



GOVERNO DO ESTADO DO
AMAZONAS

CURSO DE QUALIFICAÇÃO
PROFISSIONAL

INGLÊS INTERMEDIÁRIO

ALUNO (A):

PROFESSOR (A):

CETAM

Centro de Educação Tecnológica do
Amazonas

SEPLAN

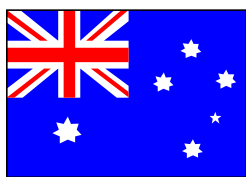
Secretaria de Estado de Planejamento e
Desenvolvimento Econômico

Why learn English?

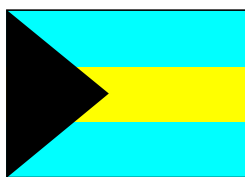
Because English is the most important international language in the world. Some facts prove that: English is the international language of air and sea travels, of computing, of pop music, of politics, of science and medicine, sports, TV and films.

The world today is a very small place. Communication and travel are extremely quick: think of jet planes, satellite TV, telephones, telex and fax, for example.

English is the first language in:



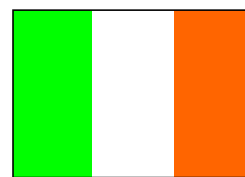
Australia



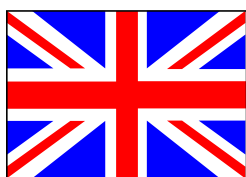
The Bahamas



Canada



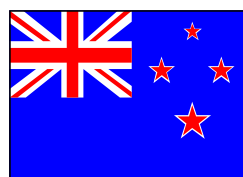
Ireland



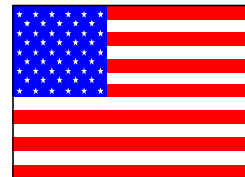
United Kingdom



Guyana



New Zealand

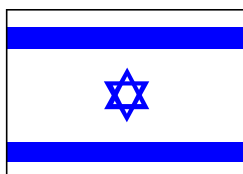


United States

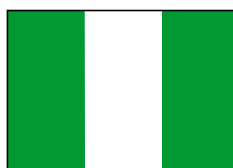
And it is the official second language in many other countries like:



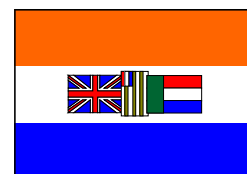
India



Israel



Nigeria



South Africa

English is slowly becoming more than one language, because in every country it is spoken there are differences in some vocabulary words in some grammatical structures.

British English and American English: What is different? Let's see some differences:

American English	British English
airplane	aero plane
apartment	flat
automobile	car
cab	taxi
candy	sweet
cookie / cracker	biscuit
downtown	centre
elevator	lift
French fries	chips
gas	petrol
mail	post
elevator	lift
rest room	public toilet
stove	cooker
subway	underground
vacation	holiday

Exercise

1) Match the words according to vocabulary.

word	translation
1 why	() mundo
2 to learn	() isso
3 because	() por que (pergunta)
4 most	() por que (resposta)
5 language	() provar
6 world	() mais, maioria
7 some	() aprender
8 fact	() fato
9 to prove	() algum, alguma
10 that	() língua

2) Substitute English for Portuguese (use the dictionary if necessary).

a) English (é) (a) (internacional) language of
 (aéreas) (e) (marítimas) (viagens),

..... (da) (computação), of pop music, of
 (política), of (ciência) and (medicina),
 (esportes), TV and films.

b) (O) world (hoje) is (um) (muito)
 (pequeno) (lugar). Communication and
 (viagem) (são) (extremamente)
 (rápidas): (pense) of (aviões a jato), satellite TV,
 telephones, telex and fax, (por) (exemplo).

c) English (está) (vagarosamente) (se
 tornando) (mais) (que) (uma) language, because
(em) (cada) country (ele) (é)
 (falado). (Há) differences in (algumas) vocabulary
 (palavras), in some grammatical (estruturas).

3) Translate and complete:

Portuguese	American English	British English
1 carro	automobile	car
2 .....	.....	taxi
3 doce	.....	.....
4 gasolina	.....	.....
5 correio	.....	.....
6	elevator	.....
7 fogão	.....	.....
8 metrô	.....	.....
9	vacation	.....
10 apartamento	.....	.....

2 WHAT'S THIS FOR?

Daniel: Hey! Nice computer! What's this for?

Telma: That's a modem. It's used to connect the computer

to the phone line, so I can send faxes and access the Internet.

Daniel: So you can go on-line and all that?

Telma: Yes. And I use the World Wide Web for finding information on astronomy, movies, UFOs – just about anything.

Daniel: Sports? Cars?

Telma: Uh-huh. And I can exchange information with people, too. I belong to a “chat group” on astronomy.

Daniel: Hmm. I just use my computer to write letters and reports.

Telma: Why don't you get on the Internet? It's not really expensive.

Daniel: Maybe I will. It sounds like fun.



2.1 INFINITIVES AND GERUNDS

Infinitives and gerunds can describe a use or a purpose.

Infinitives	Gerunds
A modem is used to connect computers to phones.	It's used for connecting computers to phones.
Computers are often used to write letters.	They're often used for writing letters.
I can use the World Wide Web to find information.	I can use it for finding information.

Some situations require you to use infinitive. Some situations use gerunds is more appropriate. In other situations you can use both.

An infinitive is formed by:

TO + BASE VERB

Eg: to sing, to drink

A gerund is formed by adding “-ING” to a base verb:

SING + ING = SINGING

Exercise

1) What do you know about this technology? Complete the phrases in column A with information from column B. More than one answer is possible.

A	B
A) Satellites are used ... ()	a) study the world's weather
B) Robots are sometimes used ... ()	b) perform dangerous tasks
C) You can use a fax machine ... ()	c) read the latest weather report
D) People use the Internet ()	d) transmit telephone calls
E) DNA fingerprinting is used ()	e) make a photocopy
F) CD-ROM is sometimes used ()	f) identify criminals
	g) make travel reservations
	h) transmit television programs
	i) store an encyclopedia

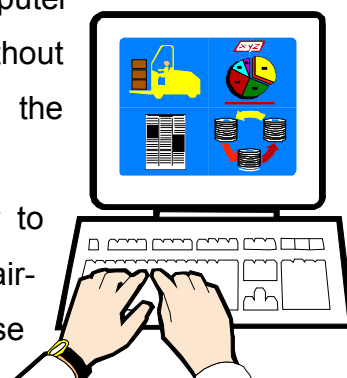
2.2 COMPUTER

"Hardware or software?" the child of the computer age might ask. His world is divided into two parts: hardware, the machine that makes up a computer, and software, the programs of instructions that tell computers what to do.

And while the hardware is visible and tangible, the child knows that software is the soul of the machine. Without software, a computer is little more than a hunk of plastic and silicon that might be used as a doorstop. A computer without software is like a car without gasoline, a camera without film, a stereo without records. It is software that makes the machines do their magic.

Until a few years ago, software was used exclusively to operate the big, impersonal computers, which were isolated in air-conditioned rooms behind glass partitions. The software for these giant machines is still in place, but the rapid spread of personal computers has put software directly into people's hands.

Today, computer buffs are using software in many innovative ways. In addition to doing mundane tasks as sorting, cataloguing and calculating, a lot of new programs are helping make people's lives easier.



* Adapted from Time Magazine, April 16th 1984, and also published in the book "Start Reading" Vol.3 - Ed. Saraiva

1) Responda em português, de acordo com o texto.

a) O que é hardware?

.....

.....

b) O que é software?

.....

.....

c) Qual dos dois é considerado a alma do computador?

.....

.....

d) Com o que poderia ser comparado um computador sem software?

.....

.....

e) Para que um computador era usado até alguns anos atrás?

.....

.....

f) O que contribuiu para tornar o software mais acessível?

.....

.....

g) Hoje em dia, para que os softwares são usados, além de separar, catalogar e calcular?

.....

.....

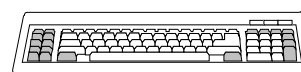
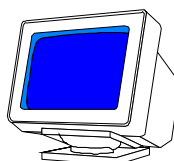
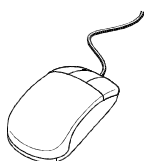
2) Write the name of the following objects used with a computer:

monitor

keyboard

mouse

floppy disc



.....

3 A RÉSUMÉ

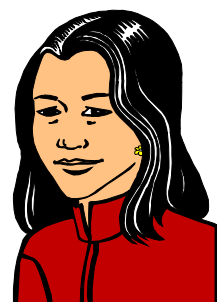
A résumé tells about your education. It also tells about your work experience and skill.

There are many ways of organizing a résumé; choose the format that best showcases your skills and experience. It may be helpful to look for examples on the Internet or in books at your local library or bookstore. Typically, an employer has a very limited amount of time to review your résumé. It is important to make sure it is clear and concise, and highlights your skills and experiences effectively through the use of formatting, ordering, and headings.

Do not omit any requested information and make sure that the information you provide is correct.

3.1 WHAT USUALLY GOES INTO A RÉSUMÉ

- Name, address, e-mail address, and telephone number.
- Employment objective. State the type of work or specific job you are seeking.
- Education, including school name and address, dates of attendance, major, and highest grade completed or degree awarded. Consider including any courses or areas of focus that might be relevant to the position.
- Experience, paid and volunteer. For each job, include the job title, name and location of employer, and dates of employment. Briefly describe your job duties.
- Special skills, computer skills, proficiency in foreign languages, achievements, and membership in organizations.
- References, only when requested.
- Keep it short; only one page for less experienced applicants.
- Avoid long paragraphs; use bullets to highlight key skills and accomplishments.
- Have several people review your resume for any spelling or grammatical errors.
- Print it on high quality paper.



Exercise

1) Read about Ruth Cho. Complete her résumé.

“Hello. I’m Ruth Cho. I live at 34189 Ocean Street, Seattle, Washington. My phone number is 206-555-1011. I’m 20 years old.

I was born May, 7, 1986. My email is r.cho@asia.com. I graduated from Lincoln High School three years ago. Then I started at Seattle Community College. I’m studying Travel and Tourism. I will graduate next May. I have a part-time job at the Palace Hotel. I’m a front desk clerk.

I can use a computer and am good at word processing (60 wpm – words per minute).

I speak two foreign languages: Mandarin Chinese (intermediate) and Spanish (Elementary).

<p>Ruth Cho 34189 _____, Phone: _____ Date of Birth: _____</p> <p>Employment objective To work for a travel company</p> <p>Education College: Seattle Community College Major: Travel and Tourism September, _____ to present Will graduate _____</p> <p>High School: _____ Graduated, June _____</p> <p>Work Experience 1997 to present: _____, _____ (job) (company) Seattle (part time)</p> <p>Special skills: _____ skills Good _____ ability (____ wpm)</p> <p>Languages: Mandarin Chinese (_____) _____ (elementary)</p>

2) Now, write your résumé.

3.2 VOCABULARY

Idioms:

British – inglês
 French – francês
 Portuguese - português
 Spanish - espanhol
 Italian - italiano
 German – alemão
 Mandarin – chinês
 Japanese - japonês

School:

Kindergarten school – escola de jardim de infância
 Primary school (Brit) – escola primária
 Elementary school (US) – escola primária
 High School (US) – escola secundária
 Secondary (Brit) – escola secundária
 Language school – escola de línguas
 Private school – escola particular
 State school (Brit) – escola pública
 Public school (US) – escola pública
 College – faculdade
 University - universidade

Career::

- [Advertising and public relations services](#) – publicidade e relações públicas
- [Advocacy](#) - advocacia
- [Agriculture, forestry, and fishing](#) – agricultura, silvicultura e pesca
- [Air transportation](#) – transporte aéreo
- [Arts, entertainment, and recreation](#) – artes, entretenimento e recreação
- [Banking](#) – operação bancária
- [Chemical manufacturing](#) – indústria química
- [Clothing, accessory, and general merchandise stores](#) – lojas de roupas, acessórios e mercadorias em geral
- [Electronic product manufacturing](#) – Fábrica de produto eletrônico
- [Computer systems design](#) – sistema de computação
- [Construction](#) - construção
- [Educational services](#) – serviços de educação
- [Federal government](#) – governo federal
- [Food manufacturing](#) – fabrica de alimentos
- [Grocery stores](#) – mercearia
- [Health services](#) – serviços de saúde
- [Hotels and other accommodations](#) – hotéis e outras acomodações
- [Insurance](#) - seguro
- [Internet services providers, web search portals, and data processing](#)

3.3 INTRODUCTIONS



How do people introduce themselves in your country? Do you shake hands? Bow? Do you use first names? Family names?

In U.S.A. and Canada, it is polite to:

- Look at the person's eyes. If you don't, it gives a bad impression (feeling).
- Shake hands firmly (but not too strongly). A handshake only lasts two or three seconds.
- Call people by their first name if they say "Please call me (Jan)." If you don't, it seems unfriendly.

4 WHAT DOES HE LOOK LIKE?

4.1 DESCRIBING SOMEONE

Clerk: Good afternoon. Can I help you?

Jean: Yes, I'm looking for someone.

His name is Paul Taylor. I'm afraid I missed him.

Clerk: Well, what does he look like?

Jean: Let's see. He's about 35, I guess. He's pretty tall, with red hair.

Clerk: Oh, are you Jean Taylor?

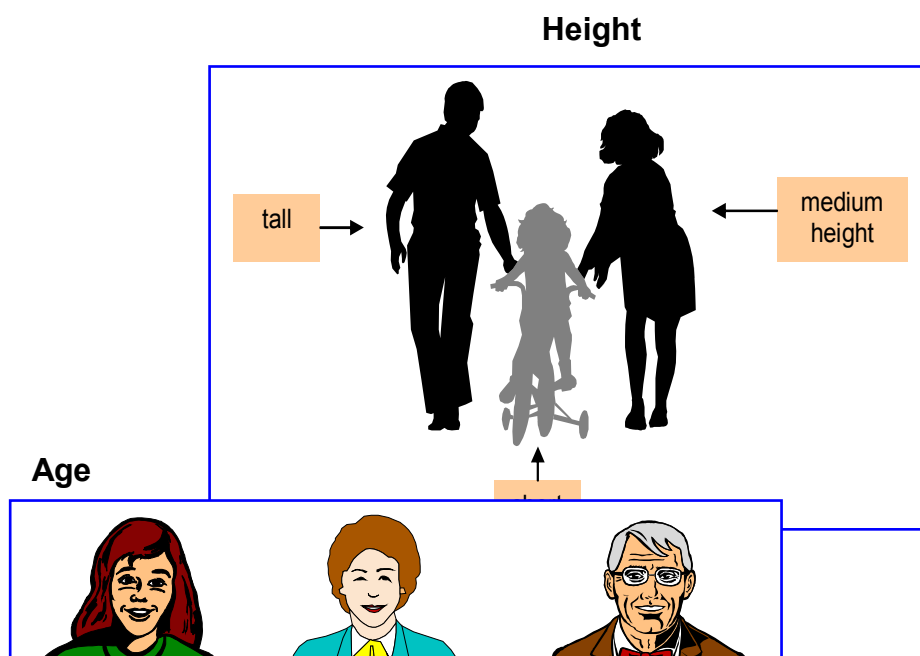
Jean: Yes, that's right!

Clerk: He asked for you a few minutes ago. I think he's in the restaurant.

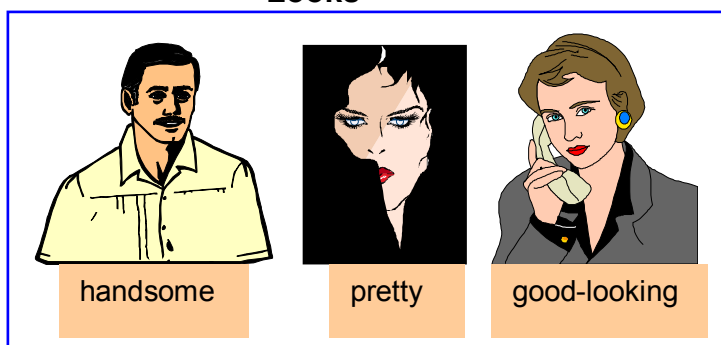
Jean: Thanks. I'll go and look for him.



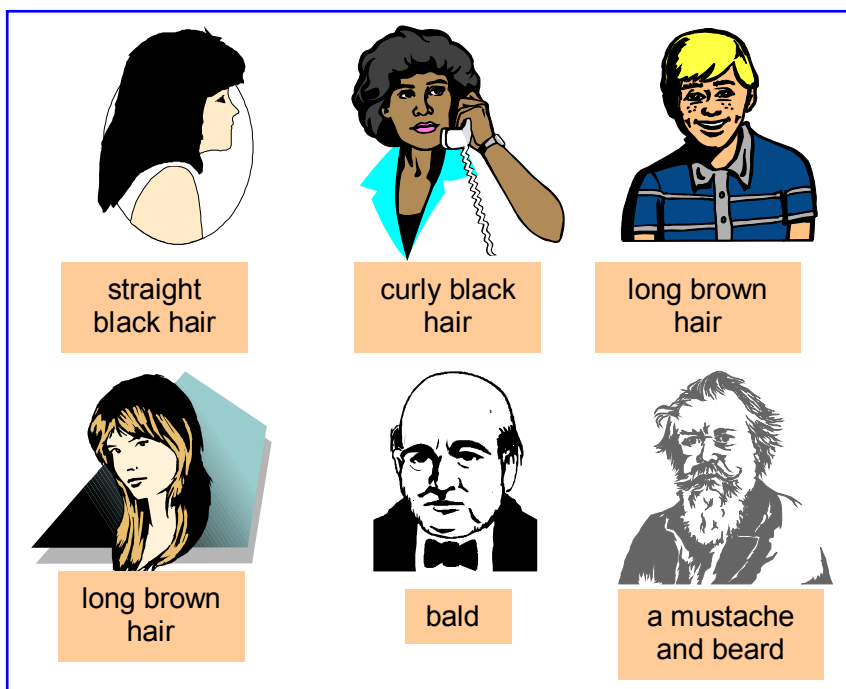
4.1.1 Appearance



Looks



Hair



Exercise

1) Choose at least four expressions to describe yourself and your partner. Then compare. Do you agree? Look an example:

A: You have curly blond hair and a beard.

You're young and good-looking.

B: I agree! I don't agree. My hair isn't very curly.

4.2 QUESTIONS FOR DESCRIBING PEOPLE

General appearance

What does he look like ?	He's pretty tall, with red hair.
Does he wear glasses?	Yes, he does.
Does he have a mustache?	No, he doesn't.

Hair

What color is her hair?	Light brown. She has dark brown hair.
How long is her hair?	It's medium length.

Age

How old is he?	He's about 25. He's in his twenties.
-----------------------	---

Height

How tall is she?	She's fairly short. She's 152 cm (five feet)
-------------------------	---

Exercise

1) Write questions to match these statements. Then compare with a partner.

- | | |
|----------|-------------------------------|
| a) | My brother is 26. |
| b) | I'm 73 cm (five feet eight). |
| c) | Julia has brown hair. |
| d) | No, she wears contact lenses. |
| e) | He's tall and very handsome. |
| f) | I have brown eyes. |

2) Write five questions about your teacher's or a classmate's appearance. Then take turns asking and answering your questions.

4.3 IDENTIFYING PEOPLE

Sarah: Hi, Raoul! Good to see you! Where's Margaret?

Raoul: Oh, she couldn't make it.



She went to a concert with Alex.

Sarah: Oh! Well, why don't you go and talk to Judy?

She doesn't know anyone here.

Raoul: Judy? Which one is she? Is she the woman wearing glasses over there?

Sarah: No, she's the tall one in jeans. She's standing near the window.

Raoul: Oh, I'd like to meet her.

4.3.1 Modifiers with participles and prepositions

The present perfect is formed with the verb **HAVE + THE PAST PARTICIPLE** form of a verb.

Participles

Who's Raoul?	He's the man	wearing glasses.
Which one is Raoul?	He's the one	talking to Sarah.

Prepositions

Who's Sarah?	She's the woman	with the short black hair.
Which one is Judy?	She's the tall one	in jeans.
Who are the Smiths?	They're the people	next to the window.
Which ones are the Smiths?	They're the ones	on the couch.

Exercise

1) Rewrite these statements using modifiers with participles or prepositions.

a) Jim is the tall guy. He's wearing glasses.

Jim is the tall guy wearing glasses.

b) Bob and Louise are the good-looking couple. They're talking to Jim.

.....

c) Lynne is the young woman. She's in a T-shirt and jeans.

.....

d) Maria is the attractive woman. She's sitting to the left of Carlos.

.....

e) Tom is the serious-looking person. He's listening to Maria.

.....

4.4 HIP-HOP FASHIONS

What kinds of clothing styles do you like to wear? Do you like to “dress up” or “dress down”?



Teenagers who listen to the same music-often have a common “look”. One hot style in music and fashion is hip-hop. Hip-hop is a type of urban music with a heavy beat. The lyrics are very important in this music. Hip-hop fashions are large or loose-fitting street clothes.

The style includes baggy jeans, sweatshirts, hiking boots, and baseball caps (usually worn backward). However, teens add other clothing items like flannel shirts, jackets with sports logos, and athletic shoes. In the hip-hop style, boys and girls dress the same.

African American kids in Detroit and Chicago first made hip-hop fashions popular – they wore baggy street clothes to dance clubs. Then North American and European bands also began wearing this style. These bands influenced one another’s music and clothing. This mixture made hip-hop into an international fashion sensation.

Hip-hop is now a teen fashion from Britain to Japan. Melaine Borrow, 17, of Manchester, England, says “My pride and joy in life are my Levi’s jeans.” In Japan, hip-hop is replacing the usual outfit for teenage girls: blouses and skirts with cartoon characters on them. And in the United States, teens spend a lot of money on hip-hop fashions. David Bowen, 17, of Evanston, Illinois, has five pairs of hiking boots at \$100 each. Bowen says, “They’re popular because a lot of hip-hop performers wear them. They even rap about them.”

Questions:

1) Do you ever listen to urban or hip-hop music?

.....

2) Do you ever wear hip-hop fashions? Describe what you wear.

.....

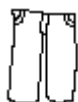
3) What do you wear when you dress up o dress down?

.....

4.4.1 Vocabulary of Clothes



coat

trousers (UK)
pants (US)

hat

casual jacket
jacket

shorts



cap

sports jacket
jacket

dress

tie
necktie

jumper



skirt



bow tie



shirt

pants
panties

socks



tee-shirt

bra
brassiere

shoes



waistcoat



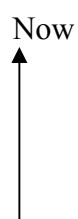
dressing gown

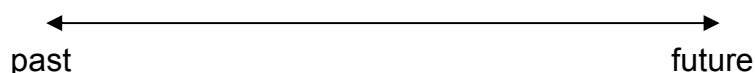


trainers

5 GRAMMAR REVIEW I

Look the diagram below. It will be used in the tense description:





THE SIMPLE TENSES		
TENSE	EXAMPLES	MEANING
Simple Present 	<ul style="list-style-type: none"> - Mary studies every day - I always eat a salad for lunch - It snows in Rio Grande do Sul 	In general, the simple present express situations that exist <i>usually, always, habitually</i> . These situations exist now, have existed in the past and probably will exist in the future.
Simple Past 	<ul style="list-style-type: none"> - Mary studied last night - I ate a salad yesterday - It snowed in Rio Grande do Sul last morning 	At one particular time in the past, the situation happened. It began and ended in the past. We know when the situation happened: last night, yesterday, last morning, etc.
Simple Future 	<ul style="list-style-type: none"> - Mary will study tomorrow - I will eat salad next Saturday - It is going to snow in Rio Grande do Sul tomorrow! 	At one particular time in the future, the situation will happen. We use "will" or "TO BE + going to + VERB"

These 3 tenses you have learned in the first level. Do you remember?

DO YOU REMEMBER?

SIMPLE PRESENT

- Verb TO BE

Affirmative form	Contracted form	Negative form	Contracted form		Interrogative form
I am	I'm	I am not	I'm not	-	Am I?
You are	You're	You are not	You're not	You aren't	Are you?
He is	He's	He is not	He's not	He isn't	Is he?
She is	She's	She is not	She's not	She isn't	Is she?
It is	It's	It is not	It's not	It isn't	Is it?
We are	We're	We are not	We're not	We aren't	Are we?

SIMPLE FUTURE

- We use the auxiliary verb **WILL** + verbs in infinitive (without "to")
 - I will study (I'll study)
- We also can use: TO BE + going to + the infinitive.
 - I am going to study
- We can use expressions or words that indicate future
 - tomorrow, the day after tomorrow, next week, next month, next year
 - I will study tomorrow
 - You'll travel next year.
- Negative form of WILL: WILL NOT = WON'T
- BE GOING TO x WILL

Use be going to + verb to talk about plans you've decided on.	Use will + verb with maybe, probably, I guess, or I think to talk about possible plans before you've made a decision.
--	--

Where **are** you **going to go**?

I'm going to go to the beach.	I'm not sure. Maybe I'll catch up on my reading.
I'm not going to take a vacation.	I probably won't take a vacation this year.

What **are** you **going to do**?

I'm going to do lots of swimming.	I guess I'll just stay home. I don't know. I think I'll go camping.
--	--

Exercise

1) Complete the conversation with appropriate forms of **be going to** or **will**.

A: Have you made any vacation plans?

B: Well, I've decided on one thing – I..... go camping.

A: That's great! For how long?

B: I..... be away for a week.

I only have five days of vacation.

A: So, when are you leaving?

B: I'm not sure. I probably leave around the end of May.

A: And where you go?

B: I haven't thought about that yet. I guess I go to one of the national parks.

A: That sounds like fun.

B: Yeah. Maybe I go hiking and do some fishing.

A: you rent a camper?

B: I'm not sure. Actually, I probably rent a camper – it's too expensive.

A: you go with anyone?

B: No. I need some time alone. I..... travel by myself.

2) Have you thought about your next vacation? Write answers to these questions. (If you already have plans, use be going to. If you don't have fixed plans, use will.)

a) How are you going to spend your next vacation? Are you going to go anywhere?

.....

b) When are you going to take your vacation?

.....

c) How long are you going to be on vacation?

.....

d) What are you going to do?

.....

e) Is anyone going to travel with you?

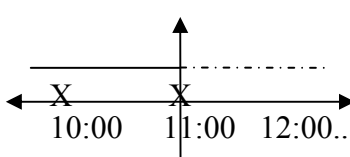
.....

3) Writing. Write about the trip you are going to take.

Next summer, I'm going to travel to Indonesia with my family. We're going to visit Borobodur in Central Java. It's one of the biggest temples in the world. And we'll probably visit several other temples nearby ...

PRESENT CONTINUOUS TENSE (PRESENT PROGRESSIVE)

In the first level, we studied Present Continues Tense. Do you remember?

PRESENT CONTINUOS		
TENSE	EXAMPLES	MEANING
Present Continuous 	- Mary is studying right now	It is now 11:00. Mary started to study at 10:00, and she is still studying at this moment. Her study began in the past, is in progress at the present time and probably will

We use the Present Continuous to talk about something is happening at or close to the time of speaking.

Subject + verb to be + main verb with ING + ...

When we add ING to the verb we have to analyze its ending. If it ends in:

E - it loses the E and the ING is added = live - living / make - making

Y - just the ING is added = study - studying / play - playing

IE - it loses the IE and the YING is added = die - dying / lie - lying

When a verb ends in consonant / vowel / consonant and the stressed syllable is the last one, we double the last consonant and add ING.

begin – beginning

Attention:

VERB TO HAVE

· The verb To Have doesn't take the ING when it has the meaning of "possess" .

I am having a headache. (*wrong*)

I have a headache. (*right*)

· In expressions like: TO HAVE LUNCH and TO HAVE FUN you can have the Continuous: What's he doing? He's having lunch.

PS: The Interrogative and Negative Forms are made with the verb to be.

She's learning how to dance: Is she learning how to dance?

She isn't learning how to dance.

In this level we will learn more about other Tenses.

6 HAVE YOU EVER GONE TO A THEATER?

6.1 GOING OUT

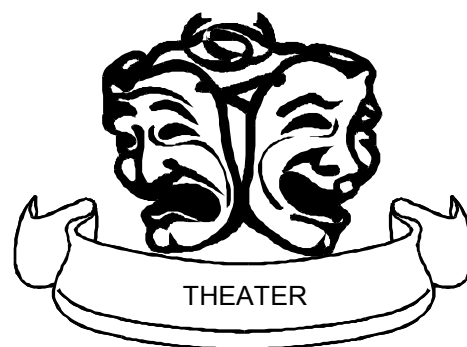
Pedro: Are you enjoying your trip to Fortaleza?

Maria: Oh, yes. I really like it here.

Pedro: Would you like to do something tonight?

Maria: Sure. I'd love to.

Pedro: Let's see. Have you been to a jazz club yet?



Maria: Yes. I've already been to several clubs here.

Pedro: Ok. What about an evening riverboat tour?

Maria: Uh, actually, I've gone twice this week.

Pedro: So, what do you want to do?

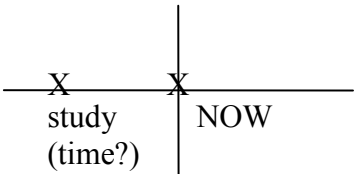
Maria: Well, I haven't been to the theater in a long time.

Pedro: Oh, OK. I hear there's a terrific show at Amazonas Opera House.

Maria: Great! Let's make a reservation.

6.2 PRESENT PERFECT

The perfect tenses all give the idea that one thing happens before another time or event. We have: Present Perfect, Past Perfect and Future Perfect. Let's study Present Perfect:

PRESENT PERFECT		
TENSE	EXAMPLES	MEANING
	- Mary has already studied	Mary finished studying sometime before now. The exact moment is not important.

Have you been to a jazz club?	Yes, I've already been to several.
Have they seen the play?	No, they haven't seen it yet.
Has she gone on a riverboat tour?	Yes, she's gone twice this week.
Has he called his parents lately?	No, he hasn't called them.

The Present Perfect expresses the idea that something happened (or never happened) BEFORE NOW, AT AN UNSPECIFIED TIME IN THE PAST. The exact time it happened is not important.

If there is a specific mention of time the SIMPLE PAST is used. If there isn't a specific mention of time, you will use PRESENT PERFECT.

Eg: They **moved** into a new apartment **last month**. (simple past)

They **have moved** into a new apartment. (When? We don't know.)

Use:

Subject + HAVE/HAS + main verb in PAST PARTICIPLE + ...

The Present Perfect also expresses the repetition of an activity before now. The exact moment of each repetition is not important.

Eg: I **have written** my mother a letter every other day for the last two weeks.

When we use the Present Perfect, there's a connection with *now*. The action in the past has a result *now*.

Eg: Where is your key? I don't know. I **have lost** it (= I don't have it *now*)

Attention:

Contractions

I have	-	I've
Have not	-	Haven't
She has	-	she's
Has not	-	hasn't

Regular past participles

call	-	called
like	-	liked
stop	-	stopped
try	-	tried
play	-	played
love	-	loved

Irregular past participles

Be	-	been
Do	-	done
Eat	-	eaten
Go	-	gone
Have	-	had
Make	-	made
See	-	seen

6.2.1 List of irregular verbs

Infinitive (Infinitivo)	Past (Passado)	Past Participle (Particípio)	Translation (Tradução)
arise	arose	arisen	<i>surgir, erguer-se</i>
awake	awoke	awoken	<i>despertar, acordar</i>
be	was, were	been	<i>ser, estar</i>
bear	bore	born, borne	<i>suportar, dar a luz</i>

beat	beat	beaten	<i>bater, espancar</i>
become	became	become	<i>tornar-se</i>
begin	began	begun	<i>começar, iniciar</i>
behold	beheld	beheld	<i>contemplar</i>
bend	bent	bent	<i>curvar, dobrar</i>
bet	bet	bet	<i>apostar</i>
bid	bid	bid	<i>oferecer, concorrer</i>
bind	bound	bound	<i>unir, encadernar</i>
bite	bit	bitten	<i>morder, engolir a isca</i>
blow	blew	blown	<i>(as)soprar, estourar</i>
break	broke	broken	<i>quebrar, romper</i>
bring	brought	brought	<i>trazer</i>
build	built	built	<i>construir, edificar</i>
buy	bought	bought	<i>comprar</i>
cast	cast	cast	<i>arremessar, lançar</i>
catch	caught	caught	<i>pegar, capturar</i>
choose	chose	chosen	<i>escolher</i>
come	came	come	<i>vir; atingir o orgasmo</i>
cost	cost	cost	<i>custar</i>
cut	cut	cut	<i>cortar; reduzir</i>
deal	dealt	dealt	<i>negociar, tratar</i>
dig	dug	dug	<i>cavar, cavoucar</i>
do	did	done	<i>fazer</i>
draw	drew	drawn	<i>sacar, desenhar</i>
drink	drank	drunk	<i>beber</i>
drive	drove	driven	<i>dirigir, ir de carro</i>
eat	ate	eaten	<i>comer</i>
fall	fell	fallen	<i>cair</i>
feed	fed	fed	<i>alimentar, nutrir</i>
feel	felt	felt	<i>sentir, sentir-se</i>
fight	fought	fought	<i>lutar; batalhar</i>
find	found	found	<i>achar, encontrar</i>
flee	fled	fled	<i>fugir, escapar</i>
fling	flung	flung	<i>arremessar</i>
fly	flew	flown	<i>voar, pilotar</i>
forbid	forbade	forbidden	<i>proibir</i>
forget	forgot	forgot, forgotten	<i>esquecer</i>
forgive	forgave	forgiven	<i>perdoar</i>
freeze	froze	frozen	<i>congelar, paralisar</i>
get	got	gotten, got	<i>obter, conseguir</i>
give	gave	given	<i>dar, conceder</i>
go	went	gone	<i>ir</i>



grow	grew	grown	<i>crescer, cultivar</i>
have	had	had	<i>ter, beber, comer</i>
hear	heard	heard	<i>ouvir, escutar</i>
hide	hid	hidden, hid	<i>esconder</i>
hit	hit	hit	<i>bater, ferir</i>
hold	held	held	<i>segurar</i>
hurt	hurt	hurt	<i>machucar, ferir</i>
keep	kept	kept	<i>guardar, manter</i>
know	knew	known	<i>saber, conhecer</i>
lay	laid	laid	<i>pôr (ovos)</i>
lead	led	led	<i>liderar, guiar</i>
leave	left	left	<i>deixar, partir</i>
lend	lent	lent	<i>dar emprestado</i>
let	let	let	<i>deixar, alugar</i>
lie	lay	lain	<i>deitar(se)</i>
lose	lost	lost	<i>perder, extraviar</i>
make	made	made	<i>fazer, fabricar</i>
mean	meant	meant	<i>significar</i>
meet	met	met	<i>encontrar, conhecer</i>
pay	paid	paid	<i>pagar</i>
put	put	put	<i>colocar, pôr</i>
quit	quit	quit	<i>abandonar, largar de...</i>
read	read	read	<i>ler</i>
ride	rode	ridden	<i>andar, cavalgar</i>
ring	rang	rung	<i>tocar (campainha)</i>
rise	rose	risen	<i>subir, erguer-se</i>
run	ran	run	<i>correr, concorrer</i>
saw	sawed	sawn	<i>serrar</i>
say	said	said	<i>dizer</i>
see	saw	seen	<i>ver; entender</i>
seek	sought	sought	<i>procurar</i>
sell	sold	sold	<i>vender</i>
send	sent	sent	<i>mandar, enviar</i>
set	set	set	<i>pôr, colocar, ajustar</i>
shake	shook	shaken	<i>sacudir, tremer</i>
shine	shone	shone	<i>brilhar, reluzir</i>
shoot	shot	shot	<i>atirar, alvejar</i>
show	showed	shown	<i>mostrar, exhibir</i>
shut	shut	shut	<i>fechar, cerrar</i>
sing	sang	sung	<i>cantar</i>
sink	sank	sunk	<i>afundar, submergir</i>
sit	sat	sat	<i>sentar</i>

sleep	slept	slept	<i>dormir</i>
speak	spoke	spoken	<i>falar</i>
spend	spent	spent	<i>gastar, passar (tempo)</i>
spread	spread	spread	<i>espalhar, difundir</i>
spring	sprang	sprung	<i>saltar, pular</i>
stand	stood	stood	<i>ficar de pé, agüentar</i>
steal	stole	stolen	<i>roubar, furtar</i>
stick	stuck	stuck	<i>cravar, fincar, enfiar</i>
strike	struck	struck	<i>golpear, bater</i>
swear	swore	sworn	<i>jurar, prometer</i>
sweep	swept	swept	<i>varrer</i>
swim	swam	swum	<i>nadar</i>
swing	swung	swung	<i>balançar, alternar</i>
take	took	taken	<i>tomar, pegar, aceitar</i>
teach	taught	taught	<i>ensinar, dar aula</i>
tear	tore	torn	<i>rasgar, despedaçar</i>
tell	told	told	<i>contar (uma história)</i>
think	thought	thought	<i>pensar</i>
throw	threw	thrown	<i>atirar, arremessar</i>
understand	understood	understood	<i>entender, compreender</i>
uphold	upheld	upheld	<i>sustentar, apoiar</i>
wear	wore	worn	<i>vestir, usar, desgastar</i>
win	won	won	<i>vencer, ganhar</i>
wind	wound	wound	<i>enrolar, dar corda</i>
write	wrote	written	<i>escrever, redigir</i>

Exercise

1) How many times have you done these things in the past week?

a) Clean the house.

I've cleaned the house once this week.

or

I haven't cleaned the house this week.

Useful expressions

- once
- twice
- three times
- every day

b) Make your bed.

.....

c) Cook dinner.

.....

d) Do laundry.

.....

e) Wash the dishes.

.....

f) Go grocery shopping.

.....

2) Read the situations and write sentences. Use the following verbs

arrive break fall go up grow improve lose
--

a) Mary is looking for her book. She don't know where it is.

She has lost her book

b) Jim can't work and his leg is in plaster.

.....

c) Lisa's English wasn't very good. Now it is better.

.....

d) John didn't have a dog before. Now he has a dog.

.....

e) The temperature was 38 degrees. Now it is 28!

.....

6.3 REGULAR VERBS: PRONUNCIATION OF -ED ENDINGS

Final -ed has three different pronunciations: /t/, /d/ and /əd/:

Sound /t/ Looked: <i>look/t/</i> Finished: <i>finish/t/</i> Watched: <i>watch/t/</i>	Final -ed is pronounced /t/ after voiceless sounds. Voiceless sounds are made by pushing air through your mouth. The sound doesn't come from your throat. Examples of voiceless sounds: "k", "p", "ch", "sh", "f".
--	--

Sound /d/ Saved: <i>save/d/</i> Smelled: <i>smell/d/</i> Played: <i>play/d/</i>	Final –ed is pronounced /d/ after voiced sounds. Voiced sounds come from your throat. If you touch your neck when you make a voiced sound, you can feel your voice box vibrate. Examples of voiced sounds: “l”, “v”, “n”, “b” and all vowel sounds.
Sound /əd/ Decided: <i>decide/əd/</i> Needed: <i>need/əd/</i> Wanted: <i>want/əd/</i>	Final –ed is pronounced /əd/ after “t” and “d” sounds. The sound /əd/ adds a whole syllable to a word.

7 A TIME TO REMEMBER

Frank: Oh, I’m really sorry. Are you OK?

Luísa: I’m fine. But I’m not very good at this.

Frank: Neither am I. Say, are you from South America?

Luísa: Yes, I am, originally. I was born in Argentina.

Frank: Did you grow up there?

Luísa: Yes, I did, but my family moved here eight years ago, when I was in high school.

Frank: And where did you learn to Rollerblade?

Luísa: Here in the park. This is only my second time.

Frank: Well, it’s my first time. Can you give me some lessons?

Luísa: Sure. Just follow me.

Frank: By the way, my name is Frank.

Luísa: And I’m Luísa. Nice to meet you.



DO YOU REMEMBER?

7.1 PAST TENSE

We use the past simple to talk about actions or situations in the past.

Where **were** you born?

I **was** born in South América.

Were you born in Brazil?

No, I **wasn't** born in Argentina.

Where **did** you **grow** up?

I **grew** up in Buenos Aires.

When **did** you **move** here?

I **moved** here eight years ago, when I was in

7.1.1 To Be (Past Tense)

PRESENT		PAST	
I	am	I	was
you	are	you	were
he she it	is	he she it	was
we you they	are	we you they	were

Exercise

1) Complete these conversations. Then practice with a partner.

a)

A: Could you tell me a little about yourself?

Where you born?

B: I born in South Korea.

A: you grow up there?

B: No, I I up in Canada.

b)

A: Where you to high school?

B: I to high school in Ecuador.

c)

A: you study English when you a child?

B: Yes, I

A: How old you when you began to study English?

B: I eleven years old.

2) Interview a classmate you don't know very well. Ask questions like the ones below and take notes. Start like this:

A: Hi! My name's

B: Hello. I'm Nice to meet you.

A: Good to meet you, too. Could you tell me a little about yourself?

B: Sure. What do you want to know?

A: Well, where were you born?

Where were you born?

Did you grow up there?

Where did you go to elementary school?

Where did you go to high school?

Did you study any foreign languages?

When did you first study English?

How old were you when you moved to?

.....

.....

.....

.....

.....

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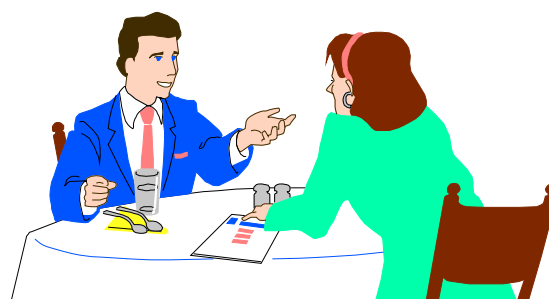
7.2 DESCRIBING EVENTS

Davi: So, how was your weekend?

Sonia: Oh, really good. I went to see
Roberto Carlos.

Davi: The singer?

Sonia: That's right. Have you ever



seen him?

David: Yes, I have. I saw his show in
Manaus last year. He's terrific.

Sonia: Yeah. He does some incredible things.

David: Have you ever been to Paris?

Sonia: No, I've never been there.

David: You should go sometime. It's an interesting city,
and the hotels are wonderful.



7.3 PRESENT PERFECT AND PAST TENSE

Use the **present perfect** for an indefinite time in the past. Use the **past tense** for a specific event in the **past**.

Have you ever **seen** a MPB show? Yes, **I have**. I **saw** a MPB show last year.
No, **I haven't**. But my sister **saw** Chico Buarque.

Have you ever **been** to Paris? Yes, **I have**. I **went** there in September.
No, **I haven't**. I've never **been** there.

N

The present perfect (something has happened) is a PRESENT tense. It tells us about the situation NOW.

The past simple (something happened) tell us about the PAST.

Attention:

- Do not use the present perfect if the situation now is different. Compare:
"It has stopped raining now, so we don't need the umbrella" (it isn't raining *now*)
"It stopped raining for a while, but now it's raining again" (not "It has stopped")

- You can use the present perfect for new or recent happenings.
"Have you heard the news? Mary has won the lottery!"

- But you must use past simple (not the present perfect) for things that are not recent or new.
"Shakespeare was a writer. He wrote great books"

Exercise

1) Complete these conversations. Use the present perfect and the past tense of the verbs given and short answers. Then practice with a partner.

- a) A: you ever skiing? (go)
B: Yes, I Iskiing once in Colorado.
- b) A: you ever something valuable? (lose)
B: No, I But my brother his camera on a trip once.
- c) A: you ever a traffic ticket? (get)
B: Yes, I Once I a ticket and had to pay \$50.
- d) A: you ever a body-building competition?
B: Yes, I I the National Championships this year.
- e) A: you ever late for an important appointment? (be)
B: No, I But my sister 30 minutes late for her wedding!

Simple past: completed events at a definite time in the past	Present perfect: events with a time period up to the present
<p>Did you eat snails at the restaurant last night? No, I didn't.</p> <p>Did you go out for dinner on Saturday? Yes, I did.</p> <p>I went to a Korean restaurant last week.</p>	<p>Have you ever eaten snails at the restaurant? No, I haven't.</p> <p>Have you been to a French restaurant? Yes, I have.</p> <p>I've never been to a Greek restaurant.</p>

Exercise

1) Complete these conversations. Then practice with a partner.

- a) A: Have you ever (be) to a picnic at the beach?
B: Yes, I It was fun!
- b) A: Did you (have) dinner at home last night?
B: No, I I (go) out for dinner.
- c) A: Have you (try) sushi?
B: No, I, but I'd like to.

- d) A: Did you (have) breakfast this morning?
B: Yes, I I (eat) a huge breakfast.
- e) A: Have you ever (eat) at a Mexican restaurant?
B: Yes, I The food (be) delicious!

2) Take turns asking and answering the questions before. Give your own information.

8 MEXICO CITY

Pedro: Can you tell me a little about Mexico City?

Maria: Sure I can. What would you like to know?

Pedro: Well, what's a good time to visit?

Maria: I think you can go anytime. The weather is always nice.

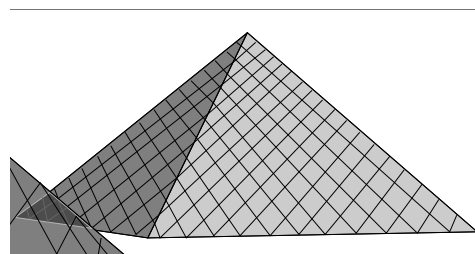
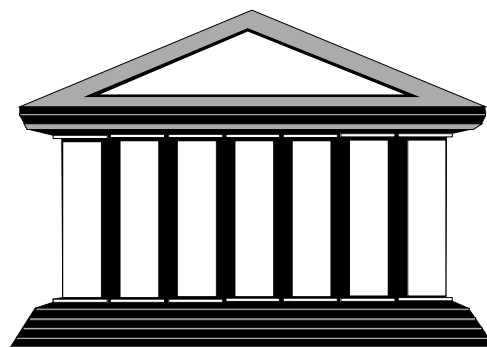
Pedro: Oh, good! And what should I see there?

Maria: Well, you should visit the National Museum and go to the Palace of Fine Arts.

Pedro: What else?

Maria: Oh, you shouldn't miss the Pyramid of the Sun. It's very interesting.

Pedro: It all sounds really exciting!



8.1 MODAL VERBS CAN AND SHOULD

We use **can** to say that something is possible or that someone has the ability to do something. We use CAN + INFINITIVE

Can you tell me about Mexico?

Yes, I **can**.

No, I **can't**. (cannot)

What **can** you do there?

You **can** see the Palace of Fine Arts.

Can you speak Japanese?

Yes, I **can** do it very well

No, I **can't**. (cannot)

We often use **should** when we say what we think is a good thing to do or the right thing to do.

Should I go to the Palace of Fine Arts?

Yes, you **should**.

Attention:

- Sometimes COULD is the past of can. We use could especially with:

see hear smell taste feel remember understand

"I was sitting at the back of the classroom and I couldn't hear very well."

"We could see many animals at the Zoo"

- You can also use SHOULD to give advices or give opinions:

"You look tired. You should go to home"

"Should we invite Mary to the party?" "Yes, we should"

Exercise

1) Complete these sentences about things to do in France. Use the verbs from the list.

- a) You Paris.
- b) You the Eiffel Tower.
- c) You French food.
- d) You shopping at the flea markets.
- e) You a boat ride on the Seine River.
- f) You a morning at the Louvre Museum.

Should spend
Can see
Can go
Should visit
Should try
Shouldn't miss

2) Write answers to these questions about your country. Then compare with a partner.

a) What time of year should you go there?

.....

b) What are three things you can do there?

.....

c) Can you buy anything special?

.....

d) What shouldn't a visitor miss?

.....

e) What shouldn't people do?

.....

8.1.1 Should X Must / Have to

Should is not as strong as **Must** or **Have to**.

When we use **should** it means that 'it would be a good thing to do'. But if we use **must** or **have to**, it means that we don't have alternative; it's the only thing to do:

"You should apologize" (= it would be a good thing to do)

"You must apologize / You have to apologize (= you have no alternative)

"Must" and "have to" both express necessity, but "have to" is used more commonly than "must". "Must" is usually stronger than "have to" and can indicate urgency or stress importance.

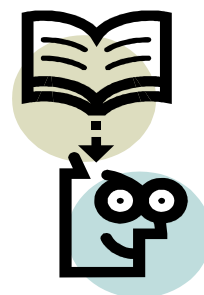
When used in the negative, "must" and "have to" have different meanings:

- DO NOT HAVE TO = lack of necessity

Eg: Tomorrow is Saturday. You don't have to go to class. (It's not necessary to go to class tomorrow because it is a Saturday)

- MUST NOT (MUSTN'T)= prohibition

Eg: You must not look in the closet. Your birthday present is there and you will see it just tomorrow" (You do not look in the closet. "It is prohibited", said your mother).



8.2 FAMOUS CITIES

What cities are famous in your country? Why are they famous?

1

2

3



This beautiful city in northeastern Italy is built on about 120 small islands. The city has no roads. Instead, people use boats to travel along the canals. Flat-bottomed boats called gondolas were once the main means of transportation, but today motorboats are more popular. You should see St. Mark's Square – the center of activity in this city. It has wonderful Renaissance buildings.

Which city 1:

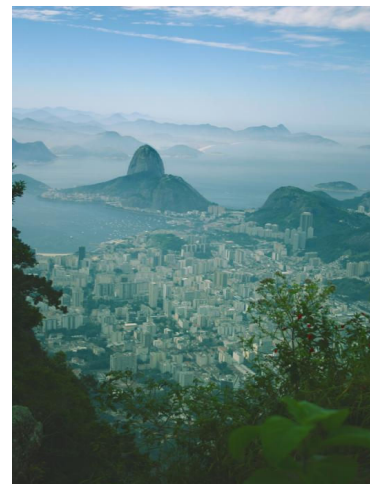
- () Paris
- () Venice
- () Rome



This American city is the main business and cultural center of the Midwest. It is famous for its music, opera, and theater. It also has excellent museums. When shopping in this city, you can visit a long row of fashionable stores on North Michigan Avenue. This area is called the Magnificent Mile. One of the world's tallest buildings, the John Hancock Center, is also on this avenue.

Which city 2:

- () New York
- () San Francisco
- () Chicago



Travelers use many words to describe this South American city: beautiful, sunny, glamorous, friendly, and exciting. It is the city of the Carnival, when everyone dances the samba in the streets. Tourists also love to visit its fabulous beaches and mountains. You shouldn't miss the National Park of Tijuca – one of the largest city parks in the world.

Which city 3:

- () Mexico City
- () Rio de Janeiro
- () Havana

8.3 PREFER AND WOULD RATHER

You use **PREFER** to say what you prefer in general. You can use “prefer to (VERB)” or “prefer VERB + -ING”:

Eg: I don't like cities. I **prefer to live** in the country.

or

I **prefer living** in the country.

You will use PREFER just with these structures:

1) I (or other subject) prefer SOMETHING to SOMETHING ELSE

Eg: I prefer **sandwich** to **pizza**.

2) I (or other subject) prefer DOING (Verb -ING) something to DOING something else.

Eg: Sara prefers **eating** sandwich to **eating** pizza.

ATTENTION:

3) I (or other subject) prefer TO DO (or other verb) something RATHER THAN (DO, or other verb) something else.

Eg: I prefer **to live** in the country RATHER THAN **live** in a city. *or*

I prefer **to live** in the country RATHER THAN in a city.

You use **WOULD PREFER (I'D PREFER)** to say what somebody wants in a specific situation (not in general):

Eg: Would you prefer tea or coffee?

ATTENTION:

We use: "would prefer TO DO (verb in infinitive) something", and not "would prefer DOING something".

Eg: I'd prefer to drive (**CORRECT**)

I'd prefer driving (**NOT CORRECT**)

We also can use **WOULD RATHER (I'D RATHER)** to say what somebody wants in a specific situation. But in this case we use "would rather DO (verb in infinitive without TO). Compare:

Eg: Shall we go by train? I'd prefer TO DRIVE

I'd rather DRIVE

Other important structure is:

- [] Do you like hometown? B. Yes, many times. It's a very modern city.
It's too hot in the summer, though.
- [] What's Sydney like? C. Yes, it is. It's very exciting.
I've never been there. It's really crowded, however.
- [] Have you ever been to D. No, I hate it. It's not too small, but it's
São Paulo? pretty boring. That's why I moved away.

2) What do you think of these cities?

a) Rio de Janeiro

.....

b) Belém

.....

c) Manaus

.....

d) Fortaleza

.....

3) Pair work. Ask one student about this or her hometown. Then ask follow-up questions to get more information.

What's your city like?

Is it an interesting place?

Is it very big?

Is it safe?

Is it clean?

Is it very expensive?

What's the nightlife like?

What's the weather like?

Do you like it there?



4) Writing. Think of an interesting city in your country. Write a short composition about it.

9.3 THE ORDER OF ADJECTIVES

Sometimes we use more than one adjective together to describe something.

Look:

Eg: My mother lives in a **nice new** house.

How to decide which adjective go before? **Opinion adjectives** usually go before **fact adjective**.

Opinion adjective tell us what somebody thinks of something or somebody.
Eg: nice, beautiful, delicious...

Fact adjective give us factual information about age, size, color etc. Eg: young, large, green...

The correct order is: OPINION ADJECTIVE + FACT ADJECTIVE

Eg: a NICE SMALL city

Presidente Figueiredo is a BEAUTIFUL SMALL city

In Rio de Janeiro we have GREAT HOT summer time.

Sometimes we use two or more fact adjectives together. In this case, usually (but not always) we put fact adjectives in this order:

1 st : HOW BIG?	2 nd : HOW OLD?	3 rd : WHAT COLOR?
4 th : WHERE FROM?	5 th : WHAT IS IT MADE OF?	

Eg: a tall (1) young (2) man.

an old (2) black book.

big (1) green (3) eyes.

Attention:

- Adjectives of size and length (big, small, short, long etc.) usually go before adjective of shape and width (round, fat, thin, slim, wide etc)

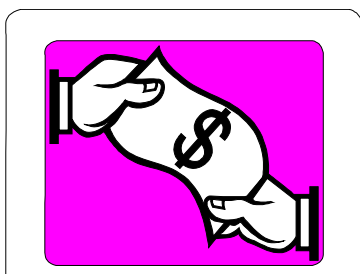
Eg: a tall thin girl

- When we use more than one COLOR, we use **and**:

Eg: a black **and** white dress

9.4 READING: TO TIP OR NOT TO TIP?

Do you tip for services in your country? When?



Canadians and Americans usually tip in places like restaurants,



airports, hotels, and hair salons because many people who work in these places get low salaries. A tip shows that the customer is pleased with the service.

At airports, porters usually get a dollar tip for each bag. Hotel bellhops usually get a dollar for carrying one or two suitcases. A hotel door attendant or parking valet also gets about a dollar for getting a taxi or for parking a car. Many people also tip hotel room attendants, especially when they stay in a hotel for several days. They usually leave a dollar for each day.

The usual tip for other kinds of services – for example, for taxi drivers, barbers, hairdressers, waiters, and waitresses – is between 10 and 20 percent of the bill. The size of the tip depends on how pleased the customer is. In most restaurants, the check does not include a service charge. If the group is large, however, there may be an added service charge. There is no tipping in cafeterias or fast-food restaurants.

Questions

1) How much should you tip someone in North America who:

a- Takes your bag at an airport?

.....

b- Parks your car at a hotel or restaurant?

.....

c- Serves you in a fast-food restaurant?

.....

2) Do you think tipping is a good or bad custom? Why?

.....

10 MAY I TAKE YOUR ORDER, PLEASE?

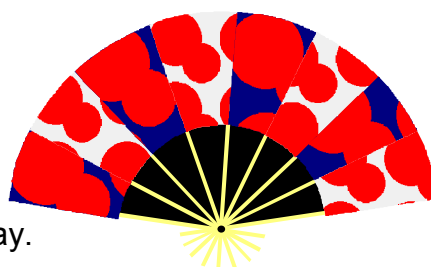
10.1 GOING OUT FOR DINNER

Susan: Say, do you want to go out to dinner tonight?

Paulo: Sure. Where would you like to go?

Susan: Well, what do you think of Indian food?

Paulo: I love it, but I'm not really in the mood for it today.



Susan: Yeah. I'm not either, I guess. It's a big spicy.

Paulo: Hmm. How do you like Japanese food?

Susan: Oh, I like it a lot.

Paulo: I do, too. And I know a nice Japanese restaurant near here – it's called Iroha.

Susan: Oh, I've always wanted to go there.

Paulo: Terrific! Let's go!

10.2 SO, TOO, NEITHER, EITHER

Read:

I like Japanese food a lot.

So do I. / I do, **too**.

Really? I don't like it very much.

I'm crazy about dessert.

So am I / I am, **too**.

Oh, I'm not at all.

I can eat really spicy food.

So can I. / I can, **too**.

Oh, I can't.

I don't like Japanese food a lot.

Neither do I. / I don't **either**.

Oh, I like it a lot.

I'm not in the mood for Indian food.

Neither am I / I am not **either**.

Really? I am.

I can't stand fast food.

Neither can I. / I can't **either**.

Oh, I love it!

Exercise

1) Write responses to show agreement with these statements.

a) I'm not crazy about French food.

b) I can eat any kind of food.

c) I think Mexican food is delicious.

d) I can't stand greasy food.

e) I don't like salty food.

f) I'm in the mood for something spicy.....

g) I'm crazy about Korean food.....

h) I don't enjoy rich food very much.....

i) I always eat healthy food.....

j) I can't eat bland food.....

2) Answer the following statements:

a) Two kinds of food you like.

.....

b) Two kinds of food you can't stand.

.....

c) Two kinds of food you are in the mood for.

.....

3) Complete the chart with words from the list.

Apple pie	cold pasta salad	chicken broth	coffee
Cole slaw	hamburger & fries	grilled salmon	ice cream
Iced tea	mixed greens	roast turkey	clam chowder
Milk	Onion soup	chocolate cake	

Soups	Salads	Main dishes	Desserts	Beverages
.....
.....
.....
.....
.....
.....
.....
.....

11 ORDERING A MEAL

11.1 IN A RESTAURANT

Waiter: May I take your order?

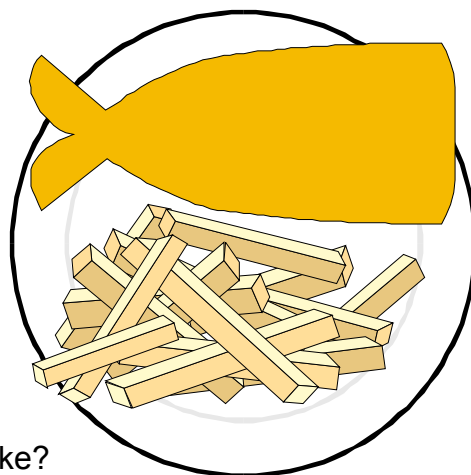
Customer: Yes. I'd like a hamburger and a large order of French fries, please.

Waiter: All right. And would you like a salad?

Customer: Yes, I'll have a mixed green salad.

Waiter: OK. What kind of dressing would you like?

We have vinaigrette, Italian, and French.



Customer: Italian, please.

Waiter: And would you like anything to drink?

Customer: Yes, I'd like a large soda, please.

11.2 MODAL VERBS WOULD AND WILL FOR REQUESTS

Contractions

I will = I'll

I will not = I won't

I would = I'd

I would not = I wouldn't

What would you like to eat?	I'd like a hamburger. I'll have a small salad.
What kind of dressing would you like?	I'd like Italian, please. I'll have French.
What would you like to drink?	I'd like a large soda. I'll have coffee.
Would you like anything else?	Yes, please. I'd like some water. No, thank you. That will be all.

People use "I'd like..." as a polite way of saying what they want.

Exercise

1) Complete the conversation:

Waitress: What you like to order?

Customer: I..... have the fried chicken.

Waitress: you like rice or potatoes?

Customer: Potatoes, please.

Waitress: What kind of potatoes would you? Mashed, baked, or French fries?

Customer: I..... like French fries.

Waitress: OK. And what will you to drink?

Customer: I guess I..... have a cup of coffee.

Waitress: Would you anything else?

Customer: No, that be all for now, thanks.

Waitress: Would you dessert?

Customer: Yes, I..... like ice cream.

Waitress: What flavor you like?

Customer: Hmm. I..... have chocolate, please.

Waitress: OK. I'll bring it right away.

2) Make the following dialogue in a coffee shop.

Student A: You are a customer in a coffee shop.

This is what you want to order for lunch:

Tomato and cucumber salad

garlic bread

Spaghetti and meatballs

iced tea with lemon

Student B: You are the waiter or waitress.

Take your customer's order.

3) Writing. Have you eaten out at a restaurant recently? How was it? Write a review of the restaurant and the meal you had there.

The Surf and Turf Restaurant

I had lunch at the Surf and Turf Restaurant last week. It's a steak and seafood restaurant. I ordered a steak and a Caesar salad. For dessert, I had chocolate cake and coffee. My meal cost about \$24 with the tip.

The waiter was helpful. The coffee wasn't very good, but the salad and steak were delicious. I'd go back to the Surf and Turf.

12 WHEN I WAS A CHILD

Tom: Hey! Are these pictures of you when you were a kid?

Kim: Yeah. That's me in front of my uncle's beach house. When I was a child, we used to spend two weeks there every summer.

Tom: Wow, I bet that was fun!

Kim: Yeah. We always had a great time. Every day we used to get up early and walk along the beach. I had a great shell collection. In fact, I think it's still up in the attic!

Tom: Hey, I used to collect shells, too, when I was a kid. But



my parents threw them out!

12.1 USED TO

Used to refers to something that you regularly did in the past but don't do any more.

We also use "**used to...**" for things that were true, but are not true any more.

When I was a kid, we **used to** stay at my uncle's beach house.

Did you **use to** have a hobby?

Yes, I **used to** collect shells.

What games **did** you **use to** play?

I **used to** play chess.

"I used to do something" is past. There's no present form. You can't say "I use to do...". If you want to talk about the present, use the present simple (I do...).

Eg: We **used to live** in a small village, but now **we live** in São Paulo.

Attention:

- The normal question form is:

DID Subject USE TO....?

Eg: Did you use to live in São Paulo when you were a child?

- The negative form is:

DIDN'T USE TO..... or USED NOT TO.....

Eg: I didn't use to like her or I used not to like her

Exercise

1) Complete these sentences. Then compare with a partner.

a) In elementary school, I used to

b) I used to be, but I'm not anymore.

- c) When I was a kid, I used to play
- d) After school, my best friend and I used to

2) Write five more sentences about yourself using used to. Do you and your partner have anything in common?

3) Write about the things you used to do as a child.

For example:

When I was four years old, my family move to Oregon. We had an old two-story house and a big yard to play in. My older brother and I used to play lots of games together. In the summer, my favorite outdoor game was hide-and-seek. It was both fun and scary because we ...

12.2 PAST CONTINUOUS (PAST PROGRESSIVE)

Look:

I started doing	I was doing	I finished doing
PAST	PAST	NOW

EXAMPLES	MEANING
- I was studying when Mary arrived	I started to study at 10:00 last night. Mary arrived at 11:00. I was still studying when She arrived. I started before and was in progress at a particular time in the past. It continued after Mary arrived.

When I say that "I was doing something" I want to say I was in the middle of doing something at a certain time. The action or situation had already started before this time, but had not finished.

12.2.1 Past Continuous x Past Simple

Comparing the Past continuous (I was doing) and Past Simple (I did) we have:

PAST CONTINUOUS (in the middle of an action)	PAST SIMPLE (complete action)
---	----------------------------------

- I was walking home when I met Suzy
(I was doing an action – walking – when I did
another action: met Suzy)

- I walked home after the class last morning
(I completed an action: walk)

We often use the past simple and the past continuous together to say that something happened in the middle of something else:

- Mary **was raining** when I **arrived**.
- I **saw** you in your job yesterday. You **were reading** a book.

We use past simple to say that one thing happened after another:

- We **were having** dinner, when Suzy **arrived**.

Compare:

- When Suzy arrived, we were having dinner
(we had already started before she arrived)

- When Suzy arrived, we had dinner
(Suzy arrived and then we had dinner)

12.2.2 Past Continuous x USED TO

Compare:

- I used to watch TV when I was a child. (I watched TV regularly in the past, but I no longer do this).
- I was watching TV when my brother called. (I was in the middle of watching TV when my brother called).

12.3 REPORTED SPEECH (HE/SHE SAID THAT...)

Look this example:



I'm not feeling well...

You want to tell somebody what

Mary said.

There are two ways of doing this: using the direct speech or using the REPORTED SPEECH.

Compare:

DIRECT: Mary said, 'I am not feeling well.'

REPORTED: Mary said THAT SHE WAS NOT FEELING WELL.

You can repeat Mary's words (DIRECT) or you can use REPORTED SPEECH.

When we use reported speech, the main verb of the sentence is usually past. The rest of the sentence is usually past too:

Mary **said** that she **was not feeling** well

You can leave out THAT:

Mary said that she was not feeling well or Mary said she was not feeling well

In general, the PRESENT form in direct speech changes to the PAST for in reported speech. Look these examples:

Paula and her friend Sara are talking on Saturday night

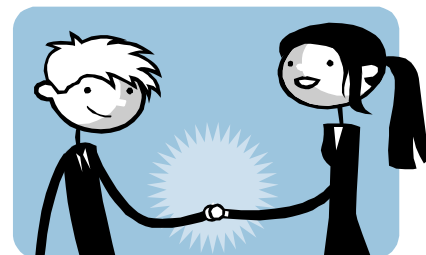


(Paula)

- Hi Sara. I'm fine.
- My mother is very well.
- I have a new job!
- Sorry! I can't go to your party tomorrow because I have to work in the next day.

Now, Sara tell your friend Mike what Paula said

- Paula said that her mother **was** very well
- She said she **had** a new job
- She said that she **couldn't** come to the party because she has to work tomorrow



(Mike and Sara)

The PAST SIMPLE can usually stay the same in reported speech. But you can change it to the PAST PERFECT

Example:

DIRECT: Mary said: 'I woke up feeling ill'

REPORTED: Mary said (that) she **woke** up feeling ill

or

Mary said (that) she **had woken** up feeling ill.

Exercise

1. Yesterday you met Lucy. Here are some of the things Lucy tell you:



- I'm living in São Paulo (a)
- I'm enjoying my job very much (b)
- My mother is not very well (c)
- My cell phone was stolen a few days ago (d)
- I want to buy a car (e)
- I'm going to travel to London (f)

Today you will tell your friend what Lucy said:

a) Lucy said that she was living in São Paulo.

b) She said that.....

c)

d)

e)

f)

2. Ask some information about a friend. Report the information to the class using REPORTED SPEECH.

ATTENTION

1) It's not always necessary to change the verb in reported speech. If you report something and the situation has not changed, you don't need to change the verb.

Example:

DIRECT: John said 'my school is very nice'

REPORTED: John said that his school is very nice

Why? Because his school **is still nice!** But you can also change the verb to the past:

John said that his school **was** very nice.

If the situation change you use past. But if the situation is still the same, you don't need change it.

2) SAY and TELL

a) If you say who somebody is talking to, use TELL:

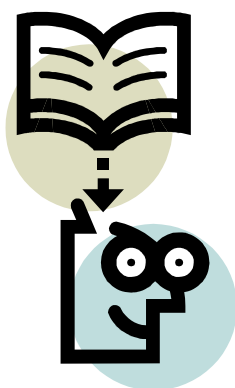
- Paula told **ME** that you were living in Manaus. (not: Paula said me that...)
- Did you tell **YOUR MOTHER** that you will stay here? (not: Did you said you mother...)

b) Otherwise use SAY:

- Paula said that you were living in Manaus. (not: Paula told that you were living...)
- Did you said (that) you will stay here? (not: Did you told (that) you will stay here?)

c) BUT you can use "SAY something TO somebody":

- Paula SAID **goodbye** (something) TO **me** (somebody). (not: Paula said me goodbye. In this situation, the correct is case "b": Paula told me goodbye)



13

TRANSPORTATION

SYSTEM

Sílvio: Why is there never a bus when you want one?

Leila: Good question. There aren't enough buses on this route.

Sílvio: Sometimes I feel like writing a letter to the paper.

Leila: Good idea. You should say that we need more subway lines, too.



Salvo: Yeah. There should be more public transportation in general.

Leila: And fewer cars! There's too much traffic.

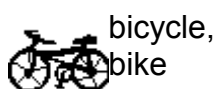
Sílvio: Say, is that our bus coming?

Leila: Yes, it is. But look. It's full.

Sílvio: Oh, no! Let's go and get a cup of coffee.

We can talk about this letter I'm going to write.

13.1 VOCABULARY OF TRANSPORT



bicycle,
bike



van



submarine



motorbike,
motorcycle



lorry (UK),
truck (US)



balloon



car (UK),
auto, automobile (US)



train



plane,
airplane



bus



ship



helicopter

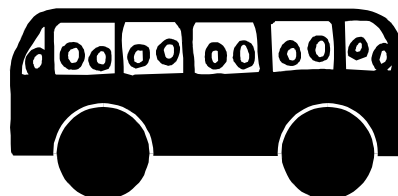
13.2 ADVERBS OF QUANTITY

With countable nouns	With uncountable nouns
There are too many cars.	There is too much traffic.
There aren't enough buses.	There isn't enough parking.
We need more subway lines.	We need more public transportation.
There should be fewer cars.	There should be less pollution.

Exercise

1) Complete these statements about transportation problems. Then compare with a partner. (More than one answer may be possible).

a) There are police officers.



- b) There should be cars in the city.
- c) There is public transportation.
- d) The government needs to build highways.
- e) There should be noise.
- f) We should have public parking garage.
- g) There is air pollution in the city.
- h) There are cars parked on the streets.

2) Complete these statements about the city you are living in. Then compare with others.

- a) The city needs to provide more
- b) We have too many
- c) There's too much
- d) There should be fewer
- e) We don't have enough
- f) There should be less

3) How would you rate the transportation services in your city? Complete the chart. Give each item a rating from 1 to 5.

1 = terrific 2 = good 3 = average (OK) 4 = needs improvement 5 = terrible

..... the ships system

..... taxi service

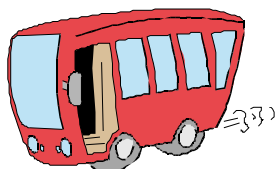
..... the bus system

..... facilities for pedestrians

..... parking



4) Write a paragraph about transportation in your city.



Public transportation is good in my city. We have an excellent bus system. The traffic moves quickly, except at rush hour. However, we need more public parking. There aren't enough parking spaces downtown, so it always takes too much time to find a space.

.....

.....

14 WHERE THE BANK IS?

14.1 LOOKING FOR INFORMATION

Erica: Excuse me. Could you tell me where the bank is?

Man: There's one upstairs, across from the duty-free shop.

Erica: Oh, thanks. Do you know what time it opens?

Man: It should be open now. It opens at 8:00 A.M.



Erica: Good. And can you tell me how often the buses leave for the city?

Man: You need to check at the transportation counter. It's right down the hall.

Erica: OK. And just one more thing. Do you know where the nearest restroom is?

Man: Right behind you, ma'am. See that sign?

Erica: Oh. Thanks a lot.

14.2 INDIRECT QUESTIONS FROM WH-QUESTIONS?

Wh-questions with be

Where is the bank?

Where is the taxi stand?

Indirect questions

Could you tell me **where the bank is**?

Do you know **where the taxi stand is**?

Wh-questions with do or did

How often do the buses leave for the city?

Indirect questions

Can you tell me **how often the buses leave for the city**?

When did Flight 566 arrive?

Do you know **when Flight 566 arrived**?

What time does the duty-free shop open?

Do you know **what time the duty-free**

Exercise

1) Write indirect questions using these Wh-questions:

a) How much does a newspaper cost?

.....

b) Where the nearest cash machine?

.....

c) What time do the banks open?

.....

d) How often do the buses come?

.....

e) Where can you get a good hamburger?

.....

f) Do you know what time the duty-free shop opens?

.....

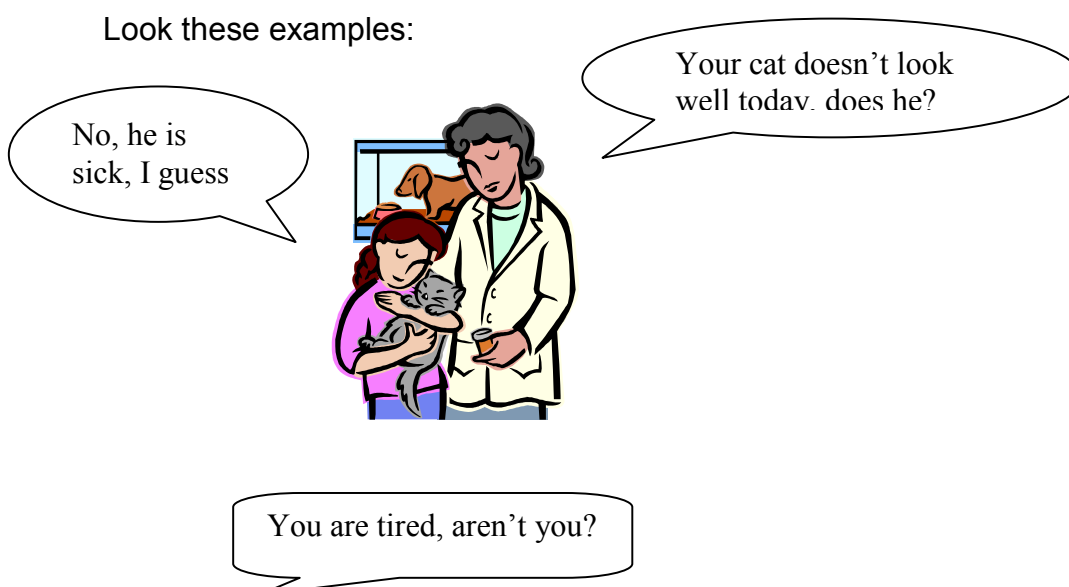
2) Take turns asking the questions you wrote in part 1. Give your own information when answering.

A: Do you know how often the buses come?

B: Every half hour.

14.3 QUESTION TAGS

Look these examples:





Does he? And **aren't you?** are QUESTION TAGS. Question Tags are mini-questions that we often put on the end of a sentence in SPOKEN English. We use an auxiliary verb in question tags.

ATTENTION

1)

Normally we use a NEGATIVE question tag after a POSITIVE sentence	And a POSITIVE question tag after a NEGATIVE sentence
- Paul will travel tomorrow, won't he?	- Paul won't buy a car, will he?
- Anne should pass the exam, shouldn't she?	- Anne doesn't like Paul, does she?

In the sentence: "**Helen plays the piano**", the question tag that we can use is... "**...doesn't she?**" Why? Don't forget: in this case the auxiliary verb is "DO".

Helen plays the piano, doesn't she?

ATTENTION

2) Notice the meaning of YES and NO in answer to a negative sentence!

When you ask, for example:

You are NOT going to the party, are you?

- YES (= yes, I am going to the party)
- NO (=no, I am not going to the party)

3) There are some specific cases:

- After **LET'S** the question tag is **SHALL WE**:

Let's go London, shall we?

- After **DON'T** the question tag is WILL YOU:

Don't be late, will you?

- After **I'M** the NEGATIVE question tag is AREN'T I? (=AM I NOT?)

I'm wrong, aren't I? Yes, you are


4) The question tag can have different meanings. It depends on how you say it. If your voice goes DOWN, you are not really asking a question. In this case, you are only inviting the listener to AGREE with you.

Example:

- It's a nice day, **isn't it?** 

- Yes, beautiful.

But if your voice goes UP, it's a real question:

- You haven't seen Paul today, **have you?** 

- No.

15 MY LAST VACATIONS

15.1 WHAT PEOPLE LIKE TO DO ON VACATION?

a) Discover something new

() take language, cooking, or sailing lessons.

() join sailing an archaeological dig.

b) Enjoy nature

() go camping, hiking, or fishing.

() relax at the beach.

c) Take an exciting trip

() visit a foreign country.

() travel through their own country by car or bus.

d) Stay home

- () Catch up on reading.
- () fix up or redecorate the house.

2) Which of the activities above do you like to do on vacation?

3) Make a list of other activities you like to do on vacation.

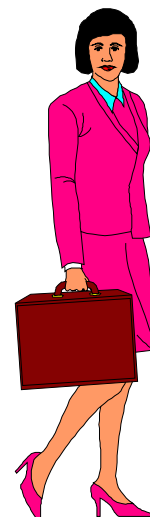
4)

15.2 PAST PERFECT SIMPLE



Study this example:

Sarah went to Fox Company last week. Julia went to the company too, but they didn't see each other. Julia left the Company at 11:30 and Sarah arrived at 12 o'clock. So... when Sarah arrived at the company, Julia wasn't there. She **HAD GONE** home.



HAD GONE is the Past Perfect Simple.

You use:

SUBJECT + HAD + Verb in Past Participle (gone/finished/eaten...)

Sometimes we talk about something that happened in the past. We use Simple Past:

- Sarah arrived at 12 o'clock

This is the starting point of the story. Then, if we want to talk about things that happened before this time, we use the Past Perfect:

- When Sarah arrived at the company, Julia had already gone home.

Exercise

1) Read the situations and write sentences from the words in brackets.

a) You went to Mary's house, but she wasn't there.

(she / go / out) *She had gone out*

b) You went back to your grandmother's house after some years. It wasn't the same as before.

(it / change / a lot)

c) I invited Paul to the English Class, but he couldn't come.

(he / arrange / to do something else).....

d) You went to the cinema last weekend. You got to the cinema late.

(the film / already / begin).....

e) I offered Lucy something to eat, but she wasn't hungry.

(she / just / have / breakfast).....

16 TRAVEL ABROAD

16.1 TRAVEL TO EUROPE

Lucy: Hey, Mom. I want to
travel around Europe
this Summer. What do
you think?

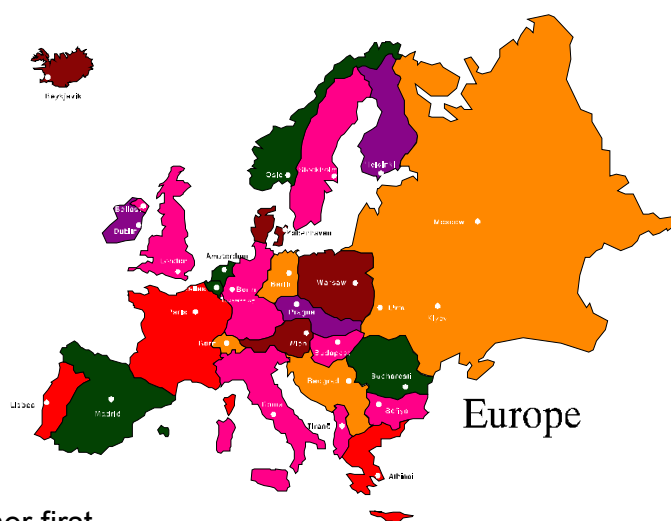
Mom: Travel around Europe?
That sounds dangerous!
You shouldn't go by yourself.
You ought to go with someone.

Lucy: Yes, I've thought of that.

Mom: And you'd better talk to your father first.

Lucy: I already did. He thinks it's a great idea.

He wants to come with me!



16.2 MODALS FOR NECESSITY AND SUGGESTION

Giving suggestions

You'd **better** talk to your father.

You **ought to** go with someone.

You **should** take warm clothes.

You **shouldn't** go by yourself.

Describing necessity

You **have to** get a passport.

You **must** get a visa for some countries.

You **need to** take money.

For some countries, you **don't have to** get any vaccinations.

Exercise

1) Give advice to someone who is thinking of taking a vacation abroad.

"You must get a passport."

"You shouldn't pack too many clothes."

- a) get a passport.
- b) pack too many clothes.
- c) buy a round-trip plane ticket.
- d) make hotel reservations.
- e) get a vaccination.
- f) check the weather.
- g) carry lots of cash.
- h) get traveler's checks.
- i) take a lot of luggage.
- j) check on visas.
- l) carry your wallet in your back pocket.
- m) take identification with you.

2) Dream vacation

You won some money in a lottery. Plan an interesting trip around the world. Discuss these questions and others of your own. Make notes.

Where are we going to start from?

What time of the year should we travel?

How are we going to travel?

What countries and cities should we visit?

How long should we spend in each place?

Where are we going to stay?

What are we planning to do and see there?

How much money do we have to take?

What do we need to take with us?

17 BRAZILIAN AMAZON ANIMALS

Spectacularly there are an estimated 15,000 different kinds of Brazilian Amazon animals that you can see and so if you wanted to see each one of them you'd need to spend several months in the Amazon or read a very big book! The following, however, are some of the more colorful Brazilian Amazon Animals you might come across as you explore an area that covers 40% of Brazil's landmass:

17.1 THE ANACONDA SNAKE



Made famous around the world by the film of the same name, the anaconda snake is also known as the water boa. The word "anaconda" is derived from the Tamil word "anaikolra" meaning "elephant killer". The snake lives in water and swamps surrounding the Amazon and is nocturnal. Be careful though, boas are the largest type of snake there is and anaconda are the largest type of boa there is!

Two types of anaconda can be seen in the Amazon: yellow and green, with the yellow being smaller than the green.

17.2 THE JAGUAR

The largest and most powerful member of the Amazon cats, the jaguar is revered locally as being a matchless hunter: leanly built and stealth in action. The jaguar is the King of the Amazonian food chain -



and when you bear in mind some of its competition, that's some claim to fame! You're best chances of seeing a jaguar are if you are in a forest area, near a stream, close to nightfall - but be very careful as this is also the time the jaguar is looking for prey.

17.3 THE MANATEE

The manatee is also known as the water ox - and is the Amazon's largest marine mammal. A fully grown adult manatee will weigh over a thousand pounds and measure over nine feet long! Now considered an endangered species, the manatee's closest living relative is the elephant.



17.4 THE PIRANHA

Movies such as James Bond made in the 1970s and 1980s have made the piranha a worldwide phenomenon. But, did you know that there are 20 different species of the piranha in the Amazon and nearly all of them are vegetarian? In fact, the only species of piranha that can strip flesh of an animal in double quick time are the red-bellied piranha.



17.5 THE TAPIR

One of the oldest Brazilian Amazon animals, the tapir is the world's most primitive large mammal. Also the region's largest land herbivore, the tapir is easily recognized by its unusual proboscis, which functions like an elephant trunk.



17.6 THE TUCUXI AND THE BOTO DOLPHIN (THE RIVER DOLPHIN)

Surely one of the Amazon's most amazing sights is the sight of the river dolphin. However, did you know that historically river dolphins also used to live in the River Ganges? Sadly no more; and if you want to take in the special sight of seeing a fresh water river dolphin you'll need to visit the Amazon, as this is the only place left where you can find them.



17.7 THE VAMPIRE BAT



Get this - there are 950 different species of bats in the Amazon, so you'd best like them! The Amazonian vampire bats are the only true vampire bat in the world, i.e. they eat blood! In order to do this, the vampire bat has had to adapt its body so that it can move about silently without being detected. Carefully though, it is not unheard of for vampire bats to sneak up on humans and use their razor sharp teeth to scoop out small amounts of human skin; thereby letting your blood flow, which it then laps up (in much the same way as your cat at home does with the milk!).

Exercise

1 Translate:

- a) the anaconda snake
- b) the jaguar
- c) manatee
- d) the piranha
- e) the tapir
- f) the vampire bat
- g) monkey
- h) bird
- i) fish
- j) alligator

17.8 OBJECT PRONOUN

PERSONAL PRONOUN	OBJECT PRONOUN
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

We use object pronoun as direct or indirect objects or as objects of prepositions.

I know **him** well. He gives **her** many presents.

I live near **them**.

Exercise

1 Choose the correct form:

a) I often see (they, them) on the bus.

.....

b) She lives near (we, us)

.....

c) (We, us) always walk to school together.

.....

d) He teaches (we, us) English.

.....

e) She sits near (I, me) during the lesson.

.....

f) I know both of (they, them) well.

.....

g) I always speak to (he, him) in French.

.....

h) What is the matter with (she, her) today?

.....

i) There are some letters here for you and (I, me)

.....

j) He looks at (she, her) all during the lesson.

.....

2) Substitute the correct object pronoun for the word or words in bold:

a) I see **Mr. Smith** on the bus every morning.

.....

b) I sit near **Grace and Frances** during the lesson.

.....

c) All the boys like **Helen** very much.

.....

d) I often see **you and your sister** in the school cafeteria.

.....

e) He always goes to the movies with **his parents**.

.....

f) This book belongs to **William**.

.....

g) I know **the bus driver** very well.

.....

h) He sees **the girls** in the school.

.....

i) Frank always waits for **John and me** after the class.

.....

j) He speaks to **his students** in Spanish.

.....

17.9 NAMES WITH AND WITHOUT "THE"

Do you know when you can/can't use "THE"?

a) We do NOT use the with names of people.

The best teacher I have is Helen (not: is the Helen)

b) We do NOT NORMALLY use the with names of places.

CONTINENTS: Africa, Europe, South America

I live in South America

COUNTRIES, STATES: Japan, Brazil, France, Canada

He is from Japan

ISLANDS: Bermuda, Sicily, Tasmania

I'd love to know Bermuda Island

CITIES, TOWNS: New York, São Paulo, Paris

My mother loves Paris

MOUNTAINS: Everest, Etna

Everest is a big mountain!

ATTENTION: We use **the** in names with REPUBLIC, KINGDOM, STATES etc.

Bush is the president of **the** United **States**

He knows **The** Czech **Republic**

Have you been to **The** United **Kingdom**?

c) When we use MR/MRS/CAPTAIN/DOCTOR etc + a name, we do not use THE.

Mr Jones / Doctor Paul / Captain Johnson

d) We use THE with the names of oceans, seas, rivers, canals and deserts:

The Amazon (River) / The Atlantic (Ocean)

The Mediterranean (Sea) / The Saara (Desert)

e) We use THE with plural names of people and places:

PEOPLE: The Flinstones (family)

COUNTRIES: The United States, The Philippines

GROUP OF ISLANDS: The Canary Islands, The Bahamas

MOUNTAIN RANGES: The Rocky Mountains, The Andes

f) We use:

The north of Brazil but Northern Brazil

But we also can use NORTH/SOUTH without THE in the names of some regions and countries:

NORTH AMERICA, SOUTH AFRICA

g) We do not use THE with names of most city streets/roads/squares/parks etc.

Wall **Street** / Times **Square** / **Broadway**

h) We do not use THE with names of important public buildings and institutions (airports, stations, universities etc)

Eduardo Gomes **Airport** / **Harvard University**

i) Most other buildings have names with THE:

HOTELS, RESTAURANTS: The Holiday Inn (Hotel)

THEATRES, CINEMAS: The Odeon (cinema)

MUSEUMS, GALLERIES: The British Museum

OTHER BUILDINGS: The Eiffel Tower

j) Most Newspapers and many organisations have names with THE:

NEWSPAPERS: The Washington Post

ORGANISATIONS: The European Union, The BBC (British Broadcasting Corporation)

k) Names of companies, airlines etc are usually without THE:

Fiat
Kodak
Sony
IBM

18 THE EURO

The euro was first adopted on 1 January 1999. Euro notes and coins came into circulation on 1 January 2002. One euro is divided into 100 cents. The official abbreviation/code for the euro is EUR. The following countries use Euro:

Austria	Germany	Luxembourg
Belgium	Greece	Netherlands
Finland	Ireland	Portugal
France	Italy	Spain

18.1 EURO CONVERSION RATES

From the beginning, the value of each participating currency was officially fixed against the euro as follows:

Official Fixed Euro Rates			
Country	Original Currency	to convert to euro divide by:	to convert from euro multiply by:
Austria	schilling (ATS)	13.7603	13.7603
Belgium	franc (BEF)	40.3399	40.3399
Finland	markka (FIM)	5.94573	5.94573
France	franc (FRF)	6.55957	6.55957
Germany	mark (DEM)	1.95583	1.95583
Ireland	punt (IEP)	0.787564	0.787564
Italy	lira (ITL)	1936.27	1936.27
Luxembourg	franc (LUF)	40.3399	40.3399
Netherlands	guilder (NLG)	2.20371	2.20371
Portugal	escudo (PTE)	200.482	200.482
Spain	peseta (ESP)	166.386	166.386

Example:

- to convert 100 French francs to Euros, divide by 6.55957:
100 FRF = $100 / 6.55957 = 15.24$ EUR
- to convert 100 Euros to French francs, multiply by 6.55957:
100 EUR = $100 \times 6.55957 = 655.96$ FRF

18.2 COINS

Each euro coin has the European Union flag on one side, and on the reverse a national symbol of one of the participating countries, such as the King of Spain on Spanish Euros and the Queen of the Netherlands on Dutch coins. Any coin can be used in any of the participating countries, regardless of the national symbol. There are eight euro coins in the following denominations:

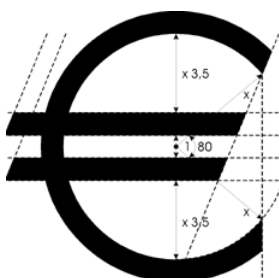
- 2 euros
- 1 euro
- 50 cents
- 20 cents
- 10 cents
- 5 cents
- 2 cents
- 1 cent



Euro notes feature images of gateways and bridges to symbolize Europe's architectural heritage and the idea of union. Euro notes are exactly the same in all participating countries. There are seven euro notes in the following denominations:



- 500 euros
- 200 euros
- 100 euros
- 50 euros
- 20 euros
- 10 euros



The symbol for the euro is like a round E with two horizontal parallel lines. The inspiration for this symbol was the Greek letter epsilon (a reference to Greece as the foundation of European civilization). The parallel lines are intended to represent the euro's stability.

19 GRAMMAR REVIEW II

19.1 POSITIVE CONTRACTIONS

Some contractions can have two or three meanings. For example, **he'd** can be **he had** or **he would**. It depends on the rest of the sentence. Look at these examples:

- He'd like to go. (He would like to go.)
- He'd finished when I arrived. (He had finished when I arrived.)

The contraction **'s** (= **is** or **has**) is not used only with pronouns. It can also be used with nouns, names, question words and words like "here" and "there", for example:

The train's late.

John's arrived.

Where's the phone?

Here's your change.

There's a policeman.

Short form	Long form
I'm	I am
I've	I have
I'll	I will/I shall
I'd	I would/I should/I had
you're	you are
you've	you have
you'll	you will
you'd	you had/you would
he's	he has/he is
he'll	he will
he'd	he had/he would
she's	she has/she is

she'll	she will
she'd	she had/she would
it's	it has/it is
it'll	it will
we're	we are
we've	we have
we'll	we will
we'd	we had/we would
they're	they are
they've	they have
they'll	they will
they'd	they had/they would

19.2 NEGATIVE CONTRACTIONS

With the verb "to be", two negative forms are possible - **we aren't** or **we're not** etc. In questions, **am not** is contracted to **aren't**, for example: I'm late, aren't I?

Short form	Long form
aren't	are not
can't	cannot, can not
couldn't	could not
daren't	dare not
didn't	did not
doesn't	does not
don't	do not
hasn't	has not
haven't	have not
hadn't	had not
isn't	is not
mayn't	may not
mighn't	might not

mustn't	must not
needn't	need not
oughtn't	ought not
shan't	shall not
shouldn't	should not
wasn't	was not
weren't	were not
won't	will not
wouldn't	would not

19.3 BRITISH/NORTH AMERICAN VOCABULARY

Here are some of the main differences in vocabulary between British and North American English.

British	Canadian	American
anywhere	anywhere	anyplace
autumn	autumn/fall	fall
barrister	lawyer	attorney
beeper, pager	pager	beeper
bill (restaurant)	bill	check
biscuit	cookie	cookie
block of flats	apartment block	apartment building
bonnet	hood	hood
boot (<i>of car</i>)	trunk (<i>of car</i>)	trunk (<i>of automobile</i>)
car	car	automobile
caravan	trailer	trailer
chemist	drugstore	drugstore
chest of drawers	dresser	bureau
chips	French fries/chips	French fries
chocolate bar	chocolate bar	candy bar
the cinema	movies	the movies
clothes peg	clothes peg	clothespin

coffin	coffin	casket
condom	condom	rubber
crisps	potato chips	potato chips
crossroads	intersection	intersection
cupboard	cupboard	closet
cutlery	cutlery	silverware
diversion	diversion, detour	detour
drawing-pin	thumbtack	thumbtack
driving licence	driver's licence	driver's license
dummy (<i>for babies</i>)	soother	pacifier
dustbin	garbage can, trash can	ashcan, garbage can, trashcan
dustman	garbageman	garbage collector
engine	engine	motor
estate agent	real estate agent	realtor
film	movie	movie
flat	apartment	apartment
flat tyre	flat tire	flat
flyover	overpass	overpass
galoshes	galoshes	toe rubbers
gear-lever	gearshift	gearshift
Girl Guide	Girl Guide	Girl Scout
ground floor	ground floor, main floor	first floor
handbag	handbag	purse
holiday	holiday	vacation
jam	jam	jelly
jeans	jeans	blue jeans
jug	jug	pitcher
lift	elevator	elevator
lorry	truck	truck
luggage	luggage	baggage
mad	crazy	crazy

main road	main road, main thoroughfare	highway
maize	corn	corn
maths	math	math
mobile (<i>phone</i>)	cellular phone	cellular
motorbike	motorbike, motorcycle	motorcycle
motorway	highway, thoroughfare	freeway, expressway
motorway	freeway	freeway
napkin	serviette, table napkin	napkin
nappy	diaper	diaper
naughts and crosses	tick-tack-toe	tic-tack-toe
pants	shorts	shorts
pavement	sidewalk, pavement	sidewalk
petrol	gas, gasoline	gas, gasoline
The Plough	Big Dipper	Big Dipper
pocket money	pocket money	allowance
post	mail, post	mail
postbox	mailbox, post-box	mailbox
postcode	postal code	zip code
postman	mailman, letter carrier	mailman
pub	bar, pub	bar
public toilet	bathroom	rest room
puncture	flat	flat
railway	railway	railroad
return (<i>ticket</i>)	return	round-trip
reverse charge	collect call, reverse the charges	call collect
ring road	ring road	beltway
road surface	road surface, asphalt	pavement
roundabout	roundabout	traffic circle
rubber	eraser	eraser
rubbish	garbage, trash, refuse	garbage, trash
rubbish-bin	garbage can, trashcan	garbage can, trashcan

saloon (<i>car</i>)	sedan (<i>car</i>)	sedan (<i>automobile</i>)
shop	shop, store	store
single (<i>ticket</i>)	one-way (ticket)	one-way
solicitor	lawyer	attorney
somewhere	somewhere	someplace
spanner	wrench	wrench
spirits	spirits	hard liquor
sweets	candy, sweets	candy
tap (<i>indoors</i>)	tap (<i>indoors</i>)	faucet
tap (<i>outdoors</i>)	tap (<i>outdoors</i>)	spigot
taxi	taxi	cab
tea-towel	dish-towel	dish-towel
telly, TV	TV	TV
third-party insurance	third-party insurance	liability insurance
timetable	schedule	schedule
tin	tin can	can
toll motorway	toll highway	turnpike
torch	flashlight	flashlight
trousers	pants	pants
tube (<i>train</i>)	subway, metro	subway
underground (<i>train</i>)	subway, metro	subway
underpants	shorts	shorts
van	truck	truck
vest	undershirt	undershirt
waistcoat	vest	vest
wallet	wallet	billfold
wellington boots	rubber boots	rubbers
whisky	whisky, scotch	whiskey, scotch
windscreen	windshield	windshield
zip	zipper	zipper

19.4 THE GENDER OF NOUNS

19.4.1 As formas simples do feminino

Regra geral: acrescentar –ESS à forma do masculino.

masculino	feminino	tradução
poet	poetess	poeta
author	authoress	autor
heir	heiress	herdeiro
host	hostess	anfitrião
Jew	Jewess	judeu
priest	priestess	padre
Count	Countess	conde

Em alguns substantivos masculinos, o acréscimo de –ESS acarreta algumas mudanças gráficas.

actor	actress	ator
waiter	waitress	garçom
tiger	tigress	tigre
negro	merges	negro
Duke	Duchess	duque
Marchis	Marchioness	marquês

19.4.2 As formas irregulares do feminino

Regra: As formas irregulares devem ser decoradas pois não apresentam regra geral.

masculino	feminino	tradução
boy	girl	menino
man	women	homem
Sir	Madam	cavalheiro
Earl(=Count)	Countess	conde
father	mother	pai
husband	wife	marido
bachelor	spinster	solteirão
horse	mare	cavalo
bull	cow	touro

cock	hen	galo
brother	sister	irmão
gentleman	lady	cavalheiro
lord / lover	mistress/lady	lorde
son	daughter	filho
uncle	aunt	tio
nephew	niece	sobrinho
monk, friar	nun	monge, frei
tutor	governess	tutor
wizard	witch	feticeiro
drake	duck	pato
gander	goose	ganso
dog	bitch	cão
fox	vixen	raposa
bridegroom	bride	noivo

19.4.3 Outras formas do feminino

Regra: Algumas formas são divergentes da regra geral.

masculino	feminino	tradução
landlord	landlady	senhor de terras
man-teacher	woman-teacher	professor
man-servant	maid-servant	servente
he-bear	she-bear	urso he/Tom she/nanny
he-goat	she-goat	bode
Tom-cat	nanny-cat	gato
executor	executrix	executor
testador	testatrix	testamenteiro
prosecutor	prosecutrix	promotor
beau	belle	namorado
Czar	Czarina	czar
Tzar	Tzarina	tzar

1- Substantivo do tipo student, cousin, friend, child e baby pertencem ao common gender (em português, o gênero comum-de-dois);

2- Substantivos do tipo book, house, pencil, table (inanimados) pertencem ao neuter gender (gênero neutro);

3-Alguns nomes de animais, por questões de afetividade, podem mudar de forma:

dog puppy (cachorrinho)

cat kitten (gatinho)

Exercícios

1) Dê o feminino de:

- | | |
|------------------|------------------|
| a) Prince _____ | f) father _____ |
| b) steward _____ | g) man _____ |
| c) husband _____ | h) brother _____ |
| d) son _____ | i) student _____ |
| e) wizard _____ | j) baby _____ |

2) Se o substantivo for masculino, dê o feminino e vice-versa:

- | | |
|-------------------|---------------------|
| a) widow _____ | p) Duchess _____ |
| b) bride _____ | q) heir _____ |
| c) monk _____ | r) heiress _____ |
| d) executor _____ | s) poet _____ |
| e) vixen _____ | t) landlord _____ |
| f) cock _____ | u) mother _____ |
| g) Tom-cat _____ | v) waiter _____ |
| h) bitch _____ | x) jew _____ |
| i) Earl _____ | y) host _____ |
| j) beau _____ | w) bridegroom _____ |
| k) child _____ | z) son _____ |
| l) lover _____ | aa) bull _____ |
| m) husband _____ | ab) bachelor _____ |
| n) lord _____ | ac) gander _____ |
| o) friar _____ | ad) brother _____ |

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