last month. He lives in a beautiful house now.
- e) The film and everybody turned off their cell phones.
- f) Yesterday I to the park. I 10 km in one hour!
- g) Gerald a terrible headache yesterday.
- h) Peter his best friend in high school.
- i) The computer industry many new products in the last decade.
- j) Andy his trip to Egypt one year ago.
- k) He a professional golf player last May.

## VOCABULARY

### Computer occupations

I. Read the information about four occupations

#### Video Game Designers

Design features of video games. Specify game and role-play mechanics, story lines, and character biographies. Guide production staff to produce games as designed.

#### Web Developers

Design, build, or maintain web sites. Perform or direct web site updates. Write, design, or edit web page content, or direct others producing content.

#### Computer Programmers

Develop and write computer programs to store, locate, and retrieve specific documents, data, and information. May program web sites.

#### Computer Systems Analysts

Test, maintain, and monitor computer programs and systems. Develop, document and revise system design procedures, test procedures, and quality standards. Solve computer related problems, such as malfunctions and program problems. May supervise computer programmers.

2. Discuss the questions with a partner

- a) Which of these occupations do you find the most interesting?
- b) Which do you find the most difficult?

## DIALOGUE

### A job interview

I. Michael is being interviewed for a job. Listen to his conversation with Steve Smith, the job recruiter.

**Steve:** Good morning, Michael. I'm Steve Smith.

**Michael:** Good morning, Mr. Smith. Pleased to meet you.

**Steve:** My pleasure, Michael. Please have a seat.

Do you have any experience working as a Java developer?

**Michael:** Yes. From 2005 to 2009 I worked at a company called Quadris Ltd.

**Steve:** What did you do exactly?

**Michael:** I was part of the development team. I visited our clients' head offices and I helped developers who were new to the platform.

**Steve:** I see. Did you travel very often?

**Michael:** Yes, I did. I visited new clients every other week.

**Steve:** Well, this position requires travelling, too. But not so often.

**Michael:** Oh, that's nice.

**Steve:** When did you graduate, Michael?

**Michael:** I graduated in 2007.

**Steve:** I can see in your resume that you don't have a BA in Computer Sciences...

**Michael:** Well, I started the Grad program, but I never finished it.

**Steve:** Why did you leave the program?

**Michael:** Well, I missed too many classes, because of my constant business trips.

**Steve:** But you plan to go back to school, don't you?

**Michael:** Yes, I do. Certainly.

## GRAMMAR

I. Study the chart below:

Questions	Answers
What did you do exactly?	I was part of a development team.
When did you graduate?	I graduated in 2007.
Why did you leave the program?	I missed too many classes.
Did you travel very often?	Yes, I did.
Did you like to travel on the job?	No, I didn't.

2. Complete the dialogues. Use *do*, *does* or *did*.

**Dialogue 1**

**A:** Where  you study?

**B:** I study at Centro Paula Souza.

**A:** What  you study there?

**B:** Logistics

**Dialogue 2**

**A:** When  you get married?

**B:** In 1999.

**A:** Where  you meet your wife?

**B:** At school.

**Dialogue 3**

**A:** How often  Maria play tennis?

**B:** About three times a week.

**A:**  she play alone?

**B:** No, she plays with her brother.

**Dialogue 4**

**A:** What time  you arrive at the party yesterday?

**B:** I arrived at 7:30.

**A:**  you go alone?

**B:** No, I didn't. Tony went with me.

2. Complete the sentences. Use *don't*, *doesn't* or *didn't*.

- a) Maggie didn't say hello to Tony because she       see him.
- b) Alfred       eat meat because he is a vegetarian.
- c) The apartment where I lived       have a balcony.
- d) Patricia       like Mara's husband.  
She thinks he is rude and stubborn.
- e) Jairo       call his wife on her birthday.  
She was very sad.

3. Complete the sentences in the dialogue.

Use *who*, *what*, *why*, *how long*, *when* and *where*.  
Then practice it with another student.

- A:       did you go to high school, Brad?  
B: I went to Boston High.  
A: Really?       did you like to do in school?  
B: Well, I liked to play, run, and fly a kite  
A: Fly a kite?       did you do that?  
B: During the lunch break.  
I loved that school.  
I felt so sorry when my family moved to another country.  
A: Oh, yeah?       did you move to?  
B: Ontario, Canada.  
A: Really?       did you live there?  
B: Oh, for about 5 years.

4. Make up questions for these answers. Please write the questions in your notebook.

- a) A:      ?  
B: I graduated in 2007.
- b) A:      ?  
B: I left home at 7:30.
- c) A:      ?  
B: I saw Sandra and Zuleica at the congress.
- d) A:      ?  
B: I met my wife at the beach.  
A:      ?  
B: I got married in 2009.  
A:      ?  
B: On our honeymoon? Well, we went to Hawaii.  
A: Hawaii?      ?  
B: Yes, we loved it!

## CONVERSATION

I. Pairwork: Talk about recent past activities. Use the model.



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**STUDENT A**

- What time did you get up this morning?  
Did you have breakfast at home?  
What time did you leave home?  
How did you get to school?  
  
Where did you get it?  
How much did you pay for it?  
Can I borrow it?

**STUDENT B**

- I got up at      .  
Yes, I did / No, I didn't.  
I left at      .  
I took a bus / the subway.  
I drove / I walked.  
Hey, cool watch you're wearing  
I got it at      .  
Oh, about      .  
Sure. / I'm sorry, but I need it.

## WRITING

I. Discuss the questions with a partner.

- a) Do you have a CV?
- b) What information do you think is important to include in a CV?
- c) What is not usually included?

2. Read Marlon's CV. What information is missing on the left column?

	<b>Marlon Fawcett</b> 6th Street Austin, TX 78703 767-8978 marlonfawcett91@yabadabadoo.com	
<b>1. Objective</b>	A position at a software company that gives me the possibility to provide software solutions to real-life problem. A company where I can design, develop and repair a wide variety of computer based systems and networks.	
<b>2. </b>	State Technical School Certified Computer Programmer	
<b>3. </b>	<b>August 2010</b> - Computer programmer, Art Waltz LTD. <b>May 2008</b> - Technician , Wings Computers, Austin <b>April 2005</b> - Sales clerk, Computer Star, Austin	
<b>4. </b>	Karate, snowboarding, capoeira, squash	
<b>5. </b>	State Technical School Honor Roll, 2006-2009 Computer Star employee of the Month, 2006 Black Belt in Karate, 2002 Assembled own computer	
<b>6. </b>	Can install, troubleshoot, and repair a wide variety of computer equipment. Can use C++, Java and Visual Basic Good at organizing social events Fluent spoken Spanish	
<b>7. </b>	<b>Prof. Alexis Curtis</b> Dept of Electronics State Tech School (219) 5783-9089	<b>Jean Adele Ryan</b> Superintendent Wings Computers (298) 258-0989

3. Put the categories below into the right spaces in the CV.

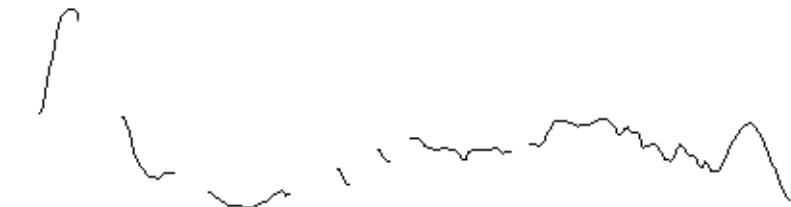
References	Education	Skills	Objective
Interests	Experience	Achievements	

4. Use the model in exercise 2 and write your own CV.

## LISTENING AND PRONOUNCING

### Past tense –ed endings and prominent words

- I. Listen to the sentence produced by Jon “Maddog” Hall (Roda Viva n. 1390). As you listen to it, follow the intonation contour that corresponds to the rising and falling of the voice. Which words are prominent (stressed)?



Free software is developed all over the world.

2. Now listen to the sentence in exercise 1 one more time. How is the –ed ending of the word *developed* pronounced? With a [t] sound or with a [d] sound?  
The suffix –ed can be pronounced in one of the three following ways depending on the sound preceding it:  
[t], [d] and [id]

3. Listen to your teacher and repeat the regular verbs in the table below.

[t]	[d]	[id]
helped	solved	decided
walked	used	included
talked	trained	needed
passed	managed	evaluated
washed	assembled	coordinated
watched	borrowed	collaborated

4. Listen to the words in the table below. In which words is the suffix –ed pronounced as [t]? How is the suffix –ed pronounced in the other words?

planned	walked	arrived	studied	played	lived
delivered	passed	finished	used	watched	loved

## VOCABULARY EXPANSION

### Useful words

- I. These are some useful words used during job interviews and in CVs. Please repeat them after your teacher.

NOUNS	ADJECTIVES
• ability	• able
• competence	• competent
• effectiveness	• effective
• qualification	• qualified
• flexibility	• flexible
• skill	• skilful

VERBS				
accomplish	coordinate	generate	motivate	provide
achieve	decide	handle	negotiate	risk
assemble	deliver	improve	obtain	solve
collaborate	encourage	launch	operate	train
conduct	evaluate	manage	persuade	upgrade

2. Complete the sentences below with a suitable word from exercise I. The word form is given at the end of each sentence. Sometimes more than one answer is possible.

- a) Larry is a very  salesman. He really knows how to sell. (**adjective**)
- b) The new secretary is not  to use Excel. You should help her. (**adjective**)
- c) One of the duties of a good group leader is to  his team. (**verb**)
- d) After the third robbery in a month, Jenny has serious doubts about the  of the security system in her company. (**noun**)
- e) When you  something it means that you bring it to its goal or conclusion; you finish it. (**verb**)
- f) If you are a  worker, it means that you can easily adjust to new situations and perform various tasks. (**adjective**)
- g) If you have the appropriate qualifications for an office, position, or task, you are a  person. (**adjective**)
- h) When you  a problem it means that you find a solution to it. (**verb**)
- i) After years of training and studying, I now have the  to overclock a computer. (**noun**)

## Review 3 – Units 9-12

- I. Compare the following pictures. Use the adjectives given. Write the answers in your notebook.

a) Fortaleza



b) Rio de Janeiro



beautiful / big / polluted

c) Desktop computer



d) Laptop



old / light / expensive

2. Make suggestions. Use “Why don’t you...?” Write the sentences in your notebook.

- a) My computer is not fast enough.
- b) I can’t download this file! It’s too heavy.
- c) I forgot my password and now I can’t log in!
- d) My cell phone battery is dead and I need to make a call.

3. Look at the pictures and say whether you can or can’t do these activities.



install a program



cook



speak Chinese

## 4. Write appropriate questions for these answers.

- a) Sure! go ahead!  
 b) No, I can't.  
 c) Sure , no problem!

- d) Yes, I can.  
 e) Oh, I'd rather you didn't.

## 5. Circle the best alternative.

- a) How many files **was / were** there to download?  
 b) How **was / were** your *Excel* course last night?  
 c) **Was / Were** Pam and Sharon here yesterday?  
 d) What **were / did** you write in the e-mail?  
 e) Why **did / was** Sarah leave earlier yesterday?  
 f) How many software programs **did / does** he sell last month?  
 g) **Did / Were** the computers in good condition?

## 6. Change the following sentences to the affirmative. Use your notebook.

- a) Mary didn't go to the meeting on Friday.   
 b) Paul didn't have many friends when he was a child.   
 c) I didn't sell my car.   
 d) He wasn't very happy at the computer fair.   
 e) Susan didn't leave the meeting thirty minutes earlier.

## 7. Make up questions for these statements. Use your notebook.

- a) Pamela went to the International Convention last October.  
 b) She met the president of the company there.  
 c) Yes, she had to speak English all the time.  
 d) No, she wasn't alone.  
 e) There were four colleagues with her.  
 f) Yes, they all loved it!

**Singing time!**

Listen to the American folksong *Oh, My Darling Clementine* (<http://www.songsforteaching.com/folk/>).  
 Sing along!

In a cavern, in a canyon  
 Excavating for a mine  
 Lived a miner forty-niner  
 And his daughter, Clementine

**Chorus:**

*Oh, my darling, oh, my darling  
 Oh, my darling Clementine  
 You are lost and gone forever  
 Dear sweet darling, Clementine*

Light she was and like a fairy  
 And her shoes were number nine  
 Packing boxes without topses  
 Sandals were for Clementine

**Chorus**

Drove her ducklings to the water  
 Every morning just at nine  
 Hit her foot against a boulder  
 Fell into the foaming brine

**Chorus**

Ruby lips above the water  
 Blowing bubbles soft and fine  
 But, because I was not a swimmer  
 I lost my Clementine

**Chorus**

Then the miner, forty-niner  
 Soon began his own decline  
 Thought he oughta join his daughter  
 Now he's with his Clementine

**Chorus**

There's a churchyard on the hillside  
 Where the flowers grow and vine  
 There grow roses, and the posies  
 Fertilized by Clementine

**Chorus**

Now you children, learn the moral  
 Of this little tale of mine  
 CPR, performed in time  
 Would have saved my Clementine

**Chorus**

How I miss her, how I miss her  
 How I miss my Clementine  
 CPR and swimming lessons  
 Would have saved my Valentine.

**Chorus****Post-Listening Activity**

- Which verbs are in the *simple past tense*? Discuss your answer with a partner.

# Unit 13

I was watching  
a video when  
my computer  
shut down

- Talking about past activities
- Solving a computer problem
- Writing a brief account

## FIRST MOVE

1) Complete the sentences with a partner:

- a) Yesterday I was walking to the bus stop when...
- b) My friend was playing soccer when...
- c) I was running in the park when...

2) Look at the picture. What was the little girl doing when her mother took this picture?



© MARIUSZ S. JURGILEWICZ/SHUTTERSTOCK

4. Read the article. Why are managers against streaming at work?

### Don't watch the World Cup games at work, says IT managers

#### IT managers worried about strain on bandwidth

More than half of IT managers don't like the idea of letting their employees stream FIFA World Cup matches at work. They believe that if their employees spend part of their working day following their teams, the corporate networks may be severely affected.

Many companies say they have no policies or technology in place to prioritize vital business applications and ensure the most efficient delivery of video streaming. A streamed football match consumes around 750MB of bandwidth. When employees watch a match online, their employer's network may not perform important business functions.

It's important that IT and HR managers clearly communicate their corporate rules to employees or put technology in place to alleviate the problem.



© CAMERON SPENCER/GETTY IMAGES



© WAVEBREAKMEDIA LTD/SHUTTERSTOCK

## READING

1. Discuss these questions with a partner:

- a) Do you ever watch videos online?
- b) How long does it usually take you to download a video?
- c) Can we watch a video online before it's loaded?

2. Read the dictionary entry for the word streaming.

**Streaming:** A technique for transferring data so that it can be processed as a steady and continuous stream. Streaming technologies are becoming increasingly important with the growth of the Internet because most users do not have fast enough access to download large multimedia files quickly. With streaming, the client browser or plug-in can start displaying the data before the entire file has been transmitted.

(From: <http://www.webopedia.com/TERM/s/streaming.html>)

3. Discuss these questions with a partner.

- a) Which kind of data can be streamed?
- b) Do you like to stream videos on YouTube?

5. Are the sentences true or false? Discuss them with a partner.

- a) IT managers think that it is OK for employees to stream FIFA world cup matches
- b) If employees spend their time streaming videos, the corporate networks could be damaged.
- c) Many companies don't have the technology to guarantee the quality of video streaming

## DIALOGUE

That's a good idea!

1. Two friends, Mark and Daniel, are talking about watching videos online. Listen to their conversation.

**Mark:** Hey, Daniel. What's up?

**Daniel:** Not much. I'm just watching some videos online.

**Mark:** Cool! Last night I was watching this great video when my computer simply shut down.

**Daniel:** It did? Maybe it's because of low video memory.

**Mark:** I guess so. What can I do?

**Daniel:** Why don't you install a new graphics card?

**Mark:** That's a good idea. Can you give me a hand?

**Daniel:** Sure. Give me a ring when you get home from the store so I can drop by and help you out.

**Mark:** Thanks, buddy.

**Daniel:** You're welcome.

## 2. Are the sentences true or false?

- a) Daniel is watching a video.
- b) Mark's computer shut down this morning.
- c) Daniel suggests installing a new graphics card.
- d) Daniel is going to help Mark.

## GRAMMAR

### I. Study the chart below

Continuous action	Sudden action
I <b>was watching</b> some videos online	when my computer <b>shut down</b>
I <b>was studying</b> for my Geography test	when the phone <b>rang</b> .
Sam <b>was fixing</b> the shower	when he <b>got</b> an electrical shock.
While I <b>was studying</b> for my test,	the phone <b>rang</b> .
While I <b>was watching</b> some videos online,	my computer <b>shut down</b> .
While Maggie <b>was fixing</b> the shower,	she <b>got</b> an electrical shock.

### 2. Complete the sentences. Use *while* or *when*.

- a) Julia was riding her bike  she fell down.
- b) The robbers were leaving the house  the police caught them.
- c) I cut myself  I was making some barbecue.
- d) John Lennon was shot and killed  he was returning home to the Dakota Building, where he lived.
- e)  Pete was taking a shower, he heard a strange noise in the kitchen.

### 3. Choose the correct form. Use your notebook, please.

- a) I fell off the ladder while I **painted** / **was painting** the house.
- b) When Sergio met his wife, she **wore** / **was wearing** a red blouse.
- c) The waiter dropped a glass while he **served** / **was serving** the table.
- d) The celebrity was leaving a night club when the paparazzi **saw** / **was seeing** her.
- e) Sebastian was driving home when he **crashed** / **was crashing** into a tree.

## 4. Order the words to form sentences.

- a) boys The ball were started to rain playing it when
- b) electric The mechanic he got an fixing was my while car shock
- c) the driving Joe officer stopped him fast when police was
- d) Europe her boyfriend Cristina when she was travelling around met

## CONVERSATION

### I. Study the activities in the pictures.



taking a shower



fixing my bike



listening to music



walking the dog



playing the guitar



doing the food shopping

### 2. Pair-work: practice the conversation using the activities in exercise I.

Student A	Student B
Where were you yesterday?	I was at ... Why?
I called you three times, but you didn't answer	What time did you call?
The first time was at...	I was...
I see. Then I called you again at...	
What were you doing then?	I was...

## WRITING

1. Read the short texts of some people saying what they were doing at key events in history and how they felt:



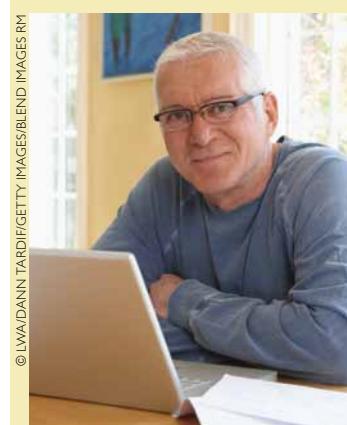
© DCA PRODUCTIONS/GETTY IMAGES

“When Ayrton Senna was killed in a car crash in Italy in 1994, I was driving home from work. I heard the news on the radio. I was really devastated. He was my idol. I will always remember him for his courage and determination.”

(Leda Matos, 44)

“When the Brazilian soccer team became the world champion for the fifth time in 2002 we were all watching the game at my uncle's ranch in Vacarias, Rio Grande do Sul. My uncle was making some barbecue ribs, because he was too nervous to watch the game. We were very, very happy.”

(João Gabriel Afonso Nunes, 23)



© LWA/DANN TARDIF/GETTY IMAGES/BLEND IMAGES

“When the twin towers of the World Trade Center were attacked on September 11, 2001, I was teaching a class in New York. The principal came into the classroom and gave us the bad news. We were all scared and went over to the yard and looked up to the sky in search of planes.”

(Richard Lopez, 56)

2. Write a brief account of what you were doing when an important event happened and how you felt. Follow the examples in exercise 1.

## LISTENING AND PRONOUNCING

### -s endings

1. Listen to the words and repeat them after your teacher.

A	B
place	plays
race	rays
ice	eyes

2. What's the sound of the suffix -s in column B, [s] or [z]?

3. Listen to the words and repeat them after your teacher. Which two words also have the [z] sound at the end?

works	lives	
arrives	stops	watches

4. Listen to the words again. Answer the questions below:

- a) In which words is the -s endings pronounced as [s]?  
b) In which word is it pronounced as [ɪz].

5. Match column A with column B.

A	B
1. A doctor	a) designs houses
2. An architect	b) treats patients
3. A mechanic	c) plays a music instrument
4. A musician	d) fixes cars

6. Pair work. Talk about occupations. Use the information in exercise 5. Pay attention to the pronunciation of the -s ending. Follow the model:

Student A	Student B
What does a  do? Where does (s)he work?	He / She He / She works at a

## VOCABULARY EXPANSION

### Peripherals

"Peripherals are a generic name for any device external to a computer, but still normally associated with its extended functionality. The purpose of peripherals is to extend and enhance what a computer is capable of doing without modifying the core components of the system."

From <http://www.english4it.com/reading/31>

- wireless router
- scanner
- LCD monitor
- modem
- inkjet printer
- webcam
- laser printer
- keyboard
- multifunction printer
- mouse
- USB flash drive
- microphone
- speakers



An input device is a peripheral that lets you send information or commands to the computer — for example, the keyboard.



An output device is a peripheral that lets the computer send information to you — for example, a printer.



- I. Which of the peripherals above do you use? Which is the most useful?

# Unit 14

## Maybe you should replace the memory card

- Giving suggestions
- Giving advice
- Expressing necessity
- Writing an e-mail

## FIRST MOVE

- a) What advice would you give these people?

© UROSK/SHUTTERSTOCK



"My new girlfriend is a shopaholic. She is always asking me to take her to the mall. But I hate shopping!"

(Carl)

© PHOTONAK/SHUTTERSTOCK



"My neighbor's dog makes loud noises all night long. I just can't sleep."

(Roger)

© MICHAEL POHLMANN/GETTY IMAGES



"My boss is always criticizing my work."

(Betsy)

- b) What's the best advice someone has ever given you?

## READING

1. Discuss the questions with another student.

- a) Do you have an iPad?  
b) What do you use it for?

2. Discuss the meanings of these words:

- |          |                 |
|----------|-----------------|
| a. Wi-Fi | c. 3G rate plan |
| b. 3G    | d. Network      |

3. Read the ad and find the answers for these questions:

- a. What can you use the iPad for?  
b. How much is the iPad advertised?

## iPad with Wi-Fi + 3G. Stay connected to the world.

Enjoy superfast data speeds on iPad. Take your network with you everywhere you go. Internet access has never been so easy and convenient. You can also use your iPad to watch movies, store pictures, and as a digital picture frame. Sign up for one of our innovative, no-contract 3G rate plans right on your iPad.



© VIVEK PRAKASH/REUTERS/REUTERS/LATINSTOCK

ad Starting at \$399

## DIALOGUE

### Setting up a computer



© YURIARCOS/SHUTTERSTOCK

- I. Two friends are reading instructions on how to assemble a computer. Listen to their conversation.

**Patricia:** We should plug in these USB connectors now, right?

**Carl:** Just a minute. Let's see what the user's guide says about the pinout connectors. Hmm... It's so confusing. These manuals should be a little more user-friendly.

**Patricia:** I'll say! But we have to set up this computer today.  
**Carl:** Calm down! Why are you in such a hurry?  
**Patricia:** I have to finish the Physics project this weekend.  
**Carl:** Maybe you should talk to your teacher and ask for an extension.  
**Patricia:** Oh, I don't know. Mr. Travis is very fussy about deadlines.  
**Carl:** Don't worry. You'll finish it on time. Now we have to plug the USB connector into the motherboard. Let's see... Done!  
**Patricia:** Perfect! Let's put the cover back and switch it on.  
**Carl:** Great! It works!

2. Are the sentences true or false?
  - a) Carl thinks the manual is clear.
  - b) Patricia has finished the Physics project.
  - c) Mr. Travis is probably a very strict teacher.
  - d) They were not able to set up the computer.

## GRAMMAR

1. Study the sentences and their meanings.

Sentence	Meaning
We <b>have to</b> set up this computer today.	
I <b>have to</b> finish the Math project.	obligation / necessity
We <b>should</b> plug in the USB connectors.	
Maybe you <b>should</b> talk to your teacher.	advice / recommendation

2. Complete the sentences. Use **have to** or **has to**.
  - a) Lorraine can't go to the party. She **has to** study for her test tomorrow.
  - b) Pietro starts work at 7:30, so he **has to** wake up early.
  - c) Electronics students **have to** learn a solid understanding of Math.
  - d) Cassia can't be a full-time mother because she **has to** work.
  - e) Most tourists **have to** get a visa to go to the United States.
  - f) The restaurant is so crowded. I guess we'll **have to** wait for a table.
3. Rewrite the recommendations. Use **should** you.
  - a) I advise you to go by taxi.
  - b) I recommend that you talk to your father.
  - c) I recommend that Mary sell her house.
  - d) I recommend that the boys go to summer camp.
  - e) I advise you to back up all your files.

3. Put the sentences in the dialogues in the right order.

### Dialogue 1

Well, in that case, you should get an external hard drive.  
 That's a good idea. Where can I get one?

Hey, Albert. Do you have a flash drive?  
 Yes, I do. It's in the drawer. Why do you need it?  
 I have to back up my image files. They take up too much space on my computer.  
 Try that new computer store on Lexington Avenue.

### Dialogue 2

He told me to stay home and rest.  
 What's the matter, Phillip?  
 Well, I went to the doctor this morning.  
 What are you doing here then? You should be at home.  
 You did? What did he say?  
 That's too bad. You should go to the doctor to make sure everything is OK.  
 Yesterday I knocked my head while I was playing basketball.

4. Fill in the gaps with a suitable word.

A: How many brothers and sisters **do** you have?  
 B: I have just one brother.  
 A: What's **his** name?  
 B: Antonio. He lives **in** Manaus. I haven't seen him in almost a year.  
 A: A year? Don't you miss him?  
 B: Yes, I **do**.  
 A: Well, you are brothers! You **see** each other more often, don't you think?  
 B: Yeah, you're right. But he lives so far away.  
 A: Why **don't** you invite him to spend some days in our city?  
 B: That's an excellent **suggestion**. Thanks.

5. Complete the sentences. Use **should**, **has to** or **have to**.

- a) A: I want to travel to the USA next year.  
 B: Really? You **should** buy some dollars.
- b) A: My nephew is going to be eighteen next month.  
 I don't know what to get him.  
 B: You **should** get him an iPod. My daughter has one and she loves it.
- c) A: I want to lie on the beach and do nothing all afternoon.  
 B: You **should** use sun block and wear a cap. It's blazing hot today.
- d) A: My car is making such funny noises.  
 B: Well, you **should** take it to a mechanic. Mine is very reliable.  
 Do you want his phone number?
- e) If Patrick is trying to lose weight, he **should** eat more salad and less bread.
- f) John's PowerPoint presentations look terrible!  
 He uses too many colors and fonts. In my opinion, he **shouldn't** keep it simple.

## CONVERSATION

- I. Study the table below. Student A has some problems. Student B gives him / her some advice.

<b>Student A's problem</b>	<b>Student B's advice</b>
 © FEJAS/SHUTTERSTOCK	Your car broke down. Take it to a mechanic.
 © LEONARDO255/SHUTTERSTOCK	You dropped your camera in the pool. Take it to a technician.
 © NATALIA NATYKACH/SHUTTERSTOCK	You lost your wallet at school. Check the lost and found department.

2. Use the information in the previous chart and have a conversation. Use the model below. Then reverse roles.

<b>Student B</b>	<b>Student A</b>
What's the matter? You look worried. (Say what the problem is.) Maybe you should... / You have to	That's a good idea.

3. Read the information about Mrs. Sampson and Kevin.

 © YURI ARCURI/SHUTTERSTOCK	Mrs. Sampson is really worried about her job. She is an English teacher at a Tech School. She often sends her students homework and sets deadlines. Her students, however, never send in their exercise in time. She can't understand why they do that. She knows that all of them have access to the Internet. Now she has to close the final grades, but only half of her students have sent in the exercises. What should she do?
--	--



© ROB GAGE/FAXI/GETTY IMAGES  
Kevin is taking a final History test right now. But he doesn't know how to answer most of the questions. Yesterday his grandmother was really sick and he had to take her to the hospital. As a result, he didn't have time to study for the test. Now he doesn't know what to do. If he doesn't get a good grade, he may fail. His parents are already sad about his grandmother. Failing the test is going to devastate his parents even more. What should he do?

4. Pair-work: Discuss what Mrs. Sampson and Kevin should / have to do. Follow the model.

**STUDENT A:** In my opinion Mrs. Sampson should... She has to...  
What about you? What do you think?

**STUDENT B:** Well, I think she should...

## WRITING

- I. Read the e-mail that Ms. Curtis sent to a technical school.



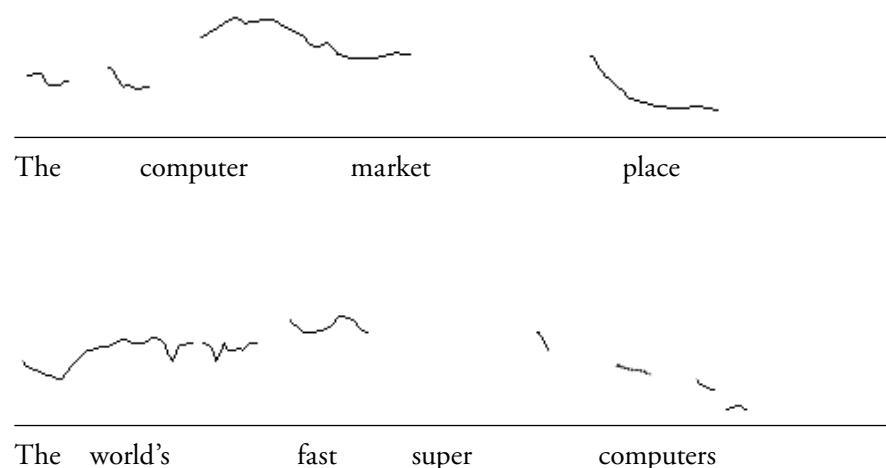
Dear all,  
My friends have finally convinced me to buy a computer. The trouble is I know nothing about computers. Can you help me? There are these two computers which are within my budget, but I have no idea which one is better. Should I buy a desktop or a laptop computer? I plan to leave it in my living room. Does it have to be wireless? How much memory should it have? Is 256MB of RAM too little or too much? The store offers extended warranty at \$40. Should I accept it? Which model do you recommend?  
Thanks for your help  
Gertrude Curtis

3. Write an e-mail to Ms. Curtis with your recommendations. Use *should* and *have to*.

## LISTENING AND PRONOUNCING

### Word stress: compound nouns vs. noun phrases

- I. Listen to the sentences produced by Jon “Maddog” Hall (Roda Viva n. 1390). As you listen, pay attention to the intonation contour (on top), which shows the rising and the falling of the voice. Which is the most prominent (stressed) word in each phrase?



2. Speakers tend to give more prominence (stress) to the words which are more relevant in the conversation. In the examples below, *house* and *green* are more prominent.

- a) Where does Maggie live? In that green **house**.
- b) Is it yellow? No, it is not yellow, it's **green**.

3. Compare the noun phrase *green house* (a house painted green) to the compound noun *greenhouse* (a glass or plastic structure used to grow plants in). The prominent word in each phrase is in bold.

He lives in a green **house** and his plants are grown in a **green**house.

4. Contrast the prominence in noun phrases and in compound nouns.

- a) white **house** (a house which is white)  
**White** House (official residence of the US president)
- b) black **bird** (a bird which is black)  
**blackbird** (a kind of bird)

5. Practice the pronunciation of the following compound nouns:  
**technology manager**; **phone book**; **guidelines**; **software program**

## VOCABULARY EXPANSION

### Gadgets

- I. Study the chart below.



An iPad



An all-in-one desktop PC



A touch screen monitor



An iPod

2. Now use words/phrases from exercise I to fill in the gaps below.

- a. I use my **MP3 player** to listen to music when I'm on the bus.
- b. The **internet tablet** is a relatively new invention designed to help you experience the web, send or read emails, watch videos and see photos.
- c. A **touch screen monitor** is a computer display that makes it possible for the user to interact with the machine by touching the screen.
- d. An **all-in-one desktop PC** is a desktop computer that holds every component (except for the keyboard and mouse) inside the same box as the display.

# Unit 15

## How much experience do you have?

- Asking about quantity
- Linking ideas in a text
- Writing an inventory report

## FIRST MOVE

1. Complete the sentences with a partner. Use the picture and the words from the box:

flowers  
car  
trees  
space



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- a) There isn't much in the house
- b) There isn't any in the garage
- c) There are some in the garden
- d) There are many in the street.

2. When do we use *any*? When do we use *some*?

## READING

1. Read the following text. Find examples of some digital appliances which use touch screen technology.



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After Apple introduced the iPhone in 2007, touch screen technology became very popular. A touch screen is a type of display screen that has a touch-sensitive transparent panel covering the screen. Instead of using a mouse or light pen, you can use your finger to point directly to objects on the screen.

**In other words**, you can interact directly with what is displayed with your finger, rather than indirectly with a cursor controlled by a mouse or touchpad. Touch screens can be attached to computers, or to networks as terminals. They are used on digital appliances such as mobile phones, video games, car navigation systems, and ATM machines.

Touch screens are also popular in heavy industry, and in museum displays or room automation, where keyboard and mouse systems do not allow a satisfactory, intuitive, rapid, or accurate interaction by the user with the display's content.

**However**, they may not be so good for some applications where you need to point to small areas of the screen because the finger is a relatively large object. **In addition**, most users find touch screens tiring to the arms after long use.

2. Match the phrases / words a-c with the ideas that follow them.

- |                   |            |
|-------------------|------------|
| a) In other words | contrast   |
| b) However        | addition   |
| c) In addition    | repetition |

3. Complete the sentences. Use: *in other words*, *however* and *in addition*.

- a) Dennis plays squash and hockey. , he runs 10 km a day.
- b) I've found many good hotels in the area. , I prefer to stay at a friend's house. It's not only cheaper but also much more fun!
- c) Proficiency in English allows a fast insertion in the work market. , your chances of getting a job will be much bigger if you know English well.

## DIALOGUE 2

1. Two friends, Rita and Ken, are studying in the school library. Listen to their conversation.

**Rita:** What's up, Ken?

**Ken:** Not much. I'm just updating my CV. I want to include some of the courses I took last year.

**Rita:** Great idea. You took some courses in touch screen technology, didn't you? There are a lot of opportunities in this area, you know.

**Ken:** Well, in fact I took a few courses in speech synthesis and computer graphics. I didn't take any in touch screen specifically. But I helped my uncle write an article on it for the Journal of Computer Sciences. So in a way, I have some experience in it too.

**Rita:** Really? How much experience do you have?

**Ken:** Oh, just a few months. That's not much, is it? But uncle Emilio was surprised that I could learn so much in so little time. He said I showed to have a lot of talent and creativity.

**Rita:** Wait a second. Don't tell me your uncle is Emilio Seacrest, that journalist who did that special article on TV interactivity.



**Ken:** Yes, that's him. Why?

**Rita:** Your uncle is a computer genius! You *have* to include this work experience in your CV. It means a lot.

**Ken:** Well, why not? It's better to have some experience than no experience at all, right?

**Rita:** You can say that again.

## 2. Are the sentences true or false? Discuss the answers with a partner.

- a. Ken is writing his CV for the first time.
- b. Rita thinks that touch screen technology is a promising area.
- c. Ken worked with his uncle for two months.
- d. Ken is not going to include his work experience in Touch Screen Technology in the CV.

## GRAMMAR

### 1. Study the questions and answers in the charts.

#### I.1. Countable nouns

Questions	Answers
How <b>many</b> courses did you take?	I took <b>some</b> courses.
Did you take <b>any</b> courses in computer graphics?	Yes, I took <b>a few</b> courses.
Did you take <b>any</b> courses in touch screen technology?	No, I didn't take <b>any</b> courses.

#### I.2. Uncountable nouns

Questions	Answers
How <b>much</b> experience do you have?	I have <b>a lot of</b> experience. I have <b>a little</b> experience. I don't have <b>any</b> experience. I have very <b>little</b> experience.

#### 2. We use **many**, **a lot of**, **a few**, **some** and **any** before nouns.

- a) countable
- b) uncountable nouns

#### 3. We use **much**, **a lot of**, **a little**, **some**, and **any** before nouns.

- a) countable
- b) uncountable nouns

#### 4. Complete the sentences. Use **some** or **any**.

- a) My new classmate Raul doesn't have relative living here.
- b) I'm going to take him to interesting places in town.
- c) There are very good plays at the cultural center I can take him to.
- d) This month, I haven't seen plays there.
- e) Later today, I'm going to the cultural center to get tickets.
- f) We can invite friends to go with us.

#### 5. Complete the sentences. Use **a little** or **a few**.

- a) John has money in his bank account.
- b) technical schools use video conferencing in class.
- c) There are programs installed on my computer.
- d) We have just time to go through the project.
- e) He just invited good friends for his birthday party.
- f) Some electricians work with just protection.
- g) I need more time to finish the project.
- h) Just people attended the workshop.

#### 6. Complete the sentences. Use **much** or **many**.

- a) The technicians have memory modules to install this week.
- b) Ernie is too busy. He doesn't have time to go out.
- c) There's not advice in this "how-to" book.
- d) The computer virus ruined important programs
- e) How sugar does you take in your coffee?
- f) How printers were on sale?
- g) How did you pay for your netbook?

#### 7. Order the words to form sentences.

- a) girls my class are a in There few
- b) dog making lot noise The was a of
- c) CD-ROM yesterday I buy any didn't at the mall
- d) in Julie Europe many historic visited cities
- e) fridge is the a little There in meat

8. Complete each dialogue with the words in the boxes. Then practice it with another student. Please write the answers in your notebook.

### Dialogue 1

little	few	much	send	should	some
--------	-----	------	------	--------	------

**Kate:** What are you doing, Anna?

**Anna:** I'm writing my CV.

**Kate:** I see. Are you going to       it to many companies?

**Anna:** No, just a       companies. Why?

**Kate:** Well, I think you       send it to a lot of companies. Your chances of getting a job will be much bigger.

**Anna:** Maybe you're right. But I have very       experience.

**Kate:** Really? Didn't you use to work as a volunteer?

**Anna:** Yes, I did. But that was just for       months. I don't think it makes       difference.

**Kate:** Of course it does. It shows you're interested in learning and helping others.

**Anna:** Yeah. I guess you're right.

### Dialogue 2

bigger	little	few	sad
--------	--------	-----	-----

**Bea:** Why is Tatiana so      ?

**Max:** Because her best friend is moving out of the building.

**Bea:** Is she moving to a       place?

**Max:** Yes, she is moving to a house. She says there is too       space in the apartment.

**Bea:** How far is the house?

**Max:** Just a       blocks away.

### Dialogue 3

him	near	some	lot
-----	------	------	-----

**Ed:** Who's that? Do you know      ?

**Sue:** Uh-huh. That's Pricilla's cousin, Ray.

**Ed:** What is he doing       that cherry tree?

**Sue:** I think he is taking       pictures for a nature magazine.

**Ed:** Is he famous?

**Sue:** Yes, he is. I have seen his pictures in a       magazines.



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## CONVERSATION

1. Jack Sprout is a new student at a technical school. Study the table with information about him.

### Jack has...

experience	5 months
friends	4
T-shirts	42
money in his pocket	\$ 2.50
credit to use his prepaid cell phone	\$ 250
technical manuals	12
CD ROMs	300
free time	30 minutes a day

### quantity / number / time

5 months
4
42
\$ 2.50
\$ 250
12
300
30 minutes a day

2. Now have conversations like this:

**A:** How much... does Jack have?

**B:** He has just a little... / He has a lot of...

**A:** How many... does he have?

**B:** He has just a few... OR He has a lot of...

## WRITING

1. Read the definition of store inventory. Why is it important to take inventory?

**Inventory:** the counting and listing of all the goods in the company; the checking of a company's stock.

2. Read the list of some parameters used for managing store inventory in Excel.

- a) Unit cost
- b) Item name
- c) Description
- h) Average sales per day
- d) Quantity in stock
- e) Variance
- f) Time taken to deliver
- g) Max sales per day
- i) Reorder level
- j) Quantity on reorder
- k) Avarage stock / Sale per day
- l) Stock financial cost per month
- m) The company cash flow
- n) Return of the assets

3. Now study the Excel spreadsheet:

managing inventory in Excel - Microsoft Excel										
	A	B	C	D	E	F	G	H	I	J
1	Item ID	Item name	description	Unit price	Quantity in stock	Reorder level	Quantity of Reorder	Max sales per day	Average sales per day	variance
2										
3										
4										
5	1	CPWORLD	3GB		20	48	36	12	12	4
6		Pendrive								
7										
8	2	MAGIX	3GB		25	62	14	48	4	2
9		Pendrive								
10										
11										

Formulas: G= (E X 2) + (F X H); E= G – H; J = D – I

4. Lucas works at a software house and he is in charge of taking inventory. Read the inventory he wrote on the CPWORLD Pen drive, based on the EXCEL spreadsheet presented in exercise 2.

The first item is a 3GB CPDORLD pen drive. Its unit price is \$20 and there are 48 items in stock. The reorder level is 36. That means we should reorder 12 more pen drives. Our maximum sales per day are 12 and the average sales per day total 4. That gives us a variance of 8. Our suppliers take 5 days to deliver this item.

5. Finish writing the inventory report. Write about the MAGIX model in line 8 of the spreadsheet and compare the two products.

## LISTENING AND PRONOUNCING

### Schwa & linking (review & expansion)

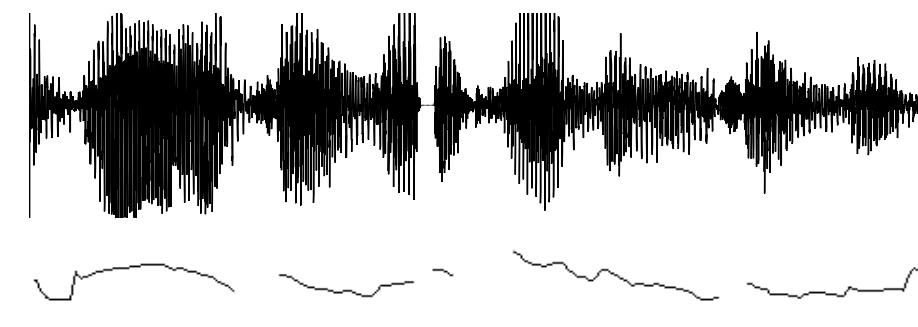
- I. Listen to the passage. Are the sentences true or false?
- The speaker is worried about the green agenda.
  - The speaker is also worried about the urban agenda.
  - The speaker is worried about people's quality of life.
  - The interest in the urban agenda is characterized as deep and vast.

2. Now listen again to the passage as you read it. Then check your answers to exercise I.

"So those who worry about the green agenda like I do actually have a deep vast interest in worrying about the urban agenda and making sure there's quality of life for those people."

Dr. Thomas Eugene Lovejoy III (Roda Viva n. 1494)

3. The following image contrasts the sound waves (top) and the intonation contours (bottom) of two phrases from the passage, both produced by Dr. Thomas Eugene Lovejoy III (Roda Viva n. 1494). Listen to the phrases and pay attention to the prominence of the words *green* and *urban*.



The green agenda      The urban agenda

4. Are the words *green* and *urban* linked to the word *agenda*?

5. Now listen to the sentence again. In the words below, one of the vowels (in bold) is not produced with a schwa (the vowel sound in the word *up*). The speaker is extremely emphatic so he uses a "full vowel", instead. Which of the vowels is not produced with a schwa?

worry; about; the; agenda; **a**; urban; and; sure; for.

## VOCABULARY EXPANSION

### Countable & uncountable nouns

Countable nouns	Uncountable nouns
• cat / dog / animal / man / person	• music / art / love / happiness / desire
• bottle / litter / box	• rice / sugar / butter / coffee / water
• coin / note / dollar	• money / currency
• cup / plate / spoon	• furniture / luggage
• desk / chair / suitcase / computer	• electricity / gas / power
	• advice / information / news

<b>Countable</b>	<b>Uncountable</b>
dollar	money
song	music
suitcase	luggage
table	furniture
battery	electricity
bottle	wine
report	information
tip	advice
journey	travel
job	work
hour	time



1. Complete the sentences with: *a little*, *a few* or *a lot of*. Use your notebook.

- a) How much sugar does she need for the cake? Oh, just  One cup only.
- b) How many dollars does he need to buy the cell phone? Oh, just  Less than \$60, I guess.
- c) How much furniture is there in the new store? Oh, there's  furniture: modern sofas, vintage chairs, marble tables, you name it!
- d) How many songs can you download on your i-pod? Oh,  songs. Over one thousand!
- e) Are there many more suitcases to bring to the car? Well, just  more.
- f) Is there much oxygen left? To be honest, there's just  The divers should go back up to the surface at any moment.

2. Complete the sentences with the opposite of what is being said. Follow the model:

<b>A:</b> Many dollars?	<b>B:</b> No, just a few.
-------------------------	---------------------------

- A:** A lot of work?
- A:** Just a few bottles?
- A:** Much luggage?
- A:** A lot of coins?
- A:** Just a little time?
- A:** Many people?

# Unit 16

**Can you tell me  
where the  
convention center is?**

- Asking for direction
- Making requests
- Writing a formal e-mail

## FIRST MOVE

1. Which of these questions would you ask a classmate?
  - a) Where's the teacher?
  - b) Could you tell me where the teacher is?
  
2. Which of these questions would you ask a complete stranger?
  - a) Can I use your cell phone for a minute?
  - b) Do you think I could use your cell phone for a minute?
  
3. Which questions are formal? Which are informal? Discuss the answers with a partner.

## READING

1. Below are four frequently asked questions (FAQs) about Blu-ray Discs. Read the text and find some differences between Blu-rays and traditional DVDs.

### What is Blu-ray?

Blu-ray, also known as Blu-ray Disc (BD) is the name of a next-generation optical disc format. The format was developed to enable recording, rewriting and playback of high-definition video (HD), and storing large amounts of data. The format offers more than five times the storage capacity of traditional DVDs and can hold up to 25GB on a single-layer disc and 50GB on a dual-layer disc.


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### Why the name Blu-ray?

The name Blu-ray is derived from the underlying technology, which utilizes a blue-violet laser to read and write data. The name is a combination of “Blue” (blue-violet laser) and “Ray” (optical ray). According to the Blu-ray Disc Association the spelling of “Blu-ray” is not a mistake, the character “e” was intentionally left out so the term could be registered as a trademark.

### Who developed Blu-ray?

The Blu-ray Disc format was developed by the Blu-ray Disc Association (BDA), a group of leading consumer electronics, personal computer and media manufacturers, with more than 180 member companies from all over the world.

### How much video can you fit on a Blu-ray disc?

Over 9 hours of high-definition (HD) video on a 50GB disc.  
About 23 hours of standard-definition (SD) video on a 50GB disc.

2. Are the sentences true or false? Discuss the answers with a partner.
  - a) A single-layer Blu-ray disc can hold up more than 25GB.
  - b) The name Blu-ray comes from the violet laser used for reading the data.
  - c) The Blu-ray Disc Association is formed by American companies.
  - d) The maximum amount of video on a Blu-ray is 23 hours.

## DIALOGUE

### Asking for directions

1. A driver is asking a passerby for directions.

**Driver:** Excuse me. Could you tell me where the convention center is?

**Man:** Sure. Go down the street for 5 blocks and then turn right.

It's on your left.

**Driver:** Thanks. And do you know if there's a parking lot there?

**Man:** There's one across from the convention center.

It is next to a gas station.

**Driver:** I see. Do you have any idea what time it closes?

**Man:** I'm almost sure it's open 24/7.

By the way, I'm going there too. Do you think you could give me a ride?

**Driver:** Sure. Hop on in!

2. Are the sentences true or false? Discuss them with a partner.

- a) The convention center is not very far.
- b) The parking lot is next to the convention center.
- c) The parking lot closes at 10 pm.
- d) The woman is going to drive the man to the convention center.

## GRAMMAR

### I. Study the sentences in the chart below.

Direct question	Embedded question
Where's the convention center?	Could you tell me where the convention center is?
Is there a parking lot near there?	Do you know if there is a parking lot there?
What time does the parking lot close?	Do you have any idea what time it closes?
Could you give me a ride?	Do you think you could give me a ride?

### 2. Rewrite the questions using the prompts. Please use your notebook

a) How many cores does this CPU have?

Do you have any idea ?

b) Are these laptops made in Brazil?

Do you know if ?

c) How does this machine work?

Could you tell me ?

d) Why is Tom so late?

Do you have any idea ?

e) Where did Peter go to college?

Do you know ?

f) Could you lend me your laser pointer?

Do you think you ?

g) What time did she leave home?

Do you remember ?

### 3. Order the words and form sentences.

a) park you know here if Do I can my car ?

b) you where library tell Could is me the ?

c) how Do you times film remember saw this you many ?

d) married you she is know if Do ?

4. Complete each dialogue with the words in the box. Then practice it with another student. Please write in your notebook.

### Dialogue 1

many	know	idea	help	few	was
------	------	------	------	-----	-----

**John:** Excuse-me. Are you Julia Chun?

**Julia:** Yes, that's me.

**John:** Hi, I'm John Timberland from Miami Tours. Let me  you carry your luggage.

**Julia:** Oh, thanks, John. Do you  if the other tour group has arrived?

**John:** They are going to arrive in a  hours. Their flight is delayed.

**Julia:** Do you have any  why?

**John:** It  raining heavily in Mexico City so they couldn't board on time.

**Julia:** Do you know how  people there are in the group?

**John:** Hmm... Let me see. Forty-three, including you. It's a very big group

### Dialogue 2

should	know	on	think	get
--------	------	----	-------	-----

**Tracy:** Where did you  this shirt? I love it!

**Lisa:** Oh, at that new clothing store  Lexington Avenue.

**Tracy:** It's the perfect gift for Marcia. Do you  Marcia likes pink?

**Lisa:** Well, I don't know. Why don't you go for a more neutral color?

**Tracy:** Yeah, maybe I  Do you  if the store is open now?

**Lisa:** On a Sunday morning? I doubt it.



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## CONVERSATION

- I. Gerry is a new student at a tech school. Read some questions he is thinking of asking on his first day of class.

What time is the library open?
Is there a snack bar here?
What's the passing grade?
How many projects are there per semester?
Who is the coolest teacher?
Is there any good English dictionary I can buy?
Can I bring a calculator to class?
Is it OK to bring my MP3-player to class?
How can I get free lunch tickets?
Is there a locker room?
How many absences can I have?
What do the students usually do after class?



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SHUTTERSTOCK

2. Pretend you are Gerry. Take turns asking the questions. Use these prompts:

Could you tell me...?  
Do you have any idea...?  
Do you know if...?  
Do you think I could...?

5) I need to know your account number.	e) I am afraid I will not be able to attend the meeting.
6) Do you want a soft drink?	f) Thank you for your e-mail received October 12.
7) See you next week.	g) Dear Ms. Crawford.

2. Charles Simpson works for Oxymoron Industries. Read the e-mail he wrote to the Vice-President of his company, Lynette Hodges. Is his e-mail formal or informal?

Hi, Lynette  
Thanks for the e-mail of Feb 3. Sorry I can't make the board meeting in Detroit. Can you send me your flight confirmation to São Paulo? I need to know your passport number to book you a room at the Sheraton. Do you want a room with a view?  
See you next month!  
Charlie

3. Charles's e-mail is too informal. Rewrite it by substituting its phrases with more formal phrases. Use the table in exercise I to guide you.

## WRITING

- I. Match the informal phrases (I-7) with the neutral/formal phrases (a-g)

1) Thanks for the e-mail of Oct. 12	a) Would you like a soft drink?
2) Sorry I can't make the meeting.	b) It is necessary for me to know your account number.
3) Can you send me the proposal by Nov. 14?	c) I look forward to meeting you next week.
4) Hi, Cindy.	d) Do you think you could send me the proposal by November 14?

## LISTENING AND PRONOUNCING

### Production & perception

When we are able to listen to the differences and similarities between the sounds of English and Portuguese our listening comprehension becomes more qualified. We start to pay attention to our pronunciation and to the pronunciation of other speakers, and, as a result, we improve our speaking abilities. In other words, we produce accurate sounds in a new language and improve our pronunciation mainly because we can perceive these sounds. In the listening exercises proposed in this course, we have focused on specific aspects of oral English, namely:

- a) vowel sounds;
- b) consonant sounds;
- c) stressed /prominent words;
- d) intonation;
- e) linking.

The Internet can provide countless examples of oral English. The Speech Technology industry has developed tools which can be used in language

learning. The *text-to-speech* system is one of them, and Oddcast is a website that uses this tool:

[http://www.oddcast.com/home/demos/tts/tts\\_example.php](http://www.oddcast.com/home/demos/tts/tts_example.php)

Oddcast is a very useful web resource and it is simple to use: you simply type in any sentence and hear it in **varieties of English** spoken by **different** native or non-native **speakers**.

#### Type in a sentence in English and try different native speakers.

Take any opportunity to listen to English on the Web. We tend to listen more attentively when we find the topic interesting. Search for websites that show video and audio material related to your area of interest.

And don't forget the power of music. Make listening to songs and singing them a habit. It's a fun way to improve your pronunciation.

Roll up your sleeves and happy studies. The key to success is in your hands.

## VOCABULARY EXPANSION

### Asking for information

#### 1. Read and listen to some places where people can ask for information.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• airport</li> <li>• travel agency</li> <li>• taxi</li> <li>• hotel</li> <li>• tourist information center</li> <li>• police station</li> </ul> | <ul style="list-style-type: none"> <li>• currency exchange bureau</li> <li>• box office</li> <li>• subway station</li> <li>• bus stop</li> <li>• drugstore</li> <li>• coffee shop</li> </ul> |
|---|--|

#### 2. James, an American tourist, asked many questions last week while visiting Singapore for the first time. Read the questions and identify the place he was when he asked them. Refer to the places in Exercise 1.

- a) Excuse-me, could you tell me if there are any more tickets for tonight's concert?
- b) Do you know if the souvenir store accepts credit cards?
- c) How much is a round trip to Peranakan?
- d) Excuse-me, I'm lost. Could you tell me where Shangai Street is?
- e) Do you have any idea what time the next train arrives?
- f) Can you drop me off at the post office before we move on to the theatre?
- g) Can you tell me how many Singaporean dollars I'll get?
- h) What's today's special, please?
- i) Can I have an aspirin, please?

## Review 4 – Units 13-16

1. Complete the sentences with the verbs from the box. Use the past continuous tense, either in the affirmative or negative forms. Use your notebooks.

sleep	read	study	do play
take	cook	watch	

- a) Donna was taking a shower when the phone rang, so she didn't answer it.
- b) Mathew was playing video games last night when I went to his room. Believe it or not, he was doing Maths!
- c) A: What was happening you were doing last night? I texted you but you didn't answer!
- d) Last Sunday, while my sister was cooking dinner for her boyfriend, I was watching a book.
- e) No way Bill and Erik were sleeping at 10pm last night! They were wide awake, were watching the basketball game on TV.

2. Read the following situations. For each of them, think of what the people have to do or what they should do. Use your notebooks.



© TANYA LEN SHUTTERSTOCK

"I have a terrible headache. It's killing me!" (Sarah)



© STOCKLINE SHUTTERSTOCK

"The meeting starts in ten minutes and my presentation isn't ready yet." (Will)



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"As I am still young, I go to parties every night. The problem is: I get very sleepy at work." (Pat)

- a) Sarah was sleeping
- b) Will was waiting
- c) Pat was partying

**3. Choose the best alternative:**

- a) If you want to drive in Brazil, you **should / have to** be at least eighteen years old.
- b) When you are tired and sleepy, you **should / have to** go to bed.
- c) William is a Brazilian tour guide. He is in charge of international groups of tourists visiting Brazil. He **should / has to** speak English all the time.

**4. Complete the sentences with *a few* or *a little*. Write in your notebooks.**

- a) There aren't many guests coming for dinner, so we need just plates.
- b) I think I'll taste the wine. But just cup, please.
- c) If you add cup cream and cup butter to the recipe, this sauce will taste fantastic!
- d) Don't worry, I won't take much luggage. Just cup handbags – three, to be more exact.

**5. Complete the sentences with *how much*, *how many*, *some* or *any*.**

- a) cup money do you need?
- b) Is there cup bottle open?
- c) I know there are cup coins and notes in the top drawer. Could you get them for me?
- d) I'm not sure cup people are coming to the party. About thirty, I guess.
- e) There isn't cup work to do. I can go home now!

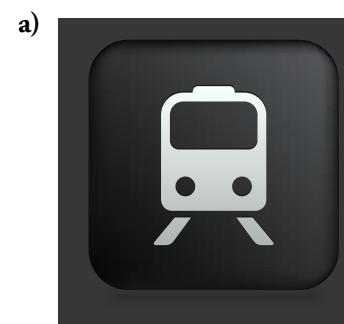
**6. Pair work: look at the pictures and make up questions using the prompts in the box.**

Do you know...?

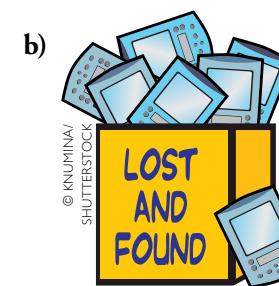
Can you tell me...?

Do you have any idea...?

Do you think I could...?



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## Singing time!

Listen to the American folksong *We Circle Around*, (traditional Arapaho Native American song; <http://www.songsforteaching.com/folk/>). Sing along!



We circle around, we circle around  
The boundaries of the Earth

We circle around, we circle around  
The boundaries of the Earth

Wearing our long wing feathers as we fly  
Wearing our long wing feathers as we fly

We circle around, we circle around  
The boundaries of the sky

### Post-Listening Activity

The vowel sound in the word *the* can be / i / as in *me* and / ə / as in *but*. Listen to the song one more time. Pay special attention to the six examples of word *the* (in bold). Which vowel sound is used in each one, / i / or / ə /? Discuss your answer with a partner.

**Find the Rule:** Circle the correct answer, a or b.

We use the sound / i / when the word *the* comes before:

- a) a vowel sound      b) a consonant sound

We use the sound / ə / when the word *the* comes before:

- a) a vowel sound      b) a consonant sound

# Grammar reference

## UNIT 1

### VERB TO BE – PRESENT

Interrogative		Negative		Affirmative	
Am	I?	I	'm not	I	'm (am)
Are	you?	You	're not (aren't)	You	're (are)
Is	he?	He	's not (isn't)	He	's (is)
Is	she?	She	's not (isn't)	She	's (is)
Is	it?	It	's not (isn't)	It	's (is)
Are	we?	We	're not (aren't)	We	're (are)
Are	you?	You	're not (aren't)	You	're (are)
Are	they?	They	're not (aren't)	They	're (are)

## UNIT 2

### QUESTION WORDS

What	is	it?	It's a book.
What time	is	it?	It's ten o'clock.
Where	is	your phone?	It's in my pocket.
How	are	you?	I'm fine, thanks.
How old	is	she?	She's seventeen.
Who	are	they?	They're my friends.
When	is	her birthday	It's in October.
Why	are	you here?	Because I study here.
Which	is	your pen?	The blue one.
Whose	is	that car?	It's my car!

### POSSESSIVE: –'S

Bill's	birthday	is	on Saturday.	Peter	is	Ann's	brother.
Maggie's	daughters	are	very beautiful.	Erika	isn't	Rachel's	friend.
My friend's	house	is	on Bond Street.	Pam & Kim	are	Donald's	sisters.

## POSSESSIVE ADJECTIVES

My	name is	Lenny.
Your		Carlos.
His		Bill.
Her		Sarah.
Our	names are	Tom and Ted.
Their		Sandra and Kate.

## UNIT 3

### IMPERATIVES

Affirmative	Negative
<b>Do it</b> now! <b>Close your</b> books, please. <b>Turn on</b> the lights. <b>Stay</b> here! <b>Move!</b>	<b>Don't do it!</b> <b>Don't close</b> your books! <b>Don't turn on</b> the lights. <b>Don't stay</b> here! <b>Don't move!</b>

## UNIT 4

### SIMPLE PRESENT TENSE

Affirmative			Negative		
I			I		
You	work		You	don't work	
We	live		We	don't live	
They	study		They	don't study	
	here.			here.	
	in Rio.			in Rio.	
	there.			there.	

Interrogative			Short answer
Do	I you we they	know you? live in São Paulo? have to do it? work here?	Yes, you do. No, I don't. Yes, you do. No, they don't.

### USE

The Simple Present Tense is used to express:

- A habit.
- A fact that is always true.
- A fact that is true for a long time.

They always **drive** to work.

Cheetahs **run** very fast. / Lions **don't fly**.

I **live** in São Paulo.

**UNIT 5****PRESENT CONTINUOUS TENSE**

<b>Affirmative</b>		
I	<b>'m (am)</b>	
He		studying.
She	<b>'s (is)</b>	working.
It		watching TV.
We		eating.
You	<b>'re (are)</b>	talking.
They		

<b>Negative</b>		
I	<b>'m not</b>	
He		studying.
She	<b>isn't</b>	working.
It		watching TV.
We		eating.
You	<b>aren't</b>	talking.
They		

<b>Interrogative</b>			
What	am	I	doing? eating? reading?
	is	he she it	
	are	we you they	

<b>Short answer</b>		
Are you working?	Yes, I am.	
Is she cooking?	No, she isn't.	
Are we going?	Yes, we are.	

**USE**

The Present Continuous Tense is used to express:

- An activity happening at the moment of speaking (now). Sue **is cooking** in the kitchen.
- An activity happening around now. **I'm studying** English at college. / **He's writing** a book.

**PREPOSITIONS**

<b>At</b>	<b>In</b>	<b>On</b>
<ul style="list-style-type: none"> <li>at ten o'clock</li> <li>at Christmas</li> <li>at night</li> <li>at the mechanic</li> <li>at the hospital</li> </ul>	<ul style="list-style-type: none"> <li>in the evening</li> <li>in September</li> <li>in the winter</li> <li>in 2001</li> <li>in Miami</li> <li>in Brazil</li> <li>in my bedroom</li> <li>in my pocket</li> </ul>	<ul style="list-style-type: none"> <li>on Monday</li> <li>on Sunday morning</li> <li>on New Year's day</li> <li>on June 29</li> <li>on the weekend</li> <li>on Baker Street</li> <li>on the first floor</li> </ul>

**THERE TO BE**

<b>Singular affirmative/negative</b>	
<b>There is</b>	a book on the table. a library in this school. a big museum in the city.

<b>Plural affirmative/negative</b>	
<b>There are</b>	35 students here. separate bedrooms for boys and girls. many children playing in the garden.

<b>Interrogative</b>			
<b>singular</b>	<b>Short answer</b>	<b>plural</b>	<b>Short answer</b>
<b>Is there</b> a library here?	Yes, there is.	<b>Are there</b> new students here?	Yes, there are.
<b>Is there</b> a mall nearby?	No, there isn't.	<b>Are there</b> e-books in there?	No, there aren't.
<b>Is there</b> sugar in this coffee?	Yes, there is.	<b>Are there</b> free samples?	Yes, there are.

**UNIT 6**  
**SIMPLE PRESENT TENSE – 3rd person singular**

<b>Affirmative</b>		
He	<b>works</b>	here.
She	<b>lives</b>	in Rio.
It	<b>studies</b>	there.

<b>Negative</b>		
He	<b>doesn't</b> work	here.
She	<b>doesn't</b> live	in Rio.
It	<b>doesn't</b> study	there.

<b>Interrogative</b>		
<b>Does</b>	he she it	live in São Paulo? have to do it? work?
		Yes, he does. No, it doesn't. Yes, it does.

**ADVERBS OF FREQUENCY**

How **often** do you play tennis? I **never** play tennis.

How **often** does Joe go to the movies? **Sometimes**.

I **always** drive to work, but my friend **never** goes to work by car.

**UNIT 7****DEMONSTRATIVE PRONOUNS**

<b>Singular</b>	
this •	that •

<b>Plural</b>	
these ••	those ••

How much	is	<b>this jacket?</b> <b>that watch?</b>	It's fifty dollars. It's five hundred dollars.
	are	<b>these shoes?</b> <b>those DVDs?</b>	They're seventy dollars. They're ten dollars each.

## GOING TO – INTENTIONS AND PLANS IN THE FUTURE

Affirmative/negative	
I	'm / 'm not
He	is / isn't
She	
It	
We	are / aren't
You	
They	

**going to**work.  
study.  
eat.  
cook.

Interrogative	
What	am I is he/she/it are we/you/they
	<b>going to do?</b>

Clara **is going to** travel in October.I'm **not going to** do my homework on Saturday.Are Susan and Paul **going to** get married? Yes, they are. / No, they aren't.

## UNIT 8

### OBJECTIVE PRONOUNS

I	<b>me</b>
You	<b>you</b>
He	<b>him</b>
She	<b>her</b>
It	<b>it</b>
We	<b>us</b>
You	<b>you</b>
They	<b>them</b>

What	do you think of	<b>me?</b>	I really like you.
When	is Peter going to see	<b>her?</b>	Tomorrow.
Where	are you taking	<b>us?</b>	We're taking you to the beach.

## UNIT 9

### COMPARATIVE FORMS OF ADJECTIVES

Short adjectives	
<b>Group 1:</b> 1-syllable adjectives	young, tall
<b>Group 2:</b> 2-syllable adjectives ending in “-y”	easy, pretty
<b>Rule 1:</b> add “-er”	old → <b>older</b>
<b>Rule 2:</b> Adjective ending in -e, just add “-r”	late → <b>later</b>
<b>Rule 3:</b> Adjective ending in consonant, vowel, consonant (CVC), double the last consonant	fat → <b>fatter</b>
<b>Rule 4:</b> Adjective ending in -y, change the y to i	easy → <b>easier</b> pretty → <b>prettier</b>

John is **older** than Peter.Maggie is **funnier** than Patricia.

## Long adjectives

**Normal rule:** “more”+ adjective (than)sophisticated → **more sophisticated**  
interesting → **more interesting**  
boring → **more boring**Lara's laptop is **more** sophisticated than Gabriel's computer.

## NEGATIVE QUESTIONS

Question word	negative auxiliary	subject	other words
Why	<b>don't</b>	you we they	go by plane? tell her? invite them? buy a cooler? stay home?
	<b>doesn't</b>	he she	

## UNIT 10

### MODAL VERB CAN – QUESTIONS / EXPRESSING ABILITY

Modal verb	subject	verb	other words
<b>Can</b>	you Ronaldo the technician the students	speak play fix do	French? basketball? the motherboard? the exercise?

## MAKING REQUEST / ASKING PERMISSION

Modal verb	subject	verb	other words
<b>Can</b>	I you we	open turn on sit have	the window? the radio? here? another cookie?

## UNIT 11

### COMPOUND NOUNS

2-word compound noun	apartment building paper bag apple tree convenience store
3-word compound noun	Arizona travel agencies three-day holiday gas station attendant

## VERB TO BE – PAST TENSE

Statements		
Subject	was/were	
I	<b>was (not)</b>	
You	<b>were (not)</b>	
He She It	<b>was (not)</b>	
We You They	<b>were (not)</b>	

at home.

Contractions	
was not = wasn't	
were not = weren't	

Yes / no questions				
	Subject	base form		
Did	I you he she it we you they	run	alone?	

Short answers					
Affirmative			Negative		
Yes, you I s/he it we did. Yes, you I s/he it we you they	No, you I s/he it we didn't. No, you I s/he it we you they		No, you I s/he it we didn't. No, you I s/he it we you they	No, you I s/he it we didn't. No, you I s/he it we you they	

Yes / no questions		
Was/were	subject	
<b>Was</b>	I	
<b>Were</b>	you	
<b>Was</b>	s/he it	at home?
<b>Were</b>	we you they	

Short answers					
Affirmative			Negative		
Yes, you were.	No, you weren't.		Yes, I was.	No, I wasn't.	
Yes, I was.	No, I wasn't.		Yes, s/he was.	No, s/he wasn't.	
Yes, s/he was.	No, s/he wasn't.		Yes, we were.	No, we weren't.	
Yes, we were.	No, we weren't.		Yes, they were.	No, they weren't.	

## UNIT 13

### PAST PROGRESSIVE

Statements				
Subject	was/were	NOT + base form of verb + -ing	other words	
I	<b>was</b>			
You	<b>were</b>	(not) running		in the park.
He She It	<b>was</b>			
We You They	<b>were</b>			

## UNIT 12

### SIMPLE PAST TENSE: REGULAR AND IRREGULAR VERBS

Affirmative statements		
Subject	verb	
I You He She	<b>studied</b>	alone.
We You They	<b>ran</b>	
It (the school)	<b>closed</b>	on election day.
	<b>became</b>	a cultural center.

Negative statements			
Subject	did not	base form of verb	other words
I You He	<b>did not</b>		
She We		<b>study</b>	alone.
You They			
It (the school)	<b>did not</b>	<b>open</b>	on election day.
		<b>become</b>	a cultural center.

Contractions	
did not = didn't	

Short answers				
Affirmative			Negative	
Yes, you were.	No, you weren't.		Yes, I was.	No, I wasn't.
Yes, I was.	No, I wasn't.		Yes, s/he was.	No, s/he wasn't.
Yes, s/he was.	No, s/he wasn't.		Yes, we were.	No, we weren't.
Yes, we were.	No, we weren't.		Yes, they were.	No, they weren't.

**UNIT 14****MODAL VERBS: DEGREE OF NECESSITY**

<b>Absolutely necessary; obligatory</b>				
<b>Subject</b>	<b>modal verb</b>	<b>main verb</b>	<b>other words</b>	
I You We They	<b>have to</b>	get	a visa do go to the USA.	
He	<b>has to</b>	take	the medicine.	
She	<b>has to</b>	finish	the project by 5 pm.	
It (the document)	<b>has to</b>	be	sent today.	

<b>Advised</b>				
<b>Subject</b>	<b>modal verb (+ not)</b>	<b>main verb</b>	<b>other words</b>	
I You He She We You They	<b>should (not)</b>	change	the memory module.	

**UNIT 15****QUANTIFIERS USED WITH COUNTABLE NOUNS**

<b>Subject</b>	<b>verb</b>	<b>quantifier</b>	<b>countable noun</b>
I You He She It We You They	ate	<b>many several few a couple of</b>	cookies.
There were			

**QUANTIFIERS USED WITH UNCOUNTABLE NOUNS**

<b>Subject</b>	<b>verb</b>	<b>quantifier</b>	<b>countable noun</b>
I You He She It We You They	ate	<b>a little little a bit of a great deal of no</b>	chicken.
There was			

**QUANTIFIERS USED WITH BOTH COUNTABLE AND UNCOUNTABLE NOUNS**

<b>Subject</b>	<b>verb</b>	<b>quantifier</b>	<b>countable / uncountable noun</b>
I You He She It We You They	ate	<b>all of the / some / most of the / enough / a lot of / lots of</b>	cookies. / chicken.

**UNIT 16****EMBEDDED QUESTIONS DIRECT WH- QUESTIONS**

<b>Question word</b>	<b>auxiliary verb</b>	<b>subject</b>	<b>main verb</b>	<b>other words</b>
<b>What time</b>	does	the bank	open?	
<b>Why</b>	did	the boys	miss	the school bus?
<b>When</b>	did	Linda	graduate	from college?
<b>Where</b>	are	the car keys?		

**EMBEDDED WH- QUESTIONS**

<b>Auxiliary verb in question position</b>	<b>question word</b>	<b>subject</b>	<b>main verb (conjugated)</b>	<b>other verbs</b>
Do you have any idea	<b>what time</b>	the bank	opens?	
Could you tell me	<b>why</b>	the boys	missed	the bus?
Do you know	<b>when</b>	Linda	graduated	from college?
Do you know	<b>where</b>	the car keys	are?	

**YES / NO QUESTIONS**

<b>Auxiliary verb</b>	<b>subject</b>	<b>other words</b>
Is	the bank	open on Monday?
Did	the boys	miss the bus?
Did	Linda	graduate from college?

**EMBEDDED YES / NO QUESTIONS**

<b>Auxiliary verb in question position</b>	<b>if</b>	<b>subject</b>	<b>main verb (conjugated)</b>	<b>other verbs</b>
Do you have any idea	if	the bank	opens	on Monday?
Could you tell me	if	the boys	missed	the bus?
Do you know	if	Linda	graduated	from college?

# Irregular Verbs

<b>Base form</b>	<b>Past simple</b>	<b>Past participle</b>
be	was/ were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feel	felt	felt
find	found	found
forget	forgot	forgotten
get	got	got/gotten
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
keep	kept	kept
know	knew	known

<b>Base form</b>	<b>Past simple</b>	<b>Past participle</b>
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written



## **Excelência no ensino profissional**

**Administrador da maior rede estadual de educação profissional do país, o Centro Paula Souza tem papel de destaque entre as estratégias do Governo de São Paulo para promover o desenvolvimento econômico e a inclusão social no Estado, na medida em que capta as demandas das diferentes regiões paulistas. Suas Escolas Técnicas (Etecs) e Faculdades de Tecnologia (Fatecs) formam profissionais capacitados para atuar na gestão ou na linha de frente de operações nos diversos segmentos da economia.**

Um indicador dessa competência é o índice de inserção dos profissionais no mercado de trabalho. Oito entre dez alunos formados pelas Etecs e Fatecs estão empregados um ano após concluir o curso. Além da excelência, a instituição mantém o compromisso permanente de democratizar a educação gratuita e de qualidade. O Sistema de Pontuação Acrescida beneficia candidatos afrodescendentes e oriundos da Rede Pública. Mais de 70% dos aprovados nos processos seletivos das Etecs e Fatecs vêm do ensino público.

O Centro Paula Souza atua também na qualificação e requalificação de trabalhadores, por meio do Programa de Formação Inicial e Educação Continuada. E ainda oferece o Programa de Mestrado em Tecnologia, recomendado pela Capes e reconhecido pelo MEC, que tem como área de concentração a inovação tecnológica e o desenvolvimento sustentável.