

# Countable Nouns – Plural Forms

girls, buses, pianos...

- ◆ A maioria dos substantivos é contável, isto é, tem uma forma no singular e outra no plural.

The **girl** is waiting for the bus.

Three **girls** are waiting for the bus.

- ◆ De maneira geral, faz-se o plural acrescentando-se **s** ao substantivo.

table – tables

boy – boys

computer – computers

book – books

- ◆ Substantivos terminados em **s**, **ss**, **ch**, **sh**, **x**, **z** e **a** maioria dos substantivos terminados em **o** recebem **es** no final.

bus – buses

church – churches

brush – brushes

box – boxes

class – classes

quiz – quizzes

potato – potatoes

hero – heroes

Porém, acrescenta-se apenas **s** aos substantivos a seguir:

photo – photos

radio – radios

piano – pianos

kilo – kilos

video – videos

avocado – avocados

**Obs:** Alguns substantivos possuem as duas formas de plural:

mosquito – mosquitos, mosquitoes

volcano – volcanos, volcanoes

- ◆ Troca-se o **y** final por **ies** quando ele for precedido de consoante.

lady – ladies

sky – skies

body – bodies

- ◆ Alguns substantivos terminados em **f** ou **fe** trocam essas letras por **ves**.

calf – calves

life – lives

shelf – shelves

half – halves

loaf – loaves

thief – thieves

leaf – leaves

wolf – wolves

wife – wives

knife – knives

**Obs:** Existem ainda substantivos que fazem o plural das duas formas:

dwarf – dwarfs, dwarves

scarf – scarfs, scarves

hoof – hoofs, hooves

- ◆ Alguns substantivos emprestados de outros idiomas conservam o plural de origem:

medium – media

bacterium – bacteria

crisis – crises

nucleus – nuclei

- Plurais irregulares:

man – men

woman – women

mouse – mice

foot – feet

tooth – teeth

child – children

person – people

- Substantivos com a mesma forma no singular e no plural:

deer – deer

fish – fish

sheep – sheep

species – species



I Write the plural of the following nouns in the correct lists.

peach      chief      key      box      brush      berry      bus      century      policeman      echo      toy  
 window      child      woman      sheep      tooth      city      radio      thief      safe      dwarf

s	es	ies	ves	other
keys	boxes	berries	dwarves	policemen
echoes	echoes	centuries	thieves	children
toys	brushes	cities		women
windows	buses			sheep
radios				teeth
safes				
dwarfs				



II Put the words in bold into the plural form.

Example: I spoke to a **woman**. I spoke to two **women**.

1. I put the **book** on the **shelf**. I put the **books** on the **shelves**.
2. He saw the **mouse** under the **chair**. He saw the **mice** under the **chairs**.
3. Look at the **sheep** in the field. Look at the **sheep** in the field
4. Can you see **that** beautiful **baby**? Can you see those **beautiful babies**?
5. Be careful of the **knife!** Be careful of the **knives!**
6. His **tooth** is broken. His **teeth** is broken.
7. My **foot** hurts. My **feet** hurts.
8. I had to buy the **dress** for my **daughter**. I had to buy the **dresses** for my **daughters**.



III Clara is on vacation. Complete her e-mail using the plural form of the words in parentheses.

From: \_\_\_\_\_ To: \_\_\_\_\_ | B I U | = = = = | = = | = = | SEND

We arrived yesterday. The (person) people here are friendly but the hotel is terrible. I saw (mouse) mice in my room last night! And there are (fly) flies during the day and (mosquito) mosquitos at night. But the (beach) beaches are really beautiful. Yesterday, I bought (peach) peaches, (tomato) tomatoes and (orange) oranges at a market. We took two (bus) buses to get to the zoo.

A Japanese tourist wanted to take some (photo) photos. I was so embarrassed. Today my (foot) feet are hurting from so much sightseeing.

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## Special Plural Forms

politics, people...

- ◆ Alguns substantivos só existem no singular, embora terminem em s.  
**news – politics – Mathematics – Physics – Economics – genetics – electronics**  
 Politics **is** a controversial subject.
- ◆ Outros substantivos parecem estar no singular, mas são sempre usados com verbos no plural:  
**people – police – cattle**  
 People **want** to see the best team.  
 The **police** **are** looking for the criminal.
- ◆ Algumas palavras só existem no plural e sempre concordam com verbos no plural.  
 As mais usadas são:

**clothes – belongings – savings – contents – outskirts – surroundings – headquarters – earnings**

My clothes **are** in the washing machine.

- ◆ Substantivos que indicam nomes de vestimentas ou objetos com duas partes iguais só existem no plural:

**glasses – trousers – jeans – shorts – pants – pajamas – scissors**

My **glasses** **are** on the table.

Jeans **are** expensive.

Com esses substantivos, também pode ser usada a expressão **a pair of**.

Can you lend me **a pair of** scissors?  
 I need **a new pair of** jeans.

- Substantivos coletivos (*collective nouns*) podem ser seguidos de verbos no singular ou no plural.

His family **is** very big.

His family **are** all very tall.

Manchester United **is** a popular team.

Manchester United **are** at the top of the league.



### I. Underline the correct alternatives.

Example: The news (are / is) all good recently.

1. Physics (is / are) a fascinating subject.
2. My glasses (is / are) on the table.
3. All my savings (is / are) in the bank.
4. The police (is / are) investigating the case.
5. People (is / are) always worried about the future.
6. The government headquarters (is / are) on the outskirts of town.
7. His trousers (are / is) too big for him.
8. All my belongings (is / are) in my suitcase.

Remember! Don't mention politics, religion or football and they will love you!



**III. Put the letters in the correct order to form names of objects.**

Example: a pair of SROSSICS      a pair of scissors.

1. a pair of ENAJS      a pair of jeans
2. a pair of SETRUOSR      a pair of trousers
3. a pair of SORTSH      a pair of shorts
4. a pair of SMJAPAA      a pair of pajamas
5. a pair of EHSOS      a pair of shoes
6. a pair of OKSCS      a pair of socks
7. a pair of OVLGSE      a pair of gloves



**III. Complete the sentences using the collective nouns below.**

government      team      crowd      company      family      audience      gang      army

1. Which is the best football team in your country?
2. I live in São Paulo, but my family lives in the Northeast of Brazil.
3. The army is preparing an attack on the enemy.
4. The government is meeting today to decide the laws.
5. Police arrested a gang yesterday. They are accused of robbery and bribery.
6. The company is investing two million dollars in the project.
7. The audience is singing with the band.
8. The crowd is waiting for the store to open.



**IV. Read the text below. There are mistakes in some of the sentences.**

(a) Check (✓) the correct sentences.

(b) Underline and correct the mistakes in the other sentences.

Example: Economics were his best subject at university.      ( was )

1. I met a very interesting man on the train. He was wearing a glasses.      ( a pair of )
2. In two hours, I learnt a lot about him. Physics was his main subject at university.      ( ✓ )
3. He even wrote a book about it. His earnings from the book was very small.      ( were )
4. He certainly looked poor. His glasses were broken. His clothes was all old.      ( were )
5. He said he didn't care about his surroundings. The news weren't of interest to him. People was of no interest either.      ( wasn't )

# 10

## Countable and Uncountable Nouns

### QUANTIFIER

a train, some advice

#### ◆ Substantivos contáveis.

- Em inglês, a maioria dos substantivos é contável: eles podem ser usados tanto no singular quanto no plural.

train → trains      girl → girls      dog → dogs

#### ◆ Substantivos incontáveis.

- Alguns substantivos são incontáveis e só podem ser usados no singular:

air – water – information – advice –  
food – electricity – money

- Substantivos incontáveis frequentemente indicam:  
substâncias: food, water, iron

qualidades humanas: courage, cruelty, honesty

atividades: help, travel, work

ideias abstratas: beauty, freedom, life

- Substantivos contáveis podem ser precedidos por artigos indefinidos ou definidos.

a train, the train, the trains  
a girl, the girl, the girls

- Substantivos incontáveis podem ser precedidos de the, some, any, much e expressões como a piece of, a loaf of, a bottle of.

The water is dirty.

Let me give you some advice.

He doesn't have much money.

Do you need any information?

I want a piece of advice.

Can you buy a loaf of bread?

Ver Unidades 6 e 38, páginas 22 e 92.



### I. Complete these sentences with the singular or plural form of the verbs in parentheses.

Example: The buses are late today. (is / are)

- The children are leaving for school. (is leaving / are leaving)
- My brother is in the army. (is / are)
- The mice are eating the cheese. (is eating / are eating)
- The address on the letter is wrong. (is / are)
- Sheep are typical farm animals. (is / are)
- There are some food in the cupboard. (is / are)
- Travel is always exciting. (is / are)
- They say "work is good for the soul." (are / is)
- The train is leaving the station right now. (is leaving / are leaving)
- The advice she gives is usually good advice. (are / is)



**III** Look at the words in bold and write C (countable) or U (uncountable).

Example: (U) I need a piece of **advice**. Can you help me?

1. (C) The **people** are arriving at five o'clock.
2. (U) The Northeast of Brazil needs more **water**.
3. (U) Our **work** is very interesting.
4. (C) The **children** are not at school today. They are on vacation.
5. (U) He doesn't have much **money**, but he is happy.
6. (U) **Life** is good.
7. (C) Those **women** are my aunts.
8. (C) Our **computers** are very expensive.
9. (C) Does the **hotel** have large rooms?
10. (U) Can you give me some **information**, please?



**III** Use these uncountable nouns to complete the sentences below.

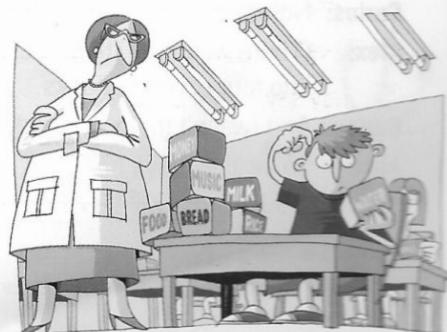
traffic      information      help      equipment      electricity      happiness      work      advice

1. Excuse me! Can you give me some information about train schedules?
2. Why don't you leave home earlier? The traffic is always very bad at this time.
3. My work is very interesting but the salary is bad.
4. This equipment isn't working. Let's call the technician to repair it.
5. Do you use gas or electricity to cook your meals?
6. Please feel free to call me, if you need any advice.
7. If you want my help, you should start all over again.
8. Happiness is an elusive quality.

**IV** Complete the sentences with *a(n)*, *some*, *any*, *much*, *a piece of*.

Example: I need a piece of information.

1. Do you need some help?
2. Can you give me a piece of advice?
3. I am buying a furniture for my new house.
4. I like to have a loaf of bread for breakfast.
5. Would you like a bottle of coffee?
6. I need to put some oil in my car.
7. I'm thirsty. Can I have some water?
8. Can you give me a paper?
9. The scientists are doing an interesting research.
10. He isn't ? help, to tell you the truth.

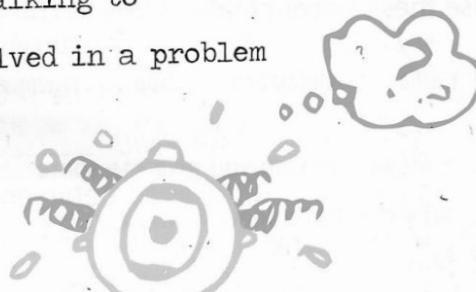


## 1

## Progress Check

1. Read the text once, quickly, to get the general idea. Then underline all the *possessive adjectives and pronouns*. You should find nine.

I'm mad at my friend Janice. The other day, I showed her my composition and later I found out that she'd simply copied it!! Our teacher, Mr. Swan, thought that the composition was hers and not mine! When I told him what had happened, he said that it wasn't his problem. When other friends of mine tried to help by talking to Mr. Swan, he said that they shouldn't get involved in a problem that isn't theirs! I had a huge argument with Janice and she finally confessed that the composition was, in fact, mine!



Source: *Graded English*. Amos, Preşcher and Pasqualin. Moderna, 2006.

2. Read the text and choose the appropriate grammatical form to complete the dialog between Carlos and Alex.

**Carlos:** The movie we saw last night wasn't very good. It was all about life in a small town like ours here.

**Alex:** So?

**Carlos:** (There wasn't / There are / There weren't) any point to the story, to tell you the truth. Why would anyone want to know what life is like in a place like this? (There are / There's / There isn't) ever anything exciting going on round here<sup>1</sup>.

**Alex:** You obviously didn't hear what happened yesterday downtown then, did you?

**Carlos:** No! What?

**Alex:** (There weren't / There are / There was) a series of robberies in the afternoon! Three armed robbers broke into four different banks.

**Carlos:** And (wasn't there / aren't there / won't there be) any clues<sup>2</sup> for the police to find out who the robbers were?

**Alex:** So far they have no idea!

**Carlos:** Wow! (There will be / There is / There was) more going on here yesterday than at the movies then!!

• <sup>1</sup> going on round here = acontecendo por aqui

• <sup>2</sup> clues = pistas

Quickly read the text to understand the general idea. Then underline the correct *demonstrative pronoun* given in parentheses.

Take a look here! (This / These / Those) is my high school photo album. (This / These / That) three men were my teachers. (This / These / Those) one on the left was Mr. Peters. He was an excellent teacher. Everybody in the school loved him. (That / Those / This) woman on the right is Ms. Winslett, the principal. Look at (that / these / this) other four pictures. (That / These / This) are my parents and (these / that / those) little girl is my sister when she was three! She was so cute. Can you believe Mr. Peters is her teacher now! (That / This / These) last one is our summer vacation ten years ago. Can you guess which one is me?

Source: *Challenge*. Amos, Prescher and Pasqualin. Richmond Publishing, 2006.

Read the article once and then complete the text. Use *a / an* or *Ø* (no article).

## HELL AND HELL

Almost everyone has an wish, but not many people are able to make their wishes come true<sup>1</sup>. Once in ancient China, a man had a strange wish. "I want to see the difference between - heaven and - hell before I die," he used to say. Then, one day, his wish came true. When he was visiting - hell he saw a table full of - delicious food, but everyone was hungry and angry. They had a food, but had to sit far from the table because they were forced to use very long chopsticks<sup>2</sup>. It was impossible for them to put any food into their mouths. When the man was visiting - heaven, he had a surprise. Everything looked the same: a big table full of - delicious food, people sitting far from the table, and using very long chopsticks to eat. It was exactly like a hell, but in heaven the people were happy and well-fed<sup>3</sup>. The difference is that in - heaven they have realized that a chain<sup>4</sup> does not stop you feeding<sup>5</sup> others!

<sup>1</sup>make a wish come true = realizar um desejo

<sup>2</sup>chopsticks = hashi, pauzinhos

<sup>3</sup>well-fed = bem alimentado

<sup>4</sup>chain = corrente

<sup>5</sup>feed = alimentar

Source: *Graded English*. Amos, Prescher & Pasqualin. Moderna, 2006.



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Find the hidden word. Put the *masculine* form of the nouns below into the puzzle.

wife waitress lawyer niece godmother woman sister heiress aunt actress

H	U	S	B	A	N	D		
L	A	W	Y	E	R			
N	E	P	H	E	W			
		W	A	I	T	E	R	
G	O	D	F	A	T	H	E	R
		M	A	N				
B	R	O	T	H	E	R		
		H	E	I	R			
U	N	C	L	E				
A	C	T	O	R				

wife  $\Rightarrow$  husbandwaitress  $\Rightarrow$  waiterlawyer  $\Rightarrow$  lawyerniece  $\Rightarrow$  nephewgodmother  $\Rightarrow$  godfatherwoman  $\Rightarrow$  mansister  $\Rightarrow$  brotherheiress  $\Rightarrow$  heiraunt  $\Rightarrow$  uncleactress  $\Rightarrow$  actor

Rewrite the sentences below using the *feminine* form for the words in italics.

Example: My *father* is waiting for his *brother*. My *mother* is waiting for her *sister*.

1. The *actor* is sick. The actress is sick.
2. *He* is the *heir* of all this land. She is the his of all this island
3. *He* is a *waiter*. She is a waitress.
4. The *Englishman* lives near that *boy*. The Englishwoman lives near that girl.
5. *The king* is an old *man*. The queen is an old woman.
6. These *men* are my *uncles*. This women are my aunt
7. My *boyfriend* went shopping. My girlfriend went shopping
8. My *son-in-law* is an *air-steward*. My daughter-in-law is a stewardess
9. My *brother* is a successful *businessman*. My sister is a successful businesswoman.
10. My *father-in-law* is an excellent cook. My mother-in-law is an excellent cook.
11. Her *husband* works for my *uncle*. His wife works for my aunt.
12. My *grandfather* lives in another city. My grandmother lives in another city

# 11

## Gender of Nouns

boy – girl, man – woman

- ◆ Há três gêneros em inglês:

**Neutro:** boat, person, lawyer, doctor, shark.

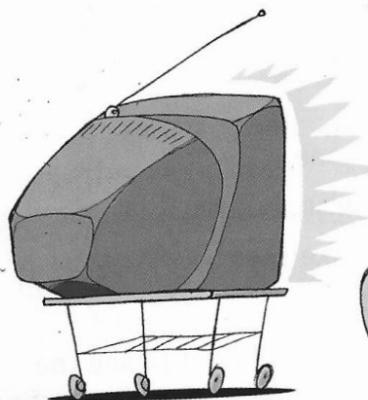
**Masculino:** boy, man, waiter, brother.

**Feminino:** girl, sister, aunt, wife.

- ◆ Há, porém, substantivos que se referem a pessoas e animais e que apresentam uma forma para o masculino e outra para o feminino.

boy → girl

man → woman



- ◆ Em sua maioria, os substantivos, mesmo aqueles que se referem a pessoas e animais, são neutros, isto é, podem ser usados tanto como masculino como feminino.

lawyer → advogado / advogada

doctor → médico / médica

- ◆ O gênero é indicado por:

- palavras diferentes

brother → sister

son → daughter

father → mother

nephew → niece

bull → cow

man → woman

uncle → aunt

king → queen

husband → wife

- terminações diferentes

actor → actress

waiter → waitress

heir → heiress

steward → stewardess

lion → lioness

host → hostess

godfather → godmother

grandfather → grandmother



## Possessive with 's

my brother's car, my sister's husband

- o apóstrofo seguido de s [s] colocado depois de um substantivo indica o possuidor.

the boy's name

the cat's eyes

the men's cars

Charles's book

the girl's dress

the boy's books

- No caso de substantivo plural terminado em s, acrescenta-se apenas o apóstrofo ['].

the babies' toys

the girls' books

the wives' presents

- Quando o possuidor for um objeto, usa-se a construção com of ou um substantivo composto.

The door of the car ou The car door

The leg of the table ou The table leg

- Quando o possuidor for um substantivo composto, é sempre tratado como substantivo simples.

My father-in-law's car.

- O [s] também pode ser usado para se referir a lugares.

I'm going to Grandma's → Grandma's house.

- Quando há mais de um possuidor:

- para indicar posse comum, apenas o último possuidor recebe o [s].

Sally and Susan's car → o mesmo carro.

- para indicar posse individual, usa-se o [s] para cada um dos possuidores.

Bob's and Jane's fathers → pais diferentes /

- Pode-se ainda usar o [s] em referências ao tempo, lugares que levam nomes de pessoas e corpos celestes.

a-day's work

two weeks' vacation

St. Peter's Cathedral

the moon's surface



### I. Underline the correct word in each sentence.

**Example:** About 70% of the Earth's / Earths' surface is covered by salt water.

1. The doctors' / doctor's wife is a friend of mine.

2. The womens' / women's husbands are waiting.

3. My fathers' / father's car is in the garage.

4. The boys' / boy's bicycles are outside.

5. The children's / childrens' toys are in the basket.

6. I will graduate in two years' / year's time.



Complete the sentences by adding ('s) ou (') to the nouns in parentheses.

Example: We are having a children's party on Sunday. (a party for children)

1. Do you know John? He's David and Steve's father. (David and Steve)

2. I borrowed James' car. (James)

3. My sister-in-law's family is very artistic. (sister-in-law)

4. Bob's and Jane's fathers are both architects. (Bob and Jane)

5. I'm going to Grandma's. Do you want to come with me? (Grandma)

Rewrite the questions below using ('s) or (').

Example: What's the name of your mother? What's your mother's name?

1. What's the favorite pastime of your parents? What's the parents' favorite pastime?

2. What's the new film of the actress? What's the actress' new film?

3. What is the job of your father-in-law? What is the father-in-law's job?

4. Which are the cars of Fred and Eric? Which are the Fred's and Eric's cars?

5. Are they the toys of your son? Are they your son's toys?



Rewrite these sentences. Follow the example.

Example: The door of the car is open. The car door is open.

1. I can't find the keys of the house. I can't find the house keys.

2. The manager is using the car of the company. The manager is using the company's car

3. The window of the kitchen is dirty. The window kitchen is dirty.

Use ('s) to form new sentences. Follow the example.

Example: The population of the world is increasing. The world's population is increasing.

1. The beaches of Bali are crowded in summer. The Bali's beaches are crowded in summer.

2. These sunglasses filter the rays of the sun. These sunglasses filter the rays' sun

3. That shop sells clothes for women. That shop sells women's clothes.



Susan's dog



Jane's dog

# 13

## Present Continuous I

I am studying, he is studying...

- ◆ O present continuous é formado pelo presente do verbo **to be** + verbo principal + **ing**.

I	am	
You	are	
'He		
She	is	
It		working
We		
You	are	
They		

### Negativa

He is not working.

### Formas abreviadas

am → 'm	are → 're	is → 's
am not → 'm not	are not → aren't	is not → isn't

### Interrogativa

Is he working?



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

1. My sister and I \_\_\_\_\_ Are doing \_\_\_\_\_ (do) our homework now.
2. My neighbors \_\_\_\_\_ are traveling \_\_\_\_\_ (travel) around the world.
3. The cat \_\_\_\_\_ Is sleeping \_\_\_\_\_ (sleep) in the garden.
4. The children \_\_\_\_\_ Are watching \_\_\_\_\_ (watch) TV in their room.
5. The teacher \_\_\_\_\_ Is correcting \_\_\_\_\_ (correct) our exercises now.
6. "Susan, can you answer the phone?" "Sorry, I can't. I \_\_\_\_\_ Am washing \_\_\_\_\_ (wash) the dishes."
7. All of them \_\_\_\_\_ Are wearing \_\_\_\_\_ (wear) black trousers.
8. Why are you \_\_\_\_\_ Working \_\_\_\_\_ (work) so hard?



■ Complete the questions with the *present continuous* of the verbs in parentheses.

1. Where are you working (work) these days?
2. Are they meeting (meet) their friends after school?
3. What is she having (have) for dinner tonight?
4. Who is coming (come) to dinner tomorrow?
5. Are they building (build) their house next year?

■ Look at the picture and write sentences. Follow the example.

Example: (The man / not read)

The man isn't reading. He is playing ball.

1. (The tall woman / not play ball)

The tall woman isn't playing ball. She is doing nails.

2. (The boy / not do nails)

The boy isn't doing nails. He is drawing the wall.

3. (The girl / not paint the wall)

The girl isn't painting the wall. She is listening to music.

4. (the short woman / not listen to music)

The short woman isn't listening to music. She is singing.

5. (the dog / not barking)

The dog isn't barking. It is reading newspaper.



■ Look at Mariana's diary for this week and answer the questions.

Example: What's Mariana doing on Friday?

She's washing her hair.

1. What's Mariana doing on Sunday?

She is having a dinner with Maria.

2. What's Mariana doing on Wednesday?

She is having lunch with Mário.

3. What's Mariana doing on Saturday?

She is going to the movies with Pedro.

4. What's Mariana doing on Tuesday?

She is visiting grandmother.

5. What's Mariana doing on Monday?

She is meeting friends.



# 14

## Present Continuous II

drive – driving, cut – cutting, tie – tying

- Geralmente os verbos não sofrem modificações ao receber **ing**. Porém:
  - se o verbo terminar em **e**, ele perde o **e** ao receber **ing**.  
**drive** → **driving**   **write** → **writing**   **love** → **loving**
- Dobra-se a última consoante e acrescenta-se **ing** quando:
  - o verbo termina em consoante / vogal / consoante  
**cut** → **cutting**   **swim** → **swimming**
  - o verbo tem duas sílabas, sendo a última tônica.  
**begin** → **beginning**   **omit** → **omitting**  
**refer** → **referring**

- Se o verbo terminar em **ie**, troca-se o **ie** por **y** e acrescenta-se **ing**.  
**tie** → **tying**   **lie** → **lying**   **die** → **dying**

- Não se dobram as consoantes **w** e **x**.  
**snow** → **snowing**  
**fix** → **fixing**

- Em inglês britânico, dobra-se a consoante **l**.  
**travel** → **travelling**



### II. Complete the sentences with the *present continuous* of the verbs in parentheses.

Example: I **am traveling** (travel) a lot this year.

- The children **are swimming** (swim) in the lake.
- I **am cutting** (cut) apples to make a pie.
- He **is taking** (take) a walk in the park.
- Grandma **is knitting** (knit) a new sweater.
- We **aren't referring** (not refer) to your problem.
- She **is walking** (walk) along the beach.
- My brother **is borrowing** (borrow) my car tonight.
- They **are developing** (develop) some new research.
- It **is beginning** (begin) to rain.
- The boys **are tying** (tie) their shoelaces.
- I **am not writing** (not write) a letter. I **am writing** (write) a postcard.
- We **are leaving** (leave) for school.
- It **is snowing** (snow) again!
- We **are not going** (not go) out this weekend.
- I **am studying** (study) harder from now on!



III. Underline the mistakes in the sentences below and write the correct form of the verbs.

Example: They are rideing their bikes. Riding

1. It is raining now.
2. The birds are dieing because of the pollution. dying
3. Are the men fixxing that car? fixing
4. They are cuting down the trees. cutting
5. Is it snowwing outside? snowing
6. I am moveing to Paris. moving
7. Aren't you listenning to me? listening
8. Is Oscar makeing a cake? making
9. My friend sleeping on the sofa. sleeping
10. I was studing for my exams at the time. studying

IV. Unscramble and write questions.

Example: they / travel / at the moment? Are they travelling / traveling at the moment?

1. snow / outside / it / is? Is it snowing outside?
2. they / where / swim? Where are they swimming?
3. refer / you / to me? Are you referring to me?
4. the boys / behave well? Are the boys behaving well?
5. a letter / write / your mother? Are you writing a letter to your mother?



V. What are the people in the park doing? Look at the picture and write sentences about what you see.

swim fix argue tie lie

Example: The man isn't reading.

He's swimming in the lake.

1. The girl isn't dancing.  
She is lying.
2. The little boy isn't doing exercise.  
He is tying his shoes.
3. The teenage boy isn't riding his bicycle.  
He is fixing his bicycle.
4. The couple isn't reading.  
They are arguing.





Complete the text below with the *past continuous* of the verbs given.

Yesterday, I had a really bad day. I woke up late because my alarm clock was not work (not work). It was raining (rain) outside. The neighbors was shouting (shout). My head was hurting (hurt). I turned on the TV but there was anything interesting not showing (not show). I turned on the radio but there was no good music playing (play). I was feeling (feel) down.



Look at this diary and write what each person was doing at each time last week.

Saturday, 8:00 pm	Paulo and Mário / eat pizza
Sunday, 2:00 pm	Marcos and Mário / watch football
Monday, 9:00 pm	Joana / swim at the club
Tuesday, 9:30 am	Bruno / type a report
Wednesday, 7:00 am	Beth / fly to Brasília
Thursday, 1:00 pm	Lígia / have a rest
Friday, 8:00 pm	Leo and Letícia / have dinner
Saturday, 11:00 am	Isabela / do her shopping

Example: (Tuesday, 9:30 am) Bruno was typing a report.

1. (Wednesday, 7.00 am)

Beth was flying to Brasília

2. (Friday, 8:00 pm)

Leo and Leticias was having dinner.

3. (Saturday, 8:00 pm)

Paulo and Maria was eating pizza.

4. (Monday, 9:00 pm)

Joana was swimming at the club.

5. (Sunday, 2:00 pm)

Marcos and Mário was watching football.

# 15

## Past Continuous I

I was leaving, he was going

- ◆ Formação: passado do verbo **to be** + verbo principal + **ing**.

I	was	
You	were	
He		working
She	was	
It		
We		
You	were	
They		

### Negativa

He **was not working**.

### Interrogativa

**Was he working?**

### Formas abreviadas

**was not** → **wasn't**

**were not** → **weren't**

- O passado contínuo é usado para:
- indicar ações em andamento em um determinado momento no passado.
- At 8:00 am, I **was flying** over New York.
- narrar as circunstâncias de uma situação no passado.
- It **was Saturday morning and the sun was shining**.



### I. Complete the sentences with the *past continuous* of the verbs in parentheses.

**Example:** Lucy **was singing** (sing) in the shower again this morning.

1. The children **were crying** (cry) an hour ago.
2. The boys **were not doing** their homework. They **were arguing** (argue).
3. Everybody was at the party. Fred **was wearing** (wear) a new shirt.  
He **was talking** (talk) to some friends.
4. A: What **was Maria doing** (do) in the library?  
B: She **was reading** (read).
5. A: **Was she feeling** (feel) sick yesterday?  
B: Yes, I **was not feeling** (not feel) well.
6. At lunchtime, Julio **was eating** (eat) in the cafeteria.
7. I **was watching** (watch) television last night at 10 o'clock.
8. She **was not expecting** (not expect) her football team to win, but it did!
9. It's a shame vacation is over. We **were having** (have) such a good time!
10. He really **was not enjoying** (not enjoy) himself at the party, so he left.

# 16

## Past Continuous II

When I arrived, he was having dinner.

- ◆ Frequentemente, usamos o passado contínuo para nos referirmos a duas ações ou atividades que estavam em andamento ao mesmo tempo, ou para uma ação que estava em andamento quando uma outra ocorreu.

- Com o passado contínuo é frequente o uso dos advérbios **when** e **while**.

### WHILE (enquanto)

**While** I was cooking dinner, Carlos was watching TV.

Carlos was watching TV **while** I was eating dinner.

It started to rain **while** I was waiting for the bus.  
**While** I was waiting for the bus, it started to rain.

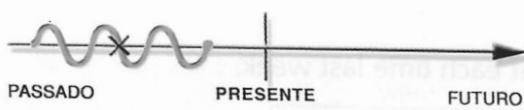
### WHEN (quando)

**When** I arrived, they were eating dinner.

They were eating dinner **when** I arrived.

I was having a shower **when** the phone rang.

**When** I was having a shower, the phone rang.



- Look at the picture on the right and write what the students were doing when the teacher came into the classroom. Use the words in the box.

play      read      eat      write      dance      listen

Example: A boy was sleeping.

- A girl \_\_\_\_\_ on the blackboard.
- Two girls \_\_\_\_\_.
- A girl \_\_\_\_\_ to music.
- Some boys \_\_\_\_\_ sandwiches.
- A boy \_\_\_\_\_ a comic book.
- Two boys \_\_\_\_\_ cards.





### III Complete the following sentences with *when* or *while*.

Example: We were watching TV when Fred arrived home.

1. The students were listening to the radio when the teacher came in.
2. While my mother was making dinner we were playing in the garden.
3. When I entered the station, the train was leaving.
4. While the teacher was writing on the blackboard, the children were telling jokes.
5. Everyone was talking when the lights went out.
6. The workers were chatting while the boss was having a meeting.
7. We were traveling to the Northeast when the accident happened.
8. I was waiting for the bus when I saw her.
9. You were studying when I met you.
10. When Emma arrived, Dave was just leaving.



### III Ask questions with the words given. Then answer them using the information in parentheses.

Example: Joana / sleep / when you got home? (watch TV)

Was Joana sleeping when you got home? / No. She was watching TV when I got home.

1. the students / argue / when the teacher arrived? (dance) arguing

2. Sally / drink / wine / when they came in? (drink water)

3. Fred and Lisa / walk / in the street / 15 minutes ago? (waiting for the bus)

4. Sofia / a magazine / read / on the bus? (read a newspaper)

5. When you arrived / dog / bark? (sleep)

6. While you were cooking breakfast / Maria / sleep? (jogging)

- ◆ Formação: presente do verbo **to be** + **going to** + verbo principal.

I	am	
You	are	
He		
She	is	going to eat
It		
We		
You		
They	are	

### Negativa

He **is not going to eat**.

### Interrogativa

**Is he going to eat?**

### Formas abreviadas

am → 'm	am not → 'm not
are → 're	are not → aren't
is → 's	is not → isn't

- **Going to** é usado para indicar:

- eventos que temos certeza que irão acontecer em um futuro próximo (pois há evidências claras disso no presente).

Look at those dark clouds! It **is going to rain!**

- planos ou intenções.

When I leave school, I'm **going to study architecture.**



*I am going to go to school*

## I. Complete the sentences with *going to* + the verb in parentheses.

Example: I'm **going to wear** my new suit tonight (wear).

1. Look out! We're **crash**. (crash).
2. I'm starting a new course next month... **study** Spanish. (study)
3. A: What **do** on your next vacation?  
B: **visit** my family in the countryside.
4. **not spend** any money this year... **saving** (save) for a new car.
5. Monica **not eat** dinner tonight. She's on a diet.
6. The company **build** a new factory in the countryside. They **recruit** 100 new workers.
7. **drive** into town or **they catch** the train?
8. Have you decided what you **have** for lunch?
9. I'm sorry, but I **not write** that report all over again!
10. My team **win**. They've been playing well all season!



**Match the sentences (which have present evidences that something will happen in the future) with the corresponding predictions.**

- |                                       |   |
|---------------------------------------|---|
| 1. It's very cold.                    | (2) They are going to fall asleep.      |
| 2. The children are really tired.     | (3) It's going to be crowded.           |
| 3. There's a big line for the cinema. | (4) She's going to look great.          |
| 4. She bought a new dress.            | (5) I'm going to be late for work.      |
| 5. Oh no! I missed the train.         | (6) It's going to snow.                 |
| 6. She has a lot to do.               | (7) I think I'm going to fail.          |
| 7. The test was very difficult.       | (8) They are not going to find a table. |
| 8. They didn't make a reservation.    | (9) She's going to work until late.     |

**Marco is going to create his own Web site. Complete the sentences below with *going to* and the verbs in parentheses.**

Example: Marco is going to create (create) his own Web site.

1. Marco                          (take) photos of himself and his friends.
2. His friend Leandro                          (write) about his physics project.
3. Together, they                          (create) a blog.
4. I                          (advertise) some computer equipment I don't use anymore on the site.
5.                          you                          (participate) in Marco's Website?

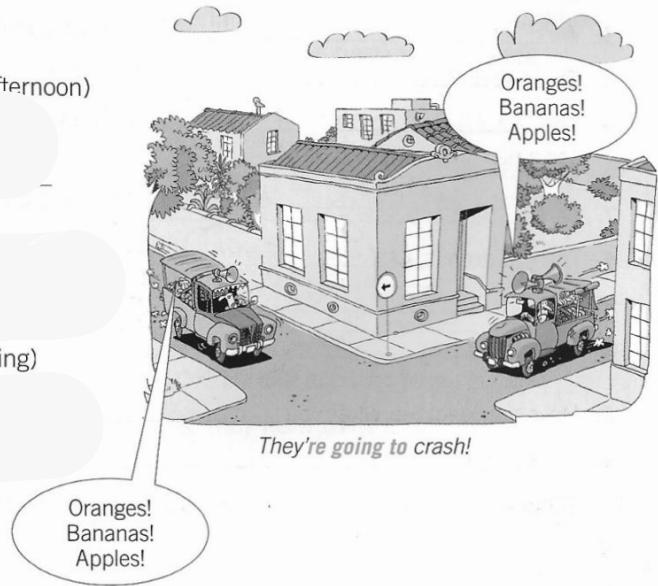


**Ask questions about these situations. Use the words in parentheses with *going to*.**

Example: John looks tired. (rest / tonight)

Is he going to rest tonight?

1. My sister isn't feeling well. (see / a doctor / this afternoon)
2. Fred has to study. (have / a test / tomorrow)
3. Ana is packing her suitcase. (go away / this evening)



Check (✓) the correct sentences. Underline and correct the mistakes.

Example: They was going to go on vacation last week. ( were )

1. Bob and Carol were going to travel to Argentina. ( )
2. I was going to call you, but I lost your number. ( )
3. Where he was going to go on his vacation? ( )
4. What were they talking about when you came in? ( )
5. She were going to drive into town, but she changed her mind. ( )
6. The cat were going to eat the bird, but the woman stopped it. ( )
7. We was going to clean the garage when the visitors arrived. ( )
8. I were going to go out with my friends, but they didn't call me. ( )
9. It looked like it was going to rain, so I decided not to take the dog out. ( )
10. All the bank clerks was going to go to lunch when the customers walked in. ( )



Answer the questions. Use the words in parentheses.

Example: What was he going to do when you saw him? (play tennis) He was going to play tennis.

1. What were they going to sell before they moved? (house)
2. What was Ana going to study in the US? (math)
3. Where was he going to do his shopping? (downtown)
4. What were you going to write when I interrupted you? (a letter)
5. Where was she going to go on vacation? (to Miami)



Pedro and his friends had lots of plans for their vacation in Switzerland, but they had lots of problems and had to change their plans. Underline the correct form of *going to* (in the past) to complete the text.



Pedro and his friends were going to / are going to fly first class, but when they arrived at the airport, there were no more seats available.

When Pedro was on the plane, the flight attendant is going to / was going to offer him a drink, but she could see he wasn't feeling very well.

The flight attendant is going to / was going to ask him if he was feeling OK, but she didn't.

When Pedro and his friends arrived at the ski resort, there was no snow. They were going to go / was going to go skiing everyday, but had to stay in the hotel instead.

Before leaving home, Pedro had told his parents that he were going to stay / was going to stay for two weeks, but he spent all his money after only three days.

# 19

## Simple Future

I will go, she will go...

- ◆ Formação: **will** + verbo principal sem **to**.

I	
You	
He	
She	
It	
We	
You	
They	

**will** arrive  
tomorrow

### Negativa

They **will not** arrive tomorrow.

### Interrogativa

**Will** they arrive tomorrow?

### Formas abreviadas

**will** → 'll

**will not** → won't

- ◆ O futuro simples é usado para:

• prever fatos e acontecimentos.

The population **will** increase 10% in 20 years.

• indicar decisões tomadas no momento da fala.

The phone is ringing. I'll answer it.

• oferecer ajuda ou fazer um pedido. Nesses casos, é muito comum o uso da forma abreviada ('ll).

Those boxes are heavy. I'll help you!

Dad, **will** you lend me the car?

- Com **I** e **we**, é possível substituir **will** por **shall**, mas esse uso é considerado formal.

É mais comum em perguntas ou quando se oferece, sugere ou convida.

**Shall** I help you?      **Shall** we eat now?      What **shall** I do now?      **Shall** we go?



### I. Complete the sentences with the *simple future* of the verbs in parentheses.

**Example:** The phone's ringing! I **'ll** answer (answer) it!

1. The population **\_** (increase) 50% in the next ten years.
2. There is somebody at the door. I **\_** (open) it.
3. Don't worry about the test. I **\_** (help) you study.
4. Mom **\_** (not lend) me the \$50 I need.
5. Who do you think **\_** (win) the next World Cup?
6. Marco and Júlia **\_** probably **\_** (arrive) at midnight.
7. The government **\_** (not make) a final decision until next week.
8. They said they **\_** (not go) to their friends' wedding next month.
9. Do you think you **\_** (pass) the entrance exam, or not?
10. She **\_** (not answer) you if you're not polite.

# 18

## Going To – Future in the Past

MRAIN  
+ VERB

SUJ TOBE

I was going to, he was going to...

- ◆ Formação: passado do verbo **to be** + **going to** + verbo principal.

I	was	
You	were	
He		
She	was	going to eat
It		
We		
You	were	
They		

### Negativa

He **was not** going to eat.

### Interrogativa

Was he **going to** eat?

### Formas abreviadas

was **not** ➔ wasn't

were **not** ➔ weren't

- **Going to** (no passado) é usado para descrever uma ação planejada no passado mas que por algum motivo não aconteceu.  
I was going to study, but I was too tired.
- My parents were going to arrive this morning, but they missed the train.



- I. Put the verbs in parentheses into the *going to* (future in the past) form.

Example: I **was going to** study (study) last night, but I was too tired.

1. He **was going to** (workout), but the gym was closed.
2. Ricardo **was going to** (visit) his friends yesterday, but he had to work until late.
3. We **were going to** (not go) to the cinema, but there was nothing else to do.
4. David and Mark **were going to** (go) to the beach on Sunday, but it started raining.
5. She **was going to** (travel) by plane, but she didn't have enough money.
6. What **was going to** (do) when your boss discovered the money was gone?
7. Sarah **was going to** (go) to the party, but Pedro convinced her to go.
8. The children **were going to** (play) outside, but it was too cold.
9. I **was going to** (write) to you but decided to phone you instead.
10. They **were going to** (buy) the apartment, but then decided to rent it.



### III. Write sentences using the *simple future*.

Example: I / do / that / for you, / if you like. I'll do that for you, if you like.

1. Bye! I / see / you / tomorrow.
2. Don't worry! I / pay / the phone bill tomorrow!
3. She's not feeling well, so Susana / not be / at the party.
4. I know you can't do it today, but / you / help / me / tomorrow?
5. So goodbye then. We probably / not meet / again.

### III. Answer the questions using the words in parentheses.

Example: What time will you be at home? (at 8:00 pm) I'll be at home at 8:00 pm.

1. When will they arrive? (next week)
2. Who will win the World Cup? (Brazil)
3. When will you call me? (tonight)
4. What time will we finish? (at 6:00 pm)
5. How will we get there? (by bus)
6. Where will he meet her? (in the park)
7. What time will you call me tomorrow? (about 10 o'clock)
8. What will they do when they see her? (I don't know)



### IV. Match the columns.

- |  |  |
|--|--|
| 1. I have a test tomorrow!               | ( ) I think I'll go to bed.                  |
| 2. What do you want to eat?              | ( ) I'll answer it.                          |
| 3. Will you lend me your grammar book? ↗ | ( ) Sorry, but I'll probably be late.        |
| 4. The phone's ringing!                  | ( ) Don't worry! I'll buy you another one.   |
| 5. The meeting is at 5:00 pm.            | ( ) I'll have a hamburger and fries, please. |
| 6. I'm tired.                            | ( ) Sorry, but I can't. I'm using it.        |
| 7. Oh, no! My watch is broken.           | ( ) Don't worry. You'll pass easily.         |

### V. Look at the following sentences and write P (Prediction), D (Decision), O (Offer), R (Request) according to what they express.

1. (A) Shall I cook dinner this evening?
2. (A) It will be sunny tomorrow. Look at the stars in the sky!
3. (O) Will you help me with this box? It's too heavy.
4. (R) There's someone at the door. I'll open it.

# 20

## Will and Going to

I'll stay, I'm going to stay...

◆ Ao falar de planos e intenções:

- **Going to** é usado para expressar planos ou intenções determinadas antes do momento em que se fala.  
I'm going to go for a walk.
- **Will** é usado para expressar decisões tomadas no momento em que se fala.  
The phone's ringing. I'll answer it.

◆ Ao falar de previsões:

- **Going to** é usado para previsões baseadas em evidências no presente.  
She's pregnant. She's going to have a baby.
- **Will** é usado para previsões simples.  
Brazil will win the World Cup.

- Ao falar de previsões, é muito comum o uso das expressões I'm sure, I think, I suppose, I guess, maybe etc., com **will**.

I think I'll be back by Friday.

I'm sure he won't mind.

We'll probably be back on Monday.



I. Complete this conversation at a hotel reception desk with **will** or **going to** + the verb in parentheses.

**Receptionist:** How long \_\_\_\_\_ you \_\_\_\_\_ (stay), sir?

**Guest:** I don't know exactly, but I think I \_\_\_\_\_ (stay) for a few days.

**Receptionist:** OK. Can I have your passport? I \_\_\_\_\_ (give) it back right away.

**Guest:** No problem! I'd like a room with a view.

**Receptionist:** I \_\_\_\_\_ (check) if we have one available.

**Guest:** Thanks a lot!

**Receptionist:** Yes, we have one. Daniel \_\_\_\_\_ (take) your bags to your room. Have a nice stay!

**Guest:** Thank you very much.



Complete this telephone conversation between two friends with *will*, *won't* or *going to*.

**Fabiana:** Can you come to the movies at the weekend?

**Fernando:** No, I can't. I \_\_\_\_\_ (not be) here.

I \_\_\_\_\_ (be) in Fortaleza.

**Fabiana:** What \_\_\_\_\_ you \_\_\_\_\_ (do) there?

**Fernando:** I \_\_\_\_\_ (visit) my sister.

**Fabiana:** When \_\_\_\_\_ you \_\_\_\_\_ (be) back?

**Fernando:** I have no idea.



Marcelo is going to study at a university in the U.S. He is at the airport with his mother. Complete their conversation with the verbs in parentheses. Use *going to* or *will* / *won't*.



**Marcelo:** Bye, Mom! Time to go!

**Silvia:** Oh, Marcelo! Promise you \_\_\_\_\_ (phone) when you arrive in Boston.

**Marcelo:** Sure, Mom! I \_\_\_\_\_ (call) you every week.

**Silvia:** Remember! Be careful with your luggage and your valuables.

**Marcelo:** Don't worry, Mom! I \_\_\_\_\_ (be) careful.

**Silvia:** And don't talk to any strange people and don't forget to write.

**Marcelo:** OK, Mom! I \_\_\_\_\_ (forget to write) and I \_\_\_\_\_ (not talk) to strangers. I \_\_\_\_\_ (be) all right. You know I \_\_\_\_\_ (stay) with our friends and I \_\_\_\_\_ (study) at a good university.

**Silvia:** I know, Marcelo... but...

**Marcelo:** Mom, Mom... I have to go. The gate is closing! The plane \_\_\_\_\_ (leave) without me!

# 21

## Imperative

Look! Don't run! Let's go!

- ◆ Formação: verbo no infinitivo sem **to**.

**Look! Go! Speak! Help!**

**Afirmativa**

**Go home!**

**Negativa**

**Do not go home!**

**Forma abreviada**

**Don't go home!**

- ◆ O imperativo é usado para:

- dar uma ordem  
**Clean** your room!
- fazer um pedido.  
**Please, help** me!
- oferecer algo.  
**Have** a cup of coffee
- indicar perigo ou ameaça.  
**Take care!**

- A forma imperativa **Let's + verbo** é usada para expressar uma proposta ou um convite.

**Afirmativa**

**Let's visit Lúcia today.**

**Negativa**

**Let's not go there today.**



### I. Match the beginnings and the ends of the sentences.

1. ~~Answer...~~ ( ) late! The movie starts at 6:00 pm.
2. ~~Don't be...~~ ( ) the radio.
3. ~~Let's go...~~ ( ) to them and tell them what you think!
4. ~~Please turn off...~~ ( ) the questions in complete sentences!
5. ~~Write...~~ ( ) loudly in the library! People are studying there.
6. ~~Turn left...~~ ( ) to the beach early tomorrow.
7. ~~Don't talk...~~ ( ) at the next corner and then go straight on!

### II. Change these sentences from the affirmative to the negative form.

**Example:** Tell him what I told you! **Don't tell him what I told you.**

1. Go outside!

2. Let's give the books to him.

3. Put your shoes on the table.

4. Call me in the morning!

5. Do that now!



■ Complete the sentences with phrases from the box.

Have Turn Watch Don't forget Come in help yourself stop Hurry up! Don't sit Open Don't open Don't listen

1. \_\_\_\_\_ the window! It's very cold.
2. \_\_\_\_\_ and have a cup of coffee.
3. The bus is leaving soon.
4. \_\_\_\_\_ to take your medicine!
5. \_\_\_\_\_ on the bench. The paint is wet.
6. \_\_\_\_\_ to him. He is lying.
7. \_\_\_\_\_ your books at page 7 and do the exercises.
8. \_\_\_\_\_ right at the next corner. The bank is there.
9. There's lots of food, so \_\_\_\_\_. to some more!
10. \_\_\_\_\_. your head! Those shelves are very low.
11. You look tired. \_\_\_\_\_. a rest before you do anymore work.
12. Please \_\_\_\_\_. talking! I am trying to concentrate.



■ What does each sentence express? Check and write O (Order), R (Request), D (Directions), A (Advice), Of (Offer), I (Invitation).

1. ( ) Don't talk in class!
2. ( ) Be carefull! It's raining and the roads are dangerous.
3. ( ) Go straight ahead two blocks. Then turn left.
4. ( ) Have another coffee.
5. ( ) Help! I am going to fall.
6. ( ) Get up, Marcelo!
7. ( ) Let's go to the movies!
8. ( ) Watch out! There's an accident ahead.



22

## Simple Present I

I work, she works.

- ◆ Formação: verbo no infinitivo sem **to**.
    - Na 3<sup>a</sup> pessoa do singular, recebe **s**.
  - ◆ Usa-se o presente simples para expressar:
    - fatos.

Classes **start** at 8:00 pm.  
John **lives** in São Paulo.
    - ações habituais. Geralmente empregado com advérbios de tempo como:

**always – often – usually – frequently – sometimes – never – every day – on Mondays etc.**

I always **listen** to the radio.
    - verdades universais.

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

- ações futuras relacionadas a horário previamente definido.

My parents **arrive** tonight.

I	walk	go   go   go
You		go   go   go
He		goes   goes   goes
She	walks	to the park every day
It		
We		
You	walk	goes   goes   goes
They		



I. Underline the correct alternatives.

**Example:** The Earth (revolves / revolve) around the Sun.

1. My brother often (wait / waits) for me after school.
  2. He always (buy / buys) fruit at the street market.
  3. You always (arrive / arrives) late for class.
  4. She usually (eat / eats) cereal in the morning.
  5. The train (arrive / arrives) at 8:00 o'clock every morning.
  6. Carla (like / likes) hamburgers.
  7. I (get / gets) up early, even on the weekend.
  8. They (work / works) hard during the week.
  9. It always (rain / rains) on my birthday.
  10. Lessons (starts / start) next week.

■ Complete the sentences with the *simple present* of the verb in parentheses. Write what they express:  
Ha (Habitual action), Ut (Universal truth) or Fa (Future action).

Example: I arrive (arrive) early every morning.

1. Babies \_\_\_\_ (cry) when they want their mother's attention. (\_\_\_\_)
2. I usually \_\_\_\_ (take) a bus to school. (\_\_\_\_)
3. He \_\_\_\_ (work) near his house. (\_\_\_\_)
4. They always \_\_\_\_ (drive) to work. (\_\_\_\_)
5. The plane \_\_\_\_ (leave) at midday on Monday next week. (\_\_\_\_)
6. Sarah \_\_\_\_ (like) her job. (\_\_\_\_)
7. We \_\_\_\_ (love) horror movies. (\_\_\_\_)
8. John \_\_\_\_ (get up) at 6:00 am on weekdays. (HA)
9. The film \_\_\_\_ (start) at 8:00 pm. (\_\_\_\_)
10. It \_\_\_\_ (rain) a lot in January. (\_\_\_\_)



■ Write sentences using the verbs below. Add "s" where necessary.

watch phone speak live start arrive make play love read

1. Brazilians \_\_\_\_ Portuguese.
2. Children \_\_\_\_ school when they are seven years old.
3. He \_\_\_\_ a lot before his exams.
4. My sister \_\_\_\_ the guitar.
5. Victor \_\_\_\_ his girlfriend every day.
6. The Prime Minister of Australia \_\_\_\_ in Brazil tomorrow.
7. The children usually \_\_\_\_ DVDs after school.



IV. Complete this paragraph about the routine of a V.J. in São Paulo using the *simple present* of the verbs given below.

live work(2 X) arrive(2 X) leave sleep wake eat visit take



Fabio \_\_\_\_ in São Paulo and \_\_\_\_ for a TV station. He \_\_\_\_ at work at midnight and \_\_\_\_ all night. He \_\_\_\_ work at 7:00 am. He \_\_\_\_ home at around 7:45 am. He \_\_\_\_ a sandwich and then \_\_\_\_ from 9:00 am to 4:00 pm. When he \_\_\_\_ up, he \_\_\_\_ a shower and sometimes \_\_\_\_ his friends.

# 23

## Simple Present II

fix – fixes, try – tries

- Formação: a 3<sup>a</sup> pessoa do singular (he, she, it) de alguns verbos recebe s.

work → works    love → loves    sing → sings

- Nos verbos terminados em ss, sh, ch, x, z e o, acrescenta-se es.

kiss → kisses	wash → washes
watch → watches	fix → fixes
buzz → buzzes	go → goes

- Se o verbo terminar em y precedido de consoante, troca-se o y por i e acrescenta-se es.

try → tries  
fly → flies  
study → studies

- Irregularidade: have → has.

I have a new car.

She has a new car.



### I. Complete the sentences with the *simple present* of the verbs in parentheses.

**Example:** My sister sings (sing) in a local rock band.

- Jessica try (try) to go to the gym every day, but she's too busy.
- My cousin have (have) a new computer.
- He often go (go) dancing on weekends.
- She always kiss (kiss) her mother when she arrives home.
- It only snow (snow) in the south of Brazil.
- Eric buy (buy) a newspaper every morning.
- The boy catch (catch) the bus to school in the morning.
- We never have (have) dinner early at home.
- My father watch (watch) the soap opera every evening.
- My brother wash (wash) my mom's car every Saturday.

### II. Rewrite the sentences using the *3rd person singular*.

**Example:** I have lots to do this weekend. He / She has lots to do this weekend.

- I hurry to catch the bus every day.
- You often watch horror movies.
- They brush their teeth in the morning.
- We usually have lunch at midday.
- The dogs often bark at night.



Choose the correct alternative for each sentence.

Example: Do you (work / works) on the weekend?

1. Does he always (waits / wait) for you in front of the school building?
2. Ray never (watch / watches) TV in the morning.
3. The boys don't (study / studies) on Saturdays.
4. Clara doesn't always (wash / washes) the dishes immediately after having dinner.
5. Does she (have / has) cereal for breakfast?

Underline the correct alternative to complete the sentences (*simple present or present continuous*).

Example: I (think / am thinking) it will rain later.

1. My friend (travels / is traveling) to Curitiba at the moment.
2. She usually (brushes / is brushing) her hair before going to bed.
3. Karen and I frequently (do / are doing) our homework together.
4. I (study / am studying) a lot these days!
5. Maria is (knowing / knows) a lot about cars.
6. We often (are going / go out) after school.
7. Where's Dad? He (walks the dog / is walking the dog).



Complete this paragraph about the famous sailor Amyr Klink. Use the *simple present* of the verbs in parentheses.

Amyr get up very early because there's lots to do. After he have breakfast and a shower, he start work. He wash the boat and fix the equipment. He check his radio and read his e-mails from all over the world. Generally, people want to know about his life at sea. They ask a lot of questions about his experiences. Amyr reply to the messages as soon as he can. At night, he usually write in his diary.



## Do they study?, they don't study...

- As formas negativas e interrogativas do presente simples são feitas com o verbo auxiliar **do (do/does)**, acompanhado do verbo principal no infinitivo sem **to**.

**Afirmativa**

They study.

He studies.

**Negativa**They **don't** study.He **doesn't** study.**Interrogativa**

Do they study?

Does he study?

**Formas abreviadas**do **not** ➔ **don't**does **not** ➔ **doesn't**

- Frases iniciadas por palavras interrogativas como **what, where, when, how, why** etc. e frases como **how much, how long** etc. seguem as mesmas regras das frases interrogativas.

**How much** does it cost?**What** do you like?

- Observe estas respostas curtas, bastante usadas:

Does Sarah work here?

Yes, she **does**.No, she **doesn't**.

Do they live in Brazil?

Yes, they **do**.No, they **don't**.**I. Complete the questions with do or does.****Example:** Does she want to go out tonight?

- \_\_\_\_\_ he watch TV on Sundays?
- \_\_\_\_\_ they usually eat pizza?
- \_\_\_\_\_ you go to school by car?
- \_\_\_\_\_ Marco go to the gym every day?
- \_\_\_\_\_ Lisa study English?
- \_\_\_\_\_ I have to go?

**II. Write sentences about Fernanda. (✓ = like, X = not like).****Example:** (soup / ✓) Fernanda **doesn't** like soup.

- (spaghetti/✓)
- (pizza/✓)
- (coffee/X)
- (hamburgers/✓)
- (fish/X)

I work  
you work  
→ He/She WORKS  
we work  
you work  
they work

DO you work?  
Does he study?

I am NOT a st.  
Am I ... ?

He goes to school.  
Does he go to school?  
He **Does not** go to ...



**Underline and correct the mistakes in these sentences.**

Example: Do Fred and Eric eats breakfast? eat

1. Mônica and her brother doesn't like science fiction movies. \_\_\_\_\_
2. She doesn't keeps her money in the bank. \_\_\_\_\_
3. Sue have lunch at midday. \_\_\_\_\_
4. Do he study Spanish at school? \_\_\_\_\_
5. Don't she want to go out tonight? \_\_\_\_\_

**Make these sentences into questions using the words in parentheses.**

Example: They work at the bank. (Where) Where do they work?

1. They go to school by bus. (How) \_\_\_\_\_
2. This shirt costs \$15. (How much) \_\_\_\_\_
3. This table is 3 meters long. (How long) \_\_\_\_\_
4. He watches TV on weekends. (What) \_\_\_\_\_
5. There are 24 people in my class. (How many) \_\_\_\_\_
6. They go to Rio de Janeiro on vacation. (Where) \_\_\_\_\_
7. I study math and physics. (What) \_\_\_\_\_
8. I live in Brasilia. (Where) \_\_\_\_\_



**Complete this internet chat between Pedro, a Brazilian student, and Nunuk, an Eskimo (Inuit) who lives in Alaska. Write questions and answers using do or does and the question words in parentheses.**

Pedro: \_\_\_\_\_ live, Nunuk? (Where)

Nunuk: I live in the north of Alaska. What about you?

Pedro: I live in Curitiba, Brazil. \_\_\_\_\_ travel around on all that snow? (How)

Nunuk: I travel around by sled. We don't use cars here.

Pedro: Wow! That's cool! \_\_\_\_\_ do Nunuk? (What)

Nunuk: I'm a fisherman.

Pedro: That's interesting! \_\_\_\_\_ early \_\_\_\_\_ you start work? (How)

Nunuk: Very early! At 5:30 am!

Pedro: \_\_\_\_\_ have any children Nunuk?

Nunuk: Yes, I do. I have two daughters and a son.

Pedro: \_\_\_\_\_ go to school? (When)

Nunuk: In the morning.

Pedro: \_\_\_\_\_ get up very early too, Nunuk?

Nunuk: Not so early, around 6:00 am. What time \_\_\_\_\_ start school, Pedro?

Pedro: At 7:00 am, but I get up at 6:00 am too. \_\_\_\_\_ your wife work?

Nunuk: No, she \_\_\_\_\_.



(online) ▾

## SUNDAY AFTERNOON CHAOS

I love Sunday afternoons because everything is calm and peaceful.

Last Sunday, around 4:00 pm, everybody was at home. My brother  
(read) a book in his bedroom, Mom —

— (paint) in the garden, Grandma

— (bake) a cake, Dad

— (wash) the car and the cats

— (sleep) on the sofa in the living room. As usual, I —

(talk) on the phone with my best friend.

All of a sudden, my sister Joanne arrived with her two kids and their dog! Within a few minutes, the house turned into absolute chaos! Immediately the dog saw the cats, he chased<sup>9</sup> them off the verandah. My mom

— (shout) at my nephews to catch the dog, but

they . — already — — (run) towards the swimming pool

and didn't hear. When Joanne and the kids left at 9:00 pm, one of them

(cry) and the other — (sleep). And that was it! Sunday was over!

Source: Challenge. Amos, Prescher and Pasqualin. Richmond Publishing, 2008.

•<sup>1</sup> garbage: lixo

•<sup>2</sup> new packaging materials: novos tipos de embalagem

•<sup>3</sup> lifestyle changes: mudanças do estilo de vida

•<sup>4</sup> environment: meio ambiente

•<sup>5</sup> reused and recycled materials: materiais

reutilizados e reciclados

•<sup>6</sup> public awareness: conhecimento público

•<sup>7</sup> waste material: lixo

•<sup>8</sup> save money: poupar dinheiro

•<sup>9</sup> chase: correr atrás de, perseguir

1 The text below is taken from a careers advice leaflet. Decide which imperative verb fits best in each gap: a, b or c. Read the text thoroughly before you try to answer the questions.

## Think Hard

IMPERATIVE

1. \_\_\_\_\_ a lot about yourself and the things that you like doing, and that you don't like doing, before you start looking for a job, or getting ready for university.
2. \_\_\_\_\_ yourself why you want a particular job and what it is that attracts you to that job. 3. \_\_\_\_\_ your preferences. If you don't like math, don't 4. \_\_\_\_\_ an accountant or an engineer. Are you good at convincing people? 5. \_\_\_\_\_ a job in public relations or something like that.
6. \_\_\_\_\_ articles written by people who work in the field<sup>1</sup>. 7. \_\_\_\_\_ places, 8. \_\_\_\_\_ to people in the areas that attract you most. 9. \_\_\_\_\_ whatever it is that is necessary and 10. \_\_\_\_\_ as much as you can!!

Source: *Challenge*. Amos, Prescher and Pasqualin. Richmond Publishing, 2006.

- |               |          |            |             |           |          |
|---------------|----------|------------|-------------|-----------|----------|
| 1. a. Imagine | b. Think | c. Say     | 6. a. Make  | b. Read   | c. Write |
| 2. a. Demand  | b. Tell  | c. Ask     | 7. a. Visit | b. Invent | c. Take  |
| 3. a. Check   | b. Think | c. Confirm | 8. a. tell  | b. talk   | c. say   |
| 4. a. become  | b. turn  | c. stay    | 9. a. Make  | b. Do     | c. Tell  |
| 5. a. Make    | b. Be    | c. Take    | 10. a. read | b. hear   | c. speak |

Read the following magazine article. Then underline all the verbs. They are all in the simple present tense, except one. Which one is not in the simple present tense?

## KITESURFING

“ Kitesurfing is currently<sup>2</sup> considered one of the most extreme water sports. In fact, it combines sports like windsurfing, wakeboarding, surfing and paragliding. Kitesurfers in Hawaii fly more than ten meters in the air above the waves<sup>3</sup>. They descend and surf on the water's surface, then leap<sup>4</sup> high into the air again. Kitesurfers control a wing of fabric – the kite – which pulls them across the water or above it. The sport is more exciting than other sports and it is becoming the center of attention in the water sports scene. Most kitesurfers are also windsurfers.

Present  
Continuous



Write questions or negative sentences.

Example: She visited her parents last weekend.

(Question): Did she visit her parents last weekend?

1. He cleaned his room before school.

(Question):

2. The teacher corrected our tests last night.

(Negative):

3. Tom wanted to go to the movies alone.

(Question):

4. Helena offered Henrique a piece of cake.

(Negative):

5. Alexandre helped Anita with her homework.

(Question):

6. They turned off the TV after the news.

(Negative):

7. You talked to her earlier.

(Question):

8. I knew what to do.

(Negative):



Guto is in Indonesia. He is talking to his friend, Theo, in a chat room, on the computer. Complete their conversation using the verbs in parentheses in the *simple past*.

Theo: Hi, Guto! Where are you?

Guto: I'm on Lombok. It's an Indonesian island off Bali.

Theo: When — you — (arrive)?

Guto: Yesterday. I. — (cross) the channel by ferryboat.

Theo: Wow! What — you — (do) in Bali?

Guto: Well, I went surfing every day as you know. And I — (visit) lots of temples.

Theo: Wow! — you — (buy) any souvenirs?

Guto: Well, another surfboard, of course, and a mask - a tribal mask. An artist. — (paint) it by hand.

Theo: Neat!

Guto: And I — (rent) a jeep and — (travel) to the north of the island. I. — (stay) in a guesthouse there. They — (cook) fresh fish on the beach. It was so good!



(online) ▾

65

love – loved, stop – stopped

- Regra geral: acrescenta-se **ed** ao infinitivo do verbo.

work → worked

play → played

wait → waited

- Se o verbo termina em **e**, acrescenta-se somente **d**.

love → loved

dance → danced

change → changed

- Se o verbo termina em **y**, troca-se o **y** por **ied**.

carry → carried

hurry → hurried

study → studied

- Se o verbo tiver uma só sílaba ou terminar em sílaba tônica formada por consoante / vogal / consoante, dobra-se a última consoante e acrescenta-se **ed**.

drop → dropped

occur → occurred

stop → stopped

permit → permitted

- Em inglês britânico, se o verbo termina em **l**, dobra-se essa consoante mesmo que a última sílaba não seja tônica.

travel → travelled

rival → rivalled



### I. Complete the sentences with the *simple past* of the verbs in parentheses.

Example: It rained (rain) hard yesterday.

- I try (try) to talk to Helen last night.
- The fire occur (occur) while we were out.
- He love (love) his wife very much.
- We jog (jog) in the park yesterday.
- She study (study) hard and pass (pass) the exam.
- They decide (decide) not to go out.
- We carry (carry) her home because she faint (faint).
- Lúcio stop (stop) at the corner and call (call) us.
- A tornado destroy (destroy) the village last week.
- She was cleaning the vase when she drop (drop) it.
- I talk (talk) to her a few minutes ago.
- They arrive (arrive) late and miss (miss) the bus.
- The car belong (belong) to him.
- Our company develop (develop) a new communication system.

# 25

## Simple Past I – Regular Verbs

I walked, she walked...

- Formação: em geral, acrescenta-se **ed** ao infinitivo dos verbos.

You	
He	
She	
It	
We	
You	
They	

worked  
yesterday

- Nas formas negativas e interrogativas, usa-se o verbo auxiliar **did** e o verbo principal fica no infinitivo sem **to**.

### Negativa

She **did not work** yesterday.

### Interrogativa

Did she **work** yesterday?

### Forma abreviada

**did not** → **didn't**

- O passado simples é usado para indicar ações concluídas em um tempo definido.

- Frequentemente, é empregado com advérbios de tempo como **yesterday**, **ago** etc.

I **walked** to school **yesterday**.

- É empregado sem marcadores de tempo quando o contexto indicar que a ação aconteceu no passado.

I **was** in New York.

I **entered** a department store.

I **walked** around.

- O passado simples pode indicar também hábitos ou situações que aconteceram no passado.

I **lived** in Porto Alegre when I was young.

Obs: Nessa situação, é mais comum o emprego de **used to**.

Ver Unidade 28, página 70.



### II Complete the sentences with the *simple past* of the verbs in parentheses.

Example: They **watched** (watch) TV last night.

- Priscilla **talked** (talk) to her friends all day.
- We **walked** (walk) to school yesterday. Dad couldn't drive us.
- We **entered** (enter) the class late. The teacher was upset.
- Those students **worked** (work) hard last semester.
- Daniel **waited** (wait) a long time for you. Then, he **decided** (decide) to go home.
- I **lived** (live) in an apartment when I was a child.
- The dog **followed** (follow) us down the road.
- The mailman **delivered** (deliver) some mail this morning.
- We **waited** (wait) a long time to see a doctor.
- He **called** (call) the office to tell them he was sick.



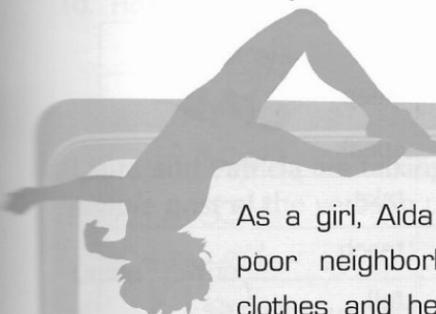
### Write a question for each answer.

Example: What did you cook for dinner last night? I cooked chicken last night.

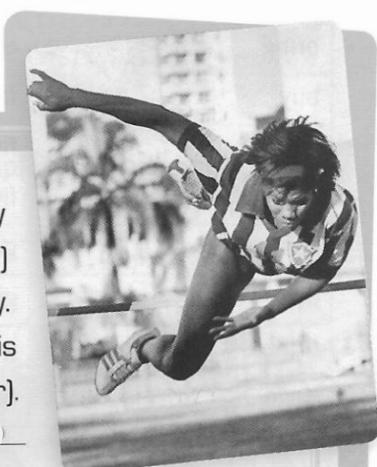
1. Where \_\_\_\_\_? He stopped his car near my house.
2. When \_\_\_\_\_? They studied English last year.
3. Why \_\_\_\_\_? They hurried because they had a test.
4. What \_\_\_\_\_? They decided to study Japanese.
5. When \_\_\_\_\_? The accident occurred last Sunday.
6. How \_\_\_\_\_? They traveled to Argentina by car.



### Complete the text about Aída dos Santos, the first Brazilian woman to go to the Olympic Games. Use the verbs in parentheses in the *simple past*.



As a girl, Aída dos Santos \_\_\_\_\_ [live] in a very poor neighborhood. Her mother \_\_\_\_\_ [wash] clothes and her father \_\_\_\_\_ [work] in a bakery. She \_\_\_\_\_ [study] at a school called Aurelino Leal. This is where her first contacts with sport \_\_\_\_\_ [occur]. She \_\_\_\_\_ [participate] in many teams and \_\_\_\_\_ [encourage] the other girls to play sport too. Athletics \_\_\_\_\_ [enter] her life after she \_\_\_\_\_ [watch] a friend at training. She \_\_\_\_\_ [start] to train and immediately \_\_\_\_\_ [attract] attention. People \_\_\_\_\_ [invite] her to participate in competitions. Aída's father \_\_\_\_\_ [not support] her participation in sport. He believed that athletes \_\_\_\_\_ [not want] to work. Aída \_\_\_\_\_ [not listen] to him. She \_\_\_\_\_ [train] without her parents' knowledge and was soon taking part in major competitions in South America. Aída \_\_\_\_\_ [compete] in the high-jump at the 1964 Olympic Games in Japan. She \_\_\_\_\_ [achieve] fourth place. At that time, there was a lot of discrimination against sports women, particularly black women. She went to the Olympic Games in Japan because she was the only Brazilian woman who \_\_\_\_\_ [qualify]. She was also the only woman on the Olympic team and she \_\_\_\_\_ [not have] access to the team's coach, doctor or masseur. She always \_\_\_\_\_ [train] alone and she \_\_\_\_\_ [not receive] the uniform of the team. Even with all these difficulties, she \_\_\_\_\_ [obtain] the best performance for a Brazilian in the Olympic Games in any sport.



## 27

## Simple Past III – Irregular Verbs

buy – bought, drink – drank

- Os verbos irregulares não seguem as regras gerais de formação do passado simples.

buy → bought      drink → drank      find → found      cut → cut      eat → ate      know → knew

I **bought** a new book yesterday.

We **ate** late last night.

He **found** his keys under the sofa.

[Ver a lista de verbos irregulares nas páginas 202-204.](#)



**I.** Fill in the blanks with the *simple past* of the irregular verbs below.

bring	eat	know	sing
buy	fall	leave	sleep
catch	find	make	speak
come	fly	meet	take
cost	get	pay	teach
do	give	read	tell
drink	go	run	wake
drive	have	sell	write

**II.** Complete the sentences with the *simple past* of the irregular verbs in parentheses.

Example: I **drank** (drink) too much coke at lunchtime.

- She **brought** (bring) a lot of friends to our party.
- They **left** (leave) home very early yesterday.
- They **did** (do) their homework and **went** (go) to school.
- I **had** (have) a terrible headache and I **took** (take) an aspirin.
- I **spoke** (speak) to the director as he was leaving the room.
- Bob **came** (come) home from school late.
- Chris **found** (find) a ten-dollar bill and **gave** (give) it to me.
- Dr Johnson **got up** (get up) early this morning.
- They **knew** (know) each other very well when they were kids.
- I **sleeped** (sleep) until late on the weekend. Then, I **went** (go) out to lunch.
- I **paid** (pay) the phone bill yesterday.
- My dad **caught** (catch) a cold when he was in Bahia.



**III** Answer these questions. Use the words in parentheses.

Example: Where did he go? (to the movies) He went to the movies.

1. What did he buy? (a new car) \_\_\_\_\_
2. When did she teach English? (before she was married) \_\_\_\_\_
3. How did he travel? (by plane) \_\_\_\_\_
4. Why did she get up late? (tired) \_\_\_\_\_
5. When did they sell their car? (in April) \_\_\_\_\_
6. What time did he call his office? (at 7 o'clock) \_\_\_\_\_
7. Where did they meet? (at a party) \_\_\_\_\_
8. What did you tell her? (the truth) \_\_\_\_\_
9. How did you come home? (by bike) \_\_\_\_\_
10. How many books did he read last week? (two) \_\_\_\_\_



**IV** Laura and Patrícia are talking about what they did on the weekend. Complete the blanks with the simple past of the verbs in parentheses.

**Laura:** What \_\_\_\_\_ you \_\_\_\_\_ (do) on the weekend?

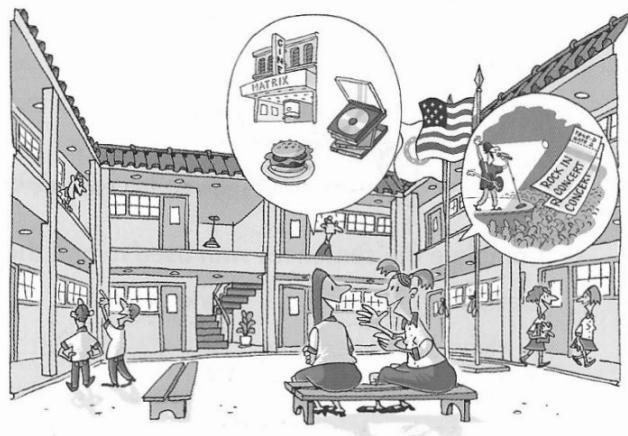
**Patrícia:** Well, I \_\_\_\_\_ (go) to the shopping mall with my boyfriend. We \_\_\_\_\_ (buy) some CDs and then we \_\_\_\_\_ (go) to the movies. After that, we \_\_\_\_\_ (eat) hamburgers and \_\_\_\_\_ (drink) coke. How about you? What \_\_\_\_\_ you \_\_\_\_\_ (do)?

**Laura:** Well, Eric and I \_\_\_\_\_ (go) to a great show. The band \_\_\_\_\_ (sing) all our favorite songs and we danced a lot. I \_\_\_\_\_ (get) home really late. My dad \_\_\_\_\_ (not be) very happy with me.

**Patrícia:** What did you \_\_\_\_\_ (do) on Sunday?

**Laura:** Well, I was very tired so I \_\_\_\_\_ (sleep) until late. When I \_\_\_\_\_ (wake up), I \_\_\_\_\_ (have) a big breakfast and I \_\_\_\_\_ (study) all afternoon. What about you?

**Patrícia:** Well, I \_\_\_\_\_ (get up) early and \_\_\_\_\_ (make) breakfast. It was my mom's birthday. We all \_\_\_\_\_ (go) out to lunch. After we \_\_\_\_\_ (come) home, I \_\_\_\_\_ (read) all afternoon. You know, that really good book I \_\_\_\_\_ (tell) you about!





III Complete this dialog between Ivan and Marisa, a married couple. Use the verbs in parentheses and *used to*.

**Marisa:** Ivan, we don't have any fun these days.  
We \_\_\_\_\_ (go out) a lot.

**Ivan:** Yeah, and now we just stay home.

**Marisa:** And we \_\_\_\_\_ (have) dinner in fancy restaurants, and now we always eat at home.

**Ivan:** And we \_\_\_\_\_ (not argue) and now we argue all the time.

**Marisa:** And you \_\_\_\_\_ (buy) me flowers every day, and now you never buy me flowers.

**Ivan:** Well, you're right. But you \_\_\_\_\_ (cook) me magnificent romantic dinners, and now we just have rice and beans most days.

**Marisa:** Well, we \_\_\_\_\_ (be) lovers as well as husband and wife. Now we are just husband and wife!



LIFE

IV A journalist is interviewing an old man. Complete the journalist's questions using *used to*.

Example: work / where? Where did you use to work?

1. where / live? \_\_\_\_\_
2. what / do? \_\_\_\_\_
3. enjoy / your work? \_\_\_\_\_
4. be / married? \_\_\_\_\_
5. sport / do? \_\_\_\_\_
6. have / many friends? \_\_\_\_\_
7. how / get to work? \_\_\_\_\_

V Put these sentences and questions into the required form.

Example: My mother used to tell me stories.

(Negative) My mother didn't use to tell me stories.

1. Did he use to swim very well?  
(Affirmative): \_\_\_\_\_
2. You didn't use to have a car.  
(Question): \_\_\_\_\_
3. He used to exercise.  
(Negative): \_\_\_\_\_
4. Did Paula use to live here?  
(Affirmative): \_\_\_\_\_
5. I used to do that.  
(Question): \_\_\_\_\_
6. Did you use to like carrots?  
(Negative): \_\_\_\_\_

I have, he has...

	Present	Past
I	have	
you		
he		
she	has	
it		had
we		
you	have	
they		

**Negativa / Interrogativa**

- Usa-se o verbo auxiliar **do** (do, does, did) para as formas interrogativa e negativa.

I **do not** have breakfast.

**Does** she **have** breakfast?

We **didn't have** breakfast.

- Have** também é usado quando se faz referência a refeições, bebidas e diferentes tipos de atividades.

have lunch      have a coke      have a shower  
have a walk      have a meeting

- Have** pode ser usado como verbo auxiliar na formação de tempos perfeitos (presente perfeito, passado perfeito, etc.)

I **have seen** João.      He **had left** when I arrived.

- Have** pode ser substituído por **have got** quando indicar posse, características pessoais, sensações e doenças. Este uso, porém, é mais comum em inglês britânico.

Have you **got** a brother?

I've **got** a cold.

Ver Unidades 51, página 120; 52, página 122; 53, página 124; 54, página 126; 55, página 128; 59, página 136; 76, página 174.

**I. Underline the correct alternative to complete the sentences.**

**Example:** He needs (to have / had) a vacation, he's very tired.

- Julia and I (have / has) many things in common.
- They (have / didn't have) a good time yesterday.
- (Did you have / Do you have) a nice day?
- I always (have / has) lunch at home.
- (Do / does) you usually (have / has) a rest after lunch?
- Will you (have / has) breakfast in the hotel tomorrow?
- I need to (has / have) a shower before I go out.
- I (had / will have) a strange dream last night.
- He (has / have) a swim every morning before going to work.
- She (had / has) a terrible argument with her sister.
- (Did / do) you have the meeting at 8:00 o'clock this morning?
- My sister-in-law is (having / have) a baby next month.
- Let me (has / have) a look at the newspaper!
- What time do you want to (had / have) dinner tonight?
- The weather is so dry! I must (have / to have) some water.

# 28

## Used to

I used to, they used to...

- Formação: **used to** + infinitivo.

I	
You	
He	
She	
It	
We	
You	
They	

used to  
walk in  
the park

### Negativa

I didn't use to walk in  
the park.

### Interrogativa

Did you use to walk in  
the park?

- Used to é usado para indicar:

- habitos ou atividades regulares no passado que não ocorrem mais.

I used to study hard.

Eu estudava (costumava estudar) muito.

I didn't use to smoke, but now I do.

Não fumava, mas agora fumo.

- situações no passado que não existem mais.

I used to have a dog.

Eu tinha um cachorro. (não tenho mais)

I used to live in Australia.

Eu morava na Austrália. (não moro mais)

- Observe a diferença entre:

- Used to + verbo e be used to + verbo + ing.

I used to take the bus to school.

Eu ia (costumava ir) de ônibus para a escola.

I am used to driving in São Paulo.

Estou acostumado a dirigir em São Paulo.

Ver página 218.



### I. Complete the sentences with *used to* and the verbs in parentheses.

Example: I used to work (work) in London.

1. Veronica and her sister \_\_\_\_\_ (play) volleyball with me.

2. They \_\_\_\_\_ (live) in the countryside, but now they live in the city.

3. I \_\_\_\_\_ (read) a lot of comic books when I was a child.

4. We \_\_\_\_\_ (enjoy) ourselves at the weekend.

5. Rodrigo didn't \_\_\_\_\_ (not go out) much, but now he goes out every day.

6. Where \_\_\_\_\_ you \_\_\_\_\_ (study)?

7. I \_\_\_\_\_ (hate) playing squash.

8. I didn't \_\_\_\_\_ (go out) much.

9. \_\_\_\_\_ you \_\_\_\_\_ (work) at a radio station?

10. You \_\_\_\_\_ (be) a lot nicer!



### III. Change the sentences into the required form: (-) negative, (+) affirmative or (?) interrogative.

Example: He has a dog. (?) Does he have a dog?

1. She has brothers and sisters. (?)
2. They have a house in São Paulo. (?)
3. I don't have a dog. (+)
4. Sílvia has got a headache. (?)
5. My brother has got long hair. (-)
6. We had full-time jobs. (-)
7. Did you have a good rest on the weekend? (+)
8. You had a shower this morning. (-)
9. I will have a look at your composition. (?)
10. I had a good vacation last summer. (-)

### III. Put the words below into the correct order to form sentences and questions.

Example: Time / breakfast / what / have / will / we? What time will we have breakfast?

1. a car / she / got / hasn't.
2. he / breakfast / always / his mother / with / has.
3. they / brown hair / got / have?
4. didn't / a cold / she / have / last winter.
5. did / a bad dream / he / have / last night?
6. four / doors / car / the / has.
7. don't / pets / any / I / have.
8. I / like / have / to / walk / a / after / dinner.



### IV. Complete this paragraph with have or have got in the correct tense. Sometimes, both are possible.

My brother and I are completely different. I                  long hair, but he                  very short hair. He                  lots of money because he                  a good job.                  a job right now. I'm unemployed. He and his family                  holidays in Mexico every year. I                  holidays. I                  enough money.

# 30

## Future Continuous

I will be working, they will be working...

- Formação: **will be + verbo principal + ing.**

I	
you	
he	
she	
it	
we	
you	
they	

	will be	having	dinner
--	---------	--------	--------

### Negativa

He **will not be having** dinner.

### Interrogativa

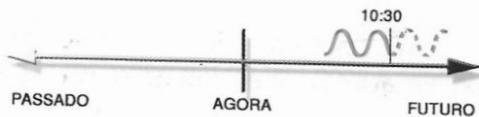
**Will he be having dinner?**

### Formas abreviadas

will → 'll

will not → won't

- O futuro contínuo é usado para expressar ações que estarão acontecendo em um determinado momento no futuro.



I **will be having** dinner at 10:30 pm  
(Estarei jantando às 22:30)



### I. Complete the sentences with the *future continuous* of the verbs in parentheses.

Example: I (work) hard this weekend. I'll be working hard this weekend.

- This time tomorrow, \_\_\_\_\_ (fly) to Italy.
- When you arrive, she \_\_\_\_\_ (cook) lunch.
- When we get there, they \_\_\_\_\_ (prepare) dinner.
- We \_\_\_\_\_ (walk) back home at 5 o'clock.
- Even if you arrive a little late, I \_\_\_\_\_ (wait) for you.
- Don't visit us tomorrow! We \_\_\_\_\_ (work).
- I \_\_\_\_\_ (paint) my bedroom on the weekend.
- She \_\_\_\_\_ (visit) her friends tonight.
- I \_\_\_\_\_ (not driving) you to school next week.
- They \_\_\_\_\_ (ask) you lots of questions during the interview.



### II. Put the following sentences into the *future continuous*.

Example: You will fly the best airline to Italy. You'll be flying the best airline to Italy.

1. They will play tennis this afternoon. \_\_\_\_\_
2. She will finish her homework tonight. \_\_\_\_\_
3. He will take his final exams in December. \_\_\_\_\_
4. We will drive to the beach on Saturday. \_\_\_\_\_
5. I will have dinner with Tony at 8 o'clock. \_\_\_\_\_

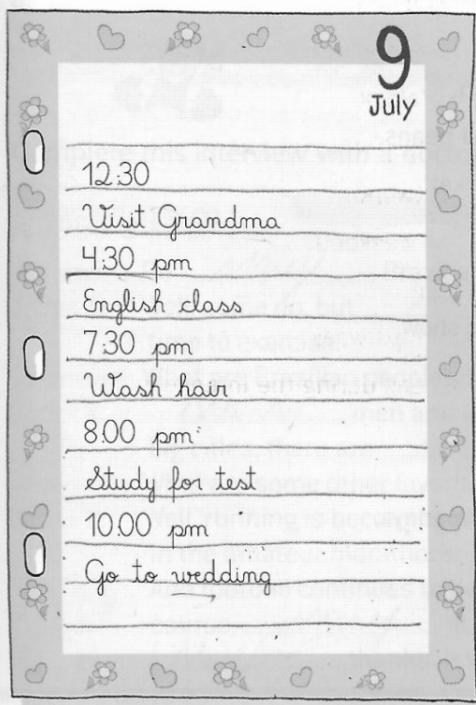
### III. It is Monday. Next Saturday, Jenny and her family are going on vacation to Cancun. She is thinking about their vacation. Make sentences using the *future continuous*.

Example: we / sit / on the beach. We will be sitting on the beach.

1. I / drink / lemonade. \_\_\_\_\_
2. It / not rain. \_\_\_\_\_
3. we / not sit / at home. \_\_\_\_\_
4. My colleagues / work hard / in the office. \_\_\_\_\_
5. I / listen to / the waves. \_\_\_\_\_
6. I / not think about / work. \_\_\_\_\_



### IV. Luciano wants to go out with Clara tomorrow, but she has many things to do. Take a look at Clara's agenda and write sentences about her busy schedule.



Example: 12:30 Clara will be visiting her Grandma

1. 4:30 pm \_\_\_\_\_
2. 7:30 pm \_\_\_\_\_
3. 8:00 pm \_\_\_\_\_
4. 10:00 pm \_\_\_\_\_

- ◆ **Much** (muito, muita) e **little** (pouco, pouca) são usados com substantivos incontáveis.  
**much** money, **much** love, **little** water, **little** time.  
 We don't have **much** money.  
 There is **little** water in the tank.
- ◆ **Many** (muitos, muitas) e **few** (poucos, poucas) são usados com substantivos contáveis.  
**many** friends, **many** books, **few** doctors, **few** oranges.  
 Does he have **many** friends?  
 There are **few** doctors in the hospital.
- ◆ **A lot of**, **lots of** and **plenty of** (muito, muita) podem substituir **much** e **many** em frases afirmativas.  
 He drinks **a lot of** water.  
 There are **lots of** cars here.



#### I. Complete the sentences below with **much** and **many**.

**Example:** I don't have **much** to do this weekend.

1. I don't have **—** problems. I guess I'm a lucky man.
2. A great **—** dishes in Brazil are eaten with rice and beans.
3. We don't have **—** coffee. Let's go to the supermarket.
4. After the party, there wasn't **—** food left.
5. There are **—** different languages in the world.
6. We don't have **—** time. Hurry up or we'll miss the show.
7. **—** people go on vacation in July.
8. She didn't receive **—** love when she was a child.
9. How **—** money did you spend last night?
10. There are **—** magazines to read on the Internet nowadays.

#### much, many, few, little...

- Em comparações, usa-se **fewer** e **less** (menos).
- **Fewer** é usado com substantivos contáveis.  
 I have **fewer** friends than they do.
- **Less** é usado com substantivos incontáveis.  
 I have **less** time than you do.
- Observe a diferença entre **few**, **a few**, **little** e **a little**:  
 There is **little** water in the pitcher.  
 Há pouca água na jarra.  
 There is **a little** water in the pitcher.  
 Há um pouco de água na jarra.  
 He has **few** friends.  
 Ele tem poucos amigos.  
 He has **a few** friends.  
 Ele tem alguns amigos.

Complete these sentences with few or little.

Example: Few people are happy with the government.

1. I work a lot. I have \_\_\_ free time.
2. My salary is very low. I save \_\_\_ money each month.
3. I live near downtown, so there are \_\_\_ parks in my neighborhood.
4. She's just arrived from the U.S. and speaks \_\_\_ Portuguese.
5. There are \_\_\_ people in the city on weekends.
6. I don't like that supermarket. It has \_\_\_ products.
7. There's \_\_\_ water in the bottle. There won't be enough for both of you.
8. There's a \_\_\_ water in the bottle. There will be enough for both of you.
9. She has \_\_\_ friends in this town. She feels lonely.
10. She has a \_\_\_ friends in this town, so she doesn't feel lonely.



Check (✓) the correct sentences. Underline and correct the mistakes

Example: I have less friends now than when I was a child. fewer

1. There are less cars in the street during school vacations.
2. We have less money than they do.
3. I have fewer time these days than in the past.
4. Much of my friends live out of town.
5. There is less water in the rivers these days than there used to be.
6. We'll need lots of time to finish this exercise.
7. I eat fewer sugar than my brother does.
8. After many hard work, the new product was launched.



Complete this interview with a doctor about Brazilians and sports. Use quantifiers.

### Interview

INTERVIEWER: Do \_\_\_ Brazilians play sport?

DOCTOR X: Well, some do, but \_\_\_ people say that they have \_\_\_ time to exercise.

INTERVIEWER: What are Brazilian people's favorite sports?

DOCTOR X: \_\_\_ men and women like walking in parks. Unfortunately, in the big cities, there are \_\_\_ places to play sport.

INTERVIEWER: What are some other favorite sports?

DOCTOR X: Well, running is becoming popular. You don't need \_\_\_ money to practice this sport. In the amateur marathons, \_\_\_ athletes compete in the streets of the big cities. And football continues to be popular. \_\_\_ children join clubs at an early age. Of course, \_\_\_ actually become famous and earn a lot of money.

INTERVIEWER: \_\_\_ thanks. It was really interesting talking to you.



# 32

## Some, Any, No, None

some money, any time, no people...

- ◆ Some, any e no podem desempenhar a função de adjetivos ou de pronomes.

- Usa-se **some** (algum, alguns, alguma, algumas) em frases afirmativas:

There are **some** books here.

I need **some** advice.

- Usa-se **any** (algum, alguns, algumas, nenhum, nenhuma) em frases negativas e interrogativas.

There aren't **any** books here.

Are there **any** books here?

- Usa-se **no** (adjetivo; nenhum, nenhuma) e **none** (pronome; nenhum, nenhuma) com verbos na forma afirmativa para dar um sentido negativo à frase.

I have **no** money. (adjetivo)

I have **none** either. (pronome)

- **Some** é usado em frases interrogativas, apenas quando se trata de oferta ou pedido ou quando se espera uma resposta afirmativa.

Would you like **some** coffee? Have you lost **some** money?

- **Any** é usado em frases afirmativas quando:

- aparece após o **if**.

**If** you have **any** questions, ask me.

- significa **qualquer**.

Take **any** book you need.

- existe palavra de sentido negativo na frase, como **seldom**, **never**, **rarely**, **without** etc.

He left without **any** money. He rarely has **any** free time.

- Observe também o uso de **any** e **some** em respostas curtas:

A: Do you have **any** time? (adj.) A: Do you have **any** money? (adj.)

B: No, I don't have **any**. (pron.) B: Yes, I have **some**. (pron.)



### I. Complete the sentences and questions with **some** or **any**.

Example: I just don't have **any** free time during the week.

1. Can I have **some** coffee, please?

2. There aren't **any** good beaches here.

3. I bought you **some** flowers.

4. Do you have **any** good ideas?

5. There aren't **any** interesting books to read.

6. He told us **some** stories.

7. Are there **any** good movies showing?

8. I didn't buy **any** fruit.

9. There are **some** museums here.

10. Did you invite **any** girls to the party?

11. Generally, my teacher has **some** good ideas about improving my English.

12. Do you have **any** suggestions about the project?



### III Complete the sentences with *any* or *no*.

**Example:** There is no room in that hotel.

1. We have \_\_\_\_\_ money to buy a new car.
2. I couldn't find \_\_\_\_\_ paper in the drawer.
3. We don't have \_\_\_\_\_ money to go to the movies.
4. There are \_\_\_\_\_ people in the park today. It's closed.
5. There weren't \_\_\_\_\_ girls at the party.
6. There's \_\_\_\_\_ milk in the refrigerator.
7. Did you invite \_\_\_\_\_ boys to your party?
8. He's a vegetarian, so he eats \_\_\_\_\_ meat.
9. They're very lazy. They do absolutely \_\_\_\_\_ work.
10. I don't think \_\_\_\_\_ of his films are bad films.



### III Change the sentences below into the required form: (-) negative, (+) affirmative or (?) interrogative.

**Example:** Do we have any coffee at home? (-) We don't have any coffee at home.

1. There are some boys waiting for you outside. (?) \_\_\_\_\_
2. Did he buy any magazines at the newsstand? (-) \_\_\_\_\_
3. She told them some good jokes. (?) \_\_\_\_\_
4. Do you have any time? (+) \_\_\_\_\_
5. He doesn't like any of my friends. (+) \_\_\_\_\_

### IV Underline and correct the mistakes.

**Example:** He seldom buys no new clothes. any

1. Would you like any tea? \_\_\_\_\_
2. They never bring some food. \_\_\_\_\_
3. If you have some problems, just call me. \_\_\_\_\_
4. You can have some toy you like. \_\_\_\_\_
5. I'd like any apples, please. \_\_\_\_\_

### V Complete this dialog between a husband and wife. Use *some*, *any*, *no*, or *none*.

**Husband:** I'm going to the supermarket. Do we need \_\_\_\_\_ milk?

**Wife:** Yes, we don't have \_\_\_\_\_.

**Husband:** Is there \_\_\_\_\_ bread left?

**Wife:** Well, there is \_\_\_\_\_ in the cupboard.

**Husband:** Do we need \_\_\_\_\_ eggs?

**Wife:** Yes. There aren't \_\_\_\_\_ eggs left.

**Husband:** And what about meat?

**Wife:** Hum, there's \_\_\_\_\_ meat in the freezer.

**Husband:** Is there anything else?

**Wife:** Yes, I think we need \_\_\_\_\_ margarine too.



# 33

## Somebody, Anybody, Nobody

There's nobody here, it's somewhere around here.

- As mesmas regras que determinam o emprego de **some**, **any** e **no** são válidas para o emprego de seus compostos.

### Pessoa

- + somebody
- anybody
- nobody

There is **somebody** in the room.

### Coisa

- something
- anything
- nothing

There is **nothing** wrong.

### Lugar

- somewhere
- anywhere
- nowhere

Did you see her **anywhere**?

- Body → one

somebody → someone

anybody → anyone

nobody → no one

Someone is waiting for you downstairs.

I didn't know **anyone** at the party.



### I. Complete the sentences using *something*, *somewhere*, *somebody* (*someone*), *anybody* (*anyone*) or *anything*.

**Example:** I know the street is **somewhere** around here!

- John's going to be fired! But don't tell \_\_\_\_\_. It's a secret.
- We can't just lose the contract! There must be \_\_\_\_\_ we can do!
- The children are \_\_\_\_\_ in the house.
- Is there \_\_\_\_\_ wrong? You look worried.
- I lost my house keys \_\_\_\_\_ in the garden. I can't remember where.
- Did he tell you \_\_\_\_\_ about the accident?
- She will build her house \_\_\_\_\_ in the countryside.
- Is there \_\_\_\_\_ I can do for you?
- Will you have \_\_\_\_\_ to paint the house or will you do it yourself?
- He can't see \_\_\_\_\_ without his glasses.
- I'm bored. I don't have \_\_\_\_\_ to do.
- Is \_\_\_\_\_ coming with me?
- By the way, I have \_\_\_\_\_ to tell you.
- You know, I feel like \_\_\_\_\_ 's watching me.



Complete the sentences with *some*, *any*, *no* or *somebody* (*someone*), *something*, *somewhere*, *anything* or *nothing*.

Example: Don't do anything I wouldn't do.

1. I have \_\_\_\_\_ to wear to the party.
2. It is winter now. That's why there are \_\_\_\_\_ leaves on the trees.
3. When I arrived home, there was \_\_\_\_\_ in the house.
4. He offered me \_\_\_\_\_ to drink.
5. Please don't make \_\_\_\_\_ noise. We are trying to study.
6. I can't tell you \_\_\_\_\_ about my job. It's confidential!
7. I asked him to lend me \_\_\_\_\_ money, but he said he didn't have \_\_\_\_\_.
8. The girls aren't here. They must be \_\_\_\_\_ else.
9. He's done \_\_\_\_\_ all day.
10. Look! Do \_\_\_\_\_ you like. Just don't bother me!

III. Complete the sentences with words from the box.

any nothing something anywhere nowhere no one anything (x 2) somebody no anybody

1. \_\_\_\_\_ phoned you yesterday, but I forgot his name.
2. I don't have \_\_\_\_\_ time today, but I'll help you tomorrow.
3. Listen! He is trying to tell you \_\_\_\_\_.
4. There was \_\_\_\_\_ at the party when I arrived.
5. There was \_\_\_\_\_ in the store that I liked, so I didn't buy \_\_\_\_\_.
6. I didn't know \_\_\_\_\_ at the party, so I went home early.
7. I have \_\_\_\_\_ time to talk at the moment. I'm late for work.
8. When I arrived at the beach, there was \_\_\_\_\_ to stay.
9. I'm hungry. I didn't have \_\_\_\_\_ for breakfast.
10. Can you think of \_\_\_\_\_ to go for lunch?



IV. A boy is talking to a girl at a party. Complete what he says.

Use *someone* (*somebody*), *anyone* (*anybody*), *something*, *anything*, *somewhere* or *anywhere*.

Boy: I'm sure I know you from \_\_\_\_\_. Or maybe you just look like \_\_\_\_\_ I met in the past.

Girl: I don't think we've met before. Do you know \_\_\_\_\_ here?

Boy: Yes, a few people! I know \_\_\_\_\_ in that group over there. I'm hungry. Would you like \_\_\_\_\_ to eat?

Girl: Sure! But there isn't \_\_\_\_\_ to sit here.

Boy: This place has a beautiful garden. Maybe, there is \_\_\_\_\_ to sit there. Shall we get \_\_\_\_\_ to drink before we go outside?

# 34

## All, Every, Each

all the students, every student, each student...

- ◆ **All** (todo, toda, todos, todas) é usado:
  - com substantivos no plural, substantivos incontáveis e preposições.

I visited **all the museums** in the city.  
I spent **all my money**.  
He knows **all about art**.
- ◆ **Every** (todos, todas, cada um, cada uma) refere-se ao grupo todo. É usado:
  - com substantivos contáveis no singular.

I visited **every museum** in the city.  
**Every student** (três ou mais) has to pass the test.
- ◆ **Each** (cada um, cada uma) refere-se a cada indivíduo. É usado:
  - com substantivos contáveis no singular.

**Each student** (dois ou mais) has to pass the test.  
She wears three earrings in **each ear**.



### I. Complete the sentences with *each*, *every* or *all*.

Example: **Every / Each** time I see you, you're bigger!

1. I wake up at 6:00 am \_\_\_\_\_ day.
2. I work from 8:00 am to 6:00 pm. So I spend \_\_\_\_\_ day in the office.
3. \_\_\_\_\_ of us are meeting at Fred's house.
4. \_\_\_\_\_ bedroom has its own bathroom.
5. I'm going to be in Rio next weekend and I want to spend \_\_\_\_\_ day on the beach.
6. I went to \_\_\_\_\_ shop in the mall to find her present.
7. \_\_\_\_\_ one of us is responsible for reducing the greenhouse effect.
8. \_\_\_\_\_ of the candidates arrived late for the test.
9. \_\_\_\_\_ of my relatives live in the U.S.
10. It's like \_\_\_\_\_ day is a holiday.

### • Compostos de *every*:

- everything** (tudo)
- everybody / everyone** (todo mundo)
- everywhere** (todo lugar)
- I know **everything** about them.
- Let's go! **Everybody** is here.

### • Quando *all* ou *each* vierem seguidos de *the, my, your, his* etc. pode-se usar *of*.

- All of my friends** were at the party.
- All my friends** were at the party.
- Each of the children** likes pizza.

student...



- III Susan is studying very hard for her final exams. Complete the text with *every* or *all*.



I spent \_\_\_\_\_ week studying for my exams. I got up at 7:00 am \_\_\_\_\_. I worked \_\_\_\_\_ morning. I stopped for lunch and then I worked \_\_\_\_\_. I stopped work \_\_\_\_\_ hour to have a coffee. I also worked \_\_\_\_\_ evening. Well, I passed \_\_\_\_\_ my exams and now I'm on vacation. I'm going to spend \_\_\_\_\_ day on the beach.

- IV Complete the sentences with *everybody*, *everyone*, *everything* or *all*.

1. \_\_\_\_\_ I know was at the party.
2. I bought \_\_\_\_\_ I needed at the supermarket.
3. \_\_\_\_\_ my family lives in the countryside.
4. \_\_\_\_\_ in the store was very expensive.



- V Check (✓) the sentences which are correct and rewrite the wrong ones.

Example: Every my money is in the bank. All my money is in the bank.

1. Each of my brothers is a doctor.  
\_\_\_\_\_
2. We liked every of the books we read.  
\_\_\_\_\_
3. Everyone is waiting for the show to begin.  
\_\_\_\_\_
4. Every the students are studying for the test.  
\_\_\_\_\_
5. He lived in São Paulo every his life.  
\_\_\_\_\_
6. I spend each the money I earn.  
\_\_\_\_\_
7. They each passed the test  
\_\_\_\_\_
8. All our friends are here.  
\_\_\_\_\_

5. I like neither these sweaters.
- 



#### IV. Rewrite these sentences. Use *neither... nor...*, *either... or...*, *both... and...*

Example: Márcio is a good football player. Enrico is a good football player too. (both)

Both Márcio and Enrico are good football players.

1. I don't like coffee. I don't like tea either. (neither)
- 

2. I don't know what to do on the weekend. I'll go to the mountains or the beach. (either)

1. Read the text to get the idea of what it is about. Then put the verbs in parentheses into the *past simple tense*.

# SUPERMAN



**Is it a bird? Is it a plane? No! It's Superman.**

Superman \_\_\_\_\_ (land) on our planet in 1938. Still a baby, Jor-El and Lara's only child \_\_\_\_\_ (be) sent into space on an unmanned spaceship<sup>1</sup> before their planet Krypton \_\_\_\_\_ (explode). The spaceship \_\_\_\_\_ (land) on Earth close to the Kent's home. The Kents \_\_\_\_\_ (find) the baby and \_\_\_\_\_ (decide) to raise<sup>2</sup> him and call him Clark, Clark Kent.

The story is well-known to all of us.

Almost everyone \_\_\_\_\_ (follow) Superman's adventures – in action cartoons, on the radio, on TV and in the movies – each one telling a different part of Superman's story.

Action Comics first \_\_\_\_\_ (print) the comic strip<sup>3</sup> in 1938. It \_\_\_\_\_ (include) the appearance of Lois Lane, and the newspaper they \_\_\_\_\_ (work) for \_\_\_\_\_ (be) the Daily Star.

Superman's worst enemy, Luthor, only \_\_\_\_\_ (appear) in Action Comics #23. It \_\_\_\_\_ (be) on the radio, not in the comics that Kryptonite, Superman's famous weakness<sup>4</sup>, \_\_\_\_\_ (come) into the story.

The figures around Superman are impressive. The comic book \_\_\_\_\_ (publish) in 1940, in which Superman \_\_\_\_\_ (ask) Lois Lane to marry him (and she \_\_\_\_\_ (accept)), \_\_\_\_\_ (sell) out in a few days.

Superman #75 \_\_\_\_\_ (tell) the story of Superman's death in November 1992. It is the best seller of the series: it \_\_\_\_\_ (sell) 6 million copies.

Source: Challenge. Amos, Prescher and Pasqualin. Richmond Publishing, 2006.

<sup>1</sup> unmanned spaceship: nave espacial sem tripulação

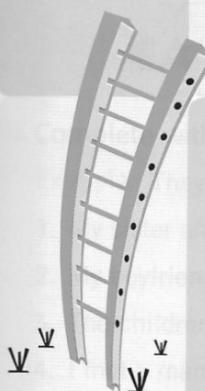
<sup>2</sup> raise a child: criar, educar um filho

<sup>3</sup> comic strip: história em quadrinhos (especialmente aquelas publicadas em tiras de jornais e revistas)

<sup>4</sup> weakness: fraqueza

2. Fill the gaps with the determiners from the box below. (Sometimes more than one answer may be correct and you will need to use some of the words more than once). Remember to read the text once through first to understand the meaning.

many    a lot of    some    no



13



13

## SUPERSTITION

There is \_\_\_\_\_ evidence that suggests that \_\_\_\_\_ ancient civilizations were very superstitious. But superstition is also part of our modern world.

\_\_\_\_\_ very old beliefs<sup>1</sup> are still with us today: a broken mirror<sup>2</sup>, for example, means seven years' bad luck<sup>3</sup>. In \_\_\_\_\_ cultures a black cat can bring you either good luck or bad luck if it crosses your path<sup>4</sup>. \_\_\_\_\_ people never walk under a ladder<sup>5</sup> because it also means bad luck. New Yorkers have a curious superstition; the number 13 is a sign of bad luck and \_\_\_\_\_ buildings have \_\_\_\_\_ thirteenth floor.

Thankfully, there is also a place for good luck in superstition.

\_\_\_\_\_ charms<sup>6</sup> and beliefs are popular because, in the past, \_\_\_\_\_ people believed they brought good luck.

Superstition is certainly part of the past and present and will probably remain with us into the future too. For \_\_\_\_\_ people it is ignorance; for others, it is an important part of their lives.

Source: *Challenge*. Amos, Prescher and Pasqualin. Richmond Publishing, 2006.

\*<sup>1</sup> beliefs: crenças

\*<sup>2</sup> a broken mirror: um espelho quebrado

\*<sup>3</sup> bad luck: azar

\*<sup>4</sup> cross your path: cruzar seu caminho

\*<sup>5</sup> ladder: escada

\*<sup>6</sup> charm: talismã

myself, yourself, himself...

Personal Pronouns	Reflexive Pronouns
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

- Os pronomes reflexivos caracterizam-se pelas terminações **self** (singular) e **selves** (plural).

◆ Os pronomes reflexivos podem ter função reflexiva, indicando que a ação recai sobre o próprio sujeito. Nesse caso, o pronome vem logo após o verbo e concorda com o sujeito.

**He hurt himself** in the game last night.

- Compare estas frases:

**They hurt themselves.**

(cada um deles machucou a si próprio)

**They hurt each other.**

**They hurt one another.**

(um machucou o outro)



### I. Complete the sentences with *reflexive pronouns*.

**Example:** The cat was cleaning itself in the corner of the room.

- We wash \_\_\_\_\_ in the morning.
- The boy hurt \_\_\_\_\_ when he fell from the tree.
- We enjoyed \_\_\_\_\_ at the party.
- The children amused \_\_\_\_\_ in the park.
- You must protect \_\_\_\_\_ from the sun.
- I cut \_\_\_\_\_ with a sharp knife.
- We must behave \_\_\_\_\_ in class.
- Tom and I hurt \_\_\_\_\_.
- Kids, behave \_\_\_\_\_ at the party.
- Carol, look at \_\_\_\_\_! You're filthy.
- This CD player turns \_\_\_\_\_ off.
- John hurt \_\_\_\_\_ when he fell off his bike.
- My grandmother cut \_\_\_\_\_ while she was cooking.
- Help \_\_\_\_\_ to some more food. There's plenty there.



### II. Complete the sentences. Use the correct verb tenses and *reflexive pronouns*.

**Example:** It was a nice party and they enjoyed themselves very much. (enjoy / very much)

1. Last year, Jack \_\_\_\_\_ how to play the piano. (teach)
2. At night, she \_\_\_\_\_ a nice meal. (always / cook)
3. Bruno was playing football when he \_\_\_\_\_. (hurt)
4. The dog barked when it \_\_\_\_\_. (see / in the mirror)
5. They will have to \_\_\_\_\_ tonight. I'm going to be busy, I'm afraid. (amuse)
6. Kids, be careful of the glass. Don't \_\_\_\_\_! (cut)
7. She \_\_\_\_\_ a big sandwich and ate it all. (make / a big sandwich)
8. We have some extra money so next month we \_\_\_\_\_. (buy / a new car)
9. She \_\_\_\_\_ in the mirror and started to cry. (see)
10. We \_\_\_\_\_ a lot when we're teenagers.



### III. Complete with *each other / one another* or *reflexive pronouns* (myself, himself etc.)

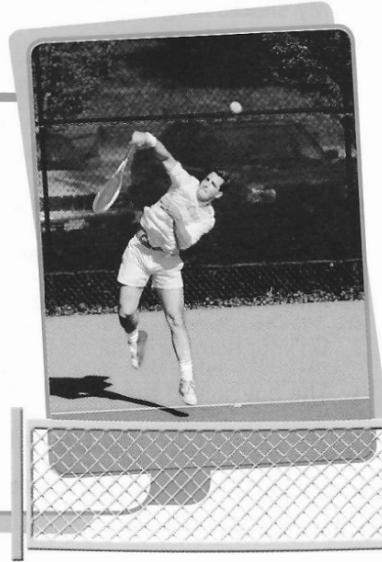
**Example:** They had an argument and no longer talk to one another.

1. My sister and I help \_\_\_\_\_ with our homework.
2. My boyfriend and I love \_\_\_\_\_.
3. The children hurt \_\_\_\_\_ while their mother was working.
4. I met a man on the bus. We talked to \_\_\_\_\_ during the whole trip.
5. We enjoyed \_\_\_\_\_ at the party because all our friends were there.

### IV. Complete this text about a professional tennis player.

Use *reflexive pronouns* or *each other / one another*.

I am a professional tennis player. I taught \_\_\_\_\_ how to play tennis because my parents didn't think sport was a good profession. Every day, I have the same routine. I wake up early and make \_\_\_\_\_ breakfast. Then I meet my coach on the tennis court and we train with \_\_\_\_\_ for about four hours. We stop at about 12:30 and make \_\_\_\_\_ lunch. Then we train for another four hours in the afternoon. I love my profession but I often worry that I will hurt \_\_\_\_\_ during training.



# 37

## Reflexive Pronouns II

→ by myself, she herself...

- ◆ Os pronomes reflexivos podem aparecer:

- depois de verbos ou de adjetivos seguidos de preposições.

She is looking at **herself** in the mirror.  
I am angry at **myself**.



- Precedidos de **by**, os pronomes reflexivos significam "sozinho" ou "sem ajuda".

I live **by myself**.  
They did it **by themselves**.

- Os pronomes reflexivos também podem ter função enfática. Nesse caso, concordam com a pessoa ou coisa que se quer enfatizar.

She talked to Bob. (frase sem nenhuma ênfase)  
She **herself** talked to Bob. (ênfase no sujeito)  
She talked to Bob **himself**. (ênfase no sujeito)  
She talked to Bob **himself**. (ênfase no objeto)



### I. Complete the sentences with *reflexive pronouns*.

**Example:** I can't do it **myself**. I need someone to do it for me.

1. You children should be ashamed of \_\_\_\_\_. Look at this mess!
2. Sandra was angry at \_\_\_\_\_. She forgot her husband's birthday.
3. My sisters love looking at \_\_\_\_\_ in the mirror.
4. Stop feeling sorry for \_\_\_\_\_. It was your fault.
5. The children can look after \_\_\_\_\_ now.
6. Victor is very pleased with \_\_\_\_\_. He passed his final exams.

### II. Substitute the word *alone*. Use *by* and a *reflexive pronoun*.

**Example:** My grandmother lives in that old house alone. **My grandmother lives in that old house by herself.**

1. I want to do the work alone. \_\_\_\_\_
2. Do your homework alone. \_\_\_\_\_
3. The boy solved the puzzle alone. \_\_\_\_\_
4. The children went to the park without an adult. \_\_\_\_\_
5. My alarm turns off alone after ten minutes. \_\_\_\_\_



### III. Use *reflexive pronouns* to emphasize the subject of the sentences.

Example: He spoke to the nurse herself.

1. I painted the room \_\_\_\_\_.
2. My neighbor built his house \_\_\_\_\_.
3. You have to phone her \_\_\_\_\_. She doesn't want to talk to me.
4. The children built the doghouse \_\_\_\_\_.
5. She \_\_\_\_\_ spoke to the school director.
6. The teacher couldn't answer the questions \_\_\_\_\_.
7. My daughters chose a present for their father \_\_\_\_\_.
8. We will finish the project \_\_\_\_\_, our boss is on vacation.
9. You have to write the letter \_\_\_\_\_. It has to be your handwriting.
10. Well if you can't, I'll take it to the office \_\_\_\_\_!

### IV. Complete the sentences with the correct *reflexive pronouns* from the box.

by themselves themselves by herself itself himself by myself herself by itself ourselves myself himself

1. He \_\_\_\_\_ explained the problem, but nobody believed the explanation \_\_\_\_\_.
2. When we arrived at the guest house, it was the owner \_\_\_\_\_ who met us.
3. My grandparents live \_\_\_\_\_ in a small apartment.
4. The little girl flew to New York \_\_\_\_\_. Her uncle met her at the airport.
5. We always prepare \_\_\_\_\_ for exams by studying a lot.
6. She blamed \_\_\_\_\_ for the accident, but it wasn't really her fault.
7. I went to the theater \_\_\_\_\_ because my boyfriend was working.
8. They don't want a picture of \_\_\_\_\_.
9. I \_\_\_\_\_ didn't like the movie, but my husband enjoyed it a lot.
10. The car alarm went off \_\_\_\_\_. Nobody was trying to steal it, thank goodness.



### V. Tick the correct sentences. Underline and correct the mistakes found in the wrong sentences.

Example: Márcio herself prefers to cook lunch.

himself

1. The girl cut himself while she was playing in the garden.
2. The old woman likes living by themselves.
3. Behave yourself, children.
4. She herself is responsible for the children.
5. The dog found its way ourselves after it got lost.
6. Jake, you have to solve the problem yourselves.
7. Nobody talked to us at the party so we sat by themselves.
8. It was the photographer yourself who took those pictures.

# 38

## The Definite Article I (use)

the boy, the boys

- ◆ O artigo definido **the** (o, a, os, as) é usado antes de:

- substantivos precedidos ou não por adjetivos.  
**the boy**  
**the boys**  
**the sad boy**
- nomes de instrumentos musicais.  
**the piano**
- nomes de famílias e nacionalidades.  
**the Kennedys**  
**the Smiths**  
**the French**
- acidentes geográficos (rios, montanhas, desertos etc.).  
**the Pacific (Ocean)**  
**the Amazon River**  
**the Gobi Desert**  
**the South of Brazil**

**Obs:** No caso de montanhas, ilhas e países, **the** é usado só quando o nome se refere a um grupo.

**the United States**  
**the United Kingdom**  
**the Bahamas**  
**the Himalayas**

- nomes de locais públicos e nomes de hotéis, teatros, cinemas, museus, grupos musicais, jornais, trens e navios.  
**the bank**  
**the movies**  
**the Hilton**  
**the Roxy**  
**the Tate Gallery**  
**the Rolling Stones**  
**the New York Times**

- substantivos que indicam algo único.

**the sun**

**the moon**

**the earth**

- algumas expressões de tempo.

**in the morning**

**in the evening**

**in the afternoon**

- antes de superlativos.

**the best student in the class**

**the most important industry**

- antes de adjetivos usados como substantivos que se referem a um grupo de pessoas.

**the rich**

**the poor**

**the unemployed**

**the young**

O artigo definido pode se referir a:

- pessoa ou coisa mencionada anteriormente.

Observe a diferença entre **the** e **a / an**

**We phoned for a taxi.**

**The taxi was late, so we missed our flight to New York.**

- algo ou alguém específico.

**The captain of our team is in the locker room.**

Ver Unidade 6, páginas 22 e 23.



I Supply *the* where necessary.

1. \_\_\_\_\_ Browns like to play \_\_\_\_\_ guitar.
2. There was a boy standing near \_\_\_\_\_ corner when I drove past.
3. He decided to cross \_\_\_\_\_ Atlantic in a small boat.
4. We are going to \_\_\_\_\_ Hilton to see friends.
5. They play tennis in \_\_\_\_\_ morning.
6. \_\_\_\_\_ secretary at our school has a new computer.
7. I bought an English book and a Spanish book. \_\_\_\_\_ English book cost \$10.
8. We had a very good time at \_\_\_\_\_ company dinner.
9. \_\_\_\_\_ Thompsons have bought a house in \_\_\_\_\_ suburbs.
10. \_\_\_\_\_ children bought a dozen balloons for the party.
11. \_\_\_\_\_ milk in \_\_\_\_\_ fridge is for \_\_\_\_\_ cat.
12. New York is \_\_\_\_\_ biggest city in \_\_\_\_\_ United States.
13. I am going to \_\_\_\_\_ movies after school. Would you like to come?
14. \_\_\_\_\_ climate is becoming hotter and hotter.

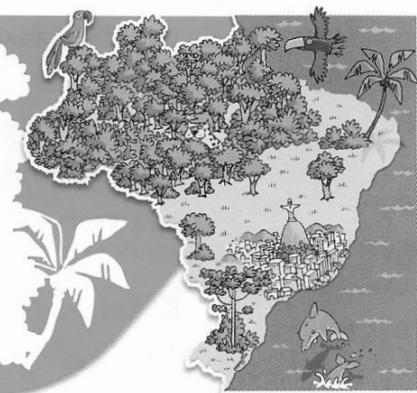


II Complete the sentences with *a*, *an*, *the* or *Ø* (when no article is required).

1. \_\_\_\_\_ Krakatoa, which was \_\_\_\_\_ island, exploded.
2. \_\_\_\_\_ sun rises in \_\_\_\_\_ east and sets in \_\_\_\_\_ west.
3. I am leaving for \_\_\_\_\_ Spain tomorrow.
4. He took \_\_\_\_\_ dancing lessons for \_\_\_\_\_ years.
5. \_\_\_\_\_ Russian is \_\_\_\_\_ difficult language.
6. \_\_\_\_\_ French have \_\_\_\_\_ excellent cuisine.
7. \_\_\_\_\_ Brasília was made \_\_\_\_\_ capital in 1960.
8. All of \_\_\_\_\_ students there were \_\_\_\_\_ ones that passed \_\_\_\_\_ exam.

III Complete this text about Brazil with *a*, *the* or *Ø* (no article).

\_\_\_\_\_ Brazil is a huge country.  
 In \_\_\_\_\_ North, there are \_\_\_\_\_ rain forests and  
 \_\_\_\_\_ longest river is also situated here. In \_\_\_\_\_  
 South, \_\_\_\_\_ climate is more European.  
 Brazil also has many social differences. \_\_\_\_\_ rich own  
 most of \_\_\_\_\_ country's wealth and \_\_\_\_\_ poor  
 often live on \_\_\_\_\_ minimum wage.



## The Definite Article II (omission)

**She is in hospital. They're at school.**

- ◆ O artigo definido **the** é omitido antes de:

- possessivos.

Our car is very old.

- nomes próprios, nomes de disciplinas, refeições, línguas, esportes, ruas e partes do corpo.

Ana is pretty.

Science is interesting.

He plays soccer.

I never have breakfast.

I live on Fifth Avenue.

His hair is very long.

- substantivos contáveis e incontáveis quando usados no sentido geral.

I like cats.

Money is not the most important thing in my life.

- nomes de alguns lugares quando usados para o propósito original. São exemplos:  
home – church – school – college – hospital – bed – prison

My mother has gone into hospital. She's sick.  
Mas: I went to the hospital to visit my mother.  
I went to church. (to pray)

- Observe a diferença de uso:

Laura went to church.

I went to the church to meet her.

Dennis went to hospital.

I went to the hospital to visit him.

Ver Unidade 10, páginas 30 e 31.



**I. Complete the sentences with *the* or *Ø* (when no article is necessary).**

1. Eating \_\_\_\_\_ fish is good for your health.
2. \_\_\_\_\_ book you wanted about \_\_\_\_\_ Sahara Desert is now available.
3. They like \_\_\_\_\_ cheese, \_\_\_\_\_ milk and \_\_\_\_\_ eggs.
4. \_\_\_\_\_ postman delivered a letter from \_\_\_\_\_ Switzerland.
5. \_\_\_\_\_ Susan is in \_\_\_\_\_ hospital. She's having an operation.
6. She studies \_\_\_\_\_ math at a college \_\_\_\_\_ downtown.
7. \_\_\_\_\_ Silver is used to make \_\_\_\_\_ jewelry.
8. \_\_\_\_\_ gold in my necklace comes from \_\_\_\_\_ Peru.
9. Do you like studying \_\_\_\_\_ Spanish?
10. I go to \_\_\_\_\_ church every \_\_\_\_\_ Sunday.
11. \_\_\_\_\_ John loves sitting in \_\_\_\_\_ sun.
12. \_\_\_\_\_ my parents had to go to \_\_\_\_\_ school to talk to \_\_\_\_\_ principal.
13. He was sent to \_\_\_\_\_ prison for seven years.
14. \_\_\_\_\_ woman who lives in \_\_\_\_\_ house over \_\_\_\_\_ street works in \_\_\_\_\_ bank.
15. Some people say \_\_\_\_\_ Amazon is \_\_\_\_\_ biggest river in \_\_\_\_\_ world.



Underline and correct the mistakes in these sentences.

Example: The silver knives and forks are expensive.

Silver knives and forks are expensive.

1. At the school, I was a terrible student.
  
2. The rice and the cocoa are grown in Brazil.
  
3. I like the coffee with the milk and the sugar.
  
4. Smiths live on the Maple Street, and Martins live on the Third Avenue.
  
5. My brother likes the sports. He plays the tennis on the Fridays.
  
6. I am going to the home after the work.
  
7. The courage and the honesty are the qualities I most admire in the people.
  
8. The Portuguese is the official language of the Brazil.
  
9. The Aconcagua is highest mountain in Andes.
  
10. Netherlands is the one of most densely populated countries in the Europe.



Complete this letter of recommendation with *a*, *an*, *the* or *Ø* (no article).

To Whom it May Concern,

Lorena Tyler worked for \_\_\_\_\_ my company for 10 years. During this time, she was \_\_\_\_\_ very reliable and enthusiastic employee. She joined \_\_\_\_\_ company as \_\_\_\_\_ office assistant, but \_\_\_\_\_ her initiative soon led to \_\_\_\_\_ her promotion to supervisor of telemarketing where she was responsible for \_\_\_\_\_ team of thirty. In this position, Ms. Tyler implemented \_\_\_\_\_ training program and increased \_\_\_\_\_ productivity of \_\_\_\_\_ department by 20%. I have no hesitation in recommending \_\_\_\_\_ Lorena for \_\_\_\_\_ future positions.

Sincerely,

Luisa Santos



a pretty girl, an old woman

- ◆ Os adjetivos são usados para descrever coisas ou pessoas.  
a **beautiful** dress      a **handsome** man
- ◆ Os adjetivos não se flexionam quanto ao número.  
a **rich** boy / **rich** boys  
He is **rich**. / They are **rich**.
- ◆ Os adjetivos, em sua maioria, podem ser usados:
  - antes de substantivos.  
a **big** house      a **pretty** girl
  - após verbos de ligação.  
be – become – get – smell – taste – sound –  
seem – appear – look – feel – make  
He looks **tired**.      They sounded **happy**.  
She feels **fine**.      It's getting **late**.

- Alguns adjetivos só podem ser usados após verbos de ligação.

afraid – asleep – alone – ashamed  
awake – ill – well – sure

**They look afraid.**

**He is alone.**

**She feels ill.**

- Alguns adjetivos só podem ser usados antes de substantivos.

eventual – main – only – occasional – principal

The **main** problem is pollution.

The **only** reason I called is this...



### I. Complete these sentences with *adjectives* from the box.

sad      excellent      main      rich      tired      new      sure      difficult      ill      good

1. This problem is \_\_\_\_\_. I don't know the answer.
2. They need a \_\_\_\_\_ car. Theirs is very old.
3. The children are \_\_\_\_\_. They went to bed late last night.
4. Our mother is an \_\_\_\_\_ cook. She makes all kinds of delicious cakes.
5. I feel \_\_\_\_\_. I need to see a doctor.
6. The \_\_\_\_\_ problem in our town is pollution.
7. Her parents are \_\_\_\_\_. They are both very good lawyers.
8. I'm \_\_\_\_\_! I'm going to pass my exams!
9. Mmmm! Dinner smells \_\_\_\_\_. What time are we going to eat?
10. Jill seems \_\_\_\_\_ today. Let's try to find out what's wrong.



Put these sentences into the *plural* form.

Example: He is a rich boy. They are rich boys.

1. My brother is intelligent. \_\_\_\_\_
2. This film is interesting. \_\_\_\_\_
3. The girl was watching an exciting movie. \_\_\_\_\_
4. That car looks expensive. \_\_\_\_\_
5. The student needs a new shirt. \_\_\_\_\_
6. The little baby is laughing. \_\_\_\_\_
7. That is a cheap computer. \_\_\_\_\_
8. This woman has an excellent job. \_\_\_\_\_
9. That old man is lonely. \_\_\_\_\_
10. The big apartment is expensive. \_\_\_\_\_
11. This dish is traditional in the Northeast. \_\_\_\_\_
12. Look at that beautiful mountain! \_\_\_\_\_



Tick the correct sentences and rewrite the incorrect ones.

Example: She is an afraid girl. She is afraid.

1. He is an alone person. \_\_\_\_\_
2. Paula is an ashamed girl. \_\_\_\_\_
3. The boys look afraid. \_\_\_\_\_
4. His parents seem happy. \_\_\_\_\_
5. I live in a house big. \_\_\_\_\_
6. He is an asleep boy. \_\_\_\_\_
7. The shops are closed today. \_\_\_\_\_
8. Carla is a well girl. \_\_\_\_\_
9. This is the way only to improve your English. \_\_\_\_\_
10. You don't have to be handsome to be an actor, but it helps. \_\_\_\_\_

## 41

## Adjectives II

an exciting movie, an excited child

- ◆ Existem muitos pares de adjetivos que terminam em **ing** e **ed**.

**interesting** → **interested**

**boring** → **bored**

**exciting** → **excited**

**confusing** → **confused**

- ◆ A terminação **ing** indica atributo de um objeto ou pessoa. A terminação **ed** refere-se ao sentimento de uma pessoa em relação a algo ou a alguém.

The movie was **interesting**. (O filme era interessante.)  
I was **interested** in it. (Eu estava interessado nele.)

- Adjetivos compostos: são formados por duas palavras. Muitas vezes, essas palavras se referem a partes do corpo, vestuário ou personalidade.

**short** → **sighted**

**long** → **haired**

**left** → **handed**

**short** → **sleeved**

**bad** → **tempered**

**well** → **behaved**

**well** → **dressed**

**hard** → **working**



I. Provide the corresponding **ed** or **ing** adjectives.

1. fascinating \_\_\_\_\_

2. shocked \_\_\_\_\_

3. amazing \_\_\_\_\_

4. depressing \_\_\_\_\_

5. horrified \_\_\_\_\_

6. amusing \_\_\_\_\_

7. worrying \_\_\_\_\_

8. embarrassed \_\_\_\_\_

II. Underline the correct alternative.

1. I was really amazed / amazing when they offered me the job.

2. The trip to New York was very excited / exciting.

3. Her husband has some very annoyed / annoying habits.

4. After the journey, I was so tired / tiring that I slept all afternoon.

5. Everybody laughed because his story was so amusing / amused.

6. Mr. Caulker was disappointed / disappointing because his son's exam results were very bad.



### III. Complete the sentences with the correct adjective using *ing* or *ed* appropriately.

1. This book isn't very \_\_\_\_\_. (interest)
2. The lights went out. I was so \_\_\_\_\_. (frighten)
3. He was very \_\_\_\_\_ after his wife died. (depress)
4. The teacher's explanation was \_\_\_\_\_. (confuse)
5. I have an \_\_\_\_\_ story to tell you. (amaze)
6. Their mother was very \_\_\_\_\_ when they didn't arrive on time. (worry)
7. When I forgot his name, I was very \_\_\_\_\_. (embarrass)
8. The result of the election was \_\_\_\_\_. (surprise)



### IV. Complete this text about a professional model with the adjectives:

interesting interested worried bored amazing tiring embarrassed disappointed

My name's Vera. I'm a professional model. My job is very \_\_\_\_\_ but very \_\_\_\_\_ too. I travel all around the world and meet lots of \_\_\_\_\_ people. I'm never \_\_\_\_\_. There are too many \_\_\_\_\_ things happening all the time.

At the beginning, I was \_\_\_\_\_ when the photographers took photos of me, but now I'm used to it. My parents were \_\_\_\_\_ when they discovered I wanted to be a model. I think they were \_\_\_\_\_. They thought people would be \_\_\_\_\_ in me just for my money. But when they saw I was \_\_\_\_\_ in my profession and successful, they changed their minds.



### V. Complete the police report with compound adjectives.

Police are looking for a young, \_\_\_\_\_ -haired (1) man. He is \_\_\_\_\_ -eyed (2) and he wears glasses because he is \_\_\_\_\_ -sighted (3). He is also tall and \_\_\_\_\_ -shouldered (4).

**WANTED**



# 42

## Adjectives III – Order and Position

a big old house, a beautiful young woman

- Frases com mais de um adjetivo:

- adjetivos que expressam *opinião* vêm antes de adjetivos que expressam *fatos*.

Opinião	Fato
a beautiful	young woman
a nice	old man

- Adjetivos que expressam fatos devem ser usados na seguinte ordem:

1	2	3	4	5	6
Tamanho	Forma	Idade	Cor	Origem	Material
a big	round				wooden
an		old	red	American	car

- Geralmente, não são usados mais de três adjetivos antes de um substantivo.

A **big red American car**.

- Depois de um verbo, os adjetivos são ligados da seguinte forma:

- dois adjetivos.

I am **tired and hungry**.

- três ou mais adjetivos.

I am **tired, hungry and thirsty**.

- Depois de certos adjetivos (por exemplo adjetivos ligados aos sentimentos e reações) o verbo é usado no infinitivo:

It's impossible **to understand** him.

This game is easy **to play**.

It's good **to study** a foreign language.

He was wrong **to lie** to his friend.

They are certain **to win** the game.

I was happy **to help** you.

You were right **to say** no.

You're welcome **to come** with me.



### I. Rewrite these sentences with the *adjectives* in parentheses in the correct order.

Example: That (young / nice) man is Martin. That **nice young** man is Martin.

1. His dog is (black / white).

\_\_\_\_\_

2. It's a (old / lovely / Italian) table.

\_\_\_\_\_

3. They live in a (little / pretty) village.

\_\_\_\_\_

4. My house has a (big / lovely) garden.

\_\_\_\_\_

5. My boyfriend has (blond / short) hair.

\_\_\_\_\_

6. His girlfriend has (round / big / blue) eyes.

\_\_\_\_\_

7. I like (black / good / strong) coffee.

\_\_\_\_\_

8. They are a Brazilian / small / rock band.

\_\_\_\_\_



### II. Tick the correct sentences and rewrite the incorrect ones.

Example: I live in a modern small apartment.

I live in a small, ~~modern~~ apartment.

1. He has a car old, blue and white.
2. My parents have a beautiful, old, Swiss clock.
3. His girlfriend is a dark-haired, lovely, Brazilian woman.
4. This house was built by a famous French architect.
5. My bedroom is white red.
6. They are hungry and thirsty tired.
7. They live in a nice quiet neighborhood.
8. This is an old, interesting European city.
9. This is an exciting, big, amusement park.
10. I met a tall, dark, handsome man last night.



### III. Rewrite these sentences in a different form so that they sound more natural.

Example: French is easy to learn. It's easy to learn French.

1. Working 12 hours a day is exhausting.

It's \_\_\_\_\_

2. Traveling to exotic countries is exciting.

It's \_\_\_\_\_

3. Understanding him is difficult.

It's \_\_\_\_\_

4. It's exciting playing this game.

This game \_\_\_\_\_

5. It's hard to find a good restaurant in this town.

A good restaurant \_\_\_\_\_

6. It's impossible to translate some words.

Some words \_\_\_\_\_

7. This exercise is easy to do.

It's \_\_\_\_\_

8. Lying to your parents is wrong.

It's \_\_\_\_\_

9. Brazil will definitely win the volleyball game.

Brazil is certain \_\_\_\_\_

10. Studying English as often as you can is very useful.

It's \_\_\_\_\_

# 43

## Question Words I

What?, Who?, How?...

- As palavras interrogativas são usadas para obter informações específicas. Geralmente, elas são colocadas antes de verbos auxiliares ou modais.

Palavra Interrogativa		Exemplos
What? (O quê?)	What do you want?	What time is the movie?
When? (Quando?)	When did he arrive?	When is her birthday?
Where? (Onde?)	Where does she live?	Where is he?
Why? (Por quê?)	Why are you angry?	Why is he sad?
Who? (Quem?)	Who is he?	Who does he like?
Whose? (De quem?)	Whose is this jacket?	Whose jacket is this?
Which? (Qual?)	Which is his?	Which color do you prefer?
How? (Como?)	How are you?	How did you come here?

- Quando uma palavra interrogativa for o sujeito do verbo, não se usa verbo auxiliar. Observe a diferença:

Who saw him?      Mike saw him. (sujeito)      Who did you see?      I saw Mike. (objeto)



### I. Complete these sentences with the correct interrogative words.

- \_\_\_\_\_ did you see? I saw Sílvia.
- \_\_\_\_\_ is she tired?  
She walked a long way.
- \_\_\_\_\_ are they leaving?  
Tomorrow morning.
- \_\_\_\_\_ coat is this? It's mine.
- \_\_\_\_\_ car is that over there?  
It's my brother's.
- \_\_\_\_\_ did he miss class yesterday? He was sick.
- \_\_\_\_\_ did you study?  
I studied in the U.S.
- \_\_\_\_\_ are you leaving for work?  
At 8:00 am.
- \_\_\_\_\_ do you spell your name?  
It's K – A – T – E.
- \_\_\_\_\_ shirt do you like best?  
The red one.
- \_\_\_\_\_ are you doing now?
- \_\_\_\_\_ are you going to the movies with?
- \_\_\_\_\_ did you start working here?
- \_\_\_\_\_ car is yours?



### Match the questions to the correct answers.

1. Who is that girl?  He is in the garden.
2. Whose car is that?  She is reading a magazine.
3. Why is Daphne sad?  I went to the gym.
4. How do you go to school?  That girl is my sister.
5. Which dress do you prefer?  I work in a multinational company.
6. What is she doing?  23<sup>rd</sup> August.
7. Where do you work?  That car is mine.
8. Where did you go yesterday?  I prefer the red one.
9. Where is Mike?  She argued with her boyfriend.
10. When is your birthday?  We go to school by bus.



### Write questions. Use the given question words.

Example: Lorena is coming back on Saturday.

Who is coming back on Saturday? When is Lorena coming back?

1. Pedro can play the guitar.

Who \_\_\_\_\_

Which instrument \_\_\_\_\_

2. Clara met her husband in Spain.

Who \_\_\_\_\_

Where \_\_\_\_\_

3. I used to play football a lot.

Who \_\_\_\_\_

What \_\_\_\_\_

### Write questions. Ask about the words in bold.

Example: Toni broke **the vase**. Toni broke the vase.

What did Toni break? Who broke the vase?

1. a. Rogério bought **a new car**.

a. \_\_\_\_\_ b. \_\_\_\_\_

- b. Rogério bought a new car.

2. a. **Rachel** studies Spanish.

a. \_\_\_\_\_ b. \_\_\_\_\_

- b. Rachel studies Spanish.

3. a. Simone and Marco go to **the beach** on weekends.

a. \_\_\_\_\_ b. \_\_\_\_\_

- b. Simone and Marco go to the beach on weekends.

## How long?, How far?, How much?...

- ◆ Observe estas expressões comuns com **How**.

Expressões	Exemplos
<b>How many/much...?</b> (Quanto / Quantos...?)	<b>How many brothers do you have?</b>
<b>How old...?</b> (Quantos anos...?)	<b>How old are you?</b>
<b>How far...?</b> (Qual a distância...?)	<b>How far is the bank from here?</b>
<b>How long...?</b> (Quanto tempo...?)	<b>How long is the movie?</b>
<b>How often...?</b> (Qual a frequência...?)	<b>How often do you eat out?</b>
<b>How tall...?</b> (Qual a altura...?) (pessoas)	<b>How tall are you?</b>
<b>How high...?</b> (Qual a altura...?) (objetos / seres inanimados)	<b>How high is that mountain?</b>
<b>How deep...?</b> (Qual a profundidade?)	<b>How deep is that river?</b>
<b>How fast...?</b> (Qual a velocidade?)	<b>How fast is a panther?</b>
<b>How well...?</b> (Quão bem...?)	<b>How well do you speak English?</b>
<b>How big...?</b> (Qual o tamanho...?)	<b>How big is your house?</b>

## • It takes...

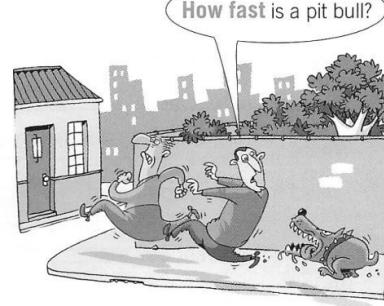
- Observe o uso desta estrutura especial com **How long** e **How many**.
 

How long **does it take** you to get home?  
(Quanto tempo você leva para chegar em casa?)

**It takes me** 20 minutes. (Levo 20 minutos.)

How many hours **did it take** you to finish the job?  
(Quantas horas você levou para terminar o trabalho?)

**It took me** 6 hours. (Levei 6 horas)



## I. Complete these questions with the correct question words.

- \_\_\_\_\_ brothers do you have? "Two"
- "\_\_\_\_\_ are you?" "I'm 1.60 meters tall."
- \_\_\_\_\_ do you go to the beach? "Once a week."
- "\_\_\_\_\_ is your house from here?" "About 10 kilometers, I think."
- "\_\_\_\_\_ have you been married?" "Four years now."
- "\_\_\_\_\_ sugar do you take in your coffee?" "Two spoons, thanks."



## II. Ask questions for these answers.

Example: How high is that mountain? That mountain is 2,300 meters high.

1. \_\_\_\_\_ That car cost \$50,000.
2. \_\_\_\_\_ They sometimes eat in restaurants.
3. \_\_\_\_\_ They speak English very well.
4. \_\_\_\_\_ My mother is 45.
5. \_\_\_\_\_ About a million people live in my city.
6. \_\_\_\_\_ This T-shirt costs \$20
7. \_\_\_\_\_ They can run very fast.
8. \_\_\_\_\_ I know Catarina very well, she's my sister!
9. \_\_\_\_\_ Rio de Janeiro is just over 400 km from São Paulo.
10. \_\_\_\_\_ There are three bedrooms in our apartment.



## III. Answer these questions. Use the words in parentheses.

Example: How long does it take him to have a shower? (15 minutes)

It takes him 15 minutes to have a shower.

1. How long did it take them to get to the beach? (3 hours)

\_\_\_\_\_

2. How many weeks did it take you to finish the job? (6 weeks)

\_\_\_\_\_

3. How many days will it take her to reach the city? (4 days)

4. How long does it take to get to the park? (15 minutes)

\_\_\_\_\_

## IV. Complete this conversation between an interviewer and a man in the street (use *it takes*, *it took* etc.).

**Interviewer:** Can I ask you a few questions about the traffic in our city?

**Man:** Sure!

**Interviewer:** How long does \_\_\_\_\_ you to get to work?

**Man:** \_\_\_\_\_ usually \_\_\_\_\_ me 30 minutes.

**Interviewer:** And how long \_\_\_\_\_ you to get to work today?

**Man:** \_\_\_\_\_ me an hour because the traffic was very bad.

**Interviewer:** How long \_\_\_\_\_ usually \_\_\_\_\_ you to find a parking spot near your office?

**Man:** Sometimes \_\_\_\_\_ long, but today \_\_\_\_\_ me 20 minutes to find somewhere to park.



■ Complete the crossword with the correct adverbs and adjectives from the box below.

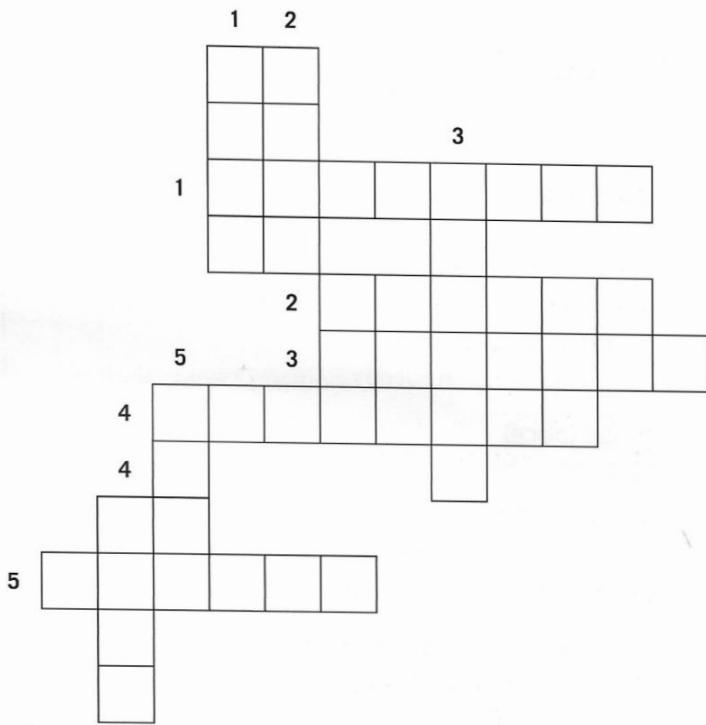
nearby hard normally thin near silently curious nearly hardly fast

across

1. They came in so \_\_\_\_\_ that nobody noticed.
2. We had to go to a \_\_\_\_\_ store to buy sugar.
3. My son is very \_\_\_\_\_. He is always asking questions.
4. At the beginning of winter, temperatures are \_\_\_\_\_ not very low.
5. I was so busy yesterday that I \_\_\_\_\_ had time to eat.

down

1. The accident happened because he was driving too \_\_\_\_\_.
2. That \_\_\_\_\_ man over there is my cousin.
3. Mark fell off his bicycle and \_\_\_\_\_ broke his arm.
4. Our final exam was very \_\_\_\_\_.
5. The new supermarket will be \_\_\_\_\_ the gas station.



III. Transform the *adjectives* in parentheses into *adverbs*. Sometimes the form doesn't change.

1. The students are behaving \_\_\_\_\_. (bad)
2. He spoke very \_\_\_\_\_ to me. (kind)
3. My son plays soccer \_\_\_\_\_. (good)
4. We have missed her \_\_\_\_\_. (late)
5. I could answer the questions \_\_\_\_\_. (easy)
6. My brother paints \_\_\_\_\_. (beautiful)
7. They worked \_\_\_\_\_ last weekend. (hard)
8. Sam played \_\_\_\_\_ last night. (terrible)
9. He arrived \_\_\_\_\_ because there was no traffic. (early)
10. My hometown hasn't changed \_\_\_\_\_ since I was a child. (much)

# 45

## Adverbs I – Form

slowly, here, fast. She speaks slowly.

- ◆ Adjetivos modificam substantivos.

a **good** friend  
a **nice** girl

- ◆ Advérbios modificam verbos, adjetivos ou outros advérbios.

She speaks **slowly**.

It's **too** hot.

They walk **very quickly**.

- ◆ Muitos advérbios são formados acrescentando-se **ly** a adjetivos ou substantivos.

**slow** ➔ **slowly**      **quick** ➔ **quickly**

**loud** ➔ **loudly**      **week** ➔ **weekly**

He is a **slow** driver. He drives **slowly**.

- ◆ Observe a grafia:

<b>easy</b> ➔ <b>easily</b>	<b>true</b> ➔ <b>truly</b>
<b>full</b> ➔ <b>fully</b>	<b>enthusiastic</b> ➔ <b>enthusiastically</b>

- ◆ Alguns advérbios têm forma própria, isto é, não são formados a partir de outras palavras.

<b>now</b>	<b>yesterday</b>
<b>here</b>	<b>seldom</b>
<b>often</b>	<b>almost</b>

- Palavras como **hard**, **fast**, **late**, **early**, **far** e **much** podem ser adjetivos ou advérbios.

This is a **fast** car. (adj.)

He drives **fast**. (adv.)

- Alguns advérbios apresentam duas formas com significados diferentes.

<b>late</b> (tarde)	<b>lately</b> (ultimamente)
<b>hard</b> (duramente)	<b>hardly</b> (mal)
<b>near</b> (perto)	<b>nearly</b> (quase)

They work **hard**.

I **hardly** know him.

**Obs:** adjetivo ➔ **good**      advérbio ➔ **well**

He is a **good** tennis player.

He plays tennis **well**.



He plays soccer **well**.



### I. Underline the correct alternatives.

1. They are (**intelligent** / **intelligently**) boys.
2. She (**truly** / **true**) loves her boyfriend.
3. Can you speak more (**clear** / **clearly**) please?
4. He looks (**happy** / **happily**) today.
5. Our final exam was (**easy** / **easily**).
6. Why are you walking so (**slow** / **slowly**)?
7. The wind always blows very (**strong** / **strongly**) in my city.
8. I take (**monthly** / **month**) trips to the mountains.
9. My father goes to the beach (**frequent** / **frequently**).
10. Fred is an (**enthusiastic** / **enthusiastically**) student.
11. My mother walks very (**slowly** / **slow**)
12. The problem is that the bus is (**slowly** / **slow**).  
Go by subway!

- ◆ Os advérbios podem expressar modo, lugar, tempo, grau, frequência etc.

She walks **slowly**.      He lives **here**.  
 I am working **now**.      They are **very** tired.  
 They **frequently** go to the beach.

- ◆ Modo (manner)

Os advérbios de modo (**quickly**, **slowly**, **gently** etc.) geralmente seguem o verbo ou o objeto do verbo.

They speak **quickly**.  
 She speaks English **fluently**.

- ◆ Lugar (place)

Advérbios e locuções adverbiais de lugar (**here**, **there**, **in the park** etc.) geralmente vêm no final da frase.

He is not **there**.  
 They live in **Brasilia**.

- ◆ Tempo (time)

Advérbios e locuções adverbiais de tempo (**now**, **today**, **in the morning** etc.) geralmente vêm no final da frase.

She is studying **now**.  
 She didn't go to work **last week**.

- Quando há vários advérbios do mesmo tipo em uma frase, a unidade menor vem primeiro.

He gets up **at seven o'clock in the morning**. (tempo)  
 They live **in a town in Arizona**. (lugar)

- Quando há diferentes tipos de advérbios na mesma frase, geralmente eles seguem esta ordem:

MODO	LUGAR	TEMPO
He walked	slowly	to school
		in the afternoon.



### I. Complete the sentences with the *adverbs* in the box.

slowly      quickly      here      now      there      in the morning      loudly      early      yesterday      very

1. He wasn't in class \_\_\_\_\_. He was at home, sick.
2. "What do you think Jair is doing \_\_\_\_\_?" "I don't know. He might be at home."
3. Can you speak more \_\_\_\_\_. I can't understand what you are saying.
4. Flávio doesn't live \_\_\_\_\_ anymore. I think he has moved to another city.
5. I am not feeling \_\_\_\_\_ well. I think I'll go home.
6. The music was playing so \_\_\_\_\_ that I couldn't hear them talking.
7. I have to leave work \_\_\_\_\_.
8. You need to get here \_\_\_\_\_. The train leaves in 10 minutes!
9. We'll meet \_\_\_\_\_ tomorrow afternoon.
10. I'll see you \_\_\_\_\_, ok?



I Put the *adverbs* in parentheses in the correct position in the sentences.

1. They play tennis on Saturday afternoons. (here)

---

2. Carlos studies at home. (in the evening)

---

3. Does she have a shower after work? (normally)

---

4. She walks home after work. (quickly)

---

5. I finish work at 6:00 pm. (on weekdays)



II Write sentences with the *adverbs* in parentheses in their correct position.

Example: He is living. (nowadays, here) He is living here nowadays.

1. They study. (in their room, at night)

---

2. She is working. (at the moment, in Rio)

---

3. We go to the gym. (usually, before work)

---

4. He learnt English. (in Florida, at a language school)

---

5. She gets up. (every morning, early)

---

IV. Correct the mistakes in these sentences.

Example: They know the answer definitely. They definitely know the answer.

1. My cousin at six o'clock goes jogging every morning.

---

2. To work I go in the morning by bus.

---

3. There they play in the afternoon tennis.

---

4. Manuel at this time here was yesterday.

---

5. Children grown up these days seem.

---

## Adverbs – Use II

frequency, probability, degree, intensity

## ◆ Frequência e Probabilidade. (Frequency; Probability)

Os advérbios de frequência (**always**, **usually**, **never**, **rarely**, **seldom** etc.) e os de probabilidade (**probably**, **certainly**, **definitely**) vêm antes do verbo principal, mas após verbos auxiliares.

They **never** walk to school.

They have **never** walked to school.

She **probably** loves him.

She is **probably** tired.

## ◆ Grau ou Intensidade. (Degree; Intensity)

Os advérbios de grau ou intensidade: **really**, **very**, **too**, **quite**, **so**, **such**, **nearly**, **enough** geralmente vêm antes de verbos, adjetivos e advérbios e após verbos auxiliares.

She **really** loves you.

He is **quite** late.

I ate **too** much.

It is **such** a hot day today.

They are **really** sad.

You are **so** nervous.

He drives **very** slowly.

## ● Enough (suficiente) é usado:

- após adjetivos e advérbios.

My brother isn't old **enough** to vote.

You aren't working quickly **enough**. Hurry up!

- antes de substantivos.

I wanted to buy a car, but I didn't have **enough** money.

I. Choose the correct alternative from the *adverbs* in parentheses to complete the sentences.

Example: I always go to bed early on Monday nights. (very – always)

1. I                    play basketball on weekends. (so – usually)
2. They were                    tired last weekend that they stayed at home. (certainly – so)
3. They love each other                    much. (never – very)
4. It's                    late. I think we should go home. (never – quite)
5. He                    won't go to the party. He's too tired. (nearly – probably)
6. Lisa is                    a nice girl. (such – nearly)
7. The Martins                    go out these days. (too – rarely)
8. She                    does exercise these days. (nearly – seldom)
9. He'll                    be going to the party on Saturday. (really – certainly)
10. We'll                    be there at 9 o'clock. (definitely – such)



### ■ Complete these sentences with *so* or *such*.

Example: There's **so** much sugar in this tea. I can't drink it.

1. I am \_\_\_\_\_ tired today I think I'll go home early.
2. She is \_\_\_\_\_ an intelligent girl.
3. It was raining \_\_\_\_\_ heavily I couldn't see the road ahead.
4. The teacher talks \_\_\_\_\_ quickly it's difficult to understand him.
5. It was \_\_\_\_\_ cold when we arrived at the top of the mountain.
6. It was \_\_\_\_\_ a beautiful day we decided to go for a walk.
7. Marco said \_\_\_\_\_ horrible things about me. I was \_\_\_\_\_ shocked.
8. It's \_\_\_\_\_ bad weather. Let's stay home.
9. I have \_\_\_\_\_ a lot of work to do.
10. I have \_\_\_\_\_ much work. It's driving me mad.

### ■ Each phrase has an adverb of degree in bold. Is it in the right position? Check (✓) those that are CORRECT and cross (✗) those that are INCORRECT.

Example: a) He speaks very well English. (✗)

b) He speaks English very well. (✓)

1. a) I **really** enjoyed our visit to the museum. ( )

b) I enjoyed **really** our visit to the museum. ( )

2. a) I **have** finished nearly. ( )

b) I have **nearly** finished. ( )

3. a) He wanted to find a new car **very badly**. ( )

b) **Very badly** he wanted to find a new car. ( )

4. a) Susan **completely** forgot her husband's birthday. ( )

b) Susan forgot her husband's birthday **completely**. ( )

5. a) I like **very much** speaking English. ( )

b) I like speaking English **very much**. ( )



### ■ Complete these sentences with *too* or *enough*.

Example: This film is **too** scary. I don't think I can watch it anymore.

1. This coffee isn't hot \_\_\_\_\_. Would you bring me another one, please?

2. This tea is \_\_\_\_\_ cold. Would you make me another one, please?

3. The car was \_\_\_\_\_ expensive.

I didn't have \_\_\_\_\_ money to buy it.

4. You are not old \_\_\_\_\_. You can't go out alone.

5. If I feel well \_\_\_\_\_, I will go to work tomorrow.

6. There isn't \_\_\_\_\_ pizza for everyone. Let's order another one.

7. He drives \_\_\_\_\_ carelessly. One day, he's going to have an accident.



## 4

## Progress Check

1. ADJECTIVES. This text is part of a personal blog. Read it and underline the correct alternative.

**NEW YORK**

When I arrived in New York for the first time, I was absolutely amazing / amazed at all the skyscrapers<sup>1</sup>. It is a fascinating / fascinated city. I was very surprised / surprising to discover that the island of Manhattan isn't actually very big and that not everyone there is bad-tempered / hard-tempered as some people say. People say that New York is the most interesting / interested city in the world. I don't know about that, but it is certainly impressed / impressive.

2. THE DEFINITE ARTICLE. Read the article from a scientific magazine. Then fill in the gaps with *the* or *Ø*.

H<sub>2</sub>O

\_\_\_\_\_ water we drink usually comes from \_\_\_\_\_ reservoirs<sup>2</sup>, \_\_\_\_\_ lakes or \_\_\_\_\_ rivers. A large number of \_\_\_\_\_ cities use \_\_\_\_\_ river water and dump<sup>3</sup> it back into \_\_\_\_\_ rivers. Sometimes another city downstream<sup>4</sup> uses \_\_\_\_\_ same water. This water may be badly polluted with \_\_\_\_\_ chemicals and \_\_\_\_\_ pathogenic bacteria. Many different chemical treatments are necessary to make it safe and palatable.

Many communities add some form of \_\_\_\_\_ fluorine to their water. Fluorine in concentrations of 0.7 to 1.0 ppm (parts per million) can significantly reduce \_\_\_\_\_ tooth decay<sup>5</sup> in \_\_\_\_\_ children.

Some communities that obtain \_\_\_\_\_ water from \_\_\_\_\_ wells<sup>6</sup> have problems because sometimes \_\_\_\_\_ ground water is contaminated by \_\_\_\_\_ nitrates which come from agricultural fertilizers and \_\_\_\_\_ decomposition of \_\_\_\_\_ organic waste.

What can we do? We can fight for \_\_\_\_\_ clean water and convince our neighbors to do \_\_\_\_\_. We can demand an end to \_\_\_\_\_ water pollution by \_\_\_\_\_ industries and cities.

We must learn how to use \_\_\_\_\_ Earth's water properly because that is all \_\_\_\_\_ water we have!

Source: *Graded English*. Amos, Prescher and Pasqualin. Moderna, 2003.

<sup>1</sup>skyscraper: arranha-céu

<sup>2</sup>reservoirs: reservatórios de água

<sup>3</sup>dump: descarregar, despejar (lixo)

<sup>4</sup>downstream: rio (corrente) abaixo

<sup>5</sup>tooth decay: cárie

<sup>6</sup>wells: poços

3 Read the letter from somebody who is living abroad. Then complete the gaps choosing the appropriate adverb from alternatives a, b or c.

Dear Chris,

I am sorry that it has taken me (1) \_\_\_\_\_ to write to you. It's (2) \_\_\_\_\_ that I have been in (3) \_\_\_\_\_ a hurry to get all of my work done before I go on holiday (4) \_\_\_\_\_ of the week, that I haven't had time to do anything.

(5) \_\_\_\_\_, I (6) \_\_\_\_\_ wanted to let you know that (7) \_\_\_\_\_ I've found a new apartment. It's not very far from where I live (8) \_\_\_\_\_, (9) \_\_\_\_\_ I really need somewhere bigger. I should be signing all the necessary documentation (10) \_\_\_\_\_ and (11) \_\_\_\_\_ moving in (12) \_\_\_\_\_ I return from Europe.

(13) \_\_\_\_\_ when will you be coming to stay with me? It's been a very long time (14) \_\_\_\_\_ you were last (15) \_\_\_\_\_. I can't wait to see you. (16) \_\_\_\_\_ has happened (17) \_\_\_\_\_ that it will take us (18) \_\_\_\_\_ to catch up on all the gossip!

Well, Chris, drop me a line<sup>2</sup> soon.

I'm (19) \_\_\_\_\_ looking forward to seeing you again.

Don't forget to tell me your flight details and I'll (20) \_\_\_\_\_ be at the airport to meet you!

Love,  
Jools



- |                               |                             |               |
|-------------------------------|-----------------------------|---------------|
| 1. a. so many                 | b. so much                  | c. so long    |
| 2. a. just                    | b. already                  | c. yet        |
| 3. a. so                      | b. too                      | c. such       |
| 4. a. in the end              | b. at the end               | c. by the end |
| 5. a. Anyway                  | b. Anywhere                 | c. Anyone     |
| 6. a. yet                     | b. already                  | c. just       |
| 7. a. in the end              | b. at last                  | c. lastly     |
| 8. a. really                  | b. now                      | c. there      |
| 9. a. really                  | b. already                  | c. but        |
| 10. a. the day after tomorrow | b. the day before yesterday | c. last week  |
| 11. a. hardly                 | b. lastly                   | c. finally    |
| 12. a. shortly before         | b. shortly after            | c. shortly    |
| 13. a. So                     | b. Such                     | c. Good       |
| 14. a. during                 | b. since                    | c. for        |
| 15. a. here                   | b. there                    | c. everywhere |
| 16. a. So little              | b. So many                  | c. So much    |
| 17. a. lately                 | b. ultimately               | c. nowadays   |
| 18. a. ever                   | b. never                    | c. forever    |
| 19. a. fully                  | b. really                   | c. almost     |
| 20. a. definitely             | b. hardly                   | c. maybe      |

<sup>1</sup>catch up on the gossip: colocar a conversa em dia

<sup>2</sup>drop me a line: escreva para mim

# 48

## Comparison I

as... as, not as... as, more than, the most

- ◆ Os adjetivos podem ser usados nos graus normal, comparativo e superlativo:

- ◆ Normal: Tati is tall.

- ◆ Comparativo

- as... as / so... as (tão... quanto)

Tati is as tall as Tom.

Tom is not so / as tall as Bob.

- More... than (mais... do que) é usado para fazer o comparativo de adjetivos com mais de uma sílaba.

Helen is more intelligent than Bob.

João is more handsome than Pedro.

- ◆ Superlativo

- The most... (o mais...) é usado para formar o superlativo de adjetivos com mais de uma sílaba.

Lia is the most intelligent girl I know.

This is the most modern building in town.

- Alguns adjetivos dissílabos formam o comparativo de superioridade e o superlativo seguindo a regra dos monossílabos.

Ver Unidade 50, página 118.



### I. Complete the sentences with words from the box in the comparative form (as... as).

good light pretty smart hot hard old fast tall good

1. My older brother isn't \_\_\_\_\_ me. He's 1.72 m. I'm 1.75 m.
2. Peter and Bill always get top marks in their tests. Peter is \_\_\_\_\_ his friend Bill.
3. São Paulo is over four hundred years old. Brasilia was founded in 1960. Brasilia isn't \_\_\_\_\_ São Paulo.
4. Lucy and Jane are top models. Lucy is \_\_\_\_\_ Jane.
5. I'm very bad at history and geography. History is \_\_\_\_\_ geography for me.
6. A helicopter is not \_\_\_\_\_ an airplane.
7. I always make chocolate cake but my chocolate cake is not \_\_\_\_\_ yours.
8. Today isn't \_\_\_\_\_ yesterday.
9. She only weighs about 40 kg, she's \_\_\_\_\_ a feather.
10. I saw the film, but it wasn't \_\_\_\_\_ the book.



### III. Write sentences. Use the *comparative* with *more... than*.

Example: His jacket / expensive / mine. His jacket is more expensive than mine.

1. She / intelligent / you.

2. His office / comfortable / mine.

3. This road / dangerous / the highway.

4. John / successful / his brother.

5. Naomi / beautiful / Gisele.

6. Professor Johnson / demanding / Professor Smith.

7. Going to the theater / interesting / going to the movies.

8. Technology today / advanced / five years ago.

### IV. Complete the sentences with the *superlative* form of the words in parentheses.

Example: New York is the most exciting city I've ever been to. (exciting)

1. This is \_\_\_\_\_ thing I've ever done. (difficult)

2. His wife is \_\_\_\_\_ woman I know. (sophisticated)

3. This coat is \_\_\_\_\_ in the shop. (expensive)

4. I think that history is \_\_\_\_\_ subject we have at school. (interesting)

5. What is \_\_\_\_\_ economic activity in your country? (important)

6. Love is \_\_\_\_\_ thing for me. (complicated)

7. Pelé is \_\_\_\_\_ soccer player of all time. (famous)

8. Paris is \_\_\_\_\_ city in the world. (visited)



### V. Complete the sentences and questions with the correct *comparative* or *superlative* forms of the words in parentheses.

Example: Is Patrick as tall as you? (tall)

1. Robinson Crusoe lived on \_\_\_\_\_ island on Earth. (isolated)

2. This exercise is \_\_\_\_\_ the previous one. (not easy)

3. That 18th century table is \_\_\_\_\_ this chair. (expensive)

4. I think chess is \_\_\_\_\_ game in the world. (complicated)

5. Joe thinks Japanese is \_\_\_\_\_ English. (difficult)

# 49

## Comparison II

large, the largest, hotter, the hottest

- ◆ Adjetivos de uma sílaba ou os dissílabos terminados em **le**, **ow** e **er** formam o comparativo e o superlativo com as terminações **er** e **est**:

short – shorter than – the shortest

noble – nobler than – the noblest

narrow – narrower than – the narrowest

clever – cleverer than – the cleverest

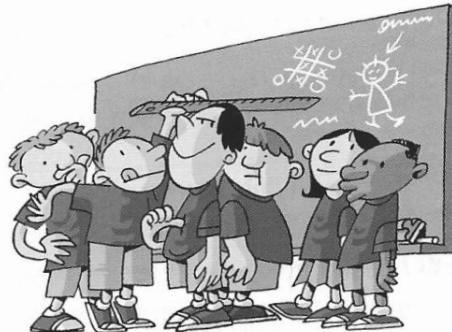
- ◆ Adjetivos com uma só sílaba terminados em consoante / vogal / consoante dobram a última consoante antes de receber **er** ou **est**.

hot – hotter than – the hottest

big – bigger than – the biggest

- ◆ Adjetivos terminados em **y** precedido de consoante trocam o **y** por **i** ao receber **er** e **est**.

happy – happier than – the happiest



*Tom is the tallest boy in class.*

- Comparativo irregular

good – better – the best

much – more – the most

bad – worse – the worst

far – further – the furthest

many – more – the most

little – less – the least

far – farther – the farthest



### I. Complete the table.

Adjective	Comparative	Superlative
	busier	
cold		hungriest
rich		smallest
	nicer	
fat	worse	slowest
young		



### Underline the correct alternative.

Example: This is (the smallest / small / more small) cell phone on the market.

1. Nancy is (more happy / the happiest / happier) girl in class today. It's her birthday.
2. I want to buy (good / the best / the better) book in the store.
3. Do you know which is (more high / higher / the highest) mountain in the world?
4. Do you have (the latest / the most late / later) edition of *Computers Today* magazine?
5. Who is (nicer / the nicest / the more nice) person in your class?
6. As far as I know, he's (the most rich / the more rich / the richest) businessman in town.
7. Last night was (the coldest / cold / colder) night this winter.

### Complete the sentences with the correct form of the words in parentheses.

Example: I'm really hungry. I want the biggest hamburger of all! (big)

1. Who is \_\_\_\_\_ (good) football player in Brazil?
2. Jack is funny, but his brother is much \_\_\_\_\_. (funny)
3. Today is \_\_\_\_\_ (hot) day this year.
4. Don't you think Tod is \_\_\_\_\_ (bad) singer in the group?
5. Of the six puppies, that one is \_\_\_\_\_. (hungry)
6. That's the car I like \_\_\_\_\_. (less)



### Underline and correct the mistakes.

Example: He always arrives late because his new house is more far from work. further

1. Today is more hot than yesterday.
2. He is the most young boy in the class.
3. Mark is more funny than his brother.
4. The Atacama Desert is the most dry in the world.
5. I think Portuguese is the less difficult subject I have.

### Complete the dialog with the correct form of the adjectives in parentheses.

Carla: Would you like to go to the movies on Saturday?

Jo: Actually, I think Sunday is \_\_\_\_\_ (good) for me. Saturday's my \_\_\_\_\_ (busy) day.

Carla: OK! What would you like to see?

Jo: How about Jim Carey's \_\_\_\_\_ (late) movie? It's on at the Paramount.

Carla: The Paramount is a long way away. Can't we go somewhere near?

Jo: Let's check the newspaper. There's a war movie on at the Plaza but my friend Dani said it is \_\_\_\_\_ (violent) than *Rambo V*.

Carla: How about \_\_\_\_\_ (late) Nicole Kidman's movie? It's on at the Plaza too, isn't it?

Jo: Yes, it is. But the review says it's \_\_\_\_\_ (sad) movie ever!

Carla: So, let's go to the Paramount! The 9:00 pm. session is \_\_\_\_\_ (good) for me. What about you?

Jo: Can't we go to an \_\_\_\_\_ (early) session? I have to wake up early on Monday.

## Comparison of Adverbs

**faster, easier, more seriously**

- ◆ O comparativo e o superlativo de advérbios longos são formados com o acréscimo de **more** e **most**.

You should think about his proposal **more** seriously.  
(Você deveria pensar sobre a proposta dele mais seriamente.)

**Obs:** O superlativo dos advérbios segue a mesma regra do superlativo dos adjetivos, mas seu uso não é muito comum na língua inglesa.

He drives the **most** dangerously.

- ◆ O comparativo e o superlativo dos advérbios abaixo são feitos com o acréscimo de **er** e **est**.

fast	soon	hard	high
near	long	late	early

He arrives **earlier** on Mondays because he comes by car.

(Ele chega mais cedo às segundas-feiras porque vem de carro.)

- ◆ Assim como alguns adjetivos, há advérbios que fazem o comparativo de forma irregular.

**badly** – Dad drives **worse** than mom.

**little** – He needs **less** than you.

**far** – He lives **farther** away from school than you.

**well** – You know him **better** than me.

**much** – He exercises **more** than you.

- Construções especiais feitas com comparativos

- Adjetivos

He is getting **fatter and fatter**.

(Ele está cada vez mais gordo.)

Gasoline is **more and more expensive** every year.

(A gasolina está cada vez mais cara.)

- Advérbios

The **hotter**, the **better**.

(Quanto mais quente, melhor.)

The **more** I see you, the **more** I love you.

(Quanto mais te vejo, mais te amo.)



**I. Complete the sentences with the adverbs in parentheses in the *comparative* form.**

**Example:** My grandfather walks **slower** than my grandmother. (slow)

1. She has been arriving at work \_\_\_\_\_ since her promotion. (late)
2. My father drives \_\_\_\_\_ than my mother. (fast)
3. I can speak English \_\_\_\_\_ (good) than she can.
4. Cida speaks English \_\_\_\_\_ than Henrique. (fluently)
5. João writes \_\_\_\_\_ than Vera. (carefully)
6. The new office is \_\_\_\_\_ than the old one. (near)
7. It rains \_\_\_\_\_ in summer. (heavily)
8. I must get up \_\_\_\_\_ this week. (early)
9. The visitors arrived \_\_\_\_\_ than I expected. (soon)
10. I take life \_\_\_\_\_ than most of my friends. (serious)



### II. Tick (✓) the correct sentences. Underline and correct the mistakes.

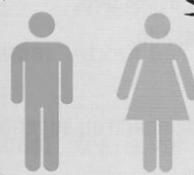
Example: The more I see you, the most I like you.

more

1. You have two hours to do the test. The later you arrive, the later you leave.
2. The patient is getting badder.
3. My sister speaks more slowly than her husband.
4. The more I read this book, the most I like it.
5. The faster he speaks, the less I understand him.
6. The more she avoids the subject, the more he insists.
7. The more he thinks about the problem, the least he understands it.
8. I really need to go to the dentist and the sooner, the better.



### III. Complete the article below about the differences between women and men using comparative or superlative forms of the adjectives or adverbs in parentheses.



Men are not \_\_\_\_\_ [clean] women. The \_\_\_\_\_ (dirty) men (10%) take a shower only three times a week. But men have \_\_\_\_\_ [clean] hair than women. On average, women wash their hair three times a week and men every day. It seems that for men the \_\_\_\_\_ (little) they shower, the \_\_\_\_\_ (good)! In general, adult women are \_\_\_\_\_ (small) than men. The \_\_\_\_\_ (healthy) people are single women. Married men are \_\_\_\_\_ (healthy) than single men. Men get up \_\_\_\_\_ (late) than women and women go to bed \_\_\_\_\_ (early) than men.

Women are \_\_\_\_\_ (reliable) than men. Generally, they are \_\_\_\_\_ (superstitious) and go to church \_\_\_\_\_ (regularly) than men. Women are \_\_\_\_\_ (organized) and, believe it or not, drive \_\_\_\_\_ (good) than men. All in all they drive \_\_\_\_\_ (slowly). Young men between 18 and 25 drive the \_\_\_\_\_ (dangerously).

At work, women still receive \_\_\_\_\_ (low) salaries than men, even being just \_\_\_\_\_ (competent). They are also \_\_\_\_\_ (demanding) and are becoming \_\_\_\_\_ (competitive). For a woman in the 21st century, the \_\_\_\_\_ (much) she works, the \_\_\_\_\_ (good). Who knows, maybe one day soon, there will be justice and women will earn \_\_\_\_\_ (much) men?





### I Write sentences using the *present perfect* or the *simple past*.

1. When I was a boy, I / swim / in that river.
2. You look different. What / you / do / to your hair?
3. He / buy / that old car / two years ago.
4. Look! Somebody / spill / water / on my desk.
5. It's no good trying to call her on the phone. / She / go / out.

### II Complete the dialog with the verbs from the box.

has happened heard did happen was called has hurt has jumped has arrived has called went

Jane: What are those people looking at? What \_\_\_\_\_?

Miranda: A cat \_\_\_\_\_ from the window in the building next door.

Jane: Really! The poor thing! \_\_\_\_\_ it \_\_\_\_\_ itself? Tell me what happened?

Miranda: Well, it seems that the cat \_\_\_\_\_ on the window sill of the 9<sup>th</sup> floor apartment and fell onto the balcony of the 5<sup>th</sup> floor apartment. The owner of the 5<sup>th</sup> floor apartment \_\_\_\_\_ the noise and \_\_\_\_\_ to the balcony. He saw the cat and \_\_\_\_\_ the doorman to help him.

Jane: When \_\_\_\_\_ this \_\_\_\_\_?

Miranda: About ten minutes ago.

Jane: \_\_\_\_\_ anyone \_\_\_\_\_ for help?

Miranda: Yes, a vet \_\_\_\_\_ already \_\_\_\_\_.



### IV. Complete the dialogs with the *present perfect* or the *simple past* of the verbs in parentheses.

1. A: Look! Somebody \_\_\_\_\_ (leave) the kitchen tap on. The sink is full of water.  
B: It \_\_\_\_\_ (not be) me. I \_\_\_\_\_ (not do) it.
2. A: \_\_\_\_\_ you \_\_\_\_\_ (see) Lara?  
B: No. I \_\_\_\_\_ (not see) her.
3. A: Chris isn't at work. She \_\_\_\_\_ (break) her arm.  
B: How \_\_\_\_\_ she \_\_\_\_\_ (do) that?  
A: She \_\_\_\_\_ (fall) down the stairs.
4. A: Where \_\_\_\_\_ you \_\_\_\_\_ (go) last night?  
B: I \_\_\_\_\_ (go) to the theater.
5. A: \_\_\_\_\_ you \_\_\_\_\_ (finish) all your tests at school?  
B: Yes, I \_\_\_\_\_ (finish) them last Friday.

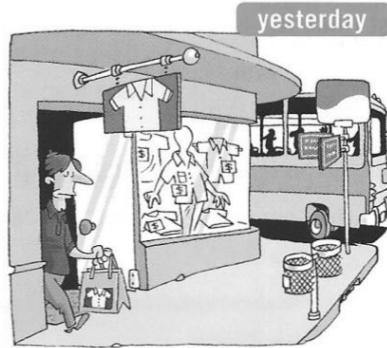
# 51

## Present Perfect I

I have studied, ...she has done...

- ◆ Formação: **have / has + particípio passado do verbo principal.**

I	have	
You		
He		
She	has	lived
It		
We		
You	have	
They		



*I bought a new shirt yesterday.*



*Look! I have bought a new shirt.*

### Negativa

They **have not lived** here.

### Interrogativa

Have they **lived** here?

### Formas abreviadas

have not ➔ haven't

has not ➔ hasn't

- ◆ O particípio passado dos verbos regulares é igual ao passado simples.

play                played                played

- ◆ O particípio passado dos verbos irregulares não segue nenhuma regra.

drive                drove                driven

- O *present perfect* é usado para se referir a ações que aconteceram num tempo indefinido no passado.

*I have finished my homework.*

- Se o tempo em que a ação ocorreu for mencionado ou sugerido, usa-se o *simple past*.

*I finished my homework one hour ago.*

**Obs:** A tradução dos dois tempos verbais pode ser a mesma.

Ver a lista de verbos irregulares na página 202.



### II. Write affirmative or negative sentences or questions. Use the *present perfect*.

**Example:** I've finished my homework. (negative) I **haven't finished** my homework.

1. He **has cleaned** his room. (negative) \_\_\_\_\_
2. They **have bought** a house. (question) \_\_\_\_\_
3. She **hasn't been** to Bahia. (affirmative) \_\_\_\_\_
4. Has he **cut himself**? (negative) \_\_\_\_\_
5. You've **done** your homework. (question) \_\_\_\_\_
6. Have we **been there before**? (affirmative) \_\_\_\_\_
7. They **haven't lived** here very long. (question) \_\_\_\_\_
8. It's **been very hot** today. (negative) \_\_\_\_\_

# 52

## Present Perfect II

recently, ever, since, for...

- ◆ O present perfect pode ser usado com:

- recently / lately (recentemente, ultimamente).

I have spent a lot of money **recently**.

(Eu tenho gastado muito dinheiro ultimamente.)

- ever / never (alguma vez , nunca).

Have you **ever** been to Miami?

(Você já esteve {alguma vez} em Miami?)

I have **never** been to Miami.

(Eu nunca estive em Miami.)

- since / for (desde, por).

I have lived here **since** 1988.

(Eu moro aqui desde 1988.)

I have lived here **for** 20 years.

(Eu moro aqui há 20 anos.)



**Obs:** A tradução desse tempo verbal depende do contexto:

I have worked hard. (Trabalhei / Tenho trabalhado muito.)

I have worked here since 2002. (Trabalho aqui desde 2002.)

*I have lived here for 20 years.*



### I. Complete the following sentences using the *present perfect*.

Example: We've known (know) each other for six years.

1. We \_\_\_\_\_ (study) English since 2005.

2. I \_\_\_\_\_ (work) in this office for 4 years.

3. I \_\_\_\_\_ (travel) a lot recently.

4. \_\_\_\_\_ you ever \_\_\_\_\_ (be) to Paris?

5. He \_\_\_\_\_ never \_\_\_\_\_ (see) that movie.

6. \_\_\_\_\_ you \_\_\_\_\_ (see) Michele lately?

7. I \_\_\_\_\_ ever \_\_\_\_\_ (do) anything like this.

8. The children \_\_\_\_\_ (learn) a lot of new things recently.



### II. Complete with *since* or *for*.

1.	1994
2.	ten years
3.	three minutes
4.	two days

5.	a long time
6.	23 <sup>rd</sup> August
7.	Wednesday
8.	many weeks

9.	two o'clock
10.	hours
11.	then
12.	last year

### III. Make negative sentences (–) or questions (?) Use the *present perfect*.

Example: I / work / hard / recently. (–) I have not worked hard recently.

1. You / check / your e-mails / lately (?) \_\_\_\_\_
2. She / make / many mistakes / since her promotion. (–) \_\_\_\_\_
3. She / buy / any clothes / since she lost her job. (–) \_\_\_\_\_
4. You / read / any good books / recently (?) \_\_\_\_\_



### IV. Put the words in the correct order.

1. lately / have / you / movies / any good / seen?

2. How long / worked / she / there / has?

3. written / they / to me / haven't / recently.

4. soccer / 1999 / since / at that club / have / played / they.

5. for / Susan / sick / two weeks / been / has.

### V. Complete this letter with the *present perfect* of the verbs in parentheses.

Dear Pedro

Many things \_\_\_\_\_ (happen) since I saw you last summer. Maria went to England in September. She \_\_\_\_\_ (not write) to me since then. Paulo is working in a bookshop. He is studying in the evening and I \_\_\_\_\_ (see) him for two weeks. Sorry I \_\_\_\_\_ (not be) in touch before. I \_\_\_\_\_ (have) much free time recently. What about you? \_\_\_\_\_ you \_\_\_\_\_ (do) anything interesting lately?

Send me some news. We all miss you here!

Love,

Rita



## Present Perfect III

just, already, yet, many times

- ◆ O present perfect pode ser usado com:

- **just:**

They have **just** arrived from London.  
(Eles acabaram de chegar de Londres.)

- **already** (já):

They have **already** arrived.  
(Eles já chegaram.)

- Have they **already** arrived?  
(Eles já chegaram?)

- **yet** (já, ainda):

They haven't arrived **yet**.  
(Eles ainda não chegaram.)  
Have they arrived **yet**?  
(Eles já chegaram?)

- **many times** (muitas vezes):

I have seen that movie **many times**.  
(Eu vi aquele filme muitas vezes.)

- Yet vem normalmente no final da frase.

- Already vem normalmente antes do verbo principal.

Have they arrived **yet**?

They have **already** arrived.



### I. Complete the sentences with the *present perfect* of the verbs in parentheses.

**Example:** John will be here soon. He has just left the office.

1. "Would you like a snack?" "No, thanks, I \_\_\_\_\_ just \_\_\_\_\_ lunch." (have)
2. "Where is Mary?" "She \_\_\_\_\_ back from lunch yet." (not come)
3. \_\_\_\_\_ they already \_\_\_\_\_ their house? (buy)
4. \_\_\_\_\_ you \_\_\_\_\_ the windows yet? (clean)
5. It's midnight and the children \_\_\_\_\_ to bed yet. (not go)
6. We \_\_\_\_\_ that movie many times. (see)
7. Carlos and Fernanda \_\_\_\_\_ just \_\_\_\_\_ back from Bahia. (come)
8. \_\_\_\_\_ the teacher \_\_\_\_\_ the test yet? (correct)
9. Bia \_\_\_\_\_ yet. Do you know why she is late? (not arrive)
10. My brother \_\_\_\_\_ to Miami many times, but I \_\_\_\_\_ there yet. (be / not be)
11. I \_\_\_\_\_ finally \_\_\_\_\_ the project our teacher gave us. (complete)
12. Hey, congratulations! I hear you\_\_\_\_\_ just \_\_\_\_\_ a new job. (start)
13. We \_\_\_\_\_ already \_\_\_\_\_ this. I don't want to discuss it again. (discuss)
14. This is the first time I\_\_\_\_\_ by plane. (travel)
15. John's not here. He\_\_\_\_\_ to work. (go)



### II. Write sentences or questions. Use the *present perfect*.

Example: you / do your homework / already? Have you already done your homework?

1. They / be to Japan / already. \_\_\_\_\_
2. I / have a shower / just. \_\_\_\_\_
3. She / meet Tom / not yet. \_\_\_\_\_
4. you / yet / have / lunch? \_\_\_\_\_
5. He / many times / drive / a truck. \_\_\_\_\_
6. You / be / the U.S.? \_\_\_\_\_
7. How many times / be / gym / this week? \_\_\_\_\_
8. We / already / study a lot today. \_\_\_\_\_

### III. Underline and correct the mistakes.

Example: We have just met Helen yesterday. We have just met Helen.

1. They already bought their books. \_\_\_\_\_
2. I did just cut myself. \_\_\_\_\_
3. I saw that movie many times. \_\_\_\_\_
4. James hasn't yet did the homework. \_\_\_\_\_
5. Emma's not here now. She went to Rio for the week. \_\_\_\_\_



### IV. Write sentences to complete the dialog. Use the *present perfect*.

Example: Adriana: Where's the sales report? I need it for the meeting.

Marcelo: Our boss has already taken it. (Our boss / already / take / it)

1. Adriana: Don't forget to call your mother.  
Marcelo: \_\_\_\_\_ (I / phone / her / already)
2. Adriana: Have you read the chapter for tomorrow's class?  
Marcelo: No, \_\_\_\_\_ (I / read / it / yet)
3. Adriana: Have you heard about the earthquake in Mexico?  
Marcelo: No, \_\_\_\_\_ (I / read / yet / newspaper)
4. Adriana: Has the math teacher already given us the homework?  
Marcelo: No, \_\_\_\_\_ (yet / she / arrive)
5. Adriana: Have you heard about Gina?  
Marcelo: Yes. \_\_\_\_\_ (Kiko / me / tell / just)
6. Adriana: What's the matter with you? Why are you so sad?  
Marcelo: \_\_\_\_\_ (my girlfriend / dump / me / just)

## Present Perfect Continuous

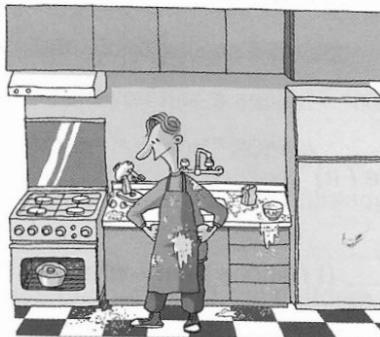
have been doing, has been doing

- ◆ Formação: have or has + been + verbo principal + ing.

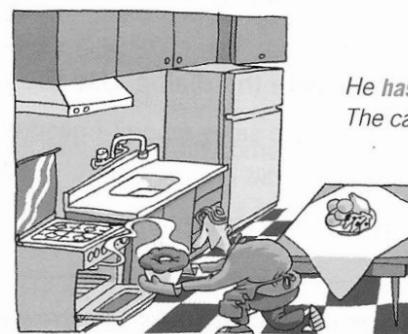
I	have / 've	
You		
He		
She	has / 's	
It		been swimming
We		
You	have / 've	
They		

**Negativa**They **have not been swimming**.**Interrogativa**Have they **been swimming**?

- ◆ Compare o uso do *present perfect* e do *present perfect continuous* nas situações abaixo:



*He has been making a cake.  
The cake isn't ready yet.*



*He has made a cake.  
The cake is ready.*

**I. Complete the sentences with the *present perfect continuous* of the verbs in parentheses.**

1. She \_\_\_\_\_ that book for two hours. (read)
2. He \_\_\_\_\_ around the world for the last 3 months. (travel)
3. We \_\_\_\_\_ a lot this week. (work)
4. He \_\_\_\_\_ for more than twelve hours. (sleep)
5. \_\_\_\_\_ you \_\_\_\_\_ to the same song all morning? (listen)

## 55

## Past Perfect

had done

- Formação: **had** + participípio passado do verbo principal.

I	
You	
He	
She	
It	
We	
You	
They	

**Negativa**They **had not** left.**Interrogativa**

Had they left?

**Forma abreviada**

had → 'd

had not → hadn't

- O *past perfect* é usado para indicar uma ação que aconteceu antes de outra ação no passado.

When I arrived home, the kids **had gone** to bed.  
He **had had** dinner before I arrived.

**Past Perfect Continuous**

- Formação:

Had been + verbo principal + **ing**.

When I arrived, the teacher **had been speaking** for an hour.

**I. Complete the sentences with the *past perfect* of the verbs in parentheses.**

- They couldn't board the plane because they \_\_\_\_\_ their passports at home. (leave)
- The fridge was full of food because my husband \_\_\_\_\_ the shopping. (do)
- I knew someone \_\_\_\_\_ into my house because the lights were on. (break)
- After they \_\_\_\_\_, I sat down and rested. (go)
- The candidate didn't tell the headhunter she \_\_\_\_\_ her job 2 weeks before. (lose)
- I got the promotion because I \_\_\_\_\_ more than two thousand cars. (sell)
- I got dressed after I \_\_\_\_\_ a shower. (have)
- That wasn't his first time in Japan. He \_\_\_\_\_ there twice before. (be)
- I thanked them for what they \_\_\_\_\_. (do)
- She mailed the letter immediately after she \_\_\_\_\_. it. (written)
- By the time they arrived, we \_\_\_\_\_ already \_\_\_\_\_. dinner. (have)
- I heard there \_\_\_\_\_ an accident, so I came as quickly as I could. (be)
- When she arrived at the station, the train \_\_\_\_\_ already \_\_\_\_\_. (leave)
- They told me they \_\_\_\_\_ very hard on the project. (work)
- He \_\_\_\_\_ never \_\_\_\_\_. of the rock group, but he decided to go to the show. (hear)



### III. Change the sentences into the required form.

1. I have been sleeping all day.  
(negative) \_\_\_\_\_
2. Has she been watching TV all night long?  
(affirmative) \_\_\_\_\_
3. You have been talking about him.  
(interrogative) \_\_\_\_\_
4. He has not been reading that book for two weeks.  
(affirmative) \_\_\_\_\_

### IV. Write a sentence for each situation. Use the *present perfect continuous*.

Example: Mom is tired. (work hard) She has been working hard.

1. Their hair is wet. (swim) \_\_\_\_\_
2. The boys' T-shirts are dirty. (play in the mud) \_\_\_\_\_
3. Her coat is wet. (walk in the rain) \_\_\_\_\_
4. The girls are angry. (wait for hours) \_\_\_\_\_
5. That couple look upset. (argue) \_\_\_\_\_
6. Her kitchen is a mess. (bake cakes) \_\_\_\_\_



### V. It is John's first day at work. Underline the correct tense to complete the sentences.

Example: He has been feeling / has felt a bit nervous all morning.

1. His boss has told / has been telling him to type some reports.
2. He has been typing / has typed reports all morning.
3. He has chatted / has been chatting on the phone for 40 minutes and hasn't finished / hasn't been finishing typing the reports.
4. His boss has talked / has been talking to clients for almost 3 hours and hasn't asked / hasn't been asking for the reports yet.

### VI. Complete the dialogs with the correct form of the *present perfect*.

Example: I 've been working hard all morning. (work)

1. A: Your clothes are dirty. \_\_\_\_\_ you \_\_\_\_\_ your car? (fix)  
B: Well, I \_\_\_\_\_ (try) but I can't. I \_\_\_\_\_ just \_\_\_\_\_ it with the mechanic. (leave)
2. A: Look! Somebody \_\_\_\_\_ the vase of flowers. There's water all over the floor.  
B: Oh no! I \_\_\_\_\_ this room all day. (clean)
3. A: Your eyes are red. \_\_\_\_\_



## II. Write sentences about Jack's day. Use *after* or *when* + *the past perfect*.

Example: Jack finished his breakfast. Then he did the dishes.

After when Jack had finished his breakfast, he did the dishes.

1. Jack read the newspaper. Then he phoned his friend.  
\_\_\_\_\_
2. He put on his tennis shoes. Then he went to the sports club.  
\_\_\_\_\_
3. He played football with his friends. Then he swam for an hour.  
\_\_\_\_\_
4. He wrote the report. Then he went for lunch.  
\_\_\_\_\_
5. He rested in the hammock. Then he played cards with his friends.  
\_\_\_\_\_

## III. Fill in the gaps with the verbs from the box. Use the *past perfect continuous*.

wash    sleep    eat    dance    walk    play

Example: Dad was all wet. He had been washing the car.

1. Ted felt sick. He \_\_\_\_\_ sweets.
2. Tina was tired. She \_\_\_\_\_ for hours.
3. Sally woke up at midday. She \_\_\_\_\_ all morning.
4. The kids were dirty. They \_\_\_\_\_ in the garden.
5. The girls left the nightclub in the morning. They \_\_\_\_\_ all night long.



## IV. Complete the paragraph with the *past perfect* or the *simple past*.



I \_\_\_\_\_ (go) to New York for the first time in 2001 when I \_\_\_\_\_ (be) 10 years old. My parents \_\_\_\_\_ (already / be) there so they \_\_\_\_\_ (know) the city. We \_\_\_\_\_ (go) out every day. My parents \_\_\_\_\_ (study) English for many years so they \_\_\_\_\_ (have) no difficulty with the language. It \_\_\_\_\_ (snow) while we \_\_\_\_\_ (be) there, but we \_\_\_\_\_ (take) all our winter clothes so we \_\_\_\_\_ (not / feel) the cold. When we \_\_\_\_\_ (come back) to Brazil, I \_\_\_\_\_ (miss) New York because I \_\_\_\_\_ (have) such a wonderful time there.

## who, which, that, whom

- Os pronomes relativos introduzem orações subordinadas adjetivas (restritivas ou explicativas). Essas orações definem, limitam ou acrescentam algo ao significado do antecedente.

- Who e that** (quem, que) são usados quando o antecedente for pessoa.

The girl | **who** | arrived is beautiful.  
The girl | **that** | arrived is beautiful.

- Which e that** (que) são usados quando o antecedente não for pessoa.

The book | **which** | you suggested is good.  
The book | **that** | you suggested is good.

- O pronome relativo pode ser sujeito do verbo.

The girl | **who** | has just arrived is beautiful.  
The girl | **that** | has just arrived is beautiful.

- O pronome relativo pode ser objeto do verbo; nesse caso, ele pode:

- ser omitido;
- ser substituído por **whom** (que, quem).

The girl   <b>who</b>	whom	I saw is pretty.
The girl   <b>that</b>		

The dog   <b>which</b>		I saw is hurt.
The dog   <b>that</b>		

- Após preposições usa-se **whom** (pessoa) ou **which** (objetos e animais). Nesses casos, o relativo não pode ser omitido.

The girl about **whom** you are talking is my sister.  
The book about **which** you are talking is very good.

- That** (que, quem) é o único pronome relativo usado:

- quando há tipos de antecedentes diferentes (pessoas + objetos / animais).

The girl and the dog **that** I saw on the beach are at home now.

- após superlativos e palavras como **some**, **any**, **no**, **everything**, **much**, **little**, **only**, **all**.

He is the **best** doctor **that** I know.

She is the **only** girl **that** loves you.



### I. Underline the correct pronouns to complete the sentences.

- The girl (who / which) is beside him is his daughter.
- The book (who / which) you lent me is very interesting.
- The man (who / which) you asked me about is my teacher.
- That is the boy (who / which) I saw at the gym.
- The music (who / which) he is playing is a waltz.
- Where is the person (who / which) sold me this book?
- The dogs (who / which) entered the room are mine.
- The apple (who / which) I ate wasn't good.



### III. Rewrite the sentences when the relative pronoun is not necessary.

Example: The movie which we saw last night was very bad.

The movie we saw last night was very bad.

1. That is the lady who was looking for you.

2. The little boy that you met is my son.

3. This is the book which you were looking for.

4. He's the man who sent me the flowers.

5. That's the guy who I was talking to on the weekend.

6. I'm visiting my brother who lives in Canada.



### III. Look at the picture and complete the letter with *who* or *which*.

Dear Paula

How are you?

I'm having a great time here in England \_\_\_\_\_ is really a beautiful country.

I'm living with a family. \_\_\_\_\_ owns a big house.

Here's a photo \_\_\_\_\_ I took last Sunday. The father, Jonathan, is the one \_\_\_\_\_ is sitting on the left. Jonathan's wife, Helen, is the woman in the red dress. The boy \_\_\_\_\_ is holding the dog is Eric. He's twelve years old. His older brother, Tom, is the one \_\_\_\_\_ is wearing a T-shirt. The little girl \_\_\_\_\_ is standing between Mike and Tom is Melody. She's the youngest in the family. The dog is called Brizzy. Have you ever seen a dog \_\_\_\_\_ likes candies? This one can eat a box in a few minutes. I took this photograph in a country club \_\_\_\_\_ is in the suburbs of London.

See you soon.

Ana



where, whose, what

- ◆ **Where** (onde) refere-se a lugares.  
The city **where** I live is very dangerous at night.
- ◆ **Whose** (cujo, cuja, cujos, cujas) indica relação de posse. É seguido por um substantivo e nunca pode ser omitido.  
The man **whose** son was sick wants to talk to you.  
The house **whose** windows are open is for sale.
- ◆ **What** (o que, que) pode ser usado como pronome relativo. Pode ter função de sujeito ou objeto da frase.  
I don't know **what** you want to do here.



### I. Underline the correct alternative.

**Example:** This is the place (whose / where / what) my husband works.

1. I have just seen the woman (whose / where / what) son studied at my school.
2. This is the place (whose / where / what) I came on vacation when I was a child.
3. It's difficult to do (whose / where / what) the teacher asks.
4. The country (whose / where / what) she lives is in Europe.
5. This is the man (whose / where / what) wife won the lottery.
6. I can't hear (what / whose / where) you're saying.

### II. It's Peter's first day at work. His colleague is showing him round the factory. Finish the sentences using where as in the example.

**Example:** We take copies in this room.

This is the room where we take copies.

1. People have lunch in this room.  
This is the room \_\_\_\_\_
2. Conferences are held on this floor.  
This is the floor \_\_\_\_\_
3. Visitors can have coffee and read newspapers in this lounge.  
This is the lounge \_\_\_\_\_
4. You can photocopy documents in this place.  
This is the place \_\_\_\_\_



### III. Rewrite the sentences using *what*.

Example: The company can't give the things the workers need. The company can't give what the workers need.

1. Her husband couldn't buy the things she wanted. \_\_\_\_\_
2. I can't talk about the things he told me. \_\_\_\_\_
3. She wrote the things he said. \_\_\_\_\_
4. I don't want the things she gave me for my birthday. \_\_\_\_\_

### IV. Peter is talking to Carl about some people in the factory. Complete Carl's answers. Use *whose*.

Mrs. Smith, the Sales Manager, has a German secretary. Mr. Bergson has a son who works with Mrs. Smith. Ms. Vega's husband has a sports car. Mrs. O'Brian has red hair. Mr. Hill's wife is a translator. Mrs. Lee has four daughters who live in Japan.

Example: Who's Mrs. Smith? She is the one whose secretary is German.

1. Who's Mr. Bergson? He is the one \_\_\_\_\_
2. Who's Ms. Vega? She is the one \_\_\_\_\_
3. Who's Mrs. O'Brian? She is the one \_\_\_\_\_
4. Who's Mrs. Lee? She is the one \_\_\_\_\_



### V. Tatiana is traveling around Europe. Complete her letter to her friend, Karen, with *who*, *which*, *whose*, *where*, *what*, *that* or *Ø*.

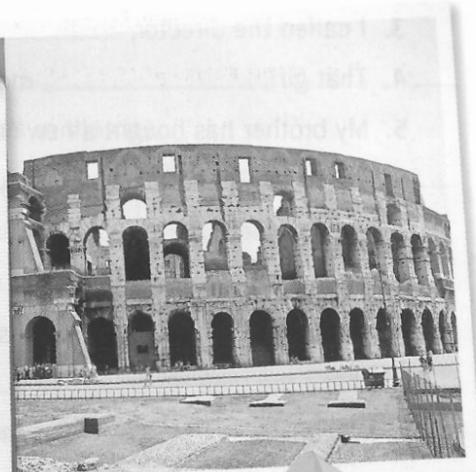
Dear Karen,

Wow! Europe is fantastic! Rome is one of the most exciting cities \_\_\_\_\_ I've ever visited. The hotel \_\_\_\_\_ I stayed was very cheap. Some Italians \_\_\_\_\_ I met took me to see the Colosseum, \_\_\_\_\_ is a very old building. They also took me to the countryside \_\_\_\_\_ their family has a farm. Italy has many places \_\_\_\_\_ are cheap and beautiful to visit.

I was traveling around England \_\_\_\_\_ countryside is very beautiful and I had an accident \_\_\_\_\_ almost spoiled my trip. I was driving on a narrow road and I got a flat tire. I wasn't able to change it so I decided to ask for help. I stopped a car and a very handsome man got out! The man, \_\_\_\_\_ was a mechanic, changed my tire and invited me to go to his village to have it fixed. I accepted and followed him. After having my tire fixed we went to have lunch together in a small restaurant \_\_\_\_\_ food was very good. I had a wonderful time with this stranger \_\_\_\_\_ is now my boyfriend. What I thought was bad luck turned out to be good luck.

Love,

Tatiana



# 58

## Relative Clauses

### defining and non-defining

- ◆ Há dois tipos de orações subordinadas adjetivas: **defining** (restritivas) e **non-defining** (explicativas).
- ◆ Orações subordinadas adjetivas restritivas (*defining relative clauses*) são essenciais para o entendimento da mensagem e não vêm entre vírgulas.  
That's the woman **who** is looking for you.
- ◆ Orações subordinadas adjetivas explicativas (*non-defining relative clauses*) não são essenciais para o entendimento da mensagem. Elas:

- vêm sempre entre vírgulas ou depois de vírgula.
- nunca usam **that**.
- não omitem o pronome relativo.

Paula's dog, **which** is a poodle, got lost in the park.  
I met Professor Parker, **who** was very kind to me.  
The house, **where** she lives with her parents, is on First Avenue.  
Flávia, **whose** mother works with me, is living in Boston.

Ver unidades 56 e 57, páginas 130 e 132.



#### I. Complete the sentences with the correct relative pronouns.

**Example:** He went to Austin **which** is the state capital of Texas.

1. Einstein, \_\_\_\_\_ was German, formulated an important theory.
2. Silvia lives in Brasilia, \_\_\_\_\_ she works for the government.
3. I called the director, \_\_\_\_\_ was very understanding.
4. That girl, \_\_\_\_\_ mother is a doctor, is my girlfriend.
5. My brother has bought a new car, \_\_\_\_\_ is very nice.
6. My sister, \_\_\_\_\_ studies a lot, has just passed her final exams.
7. Sally's bike, \_\_\_\_\_ she bought on the weekend, is red.
8. Hemingway, \_\_\_\_\_ was American, wrote *The Old Man and the Sea*.
9. Painting, \_\_\_\_\_ is something I enjoy very much, is very relaxing.
10. That's the man \_\_\_\_\_ wife has just had a baby.
11. My cousin, \_\_\_\_\_ lives in Australia, arrives tomorrow evening.
12. They live in Washington, \_\_\_\_\_ they recently got married.
13. The woman \_\_\_\_\_ was talking to you earlier is my neighbor.
14. The thieves were taken to the police station, \_\_\_\_\_ they were questioned.
15. I have some friends \_\_\_\_\_ house is in the mountains.



**II. Make non-defining relative clauses using the sentences in parentheses.  
Put in commas ( , ) where necessary.**

**Example:** Cora Peixoto (she lives in a cave on the top of a mountain) is a famous writer.  
Cora Peixoto, who lives in a cave on the top of a mountain, is a famous writer

1. The mountain is in Chapada Diamantina. (It's one of the most beautiful places in Brazil.)

2. Cora (her children study in the U.S.) lives with her husband and a cat.

3. She is very famous in Portugal. (She has sold more than a hundred thousand books there.)

4. Her editor (he is very ambitious) wants her to move to São Paulo.

5. But she likes to live in the mountains. (She has peace to write there.)



**III. Join the sentences below with a suitable relative pronoun and put commas where necessary.**

**Example:** John lives in Stratford-upon-Avon. Stratford is about 2 hours from London.  
John lives in Stratford-upon-Avon, which is about 2 hours from London.

1. He has a house. His house was built in 1910.

2. He's married to an architect. The architect restored all the old buildings in the city.

3. Her children have a cat. Its name is Lear.

4. His younger daughter is six years old. She plays the piano very well.

5. Her older son is seventeen years old. He plays rugby for the local team.

6. His house has a big back yard. They always have barbecues there.

7. Stratford-upon-Avon receives a lot of tourists. Shakespeare lived in Stratford.

# 59

## Future Perfect

I will have fixed, she will have fixed

- ◆ Formação: **will have** + particípio passado do verbo principal.

I	
You	
He	
She	
It	
We	
You	
They	

will have eaten.

### Negativa

They will not have eaten.

### Interrogativa

Will they have eaten?

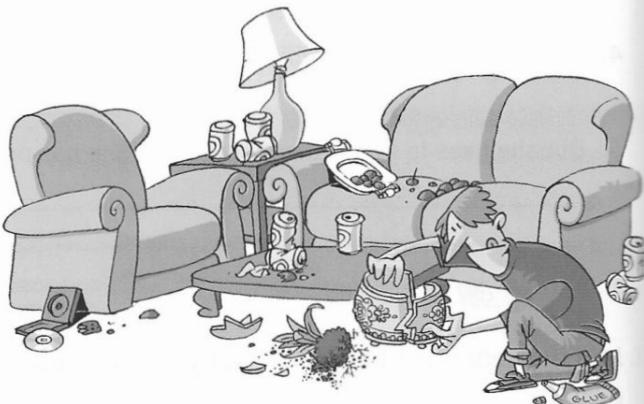
### Forma abreviada

will → 'll

will not → won't

- ◆ O *future perfect* indica o momento em que a ação deverá ter terminado (ou não).

By the time Mom arrives, I will have fixed the vase.  
(Quando mamãe chegar, terei consertado o vaso.)



### I. Put the sentences into the required form: ( ? ) interrogative or ( - ) negative.

Example: We will have had our first lesson by this time tomorrow. (-)

We won't have had our first lesson by this time tomorrow.

1. The plane will have landed by 4:00 pm. (?)

2. They will have finished the job by April. (-)

3. She will have had her baby by the end of November. (?)

4. You will have taken the children home by 7:00 pm. (-)

5. They'll have met her this time tomorrow. (?)



## II. Join the sentences together using the expression *by the time*.

**Example:** Lucy will leave for Chicago at 5:00 pm. Jim will arrive at 6:00 pm.

By the time Jim arrives, Lucy will have left for Chicago.

1. I will study the subject tomorrow. The teacher will give the test next week.

2. Carol will eat lunch at noon. We'll get home at 1:00 pm.

3. I will fix dinner at 6:00 pm. You will arrive at 7:00 pm.

4. The secretary will type the reports at 8:00 am. The meeting will start at 9:00 a.m.

5. You will do your homework at 1:00 pm. Your friend will arrive at 1:30 pm.



## III. While Cindy's parents are on vacation, Cindy and her brother Pat decide to have a party. Complete the mini-dialogs with the *future perfect* or the *future continuous*.

1. **Cindy:** Hi, Sean. It's Cindy. We are having a party next Saturday. Can you come?

**Sean:** Well, I'm having dinner with my grandparents on Saturday but \_\_\_\_\_ (finish) dinner by 9:00 pm. I'll be there! No problem!

2. **Pat:** Steven is going to help us with the party. He \_\_\_\_\_ (come) over tomorrow at about 7:00 pm to talk about the details.

**Cindy:** Oh, no, Pat! Tomorrow's Friday. We \_\_\_\_\_ (get) back from Spanish class by 7:00 pm.

3. **Pat:** The party was great, but the house is a mess.

**Cindy:** And somebody's broken Mom's favorite vase.

**Pat:** Take it easy! By the time Mom and Dad get here, I \_\_\_\_\_ (fix) it.

4. **Cindy:** Well, we also need to clean the house. I'll wake you up at 9:00 am. tomorrow, OK?

**Pat:** Oh, no! At that time, I \_\_\_\_\_ (dream) about that girl I danced the whole night with. Let's get up at 11:00 am!

**Cindy:** No way! By 11:00 am, you \_\_\_\_\_ (do) the dishes and I \_\_\_\_\_ (vacuum) the floor.

## 5

## Progress Check

1. Read this text taken from a general interest magazine. Then underline the correct form of *comparative adjective* or *comparative phrase* to complete the sentences.

## Happiness

Do you consider yourself a happy person or a sad one? Who are the (more happy / happiest / more happiest) people in the world, anyway?

The organization known as The World Database of Happiness has done some research<sup>1</sup> into how people appreciate life. The research involved over 1,500 people in 68 countries.

According to<sup>2</sup> the research, happiness is one of the (most highly / higher / more highest) valued items for human beings. Most people agree that it is (gooder / better / best) to enjoy life than to suffer; they also support ideas that create (more great / greatest / greater) happiness for a (largest / larger / most large) number of people.

However, we have to understand what happiness is. And (most importantly / most important / more importantly) than that, we have to know exactly what makes people happy and the reasons for it.

There is evidence, however, of what happiness is not. For example, there's no guarantee that finding a great love makes you (happier / most happier / most happy), at least, not over a long period of time. And, believe it or not, the (most rich / more richest / richest) people are not necessarily the (more content / most content / most contentest). A survey of 100 American millionaires proved that they were only as happy as middle class people.

Source: *Challenge*. Amos, Prescher and Pasqualin. Richmond Publishing, 2006.

<sup>1</sup>do research into something = pesquisar

<sup>2</sup>according to = segundo, de acordo com

2. Read the short story taken from a school magazine and complete the sentences using the correct relative pronoun *that*, *which* or no relative pronoun, Ø.

### A Weird Dream

One day, I had a strange dream. I was visiting the house

in \_\_\_\_\_ I'd lived when I was four years old. Everything was still there: some furniture \_\_\_\_\_ had belonged to my grandmother, the old red curtains, everything. The dining table \_\_\_\_\_ my father had made was in the same place. Even the bicycle \_\_\_\_\_ had belonged to my brother was in the exact place \_\_\_\_\_ he always left it.

Then, I opened the door to the garage and saw the man \_\_\_\_\_ used to take care of our garden. I walked up to him. When I was really close to him, I noticed that it wasn't him at all. It was me! He gave me a look \_\_\_\_\_ scared me. Then I screamed and woke up!

Source: *Sun 2*. Amos, Prescher and Pasqualin. Richmond Publishing, 2005.

3. *The Present Perfect x Past Simple*: Read the scientific article about moon craters. Then fill in the gaps with the correct option from alternatives A and B below.

# MOON CRATERS

The moon (1) \_\_\_\_\_ man's attention since the beginning of civilization. Ancient Greeks (2) \_\_\_\_\_ the influence of the moon upon the tides<sup>1</sup>. Poets (3) \_\_\_\_\_ the moon with romantic eyes. Space scientists (4) \_\_\_\_\_ it with their telescopes, but (5) \_\_\_\_\_ astronauts there. Nobody, however, (6) \_\_\_\_\_ all the answers to the mysteries of the moon. The origin of moon craters, for example, is still obscure. According to one theory, thousands of meteors crashed against the surface of the moon. The impact of these crashes formed the craters. The craters have many shapes and sizes. Some scientists (7) \_\_\_\_\_ to prove this theory with plaster<sup>2</sup>, reproducing the formation of craters. Unfortunately, (8) \_\_\_\_\_ successful. Other theories have tried to prove that the craters (9) \_\_\_\_\_ because of gas or lava eruptions. One physicist said that the craters are the solidified residues of enormous bubbles<sup>3</sup>. Either way, (10) \_\_\_\_\_ to prove these theories. So romantics, take heart!<sup>4</sup> The moon is still an intriguing mystery to man!

Source: *Graded English*. Amos, Prescher and Pasqualin. Moderna, 2003.

1. a) has attracted  
b) attracted
2. a) have discovered  
b) discovered
3. a) always looked at  
b) have always looked at
4. a) have not only studied  
b) did not only study
5. a) also send  
b) have also sent
6. a) have found out  
b) has found out
7. a) try  
b) have tried
8. a) they never were  
b) they have never been
9. a) appeared  
b) have appeared
10. a) it was very difficult  
b) it has been very difficult

<sup>1</sup>tides: maré  
<sup>2</sup>plaster: gesso

<sup>3</sup>bubbles: bolhas

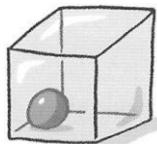
<sup>4</sup>take heart!: animar-se, tirar proveito do lado positivo de algo ou de uma informação.

# 60

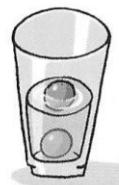
## Prepositions of Place I

in, on, at

◆ In é usado em:



in a room / a building /  
a city / a country



in the water / the sea /  
the river

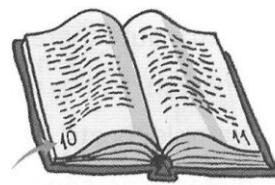


in a row / a line /  
a queue / bed / prison

◆ On é usado em:



on the wall / the floor  
the left / the right



on the table / a page



on a road / a street /  
a river / the coast / a farm

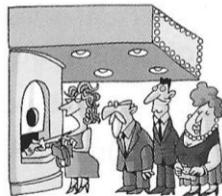
◆ At é usado em:



at the window / home /  
school / work / the station



at the top (of the page) /  
the bottom (of the page)



at the end of the line /  
a party



### I. Supply the appropriate prepositions.

**Example:** My aunt and uncle live on a farm.

1. I live in São Paulo, which is in Brazil.
2. We went sailing on the river last week.
3. I met my boyfriend at a party.
4. There's a photograph of my grandmother on the wall in our living room.
5. I have a flat screen TV in my bedroom.
6. There's an interesting story at the bottom of the page.
7. Walk straight down the street and the library is on the right.
8. My sister has a beautiful house by the coast.



**III. Look at the pictures and underline the correct alternative.**



at the gate /  
on the gate



on the armchair /  
in the armchair



at the book /  
on the book



at the top of the stairs /  
on the top of the stairs



on the drawer /  
in the drawer



in the left /  
on the left



in the photograph /  
on the photograph



on the lake /  
in the lake



in the farm /  
on the farm

**III. Complete the sentences with *in*, *at*, or *on*.**

1. Don't drop garbage \_\_\_\_\_ the ground.
2. He lives \_\_\_\_\_ the countryside.
3. The hospital is \_\_\_\_\_ the right.
4. Laura is \_\_\_\_\_ university.
5. She lives \_\_\_\_\_ the first floor.
6. They arrive \_\_\_\_\_ the airport tonight.
7. The Sahara is the biggest desert \_\_\_\_\_ the world.
8. Is Chile the biggest country \_\_\_\_\_ South America?



**IV. Laís is in New York. Complete her e-mail to her friend. Use *in*, *at*, or *on*.**



From:

To:

| B I U | = = = | = = | = =



SEND

Dear Bia,

I arrived \_\_\_\_\_ the U.S. last week. New York is great and there are lots of people \_\_\_\_\_ the streets. I am staying \_\_\_\_\_ a big house. My bedroom is comfortable. There's a picture of the family \_\_\_\_\_ the wall and a beautiful rug \_\_\_\_\_ the floor. There's a swimming pool \_\_\_\_\_ the back yard. There are two floors \_\_\_\_\_ the house and my bedroom is \_\_\_\_\_ the top floor. Tommy, the cat, is always asleep \_\_\_\_\_ the top of the stairs. \_\_\_\_\_ supper time, everybody sits \_\_\_\_\_ the table \_\_\_\_\_ around 7 p.m. and even the cat usually sits \_\_\_\_\_ a chair and watches everything. I walk to college every day and \_\_\_\_\_ my way home, there's a big park. Next weekend, we are planning to go to New Jersey Shore, a beach \_\_\_\_\_ the east coast.

I wish you were here!

Love, Laís

# 61

## Prepositions of Place II

behind, opposite, outside...

- ◆ Observe os exemplos a seguir



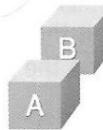
A is **next to** B  
(ao lado de)



A is **opposite** B.  
(oposto)



A is **in front of** B.  
(em frente de)



B is **behind** A.  
(atrás de)



B is **inside** A.  
(dentro de)



B is **outside** A.  
(fora de)



B is **above / over** A.  
(em cima de)



B is **under** A.  
(de baixo de)



B is **between** A and C.  
(entre)



C is **far from** A.  
(longe de)



B is **near** A.  
(perto de)



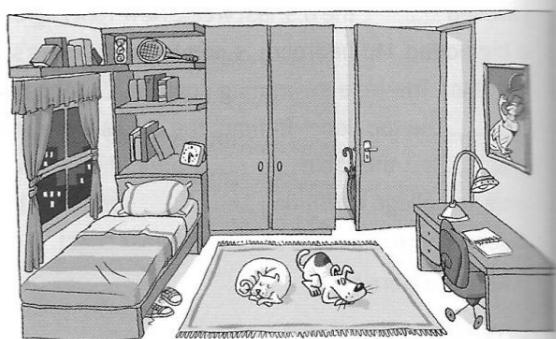
### I. Complete the sentences using the following prepositions.

outside      opposite      inside      between      in front of

1. Come in! It's warmer \_\_\_\_\_ the house.
2. The cat was sitting \_\_\_\_\_ the window, in the rain.
3. I didn't see half the movie! There was a lady in a big hat sitting \_\_\_\_\_ me.
4. My best friend's apartment is \_\_\_\_\_ mine.
5. You'll find the sugar on the top shelf \_\_\_\_\_ the tea and the coffee jars.

### II. Look at the picture and underline the correct alternatives to describe the bedroom.

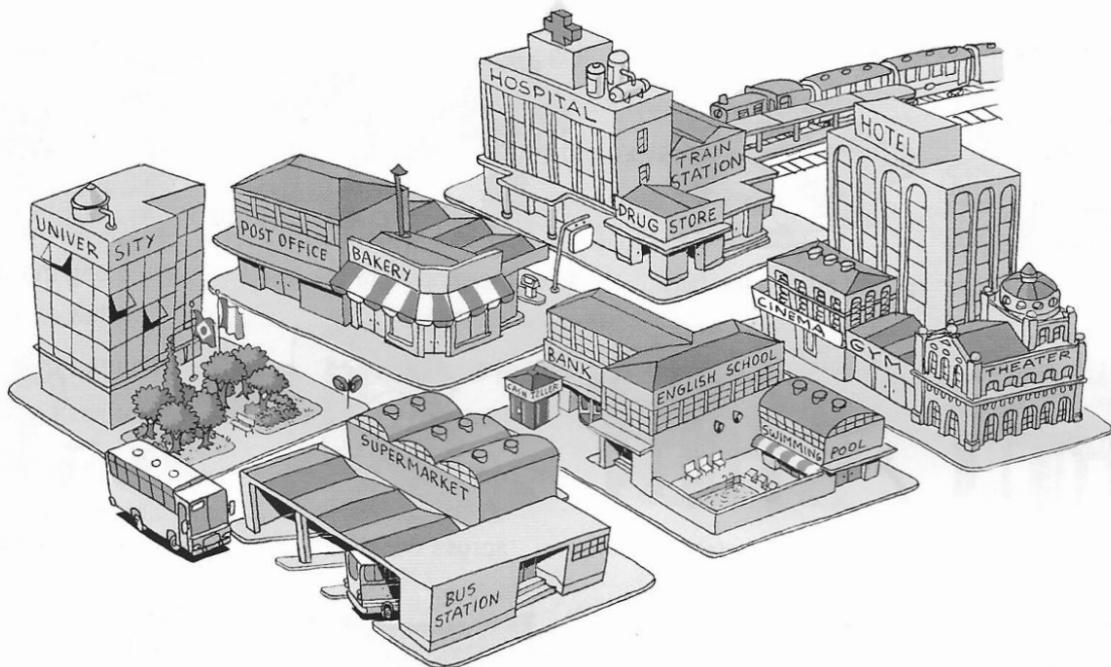
There is a bookshelf (above / outside) the bed. There is a wardrobe (next to / behind) the bookshelf. There is a picture (over / under) the desk. There is a pair of tennis shoes (behind / under) the bed. The cat is (far from / next to) the dog. There's an umbrella (behind / over) the door.





## III. Use the prepositions below to describe your town to a friend.

behind    near    in front of    next to    opposite    far from    outside    between



1. The hospital is \_\_\_\_\_ to the drugstore.
2. The hotel is \_\_\_\_\_ the train station.
3. The gym is \_\_\_\_\_ the cinema and the theater.
4. The train station is \_\_\_\_\_ the hospital.
5. The bakery is \_\_\_\_\_ the post office.
6. The English school is \_\_\_\_\_ the bank.
7. The university is \_\_\_\_\_ the bus station.
8. The hospital is \_\_\_\_\_ the university.
9. The cash teller is \_\_\_\_\_ the bank.

## IV. Write sentences about the map. Use the words below.

Example: bus station / supermarket / behind.

The bus station is behind the supermarket.

1. post office / theater / far from.

2. hotel / cinema / behind.

3. drugstore / cinema / opposite.

4. swimming pool / English school / next to.

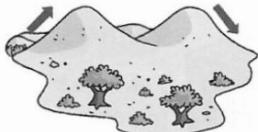
5. bank / drugstore / near.

# 62

## Prepositions of Movement

out of, up, down...

- ◆ Observe os exemplos a seguir:



up / down the hill



round / around the hills



from the window to the tree



along the wire



off the table



onto the table



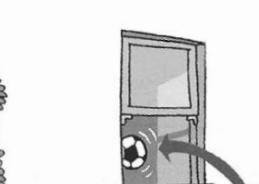
across the street



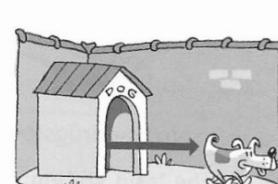
away from the dog



into the lake



through the window



out of the doghouse



past the dog



- Underline the best preposition in parentheses to complete the sentences.

- The boys climbed (up / down) to the top of the mountain.
- The bus went (above / along) the road.
- We tried to stop the dog but it ran (across / out of) the street and was hit by a car.
- It takes me 40 minutes to go (from / to) home (from / to) work on weekdays.
- The robber ran (away from / towards) the police and escaped.
- He was fixing the roof and fell (off / onto) it.
- The little girl jumped (onto / through) her mother's bed.
- The cat is in the wardrobe. Get him (out of / away from) it.
- Go (past / round) the traffic lights and turn left.
- He walked (round / down) the table for sometime and left the living room.



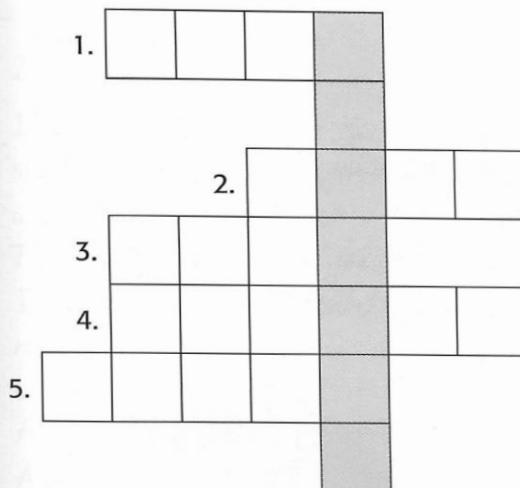
### III. Complete the sentences. Use *across*, *around*, *into*, *past*, *off*.

Example: The boy threw the cell phone *into* the swimming pool.

1. You need to walk \_\_\_\_\_ the park to get to the zoo.
2. When we arrived at the beach, I dived \_\_\_\_\_ the water.
3. I walked \_\_\_\_\_ the park twice before going home.
4. Her dog jumped \_\_\_\_\_ the sofa when she arrived.
5. On their way to work, they walk \_\_\_\_\_ the movie theater.

### III. Find the hidden preposition in the crossword.

1. I can't walk \_\_\_\_\_ that dog.
2. The kids walked \_\_\_\_\_ the park to the zoo.
3. The man jumped \_\_\_\_\_ the lake to save the little girl.
4. My dog likes to run \_\_\_\_\_ the table.
5. She was walking \_\_\_\_\_ the river.



### IV. Look at the picture and complete the paragraph with the correct prepositions.

John woke up at 9 am and went \_\_\_\_\_ the stairs. He went \_\_\_\_\_ the kitchen and walked \_\_\_\_\_ the table, looking for some matches. He saw his cat playing with the matches. He tried to catch the cat but it ran \_\_\_\_\_ him. The cat went \_\_\_\_\_ the living room and \_\_\_\_\_ the stairs with the matches in its mouth. The cat ran \_\_\_\_\_ the hall. John went after it but the cat jumped \_\_\_\_\_ the window.

by, on, into

## ◆ By (de) é usado:

- com os verbos **go, come e travel** e antes das palavras **air, rail, road, sea, train, bus, coach, car, plane, boat, taxi** etc.

I traveled **by** airplane.I go **by** car.I come **by** train.**Mas**, I go to work **on** foot.

## ◆ Into / out of são usados com:

- **a car, a taxi, a truck**  
He got **into** the car.

## ◆ Get on / get off (subir / descer) são usados com:

- **a train, a bus, a plane, a boat, a bike, a motorbike.**  
She **got on** the train.  
He **got off** the bus and went to school.



## I. Underline the correct prepositions to complete the sentences.

1. Luciana likes to exercise. She goes to work (by / on) foot every day.
2. Milena traveled around Europe (by / on) bus.
3. I fell asleep and didn't get (off / into) the train when it arrived at the station.
4. We arrived late but we still managed to get (on / off) the bus.
5. The policemen asked the passengers to get (off / out of) the car.
6. We traveled to Bahia (by / on) car last summer.
7. They saw the man getting (into / off) the truck.

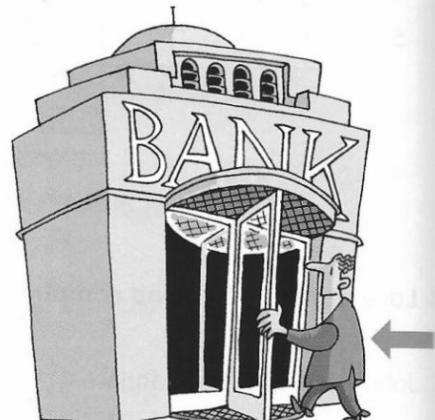
## II. Complete the sentences about the pictures.



He got \_\_\_\_\_ the car.



He got \_\_\_\_\_ of the car.



He went to the bank \_\_\_\_\_ foot



### III. The underlined prepositions are incorrect. Replace them with the correct ones.

Example: She went to school on taxi because she was late. by

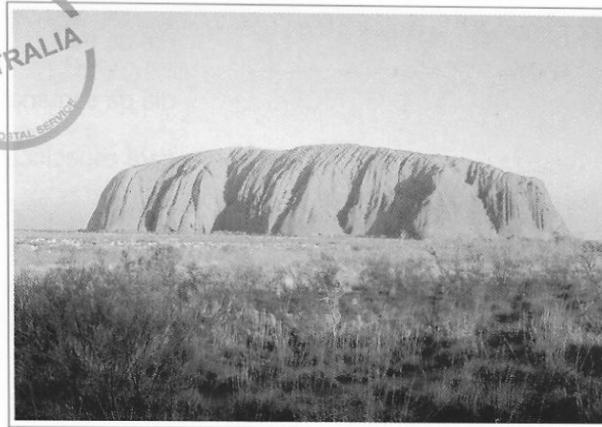
1. Enzo panics when he travels on plane. \_\_\_\_\_
2. After the accident, they couldn't get her off the car. \_\_\_\_\_
3. He was in a hurry and got on the car without his suitcase. \_\_\_\_\_
4. A lot of people got out of the train in London. \_\_\_\_\_
5. Roseli is lazy and never goes anywhere by foot. \_\_\_\_\_
6. They were getting into the train when I arrived. \_\_\_\_\_
7. They went to the island on boat. \_\_\_\_\_



### IV. Ricardo is traveling around Australia. He sent a postcard to his friend Carlos. Complete the postcard with the correct prepositions.

Dear Carlos

I arrived in Australia two weeks ago. I spent two days in Sydney and then I went to the Gold Coast on train. The beaches there are great for surfing. I had to rent a surfboard because I was not allowed to get on the train with the one I had. But I had a great time anyway. After 3 days, I went to Ayer's Rock by plane and stayed there for another 3 days. This rock is inside the Uluru National Park and it changes color depending on the time of day. After this, I traveled to Melbourne by bus. I was so tired that I fell asleep as soon as I got on the bus. When I arrived in Melbourne, I took a taxi from the bus station to the hotel and I got in the car without paying. I was so embarrassed but I apologized and everything was OK. I spent 3 days



in Melbourne and then I went to Tasmania by boat. After visiting Tasmania, I went back to Melbourne and traveled back to Sydney by car.

I hope everything is ok with you!

Take care,

Ricardo



## Prepositions of Time I

in, on, at

Preposição	Tempo	Exemplos
in (em, dentro)	século	in the 21 <sup>th</sup> century
	década	in the 90s
	ano	in 2008
	estação do ano	in summer
	mês	in June
	períodos do dia	in the morning in the evening in the afternoon
	dia do mês	on May 2
on (sobre, em)	dia da semana	on Monday
	data específica (com day)	on Christmas Day
	período mais específico de um dia	on Tuesday evening
	de férias	on vacation
	palavras específicas	at lunchtime, at night, at midday, at midnight
at para períodos do dia (em)	hora	at seven o'clock
	datas específicas (sem a palavra day)	at Christmas, at Easter
	com as palavras <i>beginning</i> , <i>start</i> , <i>end</i> e <i>moment</i>	at the beginning, at the end

- Nos Estados Unidos, usa-se:  
**on the weekend**  
**on vacation**

- Na Inglaterra, usa-se:  
**at the weekend**  
**on holiday(s)**



**L** Complete the sentences with the prepositions *in*, *on* or *at*.

1. Brazilian Independence Day is \_\_\_\_\_ September 7.
2. I'm going to Europe \_\_\_\_\_ Monday.
3. My birthday is \_\_\_\_\_ June.
4. \_\_\_\_\_ the 60s, there were many great rock bands.
5. Meet me in front of the cinema \_\_\_\_\_ 9:00 pm.
6. Can you call me \_\_\_\_\_ night? I'll be working \_\_\_\_\_ the afternoon.
7. We don't go to school \_\_\_\_\_ Sundays.
8. \_\_\_\_\_ Easter, I'm going to visit my relatives in the countryside.
9. Many advances in medicine will be made \_\_\_\_\_ the 21<sup>st</sup> century.
10. Where are you going \_\_\_\_\_ your next vacation?
11. My parents got married \_\_\_\_\_ 1980.
12. \_\_\_\_\_ Christmas Day, we normally eat turkey.
13. I usually have lunch \_\_\_\_\_ midday.
14. I like taking my vacation \_\_\_\_\_ summer.
15. I'll see you \_\_\_\_\_ Tuesday morning.
16. My mother is arriving \_\_\_\_\_ the evening.
17. I was very tired \_\_\_\_\_ the end of the journey.
18. What are you doing \_\_\_\_\_ the moment?



**II**. Daniel is planning his next vacation. Complete his conversation with a travel agent using *in*, *on* or *at*.

**Travel agent:** Can I help you?

**Daniel:** I hope so. I'm going \_\_\_\_\_ vacation soon.  
Can you recommend a good package tour?

**Travel agent:** Sure! When are you going?

**Daniel:** \_\_\_\_\_ December.

**Travel agent:** Package tours are usually more expensive \_\_\_\_\_ summer, but we have a good package to Porto Seguro.

**Daniel:** Oh, I don't think so! A friend of mine was there \_\_\_\_\_ Carnival and he said it was very crowded.

**Travel agent:** Well, of course, Carnival is very popular. What day do you want to travel?

**Daniel:** \_\_\_\_\_ Christmas Eve.

**Travel agent:** Really? We have a very cheap flight at midnight.

**Daniel:** \_\_\_\_\_ midnight? Forget Porto Seguro! Do you have anything \_\_\_\_\_ Australia?



## Prepositions of Time II

from... to, until, by

◆ From... to (desde... até).

I work **from** Monday **to** Friday.  
Yesterday, I worked **from** 9 am **to** 5 pm.

◆ Until (até)

We worked **until** 4 pm.  
I'll be in Curitiba **until** Monday.

**Obs:** Em inglês informal, pode-se usar **till** no lugar de **until**.

I studied **till** late.  
I'll be working **till** midnight.

◆ By (até).

I'll be back **by** Friday.  
He was back **by** 10 pm.

• For (para) e during (durante)

- For responde à pergunta *por quanto tempo?* e during responde à pergunta *quando?*
- I have lived here **for** 3 years.
- I lived there **for** 10 years.
- During my vacation, I visited a museum.
- What do you do **during** the week?



I. Choose the best alternative.

1. He works from / by 8:00 am to 4:00 pm every day.
2. Will you be studying until / for 10 pm tonight?
3. I'll have gone to India by / from April.
4. You have by / until lunchtime to clean your room.
5. They'll finish this work during / by tomorrow morning.

II. Write sentences about what Henry did last Sunday with *from... to*.

**Example:** had breakfast / 9:00 / 9:30

He had breakfast **from** 9:00 **to** 9:30.

1. played tennis / 10:00 / 11:00 am

2. had lunch / 12:00/1:00 pm

3. went to the park / 2:00 pm / 4:00 pm

4. visited friends / 7:00 / 9:00 pm

5. watched a movie / 10:00 / 12:00



### III. Complete the sentences with *until* or *by*.

Example: It will take until March to complete this project.

1. I'm very hungry. I can't wait \_\_\_\_\_ lunchtime. I'm going to eat now.
2. I have to return this movie \_\_\_\_\_ Sunday.
3. My brother is coming to stay. He's going to stay \_\_\_\_\_ Saturday.
4. My computer course goes on \_\_\_\_\_ July.
5. We will have finished work \_\_\_\_\_ 6:00 pm. Then we'll go out for dinner.
6. The movie was so boring that I didn't stay \_\_\_\_\_ the end.
7. I worked \_\_\_\_\_ 6:00 pm. And then I had dinner.
8. Do you think they'll be here \_\_\_\_\_ supper time?
9. I have to find a job \_\_\_\_\_ next week.
10. He studied \_\_\_\_\_ 10 p.m. Then he took a shower.
11. It was a great party. We danced \_\_\_\_\_ the early hours of the morning.
12. Let me have the report \_\_\_\_\_ Friday, Ok?

### IV. Complete the sentences with *for* or *during*.

Example: I've not seen my brother for two years.

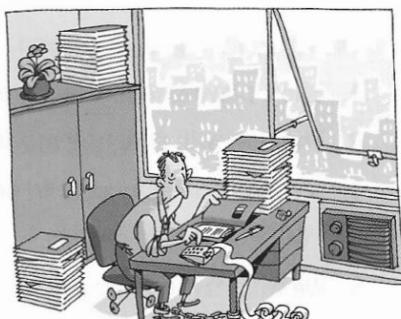
1. \_\_\_\_\_ my trip to London, I visited the National Gallery.
2. I have lived here \_\_\_\_\_ 10 years.
3. We worked \_\_\_\_\_ four hours. Then we stopped for lunch.
4. What do you do \_\_\_\_\_ your English classes?
5. We are going on vacation \_\_\_\_\_ 3 weeks.
6. I have been waiting for the bus \_\_\_\_\_ 20 minutes.
7. I work \_\_\_\_\_ the week and relax on weekends.
8. You cannot smoke \_\_\_\_\_ the flight from New York to São Paulo.



### V. Underline and correct the mistakes.

Example: I'll finish the report until tomorrow. by

1. She has lived here during two years. \_\_\_\_\_
2. We work for 8:00 to 6:00. \_\_\_\_\_
3. Can you wait to the weekend? \_\_\_\_\_
4. I went to the bank for my lunch hour. \_\_\_\_\_
5. I'll have finished painting my house until the weekend. \_\_\_\_\_
6. I'll be on vacation for next month. \_\_\_\_\_
7. They talked a lot for dinner. \_\_\_\_\_
8. Letters of application for the job should arrive until next Friday. \_\_\_\_\_



"I will have finished by midnight."

## 66

## Modals I – Form

she may go, we might stay

- Os verbos modais (**may, might, can, could, must, should, ought to**) são verbos auxiliares que dão um significado específico para o verbo principal, como, por exemplo, permissão, habilidade, possibilidade.
- Quanto à forma, as características gerais dos verbos modais são:
  - não têm infinitivo;
  - não têm conjugação regular ou completa;
  - não recebem **s** ou **es** na 3<sup>a</sup> pessoa do singular do presente do indicativo;
  - são seguidos pelo verbo principal no infinitivo sem **to**;
  - não necessitam de outros verbos auxiliares para as formas interrogativas e negativas.

Modal	Afirmativa	Negativa	Interrogativa
May	She may go.	She may not go.	May she go?
Might	She might go.	She might not go.	Might she go?
Can	She can go.	She cannot go.	Can she go?
Could	She could go.	She could not go.	Could she go?
Must	She must go.	She must not go.	Must she go?
Should	She should go.	She should not go.	Should she go?
Ought to	She ought to go.	She ought not to go.	Ought she to go?

I. Rewrite the sentences using *may* or *might*.

Example: I am going with you. I may / might go with you.

- She's playing tennis in the afternoon. \_\_\_\_\_
- The boys will go to the movies tomorrow. \_\_\_\_\_
- My father finishes work by six. \_\_\_\_\_
- I will give him my address. \_\_\_\_\_
- We will stay in Chicago. \_\_\_\_\_
- The next lesson is more difficult. \_\_\_\_\_
- It will snow later. \_\_\_\_\_
- We're going to the beach tomorrow. \_\_\_\_\_



**II. Write the sentences below in question, affirmative or negative form as required.**

1. I can bring my brother to the party.

(question) \_\_\_\_\_

2. He might come here tomorrow.

(negative) \_\_\_\_\_

3. I must attend the class today.

(negative) \_\_\_\_\_

4. You may not arrive early.

(affirmative) \_\_\_\_\_

5. They can play tennis.

(question) \_\_\_\_\_

6. She could swim when she was a child.

(negative) \_\_\_\_\_

**III. Put the words of the sentences below in the correct order.**

**Example:** rain / might / it / tomorrow. It might rain tomorrow.

1. could / come / not / she / class / to. \_\_\_\_\_

2. the bathroom / I / may / to / go? \_\_\_\_\_

3. arrive / you / ought to / early. \_\_\_\_\_

4. should / bring / a bottle of wine / I? \_\_\_\_\_

5. early train / catch / must / we. \_\_\_\_\_



**IV. Rewrite the sentences. Use the *modals* in parentheses.**

**Example:** I am going to work late. (might) I might work late.

1. We will stay in Chicago. (must)

2. The next lesson is hard. (might)

3. She danced very well when she was a child. (could)

4. He is going to buy the tickets. (can)

5. He will finish the report by 3 pm. (ought to)

can, could, must

◆ **Can / could** (pode, podia, poderia) são usados para:

- expressar capacidade e habilidade.  
He **can** swim. I **could** swim when I was 8.
- fazer um pedido; pedir /dar permissão ou oferecer ajuda. Nesses casos **could** não é passado de **can**.  
**Can** you lend me your pen?  
You **can** leave now.  
**Could** you repeat that, please?  
Can I help you?

◆ **Can't** é usado para expressar proibição e dedução.

- You **can't** stay here.  
He **can't** be asleep. It's 11:00 am.

◆ **Could** é usado para expressar possibilidade e dedução.

- He **could** get the job.  
He **could** be at home.

◆ **Must** (deve) é usado para expressar:

- obrigação e dedução (quando usado na afirmativa)  
You **must** help her.  
He **must** be sick.
- proibição (quando usado na negativa)  
You **mustn't** smoke here.



You **can** park here.



You **can't** park here.



You **must** stop.

- **Can / could** podem ser substituídos por **to be able to** para expressar habilidade ou capacidade.  
I **am able to** read this.
- **Must** pode ser substituído por **have to**.  
I **don't have to** go now.  
I **had to** work hard.



**I. Underline the correct *modal* according to the meaning required in parentheses.**

1. (Can / Must) I have a word with you? (permissão)
2. (Can / Must) you drive well? (habilidade)
3. Students (mustn't / can) leave the room before the end of the test. (proibição)
4. The teacher (mustn't / could) be on his way. Let's wait another five minutes. (dedução)
5. I (could / must) go now. I'm in a hurry! (obrigação)
6. I (can / must) speak two languages fluently. (habilidade)



## II. Write sentences using the *modal* with the meaning required in parentheses.

Example: You need to make a phone call. (pedir permissão)

May / Can I use your phone?

1. It's very hot and your friend wants to open the window. (dar permissão)

2. You want to know if your friend can help you to move this weekend. (pedir ajuda)

3. Your friend wants to borrow your pen. (dar permissão)

4. A German man is on the phone. You don't speak German but you speak English. (perguntar sobre habilidade)

5. You can't open the window. Maybe it's broken. (dedução)

6. You are forbidden to eat in the library. (proibição)

7. You can take your coat or not. It's up to you. (não obrigação)

8. Your homework is difficult and you want help from your friend. (pedido)



## III. Complete the conversation these people are having in a restaurant. Use *modals*.

**Waiter:** \_\_\_\_\_ I take you order, sir?

**Fred:** Sorry, but we haven't decided yet. Elena, what would you like to drink?

**Elena:** I don't know. \_\_\_\_\_ you give me the menu, Fred?

**Fred:** Sure, here it is. Waiter, \_\_\_\_\_ I have a beer?

**Waiter:** Yes, sir. \_\_\_\_\_ I bring the starter?

**Elena:** Yes, please. \_\_\_\_\_ I smoke here?

**Waiter:** Sorry, I'm afraid not, madam. Unfortunately, you \_\_\_\_\_ go outside to smoke.

**Fred:** What about you, Carlos? Would you like to share a bottle of wine?

**Carlos:** No, thanks. \_\_\_\_\_ you order a soda for me?

**Fred:** Sure.



## may, might, would

- ◆ May, might (pode, podia, poderia) são usados para:
    - expressar possibilidade.

**It may rain today.**      It **might** rain today.  
**I may stay home.**      We **might** go to the movies.

    - fazer um pedido, pedir ou dar permissão ou ajuda (uso mais formal)

**May I come in?**   **May I help you?**   You **may** invite her.

    - expressar dedução.

**He may be sick.**      He **might** arrive soon.
  - May, no sentido de permissão, pode ser substituído por **be allowed to**.
- You are allowed to ask questions. (You may ask questions.)  
 You will be allowed to go tomorrow. (You may go tomorrow.)

- ◆ Would é usado para:

- oferecer ajuda e fazer convites.
- Would you like some water?**  
**Would you like to go to the movies?**
- formar frases condicionais.
- I would go if I had the money.** (condicional simples)  
**He would have gone to the party, if he had known where it was.** (condicional perfeito)



- I. Flávia wants to know about Gustavo's plans for the weekend but he doesn't know what he will do yet. Write his answers using **might** or **may**.

**Example:** Are you going to the movies? I **might / may** go to the movies.

1. Are you going to do your homework? I \_\_\_\_\_ do my homework.
2. Are you going to go to Tom's party? I \_\_\_\_\_ go to Tom's party.
3. Are you going to go swimming? I \_\_\_\_\_ go swimming.
4. Are you going to study? I \_\_\_\_\_ study on Sunday afternoon.
5. Are you going to visit your parents? I \_\_\_\_\_ visit them on Sunday.



- II. Complete the sentences using **would**.

**Example:** **Would** you carry my books for me?

1. \_\_\_\_\_ you like a cup of coffee?
2. I \_\_\_\_\_ go with you if I asked you.
3. If I had known she liked me, I \_\_\_\_\_ have asked her on a date.
4. \_\_\_\_\_ you come with me tonight, please?
5. They \_\_\_\_\_ have brought some sandwiches, but they'd run out of bread.

**III.** Complete the sentences using *may / might* and a verb from the box.

help      have      study      be      like

1. She speaks French very well. She \_\_\_\_\_ French.
2. Carlos's surname is German. His father \_\_\_\_\_ from Germany.
3. Sandra buys a lot of clothes every week. She \_\_\_\_\_ a lot of money.
4. Fred never goes out on the weekend. He \_\_\_\_\_ to stay home and rest.
5. Marisa is always busy on the weekends. She \_\_\_\_\_ her mother at home.

**IV.** Rewrite the sentences. Use *to be allowed to* in the correct form.

**Example:** The doctor says he may go swimming tomorrow.

The doctor says he *is allowed to / will be allowed to* go swimming tomorrow.

1. He may arrive late for class.

2. She may see the horror movie tonight.

3. She may not drive the car tomorrow night.

4. You may not go out on Friday night.

5. They may keep the bar open until 11 pm.



**V.** Lívia is new at school and is talking to a colleague about the rules. Complete their dialog using the *modals* required in parentheses.

**Lívia:** \_\_\_\_\_ I talk to you? (permissão)

**Marcela:** Sure. I hope I \_\_\_\_\_ help. (oferecer ajuda)

**Lívia:** What time do the afternoon classes start at?

**Marcela:** At 2 pm. but we \_\_\_\_\_ arrive up to 15 minutes late. (permissão)

**Lívia:** Oh, I see. It's just that I \_\_\_\_\_ not come tomorrow (possibilidade).

I \_\_\_\_\_ go to the dentist. (possibilidade, obrigação)

**Marcela:** \_\_\_\_\_ you \_\_\_\_\_ to borrow my notes? (oferecer ajuda)

**Lívia:** Great! Thanks. By the way, have you seen Clara today?

**Marcela:** No, I haven't, but she \_\_\_\_\_ be in the cafeteria. (possibilidade) I'm on my way there now. \_\_\_\_\_ you \_\_\_\_\_ to come with me? (convite)

**Lívia:** OK! Let's go.

## should, ought to, deductions

- ◆ Should / ought to (deve, deveria) são usados para expressar conselho.

You **should** go now.

You **ought to** go now.

He **shouldn't** drive today.

He **ought not to** drive today.

- Deduções

Podem-se usar **may**, **might**, **should**, **could**, **can't** e **must** para fazer deduções sobre:

- acontecimentos no presente: modal + infinitivo sem **to**.

He **may** be sick.

She **might** be home.

They **could** be tired.

- acontecimentos no passado: modal + **have** + particípio passado.

He **must have been** sick yesterday.

She **can't have been** at home.

- Os verbos modais podem indicar diferentes graus de possibilidade.

Observe como varia o grau de incerteza no diálogo a seguir.

"Where's Johnny?"

"He **must** be sick / He **can't** be well." (mais provável)

"He **may** / **might** / **could** be sick." (menos provável)



### I. Rewrite the sentences using the modals in parentheses.

**Example:** You take travelers checks when you travel abroad. (should)

You **should** take travelers' checks when you travel abroad.

1. Workers can't arrive late for work. (oughtn't to)

2. Cláudia spends a lot of money on sweets. (shouldn't)

3. Your marks are not good. You need to study more. (should)

4. Your flight leaves in one hour and you haven't left for the airport yet. (ought to)

5. Mom is cooking something and it smells like lasagna. (must)



- II.** Beatriz is late for her wedding. Everybody is in the church waiting for her. The guests are making deductions about why she is late. Complete their sentences putting the words in parentheses in the correct order.

Example: (might / she / be). She might be late because of the rain.

1. (be / she / may)

\_\_\_\_\_ at the hairdresser.

2. (have / might / changed /she)

\_\_\_\_\_ her mind.

3. (may / she / be)

\_\_\_\_\_ in love with someone else.

4. (might / she / had / have)

\_\_\_\_\_ an accident.

5. (be / might / there)

\_\_\_\_\_ a lot of traffic.

6. (have / may / the driver / picked / not)

\_\_\_\_\_ her up yet.

7. (driver / have / may / taken / the)

\_\_\_\_\_ her to the wrong church.



- III.** The article below is from a magazine which gives tourists and immigrants information about the US. Complete the blanks with the modal required in the correct tense.

If you are living in the States and you have a student visa, you \_\_\_\_\_ (permissão) study at any college you are accepted into but you \_\_\_\_\_ (proibição) have a steady job. If the immigration department knows about your job, you \_\_\_\_\_ (possibilidade) be sent back home immediately.

If you are a tourist and you are traveling around the U.S., you \_\_\_\_\_ (obrigação) take your passport with you because a policeman \_\_\_\_\_ (possibilidade) stop you and ask for identification. You \_\_\_\_\_ (permissão) drive with your Brazilian driver's license. You \_\_\_\_\_ (conselho) carry some cash, but not much. You \_\_\_\_\_ (proibição) walk alone late at night. Be careful if somebody you have never met before approaches you and says, "\_\_\_\_\_ (oferta de ajuda) I help you with your luggage?". This person \_\_\_\_\_ (dedução - presente) be a thief. You \_\_\_\_\_ (conselho - negativa) accept offers like this from strangers.

## Conditionals – Form

**will, would, would have**

- ◆ A oração condicional (if clause) expressa uma condição e vem sempre ligada a uma oração principal (main clause).

(*if clause*)                    (*main clause*)

If it **is** sunny, I **will go** to the beach.

(*simple present*),    (*will + verb*)

Observe as estruturas condicionais abaixo:

- **zero conditional:**

(*main clause*)                    (*if clause*)

Metals expand if you heat them.

(*simple present*),    (*simple present*)

(Metais se expandem se você aquecer-lhos.)

- **first conditional:**

(*if clause*)                    (*main clause*)

If I **have** the money, I **will buy** a car.

(*simple present*),    (*simple future*)

(Se eu tiver dinheiro, comprarei um carro.)

- **second conditional:** passado simples + condicional simples

(*if clause*)                    (*main clause*)

If I **had** the money, I **would buy** a car.

(*simple past*),                    (*would + verb*)

(Se eu tivesse dinheiro, eu compraria um carro.)

- **third conditional:** passado perfeito + condicional perfeito

(*if clause*)                    (*main clause*)

If I **had had** the money, I **would have bought** a car.

(*past perfect*),                    (*would have + past participle*)

(Se eu tivesse tido dinheiro, teria comprado um carro.)

- A *if clause* pode iniciar ou finalizar a frase.

If I **need** money, I **will call** you.

I'll **call** you, if I **need** money.



### I. Complete the sentences with the *first conditional*. Use the simple present or the simple future.

**Example:** If you walk in the rain, you **will get** wet. (get)

1. If Heloísa arrives early, she  dinner. (prepare)
2. They won't allow you to enter if you  your ID card. (forget)
3. If she doesn't study the regulations, she  her driving test. (not pass)
4. Your mother will come if you  her. (call)
5. If he calls, I  to him. (speak)
6. If we have time, we  her. (visit)
7. We will go to the park if it . (not rain)
8. She will talk to you if you . (apologize)
9. I won't go if you  me first. (not call)
10. You will get sick if you  yourself. (not look after)
11. If he does well in the interview, he  the job. (get)
12. He will buy it if the price  right. (be)
13. You will get there quickly if you  by airplane. (go)
14. If they need you, they  you. (call)



## II. Complete the sentences with the *second conditional*. Use the simple past and the simple conditional.

Example: Would you stop (stop) working if you won (win) the lottery?

1. I \_\_\_\_\_ (buy) a car if I \_\_\_\_\_ (know) how to drive.
2. We \_\_\_\_\_ (go) to the beach if we \_\_\_\_\_ (not have) so much work to do.
3. If I \_\_\_\_\_ (have) the money, I \_\_\_\_\_ (travel) abroad.
4. If we \_\_\_\_\_ (not be) so tired, we \_\_\_\_\_ (work) for another hour.
5. If we \_\_\_\_\_ (leave) now, we \_\_\_\_\_ (arrive) there on time.
6. What \_\_\_\_\_ she \_\_\_\_\_ if she saw the e-mail you \_\_\_\_\_ (send) me?
7. She \_\_\_\_\_ (write) Tom a letter if she \_\_\_\_\_ (love) him.
8. I \_\_\_\_\_ (bring) a cake if I \_\_\_\_\_ (can) cook.
9. \_\_\_\_\_ you \_\_\_\_\_ (get) there on time if I \_\_\_\_\_ (give) you a ride?
10. What \_\_\_\_\_ Gabriela \_\_\_\_\_ (say) if Henrique \_\_\_\_\_ (ask) her to marry him?

## III. Complete the sentences with the *third conditional*. Use the past perfect and the conditional perfect.

Example: He would have met her if he had waited. (meet / wait)

1. I \_\_\_\_\_ him the truth if I \_\_\_\_\_ it. (tell / know)
2. If he \_\_\_\_\_ her before, he might \_\_\_\_\_ her to marry him. (meet / ask)
3. He \_\_\_\_\_ the message if he \_\_\_\_\_ early. (receive / leave)
4. If she \_\_\_\_\_ her homework, she \_\_\_\_\_ able to go out with her friends. (do / be)
5. If we \_\_\_\_\_ you were home, we \_\_\_\_\_ you. (know / visit)
6. If I \_\_\_\_\_ medicine, I \_\_\_\_\_ as a doctor. (study / work)
7. They \_\_\_\_\_ the question if they \_\_\_\_\_ it. (answer / understand)
8. He \_\_\_\_\_ earlier if he \_\_\_\_\_ the wrong turn. (arrive / not take)
9. I \_\_\_\_\_ you the money if you \_\_\_\_\_ me. (lend / ask)



## IV. Complete the sentences with the correct conditional structures. Use the information in parentheses.

Example: If I got a promotion, I would buy a car. (buy a car)

1. If the weather is good, I \_\_\_\_\_. (go to the sports center)
2. If he hadn't written, she \_\_\_\_\_. (be worried)
3. If they were rich, they \_\_\_\_\_. (study at a private school)
4. If she arrives early, I \_\_\_\_\_. (offer her a coffee)
5. If she had a car, she \_\_\_\_\_. (be here)
6. If you work hard, you \_\_\_\_\_. (get promoted)
7. If they had known about your accident, they \_\_\_\_\_. (wait)
8. If she reads more, she \_\_\_\_\_. (improve) her writing. (improve)

If it rains, ...

◆ **zero conditional.** Esse tipo de construção é usado para:

- expressar verdades universais ou leis naturais.

(main clause) (if clause)

Metals **expand if** you **heat** them.

(simple present), (simple present)

- dar uma ordem ou instrução.

(main clause) (if clause)

Please **call me if** you **have** any problems.

(imperative), (simple present)

◆ **first conditional.** Essa construção é usada para expressar uma situação ou ação que pode acontecer no futuro.

(if clause) (main clause)

If it **doesn't rain**, I **will go** to the beach.

(simple present), (simple future)



If it doesn't rain, I will go to the beach.



#### I. Match the columns to make *first* and *zero conditional* sentences.

- |                                      |  |
|--------------------------------------|--|
| 1. If you need help,                 | ( ) take a taxi.                           |
| 2. If the bus doesn't come soon,     | ( ) if we get a visa.                      |
| 3. If he leaves work early,          | ( ) talk to the supervisor.                |
| 4. She will call you                 | ( ) he will have time to eat before class. |
| 5. We will travel to the US          | ( ) if she needs your support.             |
| 6. He won't have any money to travel | ( ) if you feel sick.                      |
| 7. Call a doctor                     | ( ) arrive early.                          |
| 8. If you want a good seat,          | ( ) if you tease them.                     |
| 9. Children cry                      | ( ) if you arrive late.                    |
| 10. She won't let you in             | ( ) if he loses his job.                   |



## II. Complete the conditional sentences using the verb in parentheses in the correct tense.

Example: If the police come, the thieves will run away. (run)

1. \_\_\_\_\_ me if Jane arrives late. (call)
2. I \_\_\_\_\_ glad if you come to my party. (be)
3. If Rafael is upset, \_\_\_\_\_ to him. (talk)
4. If she doesn't arrive on time, she \_\_\_\_\_ our presentation. (not see)
5. \_\_\_\_\_ you \_\_\_\_\_ me if you decide to go to the movies? (phone)
6. They \_\_\_\_\_ late if they come by bus. (arrive)
7. \_\_\_\_\_ out late if you are tired. (not stay)

## III. Underline the correct alternative according to the information in parentheses.

Example: People will die / die if they don't breathe. (zero conditional)

1. If he calls me, I will speak / speak to him. (first conditional)
2. Wood floats / will float if you put it in water. (zero conditional)
3. If dogs are frightened, they will bark / bark. (zero conditional)
4. If you study hard, you will pass / pass your examination. (first conditional)
5. Water boils / will boil if the temperature reaches 100 degrees Celsius. (zero conditional)
6. I will visit / visit you if I have time. (first conditional)
7. If the temperature is below zero, water will freeze / freezes. (zero conditional)
8. We have / will have lunch together if you arrive on time. (first conditional)



## IV. Complete the telephone conversation with the correct form of the verb in parentheses.

**Jack:** Hi, Linda. It's Jack here! I'm calling to see if you \_\_\_\_\_ (want) to come to a barbecue on the weekend.

**Linda:** Oh, Jack! Hi! Look! If it's not on Sunday I \_\_\_\_\_ (be able to) go.

**Jack:** Great. If it \_\_\_\_\_ (not rain) it will be on Saturday afternoon, if the weather is bad then it \_\_\_\_\_ (be) on Sunday. But the forecast is for good weather all weekend! It starts at 1:00 pm.

**Linda:** Where is it? If it's at Patty's house, I \_\_\_\_\_ (not go). You know I can't stand her!

**Jack:** I don't understand you! Don't you think that if Patty \_\_\_\_\_ (invite) you, it \_\_\_\_\_ (mean) she wants to be your friend again? She's really sorry for what she did. I think you should forgive her.

**Linda:** Well, if she says sorry, I \_\_\_\_\_ (forgive) her.

**Jack:** ... and if you \_\_\_\_\_ (call) her, she'll apologize! Go on! Call her! She \_\_\_\_\_ (invite) you herself if you do!

**Linda:** Ok! I'll call her. But if she doesn't apologize, I \_\_\_\_\_ (go) to the barbecue! I'll call you in a few minutes, ok?

**Jack:** Ok! If she \_\_\_\_\_ (be) not at home, call her on her cell phone. I'll speak to you in a few minutes. Bye!

**Linda:** Bye!

## Second and Third Conditionals

if it rained, if it had rained...

- ◆ O **second conditional** é usado para expressar uma ação ou uma situação improvável, hipotética ou imaginária no presente ou no futuro.

(if clause) (main clause)  
 If I **won** the lottery, I **would buy** a yacht.  
 (simple past), (would + verb)

- ◆ O **third conditional** é usado para expressar uma ação ou uma situação que não se concretizou no passado e sua (possível) consequência.

(if clause) (main clause)  
 If he **had arrived** earlier, he **wouldn't have missed** the flight.  
 (past perfect), (would have + past participle)



- Em situações hipotéticas, pode-se usar **were** para **I**, **he**, **she** and **it** em vez de **was**:

If I **were** you ..., If I **were / was** her mother,  
 If it **wasn't / weren't** so cold, If she **weren't / wasn't** so rude,

- Observe como os verbos modais também podem ser usados em orações condicionais:

If they **study / studied** during their vacation, they **might pass** the examination.  
 Or

If they **had studied** during their vacation, they **might have passed** the examination.



### I. Match the columns to make second or third conditional sentences.

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1. I would study today            | (   ) if they had looked for it.     |
| 2. What would you do              | (   ) if I had seen you.             |
| 3. They would have found the book | (   ) if I gave you U\$500?          |
| 4. If he drove more carefully,    | (   ) he would have fewer accidents. |
| 5. I'd have spoken to you         | (   ) if I had a test tomorrow.      |



**II.** Rewrite the sentences below to express *second conditional* (improbable) or *third conditional* (impossible) situations.

Example: I will leave the room if he arrives.

(improbable) I would leave the room if he arrived. (impossible) I would have left the room if he had arrived.

1. If they invite me, I will go with them.

(improbable) \_\_\_\_\_

2. If he doesn't talk to me, I will cry.

(impossible) \_\_\_\_\_

3. If they buy that car, they will use all their savings.

(improbable) \_\_\_\_\_

4. She will hurt herself if she climbs that tree.

(impossible) \_\_\_\_\_

5. He will punish her if she disobeys him.

(impossible) \_\_\_\_\_



**III.** José and Tânia are talking about what they would do if they won the lottery. Complete their dialog with the correct tense of the verbs in parentheses.

**José:** If I won the lottery, I \_\_\_\_\_ (stop) working.

**Tânia:** If I won the lottery, I \_\_\_\_\_ (have) a handsome personal trainer.

**José:** Well, I \_\_\_\_\_ (spend) some time in Europe.

**Tânia:** I \_\_\_\_\_ (buy) a yacht and travel around the world with my personal trainer.

**José:** If my children \_\_\_\_\_ (want) to go,  
I \_\_\_\_\_ (send) them to study abroad.

**Tânia:** If I \_\_\_\_\_ (have) children and  
\_\_\_\_\_ (be) rich, I \_\_\_\_\_ (force) them to study abroad.

**José:** If I \_\_\_\_\_ (be) one of your children, I \_\_\_\_\_ (pray) for you not to win the lottery.



**IV.** Edson's girlfriend has just dumped him. He is thinking about her. Complete these sentences with the correct form of the verbs in parentheses.

1. If I hadn't always been late, she \_\_\_\_\_ (might be) more patient.

2. If I hadn't told so many lies, she \_\_\_\_\_ (would trust) me this time.

3. She wouldn't have got jealous if I \_\_\_\_\_ (not talk) to my ex-girlfriend.

4. If I had paid more attention to her, she \_\_\_\_\_ (might not leave).



# 73

## Special Conditional Structures

unless, provided, in case, as long as...

- ◆ Unless (a menos que) pode ser usado em lugar de *if not*.

Bill won't come **if you don't** invite him.  
Bill won't come **unless** you invite him.

- ◆ In case (no caso de).

Take your umbrella **in case** it rains.

- ◆ Provided (that) e As long as (somente se).

**Provided (that) / As long as** you explain the exercise, he will be able to do it.

- ◆ if only (se ao menos) e I wish (eu queria que)

If only math wasn't so difficult.  
I wish I hadn't arrived late for the meeting.



### I. Underline the correct alternatives to complete the sentences.

1. He's going to take his umbrella (in case / unless) it rains.
2. You can't use your bank card (unless / if only) you have a password.
3. You can borrow my car (as long as / in case) you fill up the tank.
4. She can watch TV (unless / provided that) she finishes her homework first.
5. I wish he (were / had been) here to talk to me but he is at work now.
6. If only she (spoke / had spoken) to him first, but she didn't.
7. (Unless / If only) you come to see me this weekend, I'll go to the theater.
8. I will make more sandwiches (as long as / in case) more people arrive.
9. (As long as / unless) you follow the instructions you will be alright.
10. If I (were / am) you, I would take the doctor's advice.



## II. Match the columns to express wishes and regrets.

- |                             |   |
|-----------------------------|---|
| 1. If only I could remember | ( ) his phone number, but I couldn't.     |
| 2. I wish I had remembered  | ( ) to the meeting, but she went.         |
| 3. I wish she weren't       | ( ) the truth, but he did.                |
| 4. If only she hadn't gone  | ( ) at the meeting, but she is there now. |
| 5. I wish he had told       | ( ) his phone number, but I just can't.   |
| 6. If only he hadn't told   | ( ) the truth, but he didn't.             |

## III. Rewrite the underlined sentences. Use the words in parentheses

Example: If it doesn't snow, he will go for a walk. (unless)

Unless it snows, he will go for a walk.

1. The secretary will type the letter unless she is ill. (if)

The secretary will type the letter \_\_\_\_\_.

2. Don't go into the pool unless you can swim. (if)

Don't go into the pool \_\_\_\_\_.

3. If you're not too tired, I'll see you tonight. (unless)

\_\_\_\_\_, I'll see you tonight.

4. Unless it rains, we will go out this evening. (if)

\_\_\_\_\_, we will go out this evening.

5. If you don't have too much work to do, we could go away for the weekend. (unless)

\_\_\_\_\_, we could go away for the weekend.



## IV. Larry is going to invite Jenny to spend the weekend in the mountains. Complete their dialog with *unless, in case, as long as or I wish.*

**Larry:** Hi, Jenny. It's Larry here! Paul and I are thinking of going to the mountains this weekend. Do you want to come with us?

**Jenny:** Hi, Larry. Yeah. I'd love to, but \_\_\_\_\_ you'd called me yesterday. I've already promised my sister I'd help her study this weekend.

**Larry:** Well, can't your mom help her?

**Jenny:** That's a good idea! I'll talk to Mom. I can go then, \_\_\_\_\_ she refuses! It might be a good idea to invite someone else, though, just \_\_\_\_\_ I can't go.

**Larry:** I've spoken to Cathy already, but she and Paul have had an argument – she'll go \_\_\_\_\_ he doesn't go!

**Jenny:** Oh, I see! And what about Helen? I know she'd love to go, \_\_\_\_\_ she's visiting her parents this weekend.

**Larry:** But give me her number anyway, \_\_\_\_\_ I don't have it at home.

**Jenny:** Ok, I'll find out if Mom can help my sister and call you back, ok?

**Larry:** Sure. Thanks. Bye!

## 6

## Progress Check

1. PREPOSITIONS. Here is a newspaper article about stem cells. Read the text first, ignoring the gaps. Then choose the alternatives with the appropriate *prepositional phrase*.

**STEM CELLS<sup>1</sup>****What are stem cells?**

Stem cells are the master cells of the human body that have the potential to (1) \_\_\_\_\_ almost any (2) \_\_\_\_\_.

They can be obtained (3) \_\_\_\_\_, and, (4) \_\_\_\_\_, can (5) \_\_\_\_\_ nerve tissue<sup>2</sup>, blood<sup>3</sup>, heart muscle<sup>4</sup> and even brain cells<sup>5</sup>. Researchers have demonstrated, (6) \_\_\_\_\_, that bone marrow<sup>6</sup> cells can become liver<sup>7</sup> cells.

Cells can be (7) \_\_\_\_\_ our bodies to repair the damage<sup>8</sup> (8) \_\_\_\_\_ illnesses like heart disease, Parkinson's and Alzheimer's disease, and many others.

(9) \_\_\_\_\_, stem cells are going to grow into complete organs like the kidneys<sup>9</sup>, the liver etc.

**The Ethical Issue.**

True stem cells (10) \_\_\_\_\_ human embryos, but they can also be (11) \_\_\_\_\_ adult tissue. The problem begins when the scientists remove the cells from the embryos. When they do this, they destroy the embryo.

Pro-life groups argue that this is immoral because when an embryo is destroyed a life is destroyed.

Scientists and researchers, however, emphasize (12) \_\_\_\_\_ stem cell research. They say it will help millions of people.

Adapted from *Challenge*. Amos, Prescher and Pasqualin. Richmond Publishing, 2006

- |                          |                      |                      |
|--------------------------|----------------------|----------------------|
| 1. a) develop into       | b) develop by        | c) develop for       |
| 2. a) type to cell       | b) type from cell    | c) type of cell      |
| 3. a) on laboratories    | b) in laboratories   | c) to laboratories   |
| 4. a) for theory         | b) in theory         | c) to theory         |
| 5. a) change into        | b) change for        | c) change by         |
| 6. a) on example         | b) in example        | c) for example       |
| 7. a) put to             | b) put for           | c) put into          |
| 8. a) caused by          | b) caused to         | c) caused of         |
| 9. a) On the future      | b) In the future     | c) By the future     |
| 10. a) come from         | b) go from           | c) become from       |
| 11. a) found out         | b) found in          | c) found by          |
| 12. a) the importance of | b) the importance to | c) the importance on |

<sup>1</sup> stem cells: células-tronco

<sup>4</sup> heart muscle: músculo cardíaco

<sup>7</sup> liver: fígado

<sup>2</sup> nerve tissue: tecido nervoso

<sup>5</sup> brain cells: neurônios

<sup>8</sup> repair the damage: reparar os danos

<sup>3</sup> blood: sangue

<sup>6</sup> bone marrow: medula

<sup>9</sup> kidneys: rins

2. MODAL VERBS. Read the article about becoming a better reader. Then complete the sentences with: *must, can, ought to or should, may or might*.

### Effective Reading

Basically there are two types of readers<sup>1</sup>; those that \_\_\_\_\_ have information and those that read for pleasure<sup>2</sup>. What type \_\_\_\_\_ you be to be a successful reader?

Well, you \_\_\_\_\_ be both types! There are times when you \_\_\_\_\_ relax and enjoy your reading while at other times you \_\_\_\_\_ skim through a lot of material in order to perform your task<sup>3</sup>.

To become a good reader, you \_\_\_\_\_ develop reading strategies. Reading is made up of many kinds of details. You \_\_\_\_\_ find your own way of reading: one that works best for you. Before reading a text for the first time, it \_\_\_\_\_ be a good idea to ask yourself a general question about the text. You \_\_\_\_\_ look at the title or any related pictures to give you an idea about the kind of question you \_\_\_\_\_ ask yourself. Then you read the text to check your predictions. This helps you get the general idea (or gist) of the text.



Adapted from *Sun Up*. Amos, Prescher and Pasqualin. Richmond Publishing, 2008.

3. CONDITIONALS. Read this article about Karaoke. Use one of the phrases, from alternatives *a* to *f*, to complete the gaps. There is one phrase that you won't need to use.

- a) if you could sing like...      c) if you want...      e) if they were tense...  
b) if you would like to...      d) if you feel...      f) if you're happy...

\_\_\_\_\_, you'll sing! It's a way of expressing our feelings relaxing and forgetting our problems. That's why so many of us get addicted to karaoke!

Karaoke started over 30 years ago in the Japanese city of Kobe. It became a traditional way for businessmen to relax. \_\_\_\_\_, they would go to a karaoke bar and sing to reduce their stress levels!!!

\_\_\_\_\_ get up and sing, but are too nervous, you'll be glad to know that everyone can sing. It's just a matter of picking the right songs for your voice, a little practice, and you'll soon have the courage to be on stage.

David Holmes, from MTV, has a karaoke show and gives this advice to people who want to be good at karaoke sessions:

1. Stay calm. Imagine your audience in underwear!
2. Don't be embarrassed ! You don't have to be a great singer – karaoke is for fun – the more you sing, the better you get!
3. Know your limits. \_\_\_\_\_ Celine Dion, you probably would be Celine Dion! If you don't have a great voice, stay away from songs that require a great voice.
4. \_\_\_\_\_ intimidated at first, ask one of the other singers to join you on stage.

Adapted from *Sun*. Amos, Prescher and Pasqualin. Richmond Publishing, 2007.

\*<sup>1</sup> readers: leitores

\*<sup>2</sup> for pleasure: por prazer

\*<sup>3</sup> perform your task: cumprir sua tarefa

isn't it?, did he...?

- ◆ *Tag questions* são pequenas perguntas colocadas no final das orações, para pedir uma informação ou uma confirmação do que foi dito.
- ◆ Características gerais:
  - oração **afirmativa** – a *tag question* será **negativa** (forma abreviada);
  - oração **negativa** – a *tag question* será **afirmativa**;
  - vem sempre após uma vírgula;
  - é sempre formada por um verbo auxiliar e um pronome.
- Vitória **is** working, **isn't** she?  
 Maira **isn't** working, **is** she?  
 Manoel **will** come tomorrow, **won't** he?  
 Manoel **will not** come tomorrow, **will** he?  
 They **work** here, **don't** they?  
 They **don't** work here, **do** they?

- Casos Especiais

I'm too fat, aren't I?  
 She never visits me, does she?  
 Sit down, will you?  
 Don't open the window, will you?  
 Let's go, shall we?

Bob plays the piano well, doesn't he?  
 Beto doesn't play the piano well, does he?  
 Leila can swim, can't she?  
 Tereza can't swim, can she?  
 Telma talked to you, didn't she?  
 Taís didn't talk to you, did she?



**I. Underline the correct *tag questions*.**

1. They are going to work, (are they / aren't they)?
2. Bob arrived late, (did he / didn't he)?
3. The boys had gone to school, (had they / hadn't they)?
4. They weren't hungry, (were they / weren't they)?
5. The girls can talk to you, (can they / can't they)?
6. That isn't your mother over there, (is it / isn't it)?
7. You've been to Fortaleza, (haven't you / didn't you)?
8. Michael went to college last week, (hasn't he / didn't he)?
9. Clara will be at your party, (is she / won't she)?
10. Cancun isn't in Florida, (is it / isn't it)?





**II.** The underlined *tag questions* are incorrect. Write the correct ones.

Example: They used to read a lot, don't they? didn't they?

1. The girl couldn't help you, couldn't she? \_\_\_\_\_
2. Rita and Laura won't have to leave, will she? \_\_\_\_\_
3. I was late, wasn't me? \_\_\_\_\_
4. We had a good time, had we? \_\_\_\_\_
5. You don't travel a lot, travel you? \_\_\_\_\_
6. I am very lazy, am not I? \_\_\_\_\_
7. They play the piano, did they? \_\_\_\_\_
8. Your mother can't drive, drives she? \_\_\_\_\_



**III.** Complete the questions with the correct *tag questions*.

Example: The firemen broke the door down, didn't they ?

1. It might rain, \_\_\_\_\_ ?
2. You could have arrived earlier, \_\_\_\_\_ ?
3. He hates spinach, \_\_\_\_\_ ?
4. Stop talking, \_\_\_\_\_ ?
5. It would be difficult to refuse the invitation, \_\_\_\_\_ ?
6. You have brought some chairs to sit on, \_\_\_\_\_ ?
7. You will be happy to get that job, \_\_\_\_\_ ?
8. They should have helped me, \_\_\_\_\_ ?
9. There were a lot of people at the party, \_\_\_\_\_ ?
10. They seldom arrive late, \_\_\_\_\_ ?
11. The wind is very strong, \_\_\_\_\_ ?
12. Let's have a party, \_\_\_\_\_ ?
13. You're coming to the party, \_\_\_\_\_ ?
14. He never goes to the beach, \_\_\_\_\_ ?
15. He must play tennis very well, \_\_\_\_\_ ?
16. There aren't any students here, \_\_\_\_\_ ?
17. They will lose the game, \_\_\_\_\_ ?
18. He is a nice guy, \_\_\_\_\_ ?
19. Close the window, \_\_\_\_\_ ?
20. The weather was great, \_\_\_\_\_ ?
21. It is nearly 10 o'clock, \_\_\_\_\_ ?



is done, were done

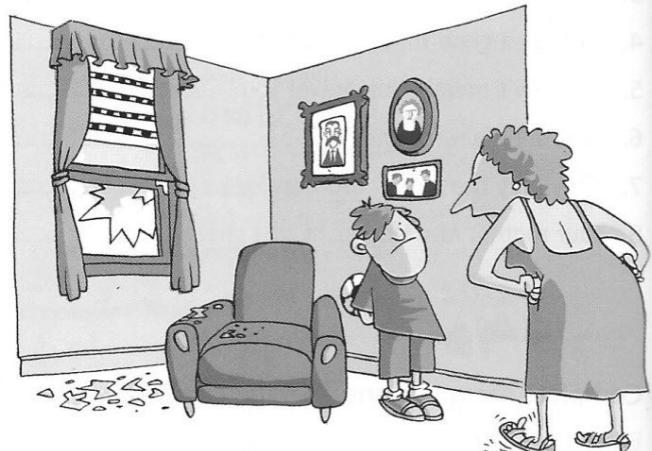
- ◆ Observe os exemplos abaixo:

Someone **broke** the window. (voz ativa)

The window **was broken**. (voz passiva)

- ◆ A voz passiva é formada pelo verbo **to be** (no mesmo tempo que o verbo principal) + particípio passado do verbo principal.

*The window was broken  
by someone and it wasn't me!*



Tempo verbal	Voz ativa	Voz passiva
Presente simples	writes / write	is written / are written
Presente contínuo	is writing	is being written
Passado simples	wrote	was written / were written
Passado contínuo	was writing	was being written
Presente perfeito	has written / have written	has been written / have been written
Passado perfeito	had written	had been written
Futuro simples	will write	will be written
Modal	must write	must be written

- ◆ Principais usos da voz passiva:

- quando a pessoa ou o sujeito da ação não é importante, não é conhecido, ou está implícito no contexto.

Ana **was told** to leave the classroom. (Fica implícito que o professor pediu.)

- em situações formais, na linguagem jornalística e descrições técnicas e / ou científicas.

The lottery winner **was not found** at home. (Não importa quem não o encontrou.)

- ◆ Podemos mencionar a pessoa que realizou a ação usando **by**.

*Romeo and Juliet was written by Shakespeare.*

- Quando o verbo na voz ativa tiver dois objetos (direto e indireto), qualquer um deles pode ser o sujeito da voz passiva.

*John told me a story. → I was told a story (by John).*

*John told me a story. → A story was told to me (by John).*



### I. Rewrite the sentences in the *passive voice*. Do not use *by*.

Example: They asked him to give a lesson. He was asked to give a lesson.

1. The police arrested the robber. \_\_\_\_\_
2. They told the students to be quiet. \_\_\_\_\_
3. They offered Célia a good job. \_\_\_\_\_
4. They promised Jorge a good salary. \_\_\_\_\_
5. The builders built the office block in less than a year. \_\_\_\_\_
6. The government has increased taxes again! \_\_\_\_\_
7. They offered me some water. \_\_\_\_\_
8. The cinema is showing the new Tom Cruise film. \_\_\_\_\_
9. They sent the letters yesterday. \_\_\_\_\_
10. They made it in China. \_\_\_\_\_



### II. Rewrite these sentences in the *passive voice*. Use *by*.

Example: Fire destroyed the building. The building was destroyed by fire.

1. Mário will fix my car. \_\_\_\_\_
2. Tarsila do Amaral painted "O Abaporu". \_\_\_\_\_
3. A policeman has stopped us. \_\_\_\_\_
4. The Sky Company is building that factory. \_\_\_\_\_
5. The kids next door broke the window. \_\_\_\_\_
6. That man sells fresh fruit and vegetables. \_\_\_\_\_
7. The teacher had already corrected the tests. \_\_\_\_\_
8. Paulo Coelho wrote the book. \_\_\_\_\_
9. Her parents will meet Jackie at the airport. \_\_\_\_\_
10. Our neighbor takes me to school every day. \_\_\_\_\_



### III. Put these sentences into the *active voice*.

Example: Information is stored on computers. Computers store information.

1. The forest was being destroyed by fire. \_\_\_\_\_
2. Patients are looked after by nurses. \_\_\_\_\_
3. The answer wasn't known by the man. \_\_\_\_\_
4. Alex will be taken to the airport by Roberta. \_\_\_\_\_
5. When was the Moon first visited by man? \_\_\_\_\_

# 76

## Have (something) Done

I had my house painted

- Formação: sujeito + **to have** + objeto + participípio passado do verbo principal.

I **have** my hair **cut** once a month. (Eu corto meu cabelo uma vez por mês.)

Expressa: uma ação que alguém faz a nosso pedido ou em nosso favor.

I **had** my hair **cut** last month.

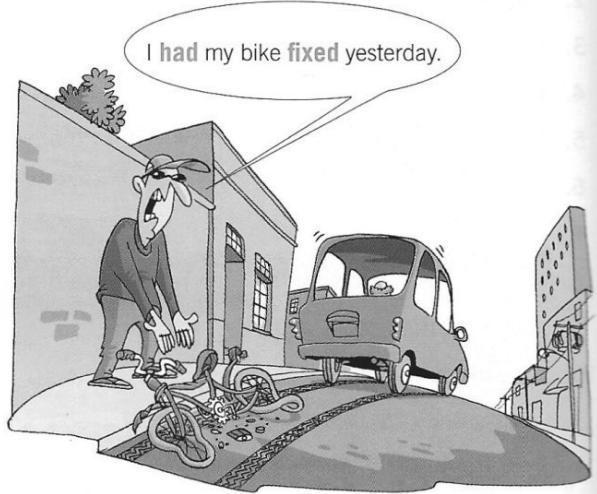
I **will have** my hair **cut** next week.

### Negativa

I **don't have** my nails done every month.

I **didn't have** my bike fixed last Friday.

I **won't have** my car serviced next month.



### Interrogativa

Do you **have** your house cleaned every week?

Did you **have** your picture taken last Friday?

Will you **have** your car washed on Saturday?

Uso informal - Podemos usar **get** no lugar de **have**.

I **got** my bike **fixed** yesterday.



### I. Check A if the subject performed the action and B when someone else did it.

Example: He **had** his hair **cut** last week. (B)

- She **cleans** her room every day. ( )
- They've just **got** their car **fixed**. ( )
- I **took** a beautiful photo yesterday. ( )
- We're **having** our apartment **decorated** ( )
- Judy was **having** a dress **made**. ( )
- He'll send the e-mail tomorrow. ( )

### II. Match the sentences.

- They are **washing** his car now. ( ) We had dinner prepared.
- She **cut** her hair. ( ) You had your clothes washed.
- The maid **prepared** dinner for us. ( ) She had her hair cut.
- The man **took** our picture. ( ) He is having his car washed now.
- Your mother **washed** your clothes. ( ) We had our picture taken.



### III. Rewrite the sentences. Use *have* or *get* (something) *done*.

Example: They're washing her car.

She's having / getting her car washed.

1. He has done my hair.

I \_\_\_\_\_

2. The builders are going to build our house.

We \_\_\_\_\_

3. The cook can prepare dinner for him.

He \_\_\_\_\_

4. Someone must wash their clothes.

They \_\_\_\_\_

5. The painters are painting John and Jane's house.

They \_\_\_\_\_

6. You have always revised the text twice.

You \_\_\_\_\_

7. They are going to service Gino's car.

Gino \_\_\_\_\_

8. He would cut his hair if it were necessary.

He \_\_\_\_\_

9. They will fix our computer.

We \_\_\_\_\_

10. Your poems should be published someday.

You \_\_\_\_\_



### IV. Paula is visiting Marco's apartment. Complete their dialog. Use *have* / *get* (something) *done* and the verbs in parentheses.

**Paula:** Wow! Your apartment is so tidy! Do you vacuum it often?

**Marco:** Well no, not personally but I (vacuum) \_\_\_\_\_ three times a week.

**Paula:** Look at your kitchen! Do you wash the dishes?

**Marco:** No, I (wash) I \_\_\_\_\_ three times a week.

**Paula:** How about your clothes? Do you do the laundry?

**Marco:** Oh, no. I (do) \_\_\_\_\_ once a week.

**Paula:** Your bathroom is so clean. Do you clean it often?

**Marco:** Well, I (clean) \_\_\_\_\_ three times a week.

**Paula:** So, what things do you do at home?

**Marco:** Hummm, let me see! Oh, I know. I pay the maid.



# 77

## Indirect Speech I

she said that...

- ◆ Há duas formas de relatar o que alguém disse:
  - pelo **discurso direto** (*direct speech*), quando repetimos o que foi dito usando as mesmas palavras da pessoa.
  - pelo **discurso indireto** (*indirect speech*), quando contamos o que foi dito com nossas próprias palavras.



### Discurso direto

- Andrea said, "I have a test today."
- Renato said, "I worked yesterday."
- Leo said, "I'll work on my car tomorrow."
- Lea and Leo said, "We're working now."
- Leo said, "I was working an hour ago."
- Cindy said, "I've been here before."
- Lisa said, "I can work with you."

### Discurso indireto

- She said (that) she had a test that day.
- He said (that) he had worked the day before.
- He said (that) he would work on his car the next day.
- They said (that) they were working then.
- He said (that) he had been working an hour before.
- She said (that) she had been there before.
- She said (that) she could work with me.

- ◆ Podemos manter o mesmo tempo verbal usado no discurso direto quando o verbo utilizado para relatar estiver:
  - no passado, mas a situação ainda existe no presente.
  - no presente, futuro ou no presente perfeito.

My parents don't write to me. ➔ She said her parents don't write to her.

I come from Brazil. ➔ He says he comes from Brazil.



### I. Complete the sentences.

**Example:** The teacher said, "You have to do your homework by Thursday." The teacher said that we had to do our homework by Thursday.

1. She said, "The girls are in the library." She said that \_\_\_\_\_ in the library.
2. Sara said, "The boys are playing soccer." Sara said that \_\_\_\_\_.
3. Mom said, "I read a good book yesterday." Mom said that \_\_\_\_\_ a good book the day before.
4. He said, "The girls were here an hour ago." He said the girls \_\_\_\_\_ an hour before.
5. The doctor said, "Your father smokes too much." The doctor said that my father \_\_\_\_\_ too much.



## II. Put the sentences into *indirect speech*. Make changes where necessary.

Example: They said, "We can work tomorrow." They said they could work the next day.

1. He says, "I will study with my friend Lucy at my house."

2. They said, "We won't come back early."

3. They said, "We are going to buy some flowers for our mom."

4. I said, "I have already paid this check."

5. She will say, "It's not going to work" when you tell her about your plans.

6. He said, "I can meet you later."

7. My parents said, "Your sister played very well in the volleyball game."

8. She said, "There's going to be a thunderstorm later."



## III. Look at the table and report the sentences. Make changes when necessary.

1. Joe said, "I didn't finish my work."

5. Eli said, "Cida speaks English well."

2. Helen says, "I've seen him."

6. Fábio and Luciano said, "We haven't bought our books yet."

3. The teacher said, "I will be working tomorrow."

7. Monica said, "I am not going to call him."

4. William will say, "We have to give up now."

8. Marta says, "Pedro is always late for work."

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

# 78

## Indirect Speech II

she asked me..., she told me...

- ◆ Usamos:

- a forma afirmativa para relatar uma pergunta.
- o infinitivo para relatar uma ordem.
- geralmente, os verbos **tell** and **order** para relatar pedidos e ordens.

### Discurso direto

**What time** is the meeting?  
Does Carla play the piano?

"Open the door."  
"Don't call later."

### Discurso indireto

He asked **what time the meeting was**.  
He asked **if Carla played the piano**.  
He told me **to open** the door.  
She ordered me **not to call** later.

- **Say** e **tell** têm regras diferentes quanto ao uso do objeto indireto.

Luís **told me** (that) he was tired.

(O objeto indireto é obrigatório)

Luís **said** (that) he was tired.

(O objeto indireto é facultativo)

- **Must**, **could**, **should**, **ought to**, **might** e **would** não mudam de forma no discurso indireto.

He **said**, "I **could** go."

He **said** he **could** go.



### I. Complete the sentences to report what was said.

**Example:** Joel said to Susan, "I hate you."    Joel told Susan (that) he hated her.

1. I said to the porter, "I am Mr. Spencer."

I told \_\_\_\_\_

2. He said to Jane, "I am always here on Fridays."

He told \_\_\_\_\_

3. I said to the boy, "Leave the room."

I told \_\_\_\_\_

4. "Nobody could paint a picture as well as you."

He said \_\_\_\_\_

5. "You should leave the country at once."

She said \_\_\_\_\_

6. "I must go to the library before it closes."

I said \_\_\_\_\_

7. "You ought to visit my grandmother tomorrow."

She said \_\_\_\_\_

8. "Stay here Rafael!"

They told \_\_\_\_\_



## II. Put these sentences into *indirect speech*.

Example: "Sit down." He told me / us to sit down.

1. "Keep quiet, Andrew." They ordered \_\_\_\_\_
2. "Don't run away." She told us \_\_\_\_\_
3. "Come in, Alex." He told \_\_\_\_\_
4. "Don't open the door, Sarah." She told \_\_\_\_\_
5. "Don't step on the grass!" He ordered them \_\_\_\_\_

## III. Put these questions into *indirect speech*. Introduce them as suggested.

Example: "What are you doing?" She asked me what I was doing.

1. "Do you play the piano?" They asked me \_\_\_\_\_
2. "How did you go to school today?" I asked him \_\_\_\_\_
3. "When will Jack be back?" I asked \_\_\_\_\_
4. "Where did you go?" She asked \_\_\_\_\_
5. "Are the girls here?" They asked me \_\_\_\_\_
6. "What is the matter?" Grandma asked me \_\_\_\_\_
7. "Are they coming today?" I asked \_\_\_\_\_
8. "What time is it?" I asked \_\_\_\_\_



## IV. Rogério was driving on a highway when a policeman stopped him. He is telling his friend Carlos what happened. Complete their conversation using the verbs in parentheses.

**Carlos:** Hi, Rogério. Martha said \_\_\_\_\_ (want to) talk to me. What's up?

**Rogério:** Yes. Could you give me a ride to the party next Saturday?

**Carlos:** OK, but why don't you take your father's car?

**Rogério:** Well, it's a long story but last Sunday I was coming back from a nightclub around 3 am when a policeman stopped me. He told me \_\_\_\_\_ (get out of) the car and asked me \_\_\_\_\_ (show) my driving license. Then he wanted to know if \_\_\_\_\_ (drink). When I tried to answer, he told me \_\_\_\_\_ (not interrupt) him and ordered me \_\_\_\_\_ (do) a breathalyzer test. Fortunately, I wasn't drunk but he gave me a speeding ticket anyway. Well, after all this, my father ordered me \_\_\_\_\_ (not use) his car for 3 months.

**Carlos:** OK, I'll give you a ride but I'm going to drive.



## 79

## Infinitive

to do, to go

- ◆ O infinitivo é a forma original do verbo e pode aparecer *com ou sem to*.

- Usa-se o infinitivo **sem to**:  
após os verbos modais (**can, could, should etc.**), os verbos auxiliares **do e will** e os verbos **make e let**.

I can **swim**.

Do you **like** coffee?

Let me **go**.

She makes me **feel** good.

- após as conjunções **but e except**.

She does nothing **but cry**.

(Ela não faz nada além de chorar)

- após **would rather** ('d rather), que expressa preferência; e **had better** ('d better), que expressa conselho ou recomendação.

I'd rather **go** home by taxi.

You'd better **see** a doctor.

- Usa-se o infinitivo **com to**:  
após os verbos: agree, appear, arrange, ask, decide, expect, fail, happen, help, invite, learn, manage, offer, plan, promise, refuse, seek, seem, teach, tell, want, wish.

He decided **to wait** here.

- após a estrutura verbo + objeto.  
He invited us **to go**.

- após as expressões **the first, the second, the last, the only** e os pronomes interrogativos **who, where, when, what, how, whose**.

She was the **first to arrive**.

We don't know **what to do**.

- quando se quer mencionar com que propósito se faz alguma coisa.

I brought an extra sandwich **to give** you.



**I. Underline the correct alternatives to complete the sentences.**

1. Let's (dance / to dance), shall we?
2. I can't (afford / to afford) to buy a new car.
3. I refuse (do / to do) the dishes again.
4. He made her (cry / to cry).
5. We found it hard (study / to study) all day.
6. She's too shy (sing / to sing) in front of such a big audience.
7. Remind me (to pay / pay) the electricity bill, will you?
8. I must (to have / have) something to eat now. I'm starving!
9. I could (work / to work) in the evenings if you want me to.
10. Can you (to let / let) me leave class early, please?



## II. Complete the sentences with the *infinitive* of the verbs in parentheses with or without *to*.

**Example:** You'd better take your coat. It's getting colder. (take)

1. Please, let me \_\_\_\_\_ here. (study)
2. I cannot agree \_\_\_\_\_ that. (do)
3. We could do nothing but \_\_\_\_\_ quiet. (keep)
4. They told me \_\_\_\_\_ down. (sit)
5. I made him \_\_\_\_\_ the letter. (answer)
6. He didn't know how \_\_\_\_\_ in front of a lady. (behave)
7. You'd better \_\_\_\_\_ the telephone. It might be important. (answer)

## III. Underline and correct the mistakes.

**Example:** He was the only one buy her a present. to buy

1. They invited us join them. \_\_\_\_\_
2. You should do nothing except to wait. \_\_\_\_\_
3. I'd rather to be on the beach now. \_\_\_\_\_
4. The teacher promised read my poems. \_\_\_\_\_
5. You'd better to hurry up because our train leaves in 15 minutes. \_\_\_\_\_
6. The policeman asked see her driver's license. \_\_\_\_\_
7. I've decided go to Porto Alegre in my vacation. \_\_\_\_\_



## IV. Miro crashed his father's car last night. He needs to tell his father. Complete their conversation using the *infinitive* with or without *to*.

**Miro:** Morning, Dad!

**Dad:** Good morning, Miro. Why are you up so early?

**Miro:** I woke up early \_\_\_\_\_ (have) breakfast with you, Dad. Did you sleep well?

**Dad:** Yes, I did, and you? Is anything wrong?

**Miro:** No, Dad, nothing! I only wanted \_\_\_\_\_ (talk) to you. It's... the car.

**Dad:** You are making me \_\_\_\_\_ (feel) nervous. You'd better \_\_\_\_\_ (tell) me right away!

**Miro:** Well, as you always say: It's better \_\_\_\_\_ (face) the truth.

**Dad:** What happened to the car?

**Miro:** Well, to be honest I'd rather not \_\_\_\_\_ (tell) you, here goes! I was trying \_\_\_\_\_ (swerve) around a hole when a bus hit me. But you don't need \_\_\_\_\_ (worry), Dad! I'm okay!

**Dad:** A bus? Where's the car? Let's go \_\_\_\_\_ (see) what's left of it.

**Miro:** It's outside. I'm taking it \_\_\_\_\_ (be) repaired right now.

**Dad:** Oh, so you got up early \_\_\_\_\_ (give) me the news and not \_\_\_\_\_ (have) breakfast with me!



What do you want to tell me, Miro?

# 80

## Gerund

doing, going

- ◆ O gerúndio é uma forma verbal caracterizada pela terminação **ing**. É usado:

- como substantivo ou sujeito da oração:

Singing is her favorite hobby.

- após preposições:

She is tired of working.

- após alguns verbos como: admit, appreciate, avoid, consider, deny, dislike, enjoy, escape, finish, keep, mind, miss, suggest etc.

He admitted being wrong.

She will risk losing him.

- após algumas locuções verbais como: can't stand, can't help, it's no use, there's no point, it's (not) worth...

I can't help feeling sorry for him.

It's worth reading that book.

- após os verbos **come** e **go**, em frases relacionadas a atividade física ou esporte.

They went skiing last winter.

Would you like to come jogging with me?

- Os verbos: begin, continue, hate, like, start etc. podem ser seguidos por gerúndio (**ing**) ou infinitivo com **to**:

I start working at 7 am.

I start to work at 7 am.

- O significado de alguns verbos, porém, muda quando eles são seguidos por gerúndio (**ing**) ou por infinitivo com **to**.

She stopped talking to me.

(Ela parou de falar comigo.)

She stopped to talk to me.

(Ela parou para falar comigo.)



### I. Complete the sentences with the *gerund* form of the verbs in parentheses.

1. The man admitted \_\_\_\_\_ (steal) the jewelry.
2. She is very fond of \_\_\_\_\_ (swim).
3. They would appreciate \_\_\_\_\_ (hear) from you.
4. I avoided \_\_\_\_\_ (talk) to him after our quarrel.
5. \_\_\_\_\_ (paint) is a terrific pastime.
6. She has considered \_\_\_\_\_ (continue) her course.
7. I really enjoy \_\_\_\_\_ (meet) people.
8. \_\_\_\_\_ (work) hard is something we all have to do.
9. I'm interested in \_\_\_\_\_ (learn) another foreign language.
10. We both stopped \_\_\_\_\_ (smoke) about 3 years ago.



## II. Check the correct sentences. Underline and correct the mistakes in the incorrect ones.

Example: They went swim after class. swimming

1. Drinking in excess can be dangerous. \_\_\_\_\_
2. She couldn't stand look at those bright lights. \_\_\_\_\_
3. Would you mind read the composition again? \_\_\_\_\_
4. They left without waiting for her. \_\_\_\_\_
5. They stopped to talk loudly at 11 pm. \_\_\_\_\_
6. She remembered talking to me at the party. \_\_\_\_\_
7. She tried to solve your problem but she couldn't. \_\_\_\_\_
8. They didn't remember locking the door and the house was robbed. \_\_\_\_\_
9. I couldn't help to laugh when he arrived in those clothes. \_\_\_\_\_
10. To swim is my favorite sport. \_\_\_\_\_
11. Would you like to come to ski? \_\_\_\_\_
12. It's worth seeing that movie. \_\_\_\_\_
13. There's no point to talk to them. \_\_\_\_\_
14. He's bored with to live here. \_\_\_\_\_



## III. Fill in the gaps. Use the gerund or the infinitive of the verbs in parentheses.

My wife, Wanda, was a very happy home maker. But when our son was 3 years old, she wanted \_\_\_\_\_ (get) a job. She decided \_\_\_\_\_ (look) for a part-time job so she could still spend afternoons with our son.

But when she couldn't find a regular job, she started to think about \_\_\_\_\_ (work) at home. She started \_\_\_\_\_ (work) as a proofreader for a magazine.

Now Wanda enjoys \_\_\_\_\_ (stay) at home. She likes \_\_\_\_\_ (take) care of our son and also \_\_\_\_\_ (have) time to go to the gym and study English. But, unfortunately for me, \_\_\_\_\_ (sing) in the shower is still her favorite hobby.



Singing in the shower is her favorite hobby.

Do you know what time it is?

- ◆ Pode-se fazer dois tipos de perguntas em inglês:
  - na forma **direta** (*direct*)  
Where is the next oasis?
  - na forma **indireta** (*indirect*);  
Do you know **where** the next oasis **is**?
  - Na pergunta indireta, apenas a primeira parte da oração assume a forma interrogativa.



Direct questions	Indirect questions
When is he coming?	Could you tell me when he's coming?
What did he say?	Can you tell me what he said?
Where are they going?	Do you know where they are going?
Did the train from Santos arrive?	Can you tell me if the train from Santos arrived?
Does Mrs. Johnson come today?	Do you know if Mrs. Johnson comes today?
Is Mr. Fromen arriving tomorrow?	Do you know if Mr. Fromen is arriving tomorrow?



#### I. Complete the sentences. Follow the example below.

**Example:** Where did Sally go? Do you know where Sally went?

1. Whose car is this? Do you know \_\_\_\_\_
2. When did they leave? Can you tell me \_\_\_\_\_
3. How much does it cost? Do you know \_\_\_\_\_
4. Is the flight from Houston late? Can you tell me \_\_\_\_\_
5. Is there a taxi rank near here? Could you tell me \_\_\_\_\_
6. What time is it? Do you know \_\_\_\_\_
7. Where can we park the car? Could you tell me \_\_\_\_\_
8. How are you getting to the party? Do you know \_\_\_\_\_
9. What did she buy? Do you know \_\_\_\_\_
10. Is this the best way to Salvador? Can you tell me \_\_\_\_\_



## II. Tick (✓) the correct sentences. Underline and correct the mistakes.

Example: Can you tell me where can I catch the bus? I can

1. How far is it to Miami? \_\_\_\_\_
2. Do you know how old the children are? \_\_\_\_\_
3. Do you know who was Glenn talking to? \_\_\_\_\_
4. Can you tell me where can I buy red roses? \_\_\_\_\_
5. Do you know what kind of book she likes? \_\_\_\_\_
6. Can you tell me if is there a message for me? \_\_\_\_\_
7. Do you know where is the post office? \_\_\_\_\_
8. Can you tell me when does the class end? \_\_\_\_\_

## III. Rewrite the sentences. Use the *indirect form*.

1. Where did Jack go yesterday?

2. Why does he fly to London every week?

3. What time does she wake up every day?

4. Where can I go in the evening?

5. How long did they spend in Greece?



## IV. Put the words in the correct order and ask questions. Use *Do you know...* or *Can you tell me...*

Example: the receptionist / arrived / late / again

Do you know if the receptionist arrived late again?

1. checked into / Mr. Holden / has / the / already / hotel

Do you know \_\_\_\_\_

2. bus journey / how long / the / Rio / takes / to

Do you know \_\_\_\_\_

3. what time / is / served / dinner

Can you tell me \_\_\_\_\_

4. find / a drugstore / where / I / can

Do you know \_\_\_\_\_

5. how / to / can / get / the library / I

Can you tell me \_\_\_\_\_

Each child has a pet

- ◆ Quando o sujeito é um substantivo como **student, person, child, friend, cousin** (de gênero indeterminado), podemos fazer a concordância com:

- **he e she, his e her**, se quisermos ser precisos.  
Porém esse uso é muito formal:

Each **student** has to bring **his or her** own material.  
Each **child** arrives at 9:00. **He or she** stays in this room.

O uso mais comum é **they e their**:

Each student has to bring **their** own material.  
Each child arrives at 9.00am. **They** stay in this room.

- Quando o sujeito é uma palavra terminada em **one** ou **body**, geralmente usamos **they, them, their**.

**Everyone** is having **their** lunch.

**Everybody** has arrived. Give **them** the books.

- Porém, quando o gênero é determinado, usamos **he ou she, his ou her**.

**The girls** were playing volleyball.  
**Someone** has left **her** towel in the locker room.

- Com **both... and**, usa-se o verbo sempre na terceira pessoa do plural.

**Both** the boy **and** the girl **like** spinach.

- Com **each e every**, usa-se o verbo na terceira pessoa do singular.

**Each child** has to bring some food for the school party.  
**Every student** does a placement test before the English course.



### I. Match the columns.

- |                                    |  |
|------------------------------------|--|
| 1. Every child wants to play with  | (   ) to park <b>their</b> car in front of the church. |
| 2. Nobody was allowed              | (   ) <b>their</b> own toys.                           |
| 3. Everybody thinks that           | (   ) <b>his</b> house by the lake.                    |
| 4. One of Bob's friends will build | (   ) they are the best drivers.                       |
| 5. Each person could               | (   ) to take <b>their</b> examinations today.         |
| 6. Several students are going      | (   ) doing <b>his or her</b> work.                    |
| 7. Each of my classmates is        | (   ) bring <b>their</b> partner.                      |



## II. Tick the correct sentences and correct the wrong ones.

Example: Did everyone enjoy himself at the party? themselves

1. Somebody forgot her purse in the ladies' room. \_\_\_\_\_
2. The policeman said both drivers was wrong. \_\_\_\_\_
3. Somebody parked their car in my parking space. \_\_\_\_\_
4. Each table have four chairs. \_\_\_\_\_
5. Every guest have a valid entry ticket. \_\_\_\_\_
6. The taxi drivers were waiting for their passengers. \_\_\_\_\_
7. The engineers presented themselves to the clients. \_\_\_\_\_
8. Both students were cheating in the test. \_\_\_\_\_
9. Every student do a test before entering the college. \_\_\_\_\_
10. Somebody cut herself with the knife. \_\_\_\_\_
11. Both my children has green eyes. \_\_\_\_\_
12. Everybody looks after himself these days. \_\_\_\_\_



## III. Complete the paragraph with the words from the box.

herself      themselves      his      her      their      himself

The teacher had asked each student to write a card to \_\_\_\_\_ mother. \_\_\_\_\_ cards were not very good so she told the students to correct them by \_\_\_\_\_. They did and gave them back to the teacher. But some of them still needed improvement, so the teacher decided to correct them \_\_\_\_\_. After correcting all the cards, she gave them back to the students. Each student was supposed to tell the class \_\_\_\_\_ mother's reaction to the card. Carlos was the first student to report his mother's reaction. He said his mother liked the card very much but she did not believe he had written it \_\_\_\_\_. The teacher was very upset because she had improved Carlos's card too much.



## get up, look up, put up with...

- Um *phrasal verb* é um verbo acrescido de uma partícula que lhe dá um significado diferente do seu significado original.

Ex.: He **ran into** his teacher at the theater.  
(Ele encontrou seu professor no teatro.)

- Um *phrasal verb* pode ser *transitivo* ou *intransitivo*.  
They made up **the story**.  
(Eles inventaram a história.)  
She suddenly **showed up**.  
(De repente, ela apareceu.)

- Os *phrasal verbs* podem ser separáveis (*separable*), isto é, o objeto pode ser colocado entre o verbo e a partícula, ou inseparáveis (*inseparable*), isto é, quando verbo e partícula não podem ser separados.

I **turned** the television **off**.

(Eu desliguei a televisão.)

I **ran into** my sister at the supermarket.  
(Encontrei minha irmã no supermercado.)

- Alguns *phrasal verbs* podem ser tanto *separable* quanto *inseparable*.

I **made up** an excuse.

I **made** an excuse **up**.

- Em geral, a estrutura dos *phrasal verbs* é verbo + partícula + preposição.

How do you **put up with** his bad behavior?

It's difficult to **get along with** him.



- These phrasal verbs can be *separable* or *inseparable*. Rewrite them in the alternative form.

Example: She put her shoes on. She **put on** her shoes.

1. Could you turn down the radio? \_\_\_\_\_
2. Take off your shoes and sit down. \_\_\_\_\_
3. Can you fill in the form? \_\_\_\_\_
4. I looked up the word in the dictionary. \_\_\_\_\_
5. We had to put the meeting off. \_\_\_\_\_
6. Let's throw away the old magazines! \_\_\_\_\_
7. Let's call up the manager. \_\_\_\_\_
8. Turn on the TV, the film starts in a minute! \_\_\_\_\_
9. I'll pick up my friends at 8:00 pm. \_\_\_\_\_
10. I want to give up my job. I hate it! \_\_\_\_\_



## II. Complete the sentences with the words from the box.

out      up      in      after      down

1. Why don't we go \_\_\_\_\_ this evening?
2. I usually get \_\_\_\_\_ at 6:00 am on weekdays.
3. Come \_\_\_\_\_ and take a seat.
4. Hurry \_\_\_\_\_! We're late.
5. My mother always wakes me \_\_\_\_\_ at 6:00 am.
6. Sit \_\_\_\_\_ and I will tell you what happened.
7. Look \_\_\_\_\_! The traffic lights are red.
8. I picked Lúcia \_\_\_\_\_ from work and we went to the movies.
9. Clean your mess \_\_\_\_\_, kids! Then we can go out.
10. I need to lie \_\_\_\_\_. I'm not feeling well.
11. The kids still haven't showed \_\_\_\_\_. I'm worried.
12. I can't go out tonight. I have to look \_\_\_\_\_ my little brother.
13. Sorry, we're late. Our car broke \_\_\_\_\_.
14. You must give \_\_\_\_\_ smoking. It's so bad for you!



## III. Correct the mistakes in these sentences.

1. I can't up put with him any longer. \_\_\_\_\_
2. I ran my teacher in town into yesterday. \_\_\_\_\_
3. My parents don't along get with my boyfriend. \_\_\_\_\_
4. We have out run of milk. \_\_\_\_\_
5. I am forward looking to meeting you. \_\_\_\_\_

## IV. Complete the text with the *phrasal verbs* from the box in the correct tense.

pick up    make up    get along with    wake up    hurry up    put up with    give up    get up

### I usually ...

I usually \_\_\_\_\_ at 6:00 am on weekdays. If I don't \_\_\_\_\_ straight away, my mom comes into my room and tells me to \_\_\_\_\_. A workmate of mine usually \_\_\_\_\_ me \_\_\_\_\_ at 7:00 am and we arrive at work at about 8:00 am. If we are late, we have to \_\_\_\_\_ an excuse because our boss is very strict. In fact, he is quite difficult to \_\_\_\_\_. My job is boring. I only \_\_\_\_\_ it because I need the money but I would really like to \_\_\_\_\_ it \_\_\_\_\_.



## 1. PASSIVE VOICE

Here is a magazine article about the study of genetics. Read through the complete text (parts A & B) to understand the general idea of what it is about.

In part A, underline all the passive forms.

\* In part B, fill in the gaps with the passive form of the verbs in parentheses.

# GENETICS

**A.** Many attempts have been made throughout history to explain the similarity between parents and children.

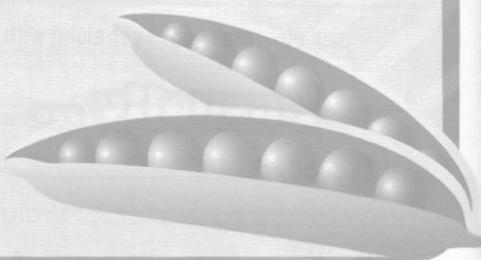
It was thought, for instance, that the substances responsible for heredity<sup>1</sup> came from the blood path of both parents and were mixed together in the child. This idea can be found in expressions like "royal blood" or "bloodline". Another theory suggested the existence of a miniature copy of the father in reproductive cells. But we know, today, that heredity is carried by the genes<sup>2</sup>, which are chromosome sectors<sup>3</sup> transmitted from parents to children.

**B.** The basic laws of heredity \_\_\_\_\_ (study) by genetics.

These laws \_\_\_\_\_ (state) by an Augustinian monk who \_\_\_\_\_ (call) Gregor Jonathan Mendel (1822-1884) in a monastery in the city of Brünn, Austria (now Czech territory).

Peas<sup>4</sup> \_\_\_\_\_ (use) in his experiments because they could easily \_\_\_\_\_ (observe). He cross-pollinated<sup>5</sup> round peas with wrinkled<sup>6</sup> ones. As a result, two thirds of the peas had pods<sup>7</sup> containing both round and wrinkled peas. In Mendel's experiment, it \_\_\_\_\_ (demonstrate) that both male and female elements contain some factors that are responsible for the appearance of characters in the organism.

When fertilization occurs, the genes carried by the male \_\_\_\_\_ (combine) with those carried by the female. The new plant inherits<sup>8</sup> half of its genes from each parent.



Source: *Graded English*. Amos, Prescher and Pasqualin. Moderna, 2006.

• <sup>1</sup> heredity = hereditariedade

• <sup>4</sup> peas = ervilhas

• <sup>7</sup> pod = vagem

• <sup>2</sup> genes = genes

• <sup>5</sup> cross-pollinate = realizar polinização cruzada

• <sup>8</sup> inherit = herdar

• <sup>3</sup> chromosome sectors = seções do cromossomo

• <sup>6</sup> wrinkled = enrugadas / rugosas

## 2. GERUNDS AND INFINITIVES.

Here is an Internet article about culture shock. Read it to understand generally what the text is about. Then underline the correct form of the verb in parentheses.

# CULTURE SHOCK!

(Adjusting / To adjust / Adjust) to a new culture and way of life is both exciting and challenging – you will experience some highs and lows during your time abroad<sup>1</sup>. During these times of difficulty, remind yourself that these cultural differences are the reason we all love (travel / to travel), (experience / to experience) the unknown!

## STAGES OF CULTURAL ADJUSTMENT <sup>2</sup>

There are generally three stages that most people go through<sup>3</sup>.

1

**THE HONEYMOON STAGE** – You will probably experience an initial period of (be / being / to be) excited and happy about the new things around you. You will constantly be reminded that you are in a new culture and are far away from home.

2

**THE SHOCK STAGE** – As you get used to the routine of daily life, the initial sense of adventure will wear off<sup>4</sup>. During this phase, you may start (to miss / miss) your friends and families. You may find it hard (remain / to remain) positive and you might be tempted to avoid (be / to be / being) with others. You may even become hostile to your new environment. Remember that this phase doesn't last long.

3

**THE ADJUSTMENT STAGE** – The second phase will soon give way to the third phase – your true adjustment to the foreign culture. Once the local values and customs are more familiar to you, life will become easier and you will really begin (experience / to experience) the other culture.

Adapted from: *Challenge*. Amos, Prescher and Pasqualin. Richmond Publishing, 2006.

• <sup>1</sup> abroad = no exterior

• <sup>2</sup> adjustment = ajuste

• <sup>3</sup> go through a stage = passar por um fase

• <sup>4</sup> wear off = diminuir

**I. Underline the correct word (or expression) in parentheses to complete the sentences.**

1. (Although / Since) she was angry, she talked calmly.
2. She didn't have breakfast (because / so) she woke up late.
3. (Although / Despite) being happy, she didn't smile.
4. They did a good job (so / since) they were promoted.
5. (In spite of / Though) having money, she did not buy a lot of clothes.
6. She looked tired and worried. I still thought she was beautiful, (though / although).
7. (Since / So) he didn't talk to her, she left the party.
8. There was no food at home, (so / since) we had dinner out.
9. (Even though / Since) she was 2 hours late, he carried on waiting for her.
10. (Despite / Although) drinking a lot, he drove home.

**II. Underline the correct verb to complete the sentences.**

1. She went to bed when her mother (asked / ask) her to.
2. By the time you arrive at the station, the train (will have left / left).
3. Cristina will send the message as soon as you (required / require).
4. When the thief heard our voices, he (ran away / had run away).
5. Rosa won't say anything until you (had proved / have proved) you can be trusted.
6. Your girlfriend called as soon as you (had left / have left).
7. The students can't enter the classroom until the teacher (arrives / arrive).
8. By the time you (had finished / finished) the report, the boss had canceled the meeting.

**III. Are these sentences correct (✓) or incorrect (✗)?**

1. She speaks both Chinese or Japanese. \_\_\_\_\_
2. As we came closer to the beach, we could smell the sea. \_\_\_\_\_
3. Either Susana and Sérgio will come to the party. \_\_\_\_\_
4. I asked Janet to go out. She, however, couldn't go. \_\_\_\_\_
5. Not only Maria, and also Júlia are my friends. \_\_\_\_\_



**IV.** Rewrite the sentences correcting the underlined mistakes.

**Example:** In spite of travel a lot, she still wasn't used to it.

In spite of traveling a lot, she still wasn't used to it.

1. She writes very well, her final composition was not very good, although.

2. Despite she had a lot to do, she left work earlier.

3. So she had to work late. Mônica didn't go to the movies.

4. Despite of being thin, she went on a diet.

V. Felipe wrote an e-mail to his friend Elisa to tell her about his life in New York. Complete his e-mail with *although, though, in spite of, despite, since, because* or *so*.

From: [REDACTED] | B I U | = = = | = = | =

To: [REDACTED]

Hi, Elisa

Sorry for not writing before but I have been really busy with my studies. I am happy, \_\_\_\_\_ having good English, I am having problems with my academic writing. It takes me a lot of time to write my essays \_\_\_\_\_ of the language required. I talked to some of my classmates about this to see if they could help me. They were nice and listened to me \_\_\_\_\_ they didn't offer any suggestions. \_\_\_\_\_ I couldn't count on them, I decided to talk to my professors. I tried to talk to my English Literature professor \_\_\_\_\_ I thought she was the friendliest. She suggested that I pay a professional proofreader to revise my papers. I didn't know how to find a good proofreader, \_\_\_\_\_ one of my classmates suggested putting a notice on the students' board. After two days, I received a call from a proofreader that wanted the job. Now, with his help I'm improving my academic writing – and it's really working!

Elisa, I'd love to be able to write more, but I really need to go to bed now \_\_\_\_\_ I have classes early tomorrow.

Bye for now.

## BASIC ADVERBS

**actually** (de fato, realmente)

I don't like John. **Actually** he is very boring.

**again** (novamente)

I don't want to see you **again**.

**ago** (atrás)

We met Paul three hours **ago**.

**almost** (quase)

We **almost** fell asleep during the lecture.

**already** (já)

I've **already** answered your question.

**also** (também)

Sandra is a football player but she **also** likes tennis.

**always** (sempre)

We **always** go to the cafeteria after class.

**anymore** (nunca mais)

She doesn't want to talk to you **anymore**.

**anywhere** (em lugar algum)

I can't find my glasses **anywhere**.

**apparently** (aparentemente)

Sally is **apparently** having a good time.

**certainly** (certamente)

John is **certainly** going to fail the test.

**completely** (completamente)

I know I am **completely** right about this.

**constantly** (constantemente)

Why do you **constantly** bother your little sister?

**early** (cedo)

I like to go running **early** in the morning.

**easily** (facilmente)

You can **easily** find my house. It has a red door.

**enough** (o suficiente, o bastante)

Your excuse is not good **enough**.

**entirely** (completamente)

Her explanation was **entirely** unnecessary.

**especially** (especialmente)

I'm **especially** interested in modern architecture.

**ever** (alguma vez)

Have you **ever** eaten sushi?

**everywhere** (em todo lugar)

I like spring because there are flowers **everywhere**.

**extremely** (extremamente)

Climbing mountains is an **extremely** dangerous sport.

**fast** (rápido)

I can't run very **fast**.

**finally** (finalmente)

Are you **finally** going to tell me the truth?

**generally** (geralmente)

We **generally** have lunch at 12:00.

**hard** (bastante)

I have been working very **hard** lately.

**here** (aqui)

Can you come **here**, please?

**immediately** (imediatamente)

The boss wants to see you **immediately**.

**just** (acabar de)

I'm very happy. My boyfriend has **just** arrived.

**late** (tarde, atrasado/a)

The teacher is going to arrive **late** today.

**maybe** (pode ser, talvez)

**Maybe** she won't come early today.

**never** (nunca)

I've **never** been to the Northeast.

**next** (próximo, o seguinte)

See you **next** Friday.

**now** (agora)

Are the children asleep **now**?

**obviously** (obviamente, certamente)

We should have reached her house by now.

We're **obviously** lost.

**occasionally** (ocasionalmente)

He comes to visit me **occasionally**.

**often** (frequentemente)

I **often** go to the park after work.

**once** (uma vez)

I study English **once** a week.

**perhaps** (talvez)

It's late. **Perhaps** she isn't coming.

**rarely** (raramente)

There is **rarely** anybody here on Sundays.

**regularly** (regularmente)

You have to go to the dentist **regularly**.

**seldom** (raramente)

We **seldom** go to the movies. We prefer to watch TV.

**seriously** (seriamente)

Let's talk **seriously**. I don't want you to go out alone.

**somewhere** (em algum lugar)

Linda lives **somewhere** near the lake.

**still** (ainda)

He is **still** waiting for her.

**surely** (certamente)

You look tired. You must **surely** have worked a lot.

**together** (juntos)

Linda and Jack do everything **together**.

**too** (também)

She plays the guitar and the piano, **too**.

**well** (bem)

I can't speak English **well**.

**yet** (ainda)

Why hasn't Jerry arrived **yet**?

**yet** (já)

Has Jenny arrived **yet**?

**afraid of**

He's **afraid of** snakes.

He's **afraid of** losing his job

**angry about**

He's **angry about** the decision.

He's **angry about** having to walk to school.

**angry with** (someone)

Dad's **angry with** you for arguing with your brother.

**ashamed of**

You should be **ashamed of** yourself for lying like that.

He was **ashamed of** being so skinny.

**bad at**

He's **bad at** math so he has a tutor to help him.

She is **bad at** keeping secrets so don't tell her anything personal.

**bored with**

I'm **bored with** my job. I'm going to look for a new one.

He was **bored with** lying on the sofa all afternoon.

**different from**

He's very **different from** his brother.

Jogging is **different from** running.

**difficult for**

English pronunciation is **difficult for** me.

**disappointed in**

John's father was **disappointed in** him.

**excited about**

I'm very **excited about** my new job.

**famous for**

Brazil is **famous for** its lovely beaches.

**frightened of**

Lisa is very **frightened of** spiders.

**good at**

Are you **good at** chemistry?

**important for**

It's **important for** you to pass the test.

**interested in**

I'm very **interested in** modern architecture.

**kind to**

Your mother was very **kind to** me.

**late for**

He is always **late for** class.

**nice to**

He wasn't **nice to** me so I left the party.

**pleased with**

Mr. Martin was very **pleased with** his son's exam results.

**proud of**

I'm so **proud of** you. You cleaned up all your mess!

**responsible for**

Who is **responsible for** this situation?

**scared of**

When I was little, I was **scared of** the dark.

**sorry for**

Stop feeling **sorry for** yourself!

**tired of**

I'm **tired of** waking up early in the morning.

I need a holiday.

**worried about**

I'm very **worried about** Susan. She is over an hour late.

**wrong with**

What's **wrong with** Ricardo? He looks sad.

**agree to** (something)

They **agreed to** our proposal.

**agree with** (someone)

After a long discussion, he finally **agreed with** me.

**apologize for**

He **apologized for** his error.

**apply for**

When you **apply for** a job, write a complete resumé.

**approve of**

Do you **approve of** our new plan?

**argue about** (something)

What are you boys **arguing about**?

**argue with** (someone)

Can't you boys stop **arguing with** each other?

**ask about**

What do you want to **ask** me **about**?

**ask for**

He **asked** me **for** some money.

**belong to**

Does this book **belong to** you?

**buy for**

I am going to **buy** a present **for** my husband.

**care about** (something)

I don't **care about** what he says. It isn't important to me.

**care for** (someone)

The old woman lives all by herself. She has no one to **care for** her.

**charge for**

I'm not going to **charge** you **for** fixing your car.

**complain about** (something)

Stop **complaining about** your problems.

**complain to** (someone)

The students **complained to** the director about their teacher.

**depend on**

I am **depending on** you to help me with this project.

**discuss with**

I need to **discuss** something important **with** you. Do you have a minute?

**dream about**

Last night, I **dreamt about** my mother.

**explain to**

Can you **explain** the answer **to** me again? I didn't understand it.

**fall off**

He **fell off** the first floor balcony and broke his leg.

**fight with**

Stop **fighting with** your brother. Can't you watch TV quietly?

**forget about**

Sorry I **forgot about** your birthday. I've been so busy lately.

**forgive for**

Please **forgive** me **for** being so rude to you the other day. I didn't mean it.

**get off**

He **got off** the bus and entered the building.

**get on**

He **got on** the bus and looked for a seat.

**get out of**

John **got out of** his car and walked to his office.

**give to**

**Give** your books **to** him.

**happen to**

I can't believe what **happened to** him.

**hear about** (something)

Did you **hear about** the accident?

**hear from** (someone)

I haven't **heard from** my sister for weeks. She must be working a lot.

## GRAMMAR PATTERNS AFTER VERBS

### 4

#### hide from

The little boy **hid from** his mother behind the sofa.

#### introduce to

Let me **introduce** you **to** my friend Jack.

#### know about

Did you **know about** the accident?

#### laugh at

He is so funny that we can't help **laughing at** him.

#### lend to

Can you **lend** your car **to** me? Mine is in the repair shop.

#### listen to

**Listen to** me! I have something important to say.

#### look at

He loves **looking at** himself in the mirror.

#### look like

He **looks like** his father. They have the same green eyes.

#### pay by

Do you want to **pay by** check or by credit card?

#### pay for

Who is going to **pay for** the damage to my car?

#### point at / to

He **pointed at / to** a picture on the wall.

#### prefer... to

I **prefer** swimming **to** dancing.

#### prevent from

They **prevented** me **from** entering the country because I didn't have a visa.

#### read about (something)

I **read about** the accident in the newspaper.

#### read to (someone)

I like **reading** stories **to** my little son.

#### recover from

My grandfather is **recovering from** a serious illness.

#### remind of

Can you **remind** me **of** the meeting tonight?

#### reply to

He never **replies to** my letters. I hope he's OK.

#### shout at

My brother always **shouts at** me when he is angry.

#### smile at

The girl **smiled at** him from across the room and he fell in love.

#### speak about (something)

At lunch he only **spoke about** his family.

#### speak to (someone)

I hate **speaking to** large groups. I get really nervous.

#### stare at

He kept **staring at** me from across the room.  
I was so embarrassed.

#### suggest to

I have something to **suggest to** you.

#### talk about (something)

We **talked about** the problem for hours and then we went to bed.

#### talk to (someone)

I **talked to** mom on the phone and she said she wasn't feeling well.

#### think about

I've been **thinking** a lot **about** your proposal.

#### think of

What do you **think of** my new haircut?

#### wait for

I'll be **waiting for** you outside the movie theater.

#### wave at / to

I think that girl is **waving at / to** me. I'm going to talk to her.

#### write to

My parents haven't **written to** me for months.

**break down** (stop functioning)

My car **broke down** on the highway. I had to call a mechanic.

**break up** (finish a relationship)

Marco and I had dated for 4 years, but we **broke up** last year.

**bring up** (raise)

My parents died when I was very young so I was **brought up** by my grandmother.

**call on** (visit)

I'm going to **call on** you next week.

**call up** (telephone)

You **call** me **up** tomorrow and we'll talk about the problem.

**clean up** (make tidy or clean)

Can't you kids **clean up** your mess?

**drop in** (visit informally)

My best friend **dropped in** while I was having lunch yesterday.

**fill in** (complete)

Can you **fill in** this form before the interview?

**find out** (discover)

The police are still trying to **find out** who is responsible for the crime.

**get through** (make a connection)

I'm trying to **get through** but her line is always busy.

**get up** (to get out of bed after sleeping)

During the week, I usually **get up** at 6:00.

**give up** (stop doing)

Since I **gave up** smoking, I have been feeling a lot better.

**grow up** (change from baby to adult)

I **grew up** in a small town in the countryside.

**hand in** (give something to someone)

We need to **hand in** our assignments to the teacher at the end of the week.

**hurry up** (do something quickly)

**Hurry up** or we'll be late for the show.

**look after** (care for)

Can you **look after** my baby for a couple of hours while I go to the corner store?

**look for** (search)

I can't find my keys. I've **looked for** them everywhere.

**look up** (find information in a book / document)

We **looked up** the word in a dictionary because we didn't know the answer.

**make up** (invent)

Johnny was late for class so he **made up** an excuse.

**pick up** (take someone / something from a place)

I'll **pick** you **up** at 7:00 pm in front of your apartment building.

**put off** (delay doing something)

I planned to take a vacation in December, but I had to **put it off** because I had too much work.

**run across / into** (meet unexpectedly)

I **ran across / into** my best friend from school in the street.

**take after** (resemble a member of the family)

He **takes after** his mother a lot. They have the same blond hair and blue eyes.

**take off** (remove something, especially a piece of clothing)

Come in and **take off** your shoes.

**turn down** (decrease volume)

Can you **turn** the radio **down**? I am trying to study.

**turn into** (become)

She wasn't a pretty child but she **turned into** a beautiful woman.

**turn up** (increase volume)

**Turn up** the radio! The music is really good.

# COMMON IRREGULAR VERBS

INFINITIVE	PAST	PAST PARTICIPLE	TRANSLATION
to awake	awoke	awoken	acordar
to be <i>- 1S - are</i>	was / were	been	ser, estar
to beat	beat	beaten	bater, derrotar
to become	became	become	tornar-se
to begin <i>BEGINS</i>	began	begun	começar
to bite <i>BITES</i>	bit	bitten	morder, picar
to bleed	bled	bled	sangrar
to blow	blew	blown	soprar
to break	broke	broken	quebrar
to bring	brought	brought	trazer
to build	built	built	construir
to burn	burnt / burned	burnt / burned	queimar
to buy	bought	bought	comprar
to catch	caught	caught	pegar, apanhar
to choose	chose	chosen	escolher
to come	came	come	vir
to cost	cost	cost	custar
to cut	cut	cut	cortar
to deal	dealt	dealt	lidar, tratar
to dig	dug	dug	cavar
to do	did	done	fazer
to draw	drew	drawn	desenhar; sacar
to drink	drank	drunk	beber
to drive	drove	driven	dirigir
to eat	ate	eaten	comer
to fall	fell	fallen	cair
to feed	fed	fed	alimentar
to feel	felt	felt	sentir
to fight	fought	fought	brigar; lutar
to find	found	found	encontrar
to fly	flew	flown	voar
to forget	forgot	forgot / forgotten	esquecer
to forgive	forgave	forgiven	perdoar
to freeze	froze	frozen	congelar
to get	got	got / gotten	conseguir

INFINITIVE	PAST	PAST PARTICIPLE	TRANSLATION
to go	went	gone	ir
to grow	grew	grown	crescer
to hang	hung	hung	pendurar
to have	had	had	ter
to hear	heard	heard	ouvir
to hide	hid	hidden	esconder
to hit	hit	hit	bater
to hold	held	held	segurar; manter
to hurt	hurt	hurt	ferir; machucar
to keep	kept	kept	manter; guardar
to know	knew	known	saber; conhecer
to lay	laid	laid	pôr; colocar
to lead	led	led	conduzir
to learn	learnt / learned	learnt / learned	aprender
to leave	left	left	partir; deixar
to lend	lent	lent	emprestar
to let	let	let	deixar
to lie	lay	lain	deitar-se; situar-se
to light	lit	lit	acender
to lose	lost	lost	perder
to make	made	made	fazer
to mean	meant	meant	significar
to meet	met	met	encontrar
to pay	paid	paid	pagar
to put	put	put	pôr
to quit	quit	quit	desistir; abandonar
to read	read	read	ler
to ride	rode	ridden	cavalgar; andar de
to ring	rang	rung	tocar; soar
to rise	rose	risen	levantar-se
to run	ran	run	correr
to say	said	said	dizer
to see	saw	seen	ver
to seek	sought	sought	procurar
to sell	sold	sold	vender

## COMMON IRREGULAR VERBS

6

INFINITIVE	PAST	PAST PARTICIPLE	TRANSLATION
to send	sent	sent	enviar
to shake	shook	shaken	agitá
to shine	shone	shone	brilhar
to shoot	shot	shot	atirar
to show	Showed	shown	mostrar
to shrink	shrank	shrunk	encolher
to shut	shut	shut	fechar
to sing	sang	sung	cantar
to sink	sank	sunk	afundar
to sit	sat	sat	sentar-se
to sleep	slept	slept	dormir
to smell	smelt / smelled	smelt / smelled	cheirar
to speak	spoke	spoken	falar
to speed	sped	sped	correr
to spend	spent	spent	gastar
to spread	spread	spread	espalhar
to stand	stood	stood	ficar; permanecer
to steal	stole	stolen	roubar
to stick	stuck	stuck	grudar
to sting	stung	stung	picar; ferroar
to swear	swore	sworn	jurar
to sweep	swept	swept	varrer
to swim	swam	swum	nadar
to swing	swang	swung	balançar
to take	took	taken	tomar; levar
to teach	taught	taught	ensinar
to tear	tore	torn	rasgar
to tell	told	told	contar
to think	thought	thought	pensar
to throw	threw	thrown	arremessar; atirar
to understand	understood	understood	entender
to wake	woke	woken	acordar
to wear	wore	worn	usar
to win	won	won	vencer
to wind	wound	wound	dar corda; serpentejar
to write	wrote	written	escrever

**Choose the correct alternatives. See page 225 for answers.**

**1.** ...took...books and put...on the table.

- a) She – his – them      b) Her – him – their      c) Her – she – their

**2.** This car is....and that one is...

- a) her – his      b) his – your      c) hers – his

**3.** My parents...at home at the moment.

- a) isn't      b) aren't      c) am not

**4.** ...your brother at the party last night?

- a) Were      b) Was      c) Is

**5.** ...many things to do today.

- a) There is      b) There was      c) There are

**6.** He had...opportunity to lecture at...university. It was...honor for him.

- a) an – a – an      b) a – an – X      c) X – an – a

**7.** What are you going to do with...old magazines?

- a) this      b) these      c) that

**8.** The four...stole money from those old...

- a) thieves – women      b) thieves – woman      c) thief – womens

**9.** I need...information. Where's the station?

- a) an      b) any      c) some

**10.** Do you know...mother?

- a) Paul and Mary      b) Paul's and Mary      c) Paul and Mary's

**11.** Yesterday they were...but today they are...

- a) studying – swimming      b) studing – swiming      c) study – swim

**12.** My sister usually...a sandwich before class, but now she...a pear.

- a) eating – eat      b) eats – is eating      c) eat – eats

Choose the correct alternatives. See page 225 for answers.

1. ...took...books and put...on the table.

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- a) eating – eat      b) eats – is eating      c) eat – eats





26. There was complete silence in the classroom. In fact,...said...

- a) Anybody – something      b) Nobody – anything      c) Somebody – nothing

27. ...like pizza.

- a) Every of all      b) Each of us      c) All of us

28. Frank cut...when he was making a sandwich.

- a) him      b) herself      c) himself

29. She doesn't like football and...

- a) both do I      b) either do I      c) neither do I

30. You have to brush your teeth every night...going to bed.

- a) before      b) against      c) after

31. That guy is...player on our team.

- a) the better      b) better than      c) the best

32. ...to Europe?

- a) Has she gone      b) Does she has gone      c) Does she have gone

33. Has she already gone to...?

- a) the work      b) a work      c) work

34. ...is a fascinating language.

- a) English      b) the English      c) some English

35. The man,...car I borrowed, is a friend of mine.

- a) who      b) whose      c) whom

36. This movie is really...

- a) excited      b) excite      c) exciting

37. If they... ready, they could leave the room.

- a) are      b) had been      c) were

38. Laura would not have had a toothache if she...to the dentist before.

- a) has gone      b) had went      c) had gone

- 39.** The students...what the teacher said.  
a) couldn't to hear      b) couldn't hear      c) didn't could hear
- 40.** Which car...?  
a) should I buy      b) I should buy      c) should I to buy
- 41.** You went to my school,...?  
a) don't you      b) isn't it      c) didn't you
- 42.** Dad arrived...and missed the show.  
a) lately      b) late      c) early
- 43.** The repairs...by the workmen when I arrived home.  
a) were being done      b) was being done      c) were been done
- 44.** The women told...that they had lived there for ten years.  
a) to us      b) us      c) to me
- 45.** The girls left school after they had finished...  
a) to study      b) studying      c) study
- 46.** Stop...that, please.  
a) do      b) to do      c) doing
- 47.** She...her boyfriend.  
a) loves obviously      b) obvious loves      c) obviously loves
- 48.** It is getting...  
a) more and more hot      b) less and less hot      c) hotter and hotter
- 49.** I...a new pair of jeans yesterday.  
a) bought      b) have bought      c) had bought
- 50.** After Gina...work, she...to the movies.  
a) finished – had gone      b) had finished – went      c) has finished – had gone

# **ENGLISH-PORTUGUESE, SIMILARITIES AND DIFFERENCES**

## POSSESSIVE ADJECTIVES AND PRONOUNS

## Examples

- Is that car **yours**? →  
 This is **my** book. That's **yours**. →  
 I love **my** dog, you love **yours**. →  
 She is a friend **of mine**. →  
 Here is **your** receipt. →  
**Your** sister is in my class. →  
**Her** grades are better than **mine**. →  
 Is that **her** dog? **Its** paw is hurt. →  
**Our** beaches are cleaner than **yours**. →  
 That isn't **her** pen. It's **his**. →

## PRONOMES POSSESSIVOS E SUBSTANTIVOS

## Exemplos

- Aquele é **o seu** carro? →  
 Este é **meu** livro. Aquele é **o seu**. →  
 Eu amo **meu** cachorro, você ama **o seu**. →  
 Ela é uma amiga **minha**. →  
 Aqui está **seu** recibo. →  
**Sua** irmã está na minha sala. →  
 As notas **dela** são melhores que **as minhas**. →  
 Aquele cão é **dela**? A pata **dele** está ferida. →  
**Nossas** praias são mais limpas que **as suas**. →  
 Essa caneta não é **dela**. É **dele**. →

**1.** Reescreva as frases abaixo usando os possessivos que correspondem às palavras em negrito.

- a) **Lilian's** bicycle is at home. Where is **your bicycle**?  
 \_\_\_\_\_  
 b) **The students'** books are open.  
 \_\_\_\_\_  
 c) **The man's** house is very old. How old is **your house**?  
 \_\_\_\_\_  
 d) This is **my friends'** car and that one is **my car**.  
 \_\_\_\_\_

**2.** Sublinhe a opção certa e traduza as frases.

- a) The students' books... (His / Their) books.  
 \_\_\_\_\_  
 b) The students' teacher... (His / Their) teacher.  
 \_\_\_\_\_  
 c) The man's house... (His / Her) house  
 \_\_\_\_\_  
 d) The woman's car... (His / Her) car  
 \_\_\_\_\_

## REFLEXIVE STRUCTURES

## Examples

Have some more cake, I made it **myself**.

Take care of **yourself!**

He looked at **himself** in the mirror.

She considered **herself** very attractive.

He picked **himself** up and kept going.

We bought **ourselves** a new TV.

Enjoy **yourselves!**

They can help **themselves** to pizza.

This puppy was all **by itself** on the doorstep.

Do you think we'll love **each other** forever?

Will they love **each other** forever?

They will talk to **one another** today.

## ESTRUTURAS REFLEXIVAS

## Exemplos

Pegue mais bolo, **eu mesma(o)** o fiz.

Cuide-**se!**

Ele olhou-**se** no espelho.

Ela **se** considerava muito atraente.

Ele levantou-**se** e seguiu em frente.

Nós compramos uma TV nova.

Divirtam-**se!**

Eles podem **se** servir de pizza.

Este cachorrinho estava **sozinho** na porta.

Você acha que vamos **amar um ao outro / nos amar** para sempre?

Eles vão **se amar** para sempre?

Eles vão **se falar / falar um com outro** hoje.

## 1. Sublinhe a opção certa.

- a) He doesn't like (her / herself).
- b) I make (me / myself) breakfast every day.
- c) They have loved (themselves / each other) since they met.
- d) The children made the robot (himself / themselves).
- e) Let's give (ourselves / us) a 30 minute break.

- f) The teacher always repeats (itself / himself) in class.
- g) Enjoy (yourself / you) at the party.
- h) We always help (each other / ourselves) with our homework.
- i) He cut (him / himself) with a knife.

## 2. Passe para o inglês as frases abaixo.

- a) Eles se amam e vão se casar no final do ano.
- 

- b) Nossa professora gosta que nós mesmos limpemos a sala de aula.
- 

- c) Ela passa muito tempo se olhando no espelho.
- 

- d) Eles não se falam mais.
- 

- e) Pretendo me divertir nas minhas férias.
-

# 3

## INDEFINITE ARTICLES

### INDEFINITE ARTICLES

#### Examples

- My friend has **a** sister. →
- My friend has **an** older sister. →
- She had **a** horrible nightmare. →
- We don't use **a** uniform at school. →
- "Overweight" is **a** euphemism. →
- It was **a** useless gift. →
- Three times **a** day. →
- \$3 **a** kilo. →
- A** hundred km **an** hour. →
- A** lot of people... →
- I'll see you in **an** hour. →
- An** honest man. →
- I go to **Ø** school. →
- I bought **Ø** books last month. →
- I went to **Ø** Recife. →

**Obs.:** O símbolo Ø significa que não se pode usar o artigo definido.

### ARTIGOS INDEFINIDOS

#### Exemplos

- Minha amiga (meu amigo) tem **uma** irmã.
- Minha amiga (meu amigo) tem **uma** irmã mais velha.
- Ela teve **um** pesadelo horrível.
- Não usamos uniforme escolar
- "Sobrepeso" é **um** eufemismo.
- Foi **um** presente inútil.
- Três vezes **por / ao** dia.
- \$3 **o** quilo.
- Cem quilômetros **por** hora.
- Muita gente... / muitas pessoas...
- Te vejo daqui a **uma** hora
- Um** homem honesto.
- Vou à escola.
- Eu comprei livros no mês passado.
- Fui para Recife.

#### 1. Preencha as lacunas com *a*, *an* ou *Ø* (quando não se deve usar artigo).

When I was \_\_\_\_\_ child, I wanted to be \_\_\_\_\_ astronaut, but now I'm actually \_\_\_\_\_ journalist. It's \_\_\_\_\_ very interesting job and I meet \_\_\_\_\_ lot of talented people. When I go to \_\_\_\_\_ work, I usually take \_\_\_\_\_ pen and \_\_\_\_\_ notepad together with \_\_\_\_\_ mobile phone and \_\_\_\_\_ camera. Today I have \_\_\_\_\_ interview with \_\_\_\_\_ Australian who is \_\_\_\_\_ artist and has just painted \_\_\_\_\_ enormous picture of \_\_\_\_\_ Sugar Loaf in \_\_\_\_\_ Rio de Janeiro. I'm going to take \_\_\_\_\_ airplane and meet him in \_\_\_\_\_ restaurant near the airport.

My job takes me to \_\_\_\_\_ lots of cities all over \_\_\_\_\_ Brazil. When I travel, I phone home twice \_\_\_\_\_ day and sometimes I send \_\_\_\_\_ postcard to my family. They often complain about \_\_\_\_\_ my job because I have to travel \_\_\_\_\_ lot. Sometimes, I only spend 3 or 4 days \_\_\_\_\_ month at home. But they know I love \_\_\_\_\_ what I do, so they understand.

## NOUNS

## SUBSTANTIVOS

## Examples

lunch – lunches	> almoço – almoços
wish – wishes	> desejo – desejos
fox – foxes	> raposa – raposas
baby – babies	> bebê – bebês
person – people	> pessoa – pessoas
snail – snails	> caracol – caracóis
criterion – criteria	> critério – critérios
woman – women	> mulher – mulheres
sheep – sheep	> ovelha – ovelhas
equipment	> equipamento – equipamentos
research	> pesquisa – pesquisas
information	> informação – informações
advice	> conselho – conselhos
news	> notícia – notícias
scissors	> tesoura – tesouras

## Exemplos

## 1. Identifique oito substantivos plurais errados no texto abaixo e corrija-os.

Ever since Simon and Jennifer's babys were born, their lifes haven't been the same. Persons gave them lots of advices; like buying a bigger house and moving to the outskirt of the city. However, the house cost more than the apartment they had in town and they had to spend all their saving. Now both their childs are starting school, which will mean they have to spend a lot on equipments like computers.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

## 2. Traduza.

- a) I need some advice. \_\_\_\_\_  
 b) The news is very bad today. \_\_\_\_\_  
 c) We are doing some research into obesity. \_\_\_\_\_  
 d) We need to buy new equipment for the factory. \_\_\_\_\_  
 e) These scissors are very sharp. \_\_\_\_\_

## ADVERBS

## Examples

Please speak more <b>slowly</b> .	→	Por favor, fale mais <b>devagar</b> .
It's <b>extremely</b> dangerous!	→	É <b>extremamente</b> perigoso!
He's <b>definitely</b> not Brazilian.	→	Sem dúvida, ele não é brasileiro.
I <b>nearly / almost</b> fell off my chair!	→	Quase caí da minha cadeira!
I <b>usually</b> do my homework in the afternoon.	→	Geralmente faço minha lição de casa à tarde.
The film was <b>quite</b> interesting.	→	Até que o filme foi interessante.
I'm <b>rather / a little / a bit</b> tired.	→	Estou <b>um pouco</b> cansada.
She speaks English <b>well</b> .	→	Ela fala inglês <b>bem</b> .
It was a <b>particularly</b> interesting lesson.	→	A aula foi <b>especialmente</b> interessante.
He's <b>currently</b> working in Angola.	→	Atualmente, ele está trabalhando em Angola
What have you been doing <b>recently</b> ?	→	O que você tem feito <b>ultimamente</b> ?

## ADVÉRBIOS

## Exemplos

Por favor, fale mais <b>devagar</b> .
É <b>extremamente</b> perigoso!
Sem dúvida, ele não é brasileiro.
Quase caí da minha cadeira!
Geralmente faço minha lição de casa à tarde.
Até que o filme foi interessante.
Estou <b>um pouco</b> cansada.
Ela fala inglês <b>bem</b> .
A aula foi <b>especialmente</b> interessante.
Atualmente, ele está trabalhando em Angola
O que você tem feito <b>ultimamente</b> ?

## 1. Sublinhe a opção adequada.



Mariana was (real / really) bored by football, but her boyfriend watched it (frequent / frequently) on TV so she had to sit (patiently / patient) with him. After watching so many games, she now knows the rules (good / well).

## 2. Complete as frases abaixo com os advérbios correspondentes aos adjetivos citados entre parênteses.

- a) The president reacted \_\_\_\_\_ to the newspaper report. (angry)
- b) I'm \_\_\_\_\_ sorry. It won't happen again. (terrible)
- c) The newlyweds lived \_\_\_\_\_ ever after. (happy)
- d) The students were protesting \_\_\_\_\_. (loud)

## 3. Sublinhe a melhor opção para completar as frases.

- |   |   |
|---|---|
| a) I worked (hard / hardly) last week.        | d) We (hard / hardly) ever go to the movies these days. |
| b) I've been eating too much (late / lately). | e) They always arrive (late / lately).                  |
| c) He doesn't feel very (good / well).        |   |

## 4. Descubra qual frase está errada e reescreva-a corretamente.

- a) She will probably do quite well.
- b) It's quite hot today.
- c) There are quite a lot of people there.
- d) The candidate quite studied hard.
- e) She is quite a good student.
- f) I quite like rap.

## VERY, TOO, MUCH, MANY

## MUITO, DEMAIS, MUITOS

## Examples

- My teacher speaks English **very** well. →  
 This is a **very** good book. →  
 I don't like Chemistry (**very**) **much**. →  
 My brother doesn't study (**very**) **much**. →  
 Thank you **very much**! →  
 My neighbors are **too** noisy. →  
 They have **too many** parties. →  
 They make **too much** noise. →

## Exemplos

- Meu professor fala inglês **muito** bem.  
 Este livro é **muito** bom.  
 Não gosto **muito** de química.  
 Meu irmão não estuda **muito**.  
**Muito** obrigado/a!  
 Meus vizinhos são barulhentos **demais**.  
 Eles fazem festas **demais**.  
 Eles fazem barulho **demais**.

## 1. Coloque as palavras entre parênteses na posição correta em cada frase.

a) Jean didn't enjoy studying. (very much)

---

b) When he was a child, books didn't interest him. (much)

---

c) They made mistakes. (too many) They will have to do the test again.

---

d) It is raining heavily. (very)

---

e) We have spent time trying to find a solution. (too much)

---

f) I am going to go to bed now. I am tired. (very)

---

g) I like her. (very much)

---

h) This movie is exciting. (very)

---

## 2. Passe para o inglês.

- a) Há pessoas demais nesta sala. \_\_\_\_\_
- b) Esta música é boa demais. \_\_\_\_\_
- c) Está muito quente hoje. \_\_\_\_\_
- d) Gosto muito de futebol. \_\_\_\_\_

## ADJECTIVE STRUCTURES

## Examples

My city is <b>enormous</b> .	→	Minha cidade é <b>enorme</b> .
These cookies are <b>delicious</b> .	→	Estes biscoitos são <b>deliciosos</b> .
I'm getting <b>old</b> .	→	Estou ficando <b>velho / velha</b> .
You look <b>wonderful</b> !	→	Você está <b>maravilhoso/a</b> !
It's a <b>heavy old leather</b> jacket.	→	É uma jaqueta de <b>couro pesada e velha</b> .
They seem very <b>happy</b> together.	→	Eles parecem muito felizes <b>juntos</b> .
My friend is <b>bored</b> .	→	Meu amigo / minha amiga está <b>entediado(a)</b> .
The children are <b>starving</b> .	→	As crianças estão <b>famintas</b> .
<b>Little brown puppies</b> with <b>big ears</b> .	→	Cachorrinhos <b>pardos</b> com <b>orelhas grandes</b> .
This one's <b>bigger than</b> that one.	→	Este é <b>maior do que</b> aquele.
She's <b>not as pretty as</b> her sister.	→	Ela <b>não é tão bonita quanto</b> a sua irmã.
He's the <b>best</b> teacher in the school.	→	Ele é <b>o melhor</b> professor da escola.
That's the <b>most expensive</b> pen I've seen.	→	Essa é a caneta <b>mais cara</b> que já vi.

## ESTRUTURAS ADJETIVAS

## Exemplos

1. Indique se a frase está correta (✓) ou errada (X) e reescreva-a quando for necessário.

a) Those men are richs. ( )

b) He is more tall than I am. ( )

c) This is the hottest city in Brazil. ( )

d) They are not so tired as us. ( )

2. Coloque os adjetivos na ordem certa.

a) a (and / white / boring / black) movie \_\_\_\_\_

b) (sports / American / big) cars \_\_\_\_\_

c) (heavy / science / old) books \_\_\_\_\_

## THERE + TO BE / TO HAVE

## HAVER / TER / EXISTIR

## Examples

<b>There is</b> a beautiful girl in that room.	→	Há uma garota bonita naquela sala.
<b>There are</b> some eggs in that box.	→	Há alguns ovos naquela caixa.
<b>There isn't</b> a direct flight to London.	→	Não há voo direto para Londres.
<b>There aren't</b> many houses in my street.	→	Não há muitas casas na minha rua.
<b>Is there</b> a lot of pollution here?	→	Há muita poluição aqui?
<b>Are there</b> trees in Antarctica?	→	Há / Existem árvores na Antártida?
<b>There was</b> an accident!	→	Houve um acidente!
<b>There were</b> twenty people at the party.	→	Havia vinte pessoas na festa.
<b>There wasn't</b> time to phone the police.	→	Não houve tempo para chamar a polícia.
<b>There weren't</b> many factories here.	→	Não havia / existiam muitas fábricas aqui.
<b>Was there</b> a line for the movie theater?	→	Havia fila para o cinema?
<b>Were there</b> cars in Brazil in 1920?	→	Havia / Existiam carros no Brasil em 1920?
The city <b>has</b> many parks.	→	A cidade tem muitos parques.
<b>There are</b> many parks in the city.	→	Há / Existem muitos parques na cidade.
The African countries <b>have</b> many problems.	→	Os países africanas têm muitos problemas.
<b>There are</b> many problems in África.	→	Há / Existem muitos problemas na África.

## 1. Sublinhe a opção certa.

- a) There (is / are) 3 bedrooms in my house.
- b) There (is / are) a lot of pollution in the city.
- c) There (isn't / aren't) any water in the desert.
- d) There (isn't / aren't) many hotels in my city.
- e) There (was / were) an accident last night.
- f) There (was / were) lots of people at the party yesterday.
- g) There (wasn't / weren't) enough time to go to the zoo during our visit.
- h) There (wasn't / weren't) enough police in the street to prevent the riot.

## 2. Sublinhe a opção certa para completar os diálogos.

- a) **John:** (Is / Are) there a supermarket in your street?

**Alex:** No, but there (is / are) two grocery stores and a drugstore.

**John:** This neighborhood (has / there are) good facilities.

- b) **Amy:** (Was / Were) there any good movies on TV last night?

**Alex:** No, there (wasn't / weren't).

**John:** But there (was / were) a great football match on Channel 9.

## USED TO AND GET / BE USED TO

## Examples

- I used to play soccer but I don't anymore. →  
 Where did you use to live? →  
 What did you use to do after lunch? →  
 We used to sleep in hammocks. →  
 I'm not used to this new pen yet. →  
 They're already used to taking the bus. →  
 Are they used to food from Bahia? →  
 One day, I'll get used to the noise here. →  
 Are you used to working on computers? →  
 Didn't you use to live next door to me? →

## COSTUMAVA E ACOSTUMAR-SE

## Exemplos

- Eu jogava futebol mas não jogo mais.  
 Onde você morava?  
 O que você costumava fazer após o almoço?  
 Nós dormíamos / A gente dormia em redes.  
 Ainda não me acostumei com esta caneta nova.  
 Eles já se acostumaram a pegar o ônibus.  
 Eles estão acostumados com comida baiana?  
 Um dia vou me acostumar ao barulho daqui.  
 Está acostumado a trabalhar com computadores?  
 Você não morava na casa ao lado da minha?

1. Passe as frases sobre sua nova vida na cidade grande para o inglês usando *be* ou *get used to* e as palavras indicadas ao lado de cada uma delas.

a) Não estou acostumado com a poluição. (not / the pollution)

---

b) Eu estou me acostumando com o barulho. (getting / the noise)

---

c) Eu nunca vou me acostumar com o trânsito. (will never / the traffic)

---

d) Finalmente eu me acostumei com a comida estranha. (finally used / the strange food)

---

e) Eu estou me acostumando com as multidões. (getting / the crowds)

---

f) Eu não estou acostumado ao metrô. (not / the subway)

---

2. Traduza estas frases.

a) I usually get up at 7:00 am. \_\_\_\_\_

---

b) I am getting used to living in São Paulo. \_\_\_\_\_

---

c) I used to live in Brasília. \_\_\_\_\_

---

d) I'm used to eating dinner at 9:00 pm. \_\_\_\_\_

---

## AUXILIARY VERBS

## VERBOS AUXILIARES

## Examples

- I'm concentrating. →  
**Were** you lying? →  
**Aren't** you leaving? →  
**Have** you seen this? →  
She **has** never been there. →  
**Do** they do that often? →

## Exemplos

- Estou** me concentrando.  
Você **estava** mentindo?  
Você **não está** indo embora?  
Você já **viu** isto?  
Ela nunca **esteve** lá.  
Eles **fazem** isso com frequência?

1. Complete as frases abaixo com os *verbos auxiliares* a seguir:

aren't	isn't	does	doesn't	have	is	haven't	hasn't
were	wasn't	did	don't	didn't	had	hadn't	weren't

- a) I \_\_\_\_\_ have a cell phone, but my brother \_\_\_\_\_.  
b) \_\_\_\_\_ you studying here last year? No, I \_\_\_\_\_.  
c) \_\_\_\_\_ you ever been to São Paulo?  
d) Why \_\_\_\_\_ we boarding the plane? \_\_\_\_\_ it late?  
e) My brother and I \_\_\_\_\_ enjoying the karate classes so we \_\_\_\_\_ practice.  
f) She \_\_\_\_\_ returning my calls because she \_\_\_\_\_ want to talk to me.  
g) You \_\_\_\_\_ visited your grandmother for weeks!  
h) \_\_\_\_\_ you remember to post the letter? It \_\_\_\_\_ arrived yet.  
i) You \_\_\_\_\_ studied before doing the test, \_\_\_\_\_ you?

## 2. Sublinhe a opção adequada.

My sister (has / is) going to the beach this weekend, but I (don't / 'm not) want to go because my friends (have / are) planning a big party and I ('m / 've) been invited. We (did / 've) passed our exams and (do / are) intending to celebrate. Unfortunately, my friend Paul (didn't / hasn't) pass but he ('s / be) coming to the party anyway. We ('re / 've) bought lots of food and drink and Tony (has / is) invited some friends of his who have a rock band. They ('re / 've) going to play all our favorite songs and we ('ve / 're) planning to dance all night. We ('re / 've) worked hard all year so we deserve some fun.

## MODAL VERBS

## Examples

- Can** you help me, please? →  
**He can't** go out tonight. →  
**She can** speak English and Spanish. →  
**Students must** register before classes begin. →  
**You mustn't** go swimming right after lunch! →  
**Should** we turn off the TV? →  
**It shouldn't** take very long. →  
**May** I come in? →  
**It may** take months to finish the project. →  
**Shall** I pick you up at 6 pm? →  
**We shall** be leaving at 11 pm. →

## VERBOS ANÔMALOS

## Exemplos

- Você(s) **pode(m)** me ajudar, por favor?  
Ele **não pode** sair hoje à noite.  
Ela **sabe** falar inglês e espanhol.  
Alunos **devem** matricular-se antes de as aulas começarem.  
Você **não deve** nadar logo após o almoço!  
**Devemos** desligar a televisão?  
**Não deve** levar muito tempo.  
**Posso** entrar?  
**Pode** levar meses para terminar o projeto.  
**Posso** te buscar às 18h?  
Nós **vamos** partir às 23h.

## 1. Marque as frases corretas (✓) e corrija as que for preciso:

a) Can she speaks Japanese?

b) He can't to ride a bicycle.

c) I must go now.

d) People mustn't drink and drive.

e) May I to use the telephone?

f) She should to study more.

g) Shall I to wait for you after class?

h) Shouldn't he wears a jacket?

## FUTURE

## FUTURO

## Examples

It's <b>going to be</b> hot today.	→	Vai <b>fazer</b> muito calor hoje.
<b>Will</b> you <b>be</b> here next week?	→	Você <b>estaré</b> aqui na semana que vem?
I think we'll <b>leave</b> tomorrow.	→	Acho que <b>iremos embora</b> amanhã.
There's someone at the door. I'll <b>open</b> it.	→	Há alguém na porta. <b>Vou abri-la</b> .
Are they <b>coming</b> here on vacation?	→	Eles <b>vêm</b> passar férias aqui?
He's <b>traveling</b> on Wednesday, next week.	→	Ele <b>irá / vai viajar / viajará</b> na quarta-feira da semana que vem.
She's <b>going</b> to Miami in January.	→	Ela <b>vai / irá</b> para Miami em janeiro.
Are you all <b>graduating</b> this year?	→	Vocês <b>estão todos se formando</b> este ano?

## 1. Indique se a frase está correta (✓) ou errada (X) e reescreva-a se necessário:

- a) We go eat out this evening. \_\_\_\_\_
- b) I go study on the weekend. \_\_\_\_\_
- c) They're going to go to a party. \_\_\_\_\_
- d) What time will the train get in? \_\_\_\_\_
- e) We're to traveling next week. \_\_\_\_\_
- f) I don't think it rains this afternoon. \_\_\_\_\_
- g) The plane leaves Rio de Janeiro at 11 pm next Sunday. \_\_\_\_\_
- h) I think the World Cup final is being between Argentina and Brazil. \_\_\_\_\_

## 2. Traduza.

- a) I'm going to the beach on the weekend. \_\_\_\_\_
- b) The phone's ringing. I'll answer it. \_\_\_\_\_
- c) What are you going to do when you leave school?. \_\_\_\_\_
- d) It will rain in the South of Brazil tomorrow. \_\_\_\_\_
- e) We leave next week. \_\_\_\_\_
- f) i) It's mom's birthday next week  
ii) I haven't forgotten. I'm going to send her flowers.  
i) \_\_\_\_\_  
ii) \_\_\_\_\_
- g) i) It's mom's birthday next week.  
ii) Oh no! I forgot. I know, I'll send her some flowers!  
i) \_\_\_\_\_  
ii) \_\_\_\_\_

## PRESENT PERFECT AND SIMPLE PAST

## Examples

- I've been to São Paulo three times. →  
 I went to Rio last July. →  
 He's never eaten crab. →  
 We danced all night. →  
 Where have you been recently? →  
 They've broken the window. →  
 Look what I've found! →  
 I've already read that book. →  
 He's stopped smoking. →

## PRESSENTE PERFEITO E PASSADO SIMPLES

## Exemplos

- Já estive em São Paulo três vezes.  
 Fui ao Rio em julho do ano passado.  
 Ele nunca comeu caranguejo.  
 Dançamos a noite toda.  
 Onde você tem estado ultimamente?  
 Eles quebraram a janela.  
 Olhe[m] o que eu achei!  
 Eu já li aquele livro.  
 Ele parou de fumar.

## 1. Sublinhe a opção certa.

- a) My team (won / has won) two soccer games this season.
- b) My team (won / has won) four games last year.
- c) I (never read / have never read) the Harry Potter books.
- d) You studied a lot (this week / last week).
- e) (Have / Did) you seen that new film at the movies?
- f) I've already (seen / saw) that movie.
- g) What (did / have) you do last night?
- h) I have (been / went) to the Northeast on vacation.

## 2. Traduza.



My neighbour Marcos travels a lot. He's gone to Salvador this week. I'm looking after his cat again! I've been to Salvador twice. I like it there. Marcos went to Buenos Aires three weeks ago and visited his sister in New York a few weeks ago. I've never been to either of those places. I looked after his cat then too. I've never liked cats. But then, what are friends for?



## CONDITIONAL SENTENCES

## FRASES CONDICIONAIS

## Examples

- If I am ready on time, I will be there.
- If I were you, I would go.
- If I had seen you I would have said "hello".
- If you don't like it, don't eat it.
- If she'd seen you, she would have stopped.
- They won't go unless we do.
- Had I been there, I'd have done something.
- They'll finish before us if we don't hurry up.
- If we'd paid attention we'd have learned.
- They would know it if they had studied.
- We'll go to the party if it's not raining.

## Exemplos

- Se eu estiver pronto a tempo, estarei lá.
- Se eu fosse você, eu iria.
- Se eu tivesse te visto, teria dito "oi".
- Se você não gosta disso, não coma.
- Se ela tivesse te visto, ela teria parado.
- Se nós não formos, eles não irão.
- Se eu tivesse estado lá, teria feito algo.
- Eles terminarão antes se não nos apressarmos.
- Se tivéssemos prestado atenção teríamos aprendido.
- Eles saberiam se tivessem estudado.
- Iremos à festa se não estiver chovendo.

## 1. Read the sentences 1-5 and answer the questions listed below.

1. If you had taken my advice, you wouldn't have lost your job.
  2. If you came to Brasilia, I'd be really pleased.
  3. If it rains, you'll get wet.
  4. I won't go unless you tell me to.
  5. If they had been present, they would have heard the news.
- A. Which two sentences talk about an unreal situation in the past? \_\_\_\_\_ & \_\_\_\_\_
- B. Which sentence talks about a highly probable situation? \_\_\_\_\_
- C. Which sentence has the same meaning as the following: I will only do this on your instruction. \_\_\_\_\_
- D. Which sentence talks about an unlikely situation? \_\_\_\_\_

## 2. Now join the two halves of the sentences to form conditional sentences.

1. If I had worked harder at university, ( ) take Euros with you.
2. If you spend all day at the beach, ( ) you won't learn properly.
3. If you travel to the Scandinavia, ( ) you'll get sunburned.
4. If I saw my teacher now, ( ) I'd have a better job today.
5. Unless you pay attention, ( ) I wouldn't recognize him.

## 3. Passe estas frases do português para o inglês:

- a) Se eu for ao Rio, irei te visitar. \_\_\_\_\_
- b) Se eu viajasse para os Estados Unidos, eu iria à California. \_\_\_\_\_
- c) Não faria isso se fosse você. \_\_\_\_\_
- d) Se eu soubesse, eu teria te ligado. \_\_\_\_\_

## CAUSATIVE

## Examples

- |   |   |  |
|---|---|--|
| I'm having / getting my phone repaired.     | → | Meu telefone <b>está sendo consertado</b> .    |
| Have you had air conditioning put in?       | → | Seu ar condicionado <b>foi instalado</b> ?     |
| He's had a burglar alarm installed.         | → | Ele <b>instalou</b> um alarme contra ladrão.   |
| We'll get / have our photo enlarged.        | → | Nossa foto <b>vai ser ampliada</b> .           |
| You've had the apartment cleaned.           | → | Seu apartamento <b>foi limpo</b> .             |
| They'd better get / have their eyes tested. | → | É <b>melhor que façam</b> um exame de vista.   |
| I had / got my hair cut.                    | → | Eu <b>cortei</b> o cabelo.                     |
| I sometimes cut my own hair.                | → | Às vezes <b>corto</b> meu próprio cabelo.      |
| I had / got the note signed by a doctor.    | → | Pedi para um médico <b>assinar</b> o atestado. |
| He had / got his tourist visa renewed.      | → | Ele <b>renovou</b> seu visto de turista.       |
| She had acupuncture done in China.          | → | Ela <b>fez</b> acupuntura na China.            |

## CAUSATIVO

## Exemplos

1. Complete as frases usando o *partícipio passado*.
  - a) She had her nails \_\_\_\_\_ (do)
  - b) Susana is having her hair \_\_\_\_\_ (cut).
  - c) Daniel got his motorbike \_\_\_\_\_ (fix).
  - d) I am going to have air conditioning \_\_\_\_\_ (put) in my new apartment.
  - e) They got carpet \_\_\_\_\_ (lay) in their bedroom.
  - f) She is going to have a dress \_\_\_\_\_ (make) for the wedding.
  
2. Relacione as situações descritas abaixo às frases acima.
  1. She is at the hairdresser. \_\_\_\_\_
  2. She is going to the dressmaker. \_\_\_\_\_
  3. She's at the manicurist. \_\_\_\_\_
  4. He took it to a mechanic. \_\_\_\_\_
  5. Someone came to their house and did it for them. \_\_\_\_\_
  6. Someone will come and do it for me. \_\_\_\_\_