

USEFUL WH QUESTIONS

WHAT (O QUE) **WHAT** IS YOUR NAME?

WHERE (ONDE) **WHERE** DO YOU LIVE?

WHEN (QUANDO) **WHEN** DO YOU HAVE LUNCH?

WHICH (QUAL) **WHICH** DO YOU LIKE?

WHO (QUEM) **WHO** IS THAT MAN?

WHY (POR QUE) **WHY** DO YOU STUDY ENGLISH?

WHOSE (DE QUEM) **WHOSE** CAR IS THIS?

- ♦ GRAMMAR IN ACTION
- ♦ PERSONAL PRONOUNS
- ♦ I EU
- ♦ YOU VOCÊ
- ♦ HE ELE
- ♦ SHE ELA
- ♦ IT É
- ♦ WE NÓS
- ♦ YOU VOCÊS
- ♦ THEY ELES/ELAS

- ♦ I (ÁI)
- ♦ YOU (ÍÚ)
- ♦ HE (RI)
- ♦ SHE (SHÍ)
- ♦ IT (ÍTCHI)
- ♦ WE (ÚÍ)
- ♦ YOU (ÍÚ)
- ♦ THEY (DÊI)

- ◆ **VERB TO BE**
- ◆ **AM/ARE/IS**
- ◆ O verbo to be ***ser/estar*** é usado para falar sobre um **fato** ou uma **condição**, assim como para falar de algo que está acontecendo agora.
- ◆ **Example:** I am a dentist - **Fact and conditions** / I am at school - **Happening now.**

- ♦ I AM (ÊMI) EU SOU/EU ESTOU
- ♦ YOU ARE (ÁR) VOCÊ É/ VOCÊ ESTÁ
- ♦ HE IS (ÍS) ELE É/ELE ESTÁ
- ♦ SHE IS (ÍS) ELA É/ELA ESTÁ
- ♦ IT IS (ÍS) É/ESTÁ
- ♦ WE ARE (ÁR) NÓS SOMOS/NÓS ESTAMOS
- ♦ YOU ARE (ÁR) VOCÊS SÃO/ VOCÊS ESTÃO
- ♦ THEY ARE (ÁR) ELES - ELAS SÃO/ELES -ELAS ESTÃO

♦ I AM (ÁI ÊMI)

♦ YOU ARE (ÍU ÁR)

♦ HE IS (RÍ ÍS)



♦ SHE IS (SHI ÍS)



♦ IT IS (ÍTCHI IS)



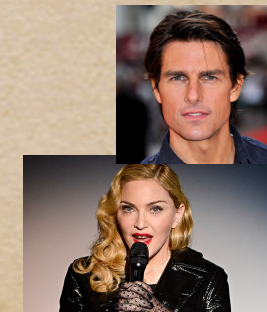
♦ WE ARE BRAZILIANS (ÚI ÁR BRÁZILIÂNS)



♦ YOU ARE STUDENTS (ÍU ÁR ÍSTCHUDÊNTS)



♦ THEY ARE AMERICANS (DÊI ÁR ÁMÉRICÂNS)



- ◆ **VERB TO BE AND THE ING**
- ◆ **AM/ARE/IS + ING**
- ◆ Nós transformamos uma frase no presente simples em uma frase de gerundio ao colocarmos **ING** no verbo após o verbo to be.
- ◆ **Example: I walk - simple present sentence / I am walking - Present continuous.**

- ◆ VERB TO BE AND THE ING
- ◆ RULES OF ING
- ◆ Nós simplesmente colocamos o ING no fim do verbo que acompanha o verb to be:
- ◆ ASSIST - AJUDAR- ASSISTING (ÁSSÍSTÍM)
- ◆ SEE - VER - SEEING (SÍM)
- ◆ BE -SER/ESTAR- BEING (BÍM)

- ◆ VERB TO BE AND THE ING
- ◆ RULES OF ING
- ◆ Verbos terminados em X,Y,K,W:
- ◆ FIX - CONSERTAR - FIXING (FÍKÍCÍM)
- ◆ WORK - TRABALHAR- WORKING (ÔRKÍN)
- ◆ PLAY- JOGAR - PLAYING (PLÊIN)
- ◆ FOLLOW- ACOMPANHAR- FOLLOWING (FÁLÁUÍM)

- ◆ VERB TO BE AND THE ING
- ◆ RULES OF ING
- ◆ Verbos terminados em CONSOANTE + VOGAL + + CONSOANTE : Dobra-se a última consoante e adiciona ING.
- ◆ STOP- PARAR - STOPPING (ÍSTÓPÍM)
- ◆ RUN - CORRER - RUNNING (ÚRÂNÍM)
- ◆ BEGIN- COMEÇAR - BEGINNING (BÍGUÍNIM)
- ◆ Note que o som mais forte está na vogal entre as consoantes.

- ♦ VERB TO BE AND THE ING
- ♦ RULES OF ING
- ♦ Verbos terminados em IE: Trocamos o IE por Y.
- ♦ LIE- MENTIR- LYING (LÁÍM)
- ♦ DIE - MORRER - DYING (DÁÍM)
- ♦ Verbos terminados em VOGAL + CONSOANTE + E: Tiramos o E e substituímos por ING.
- ♦ COME- COMING (CÔMÍM)
- ♦ MISTAKE - MISTAKING (MÍSTÊKÍM)
- ♦

- ♦ **MAKING AND ANSWERING QUESTIONS**

- ♦ Nós fazemos perguntas usando o verbo to be ao colocarmos o verbo to be em frente do pronome pessoal.

- ♦ **Example:** You **are** a student -**Statement** / **Are** you a student? - **Question**

- ♦ Nós podemos responder as perguntas simplesmente com **SIM** ou **NÃO** seguida de uma resposta curta.

- ♦ **Example:** **Are** you a student? **Yes**, I **am** or **No**, I **am not**.

◆ ARE YOU AMERICAN? NO, I AM BRAZILIAN



◆ IS HE BRITISH? YES, HE IS

◆ IS SHE CHINESE?



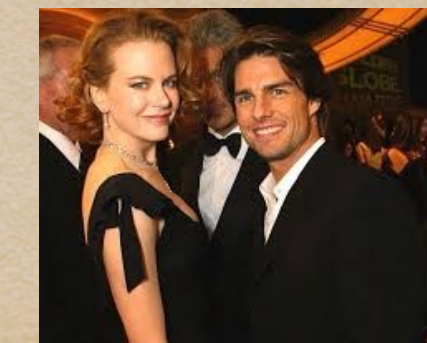
◆ IS IT FRANCE?



◆ ARE WE JAPANESE? NO, WE AREN'T

◆ ARE YOU AUSTRALIANS? NO, WE AREN'T

◆ ARE THEY FAMOUS? YES, THEY ARE



- ◆ ARE YOU AMERICAN? NO, I'M NOT
- ◆ I AM BRAZILIAN
- ◆ IS HE BRAZILIAN? NO, HE ISN'T HE IS AMERICAN 
- ◆ ARE WE AUSTRALIANS? NO, WE AREN'T WE ARE BRAZILIANS.

- ◆ Nós fazemos frases negativas, colocando **não** (*not*) depois do verbo to be, a forma contraída geralmente é usada.
- ◆ **I am** + **not** = **I'm not** a student (I AM = I'M)
- ◆ **You are** + **not** = **You aren't** a student (YOU ARE NOT = YOU AREN'T)

- ♦ UNIT 1 INTRODUCTIONS 1 **POSSESSIVE ADJECTIVES**
- ♦ **USEFUL VOCABULARY:** MY/YOUR/HIS / HER/ITS/OUR/THEIR
- ♦ I-MY (**MÁI**) MEU
- ♦ YOU-YOUR (**ÍÓR**) SEU
- ♦ HE-HIS (**RÍS**) DELE
- ♦ SHE-HER (**RÂR**) DELA
- ♦ IT-ITS (**ÍTS**) DELE/DELA- **PARA COISAS**
- ♦ WE-OUR (**ÁÚÂR**) NOSSO/NOSSA
- ♦ YOU- YOUR (**ÍÓR**) SEUS/SUAS
- ♦ THEY-THEIR (**DÉR**) DELES/DELAS

- ♦ **PREPOSITION FROM:**

Em inglês a preposição **FROM**, é sempre usada em diversas frases que indicam a origem de algo, em outras palavras equivale aos nossos **DA DE DO**. From também pode significar, **a partir de, desde, em e por** dependendo do contexto.

Usamos essa preposição para falarmos de onde somos ou de onde algo veio exemplo:

EU SOU **DO** BRASIL.

I AM FROM BRAZIL.

ESSAS FLORES VIERAM **DA** HOLANDA.

THESE FLOWERS CAME FROM NETHERLANDS.

EU COMPREI ESSE CARRO **DO** MEU AMIGO.

I BOUGHT THIS CAR FROM MY FRIEND.

A PORTA FOI ABERTA **POR** DENTRO.

THE DOOR WAS OPEN FROM INSIDE.

♦ **PREPOSITION FROM:**

NÓS GANHAMOS MAIS **EM** OUVIR DO QUE **EM** FALAR.

WE GAIN MUCH MORE **FROM** HEARING RATHER THAN **FROM** SPEAKING.

A PARTIR DO PRÓXIMO SÁBADO, ESTARÁ PROIBIDO FUMAR DENTRO DE QUALQUER ESTABELICIMENTO.

FROM NEXT SATURDAY, IT WILL BE FORBIDDEN TO SMOKE INSIDE ANY PREMISES.

DESDE O MOMENTO EM QUE EU A VI, EU SOUBE QUE ELA SERIA FAMOSA.

FROM THE MOMENT I SAW HER, I KNEW SHE WOULD BE FAMOUS.

ELE VEIO **DE** CHICAGO.

HE CAME **FROM** CHICAGO.

♦ **ARTICLES A VS AN:**

*Em inglês usamos **a** ou **an** para descrevermos os artigos **um** ou **uma** nos substantivos **singulares**. Substantivos são palavras que nomeiam qualquer coisa que exista tais como: profissões, sentimentos, títulos entre outras coisas. Ao usá-los devemos respeitar as seguintes regras:*

AN: Sempre antes de palavras com som de vogais: A,E,I,O,U

EU SOU ENGENHEIRO.

I AM AN ENGINEER.

EU GOSTO DE COMER UMA MAÇÃ NO CAFÉ DA MANHÃ.

I LIKE TO HAVE AN APPLE FOR BREAKFAST.

EU TE VEJO EM UMA HORA.

I SEE YOU IN AN HOUR. (Apesar de começar com uma consoante, o “H” tem som de vogal na palavra hora “hour”).

♦ **A VS AN:**

A: Sempre antes de palavras com som de consoantes

EU SOU MÉDICO.

I AM A DOCTOR.

EU SOU CABELEREIRO.

I AM A HAIRDRESSER.

EU TRABALHO EM UM PRÉDIO ENORME.

I WORK IN A HUGE BUILDING.

♦ **A: EXCEÇÕES.**

Existe uma exceção a essas regras quando as palavras começarem com os sons “ia” “ie” “io” “iu”, “uo”. independente se forem vogais ou consoantes, nesse caso então, deveremos usar apenas o artigo “A”.

ELA É **UMA** MULHER QUE TRABALHA DURO TODOS OS DIAS.

SHE IS A WOMAN WHO WORKS HARD EVERY DAY. (Nesse caso “woman” começa com a consoante “W” e som vogal de “uô” “uômân”)

EU USO **UM** UNIFORME PARA TRABALHAR.

I WEAR A UNIFORM TO WORK. (Uniform começa com uma vogal e som de “iu” “íunífórm”)

EU CONHECI **UMA** FAMÍLIA EUROPEIA.

I MET A EUROPEAN FAMILY. (European começa com uma vogal e som de “iu” “íurôpiân”)

2017 É **UM** ANO PARA MELHORAR O MEU INGLÊS.

2017 IS A YEAR TO IMPROVE MY ENGLISH. (Consoante “Y” com som de vogal iniciado em “îê” “îêr”)

EU COMPREI **UM** IORGUTE QUE ESTAVA ESTRAGADO.

I BOUGHT A YOGURT THAT WAS SPOILED. (Consoante “Y” com som de vogal iniciado em “ío” “íógârt”)

♦ **DEFINITE ARTICLE "THE"**

Uma das palavras mais usada em inglês, é o artigo definido "the" que vem antes dos substantivos. Diferentemente dos artigos "A" e "AN" para falar de algo singular "um" "uma" no artigo definido the, ele é usado para algo específico.

Example: I need a notebook - Eu preciso de um notebook (Nesse caso eu estou falando de algo geral, que pode ser qualquer notebook)

I need the notebook I left on the table - Eu preciso do notebook que eu deixei na mesa.

Note que, quando eu sou específico eu uso "the" ou seja, o livro que eu deixei na mesa.

Vejamos mais alguns exemplos:

May I have an apple please? Você pode me dar uma maçã por favor?

May I have the apple which is beside you please? Você pode me dar a maçã que está do seu lado por favor?

A teacher is coming to teach us - Um professor está vindo nos ensinar. (Pode ser qualquer professor)

The teacher is coming to teach us - O professor está vindo nos ensinar. (É um professor específico)

- ◆ **UNIT 1A INTRODUCTIONS 1 GLOSSARY**
- ◆ Nice to meet (náissi tchú mít) (prazer em conhecer)
- ◆ Name (nêimi) (nome)
- ◆ Years old (íêrs ôld) (anos de idade)
- ◆

- ◆ **UNIT 1A INTRODUCTIONS 1 CHECK THE
NEW VERBS**

- ◆ **to meet** (tchú mít) (conhecer)

- ◆ **UNIT 1A INTRODUCTIONS 1**
- ◆ “**My name** is John, I am **from** Los Angeles United States- I am 30 **years old**, I am a dentist. **Nice to meet you.**”

- ◆ **READING COMPREHENSION**

- ◆ **What is his** name?

- ◆ **Where is** he from?

- ◆ **How old** is he?

- ◆ **What is his** profession?

- ◆ **CONVERSATION**
- ◆ **What is your** name?
- ◆ **Where are** you from?
- ◆ **How old** are you?
- ◆ **What is your** profession?

- ♦ **UNIT 1 INTRODUCTIONS 2 VERB TO HAVE.**
- ♦ **USEFUL VOCABULARY: HAVE/HAS VERBO TER**
- ♦ Nós fazemos frases de posse usando o verbo **HAVE**. HE SHE IT são exceções por serem terceira pessoa e usam **HAS**.
- ♦ **(IRREGULAR VERB) p HAVE pt HAD pp HAD**

- ♦ **HAVE GOT AND HAS GOT PODEM SER USADOS PARA CRIAREM FRASES FORMAIS E EDUCADAS.**
- ♦ I **HAVE** (RÉV)
- ♦ YOU **HAVE** (RÉV)
- ♦ HE **HAS** (RÉS)
- ♦ SHE **HAS** (RÉS)
- ♦ IT **HAS** (RÉS)
- ♦ WE **HAVE** (RÉV)
- ♦ YOU **HAVE** (RÉV)
- ♦ THEY **HAVE** (RÉV)

- ♦ **OBS: *JAMAIS** USAR O VERBO TO **HAVE** NOS SEGUINTE CASOS.
- ♦ *** PARA EXPRESSAR IDADE.**

♦ UNIT 1 INTRODUCTIONS 2 **VERB TO HAVE**

- ♦ I **HAVE** A CAR.
- ♦ YOU **HAVE** A BEAUTIFUL HOUSE.
- ♦ HE **HAS** LUNCH AT HOME.
- ♦ SHE **HAS** TO GO TO SCHOOL EVERY DAY.
- ♦ IT **HAS** A GREEN COLOUR.
- ♦ WE **HAVE** TO STUDY A LOT.
- ♦ YOU **HAVE** TO LEARN ENGLISH.
- ♦ THEY **HAVE GOT** A DIPLOMA IN ENGINEERING.
- ♦

- ♦ **UNIT 1 INTRODUCTIONS 2 VERB TO HAVE "PRESENT CONTINUOUS"**
- ♦ **NOTA:** No present continuous **"ING"** o verbo na terceira pessoa, he, she e it, ficam iguais ao de todos os outros pronomes pessoais, ou seja **"HAVING"**.
- ♦ **EXAMPLE: SHE IS HAVING LUNCH - ELA ESTÁ ALMOÇANDO.**
- ♦ I AM **HAVING** LUNCH AT THE PIZZA RESTURANT.
- ♦ YOU ARE **HAVING** A BEER.
- ♦ **HE** IS **HAVING** PROBLEMS AT SCHOOL.
- ♦ **SHE** IS **HAVING** TO WORK HARD EVERY DAY.
- ♦ **IT** IS **HAVING** A PROBLEM WITH THE DROUGHT.
- ♦ WE ARE **HAVING** TO STUDY A LOT.
- ♦ YOU ARE **HAVING** TO LEARN ENGLISH TO GET THAT JOB.
- ♦ THEY ARE **HAVING** A BARBECUE AT HOME TODAY.

- ♦ **EXTRA VOCABULARY : FAMILY**
- ♦ AUNT (ÊNT) (TIA)
- ♦ BROTHER (BRÓDÊR) (IRMÃO)
- ♦ BROTHER IN LAW (BRÓDÊR IN LÓ) (CUNHADO)
- ♦ COUSIN (KÂZIN) (PRIMO/ PRIMA)
- ♦ DAUGHTER (DÓRÊR) (FILHA)
- ♦ FATHER (FÁDÊR) (PAI)
- ♦ FATHER IN LAW (FÁDÊR IN LÓ) (SOGRO)
- ♦ GRANDFATHER (GRÊND FÁDÊR) (AVÔ)
- ♦ GRANDMOTHER (GRÊND MÓDÊR) (AVÓ)
- ♦

- ♦ **EXTRA VOCABULARY : FAMILY**
- ♦ MOTHER IN LAW (MÓDÊR IN LÓ) (SOGRA)
- ♦ NEPHEW (NÉFÍU) (SOBRINHO)
- ♦ NIECE (NÍCI) (SOBRINHA)
- ♦ SISTER (SÍSTÂR) (IRMÃ)
- ♦ SISTER IN LAW (SÍSTÂR IN LÓ) (CUNHADA)
- ♦ SON (SÂN) (FILHO)
- ♦ STEPFATHER (ÍSTÉPIFÁDÊR) (PADRASTO)
- ♦ STEPMOTHER (ÍSTÉPMÓDÊR) (MADRASTA)
- ♦ UNCLE (ÂNCÔL) (TIO)
- ♦

♦ **UNIT 1B INTRODUCTIONS 2 GLOSSARY**

- ♦ **Single** (sínghâl) (solteiro / solteira)
- ♦ **Hairdresser** (rérdressâr) (cabelereiro)
- ♦ **Both** (bôuf) (ambos)
- ♦ **Her** (râr) (dela)
- ♦ **Married** (mériid) (casado/casada)
- ♦ **An** (ân) (um/uma)
- ♦ **Housewife** (ráusiuáif) (do lar/dona de casa)
- ♦

- ◆ **UNIT 1B INTRODUCTIONS 2 CHECK THE
NEW VERBS**

- ◆ **to have** (tchú rév) (ter / possuir)

- ◆

- ◆ **UNIT 1B INTRODUCTIONS 2**

- ◆ My name is Marcus, I am from Sydney Australia. I am 25 years old and **single**. I am a **hairstylist**. I have **two brothers**, Michael and Josh. They are **both** single. I have **one sister** **her** name is Liz. She is **married**. My mother is 50 years old her name is Wendy. She is a **lawyer** and my father is 55 years old. His name is Paul. He is **an airline pilot**.
- ◆ Michael is a **dentist** and Josh is a **student**. My sister is a **housewife** she **has** two kids.

- ◆ **COMPREHENSION**
- ◆ **What is his** name?
- ◆ **Where is** he from?
- ◆ **How old is** he?
- ◆ **What is** his profession?
- ◆ **How many** brothers and sisters **does** he have?
- ◆ **What is** his mother's profession?
- ◆ **What is** his father's profession?
- ◆ **What is** Michael's profession?
- ◆ **What is** Josh's profession?
- ◆ **What is** Liz's profession?

- ◆ **CONVERSATION**
- ◆ **How many** brothers and sisters **do** you have?
- ◆ **What is** your parents profession?
- ◆ **What is** your brother's and sister's profession?
- ◆ **What is** your profession?

- ◆ **SHOW ME YOUR WRITING.**

- ◆ **Complete the blanks with the proper verb to be, country and profession.**

- ◆ Hello my name.....I am not from United States I.....
from.....and my profession.....My father.....a.....
and my mothera.....

◆ **SHOW ME YOUR WRITING.**

◆ **Write sentences using the words from the box, use what, where, which, who, when, why. Follow the example**

◆ *Robert is Brazilian, he is 18 years old.*

◆ 18 am/am not is/isn't my parents I you how Brazilian Doctor Robert are/aren't at work old

◆

◆

◆

◆

◆

♦ **SHOW ME YOUR WRITING.**

♦ **Complete the following sentences with the correct form of the verb to have**

- ♦ They.....a new car.
- ♦ She.....one sister and two brothers.
- ♦ He and I.....many things in common.
- ♦ John.....a new mobile phone.
- ♦ Jennifer.....a date with George tonight.
- ♦ Both brothers..... good toys.
- ♦ My dog.....a long hair.
- ♦ Mrs Parks office.....three big tables.
- ♦ Both children.....good marks at school.
- ♦ Dr Jean.....many patients.
- ♦ Mr. Jones is a lawyer, he.....many clients.
- ♦ We.....a large population in our country.
- ♦ The secretary.....a new computer.
- ♦ The building.....twelve floors.
- ♦ You.....green eyes.

♦ **UNIT 2 NUMBERS 1 CARDINAL NUMBERS**

♦ **NEW VOCABULARY:**

♦ **ONE** (ÚÂN) **1**

♦ **TWO** (TCHÚ) **2**

♦ **THREE** (FRÍ/TRÍ) **3**

♦ **FOUR** (FÓR) **4**

♦ **FIVE** (FÁIV) **5**

♦ **UNIT 2 NUMBERS 1 CARDINAL NUMBERS**

♦ **NEW VOCABULARY:**

♦ **SIX** (SIKIS) **6**

♦ **SEVEN** (SÉVÊN) **7**

♦ **EIGHT** (ÊIT) **8**

♦ **NINE** (NÁINI) **9**

♦ **TEN** (TÊN) **10**

♦ ELEVEN (ÊLÉVÂN) **11**

♦ TWELVE (TCHÚÉLV) **12**

♦ THIRTEEN (TÂRTCHIN) **13**

♦ FOURTEEN (FÔURTCHIN) **14**

♦ FIFTEEN (FIFTCHIN) **15**

♦

- ◆ SIXTEEN (SÍQUISTCHIN) 16
- ◆ SEVENTEEN (SÊVÊNTCHIN) 17
- ◆ EIGHTEEN (EITCHIN) 18
- ◆ NINETEEN (NÁINITCHIN) 19
- ◆ TWENTY (TCHÚÊNTI) 20
- ◆

- ◆ TWENTY ONE (TCHÚÊNTI ÚÂN) **21**
- ◆ THIRTY (TÂRTI) **30**
- ◆ FORTY (FÓRTI) **40**
- ◆ FIFTY (FÍFTI) **50**
- ◆ SIXTY (SÍQUISTI) **60**
- ◆ SEVENTY (SÉVÊNTI) **70**

- ◆ EIGHTY (ÊITI) 80
- ◆ NINETY (NÁINITI) 90
- ◆ ONE HUNDRED (ÚÂN RÂNDRÊD) 100
- ◆ ONE THOUSAND (ÚÂN TÁUZÂND) 1000
- ◆ ONE MILLION (ÚÂN MILIÔN) 1000000

♦ **PREPOSITION FOR AND TO:**

Em inglês as preposições **FOR** e **TO** na maioria das vezes significam a preposição "**PARA**", porém elas são usadas em ocasiões diferentes sendo **FOR**, para expressar algo que beneficia alguma coisa exemplo:

ISTO É **PARA** VOCÊ

THIS IS FOR YOU

EU VOU SAIR **PARA** O ALMOÇO.

I AM GOING OUT FOR LUNCH.

PARA UM DIA DE FEVEREIRO, ESTÁ MUITO FRIO.

FOR A FEBRUARY DAY, IT'S VERY COLD.

MEU PAI TRABALHA **PARA** UMA EMPRESA AMERICANA.

MY FATHER WORKS FOR AN AMERICAN COMPANY

POR ESSA RAZÃO PRECISAMOS MUDAR DE VIDA.

FOR THIS REASON WE NEED TO CHANGE OUR LIVES.

♦ **PREPOSITION FOR AND TO:**

For também pode significar a preposição “**POR**”, “**PELO(A)**” ou “**DE**” dependendo do contexto em que ele estiver inserido:

VAMOS REZAR **PELA** PAZ.

LET'S PRAY **FOR** PEACE.

POR ESSA RAZÃO NÓS PRECISAMOS MUDAR NOSSAS VIDAS.

FOR THIS REASON WE NEED TO CHANGE OUR LIVES.

FOI VENDIDO **POR** 1,00 DOLAR.

IT WAS SOLD **FOR** 1,00 DOLLAR.

É HORA **DE** ALMOÇAR.

IT'S TIME **FOR** LUNCH.

♦ **PREPOSITION FOR AND TO:**

TO por sua vez, expressa movimento de alguma coisa, que vai de um lugar para outro exemplo:

EU DOU COMIDA **PARA** O MEU CACHORRO TODOS OS DIAS

I GIVE FOOD **TO** MY DOG EVERY DAY (*note que a comida vai de mim para o cachorro*)

♦ EU VENDO **PARA** QUEM QUER COMPRAR.

♦ I SELL **TO** WHOM WANTS TO BUY. (*Se eu vendo algo, esse produto ou serviço vai para outra pessoa*)

♦ EU VOU **PARA** O TRABALHO TODOS OS DIAS.

♦ I GO **TO** WORK EVERY DAY.

♦ **PARA** A MINHA SURPRESA, ELE CHEGOU MAIS CEDO.

♦ **TO** MY SURPRISE, HE ARRIVED EARLIER.

♦ **PREPOSITION FOR AND TO:**

TO também pode substituir outras preposições, dependendo de seu contexto na frase.

MINHA FILHA APRENDEU A CONTAR **ATÉ** 10.
MY DAUGHTER LEARNED TO COUNT **TO** 10.

A FESTA TERÁ ENTRE 20 A 30 PESSOAS.
THE PARTY WILL HAVE BETWEEN 20 **TO** 30 PEOPLE.

ESTA É A CHAVE **DA** PORTA DA FRENTE.
THIS IS THE KEY **TO** THE FRONT DOOR.

ELA CAUSOU DANOS **AOS** SEUS FAMILIARES.
SHE CAUSED DAMAGES **TO** HER FAMILY.

♦ **PREPOSITION AT:**

Em inglês a preposição "AT" é usada para descrever lugares e tempo, aparecendo geralmente nas descrições das horas. É como se essa preposição fosse algo espiritual usada em situações não **físicas**.

USANDO PARA HORAS O **AT** SERIA O EQUIVALENTE AO NOSSO **ÀS**.

TE VEJO **ÀS** 7:50

I SEE YOU **AT** 7:50

USANDO PARA LOCAIS PÚBLICOS E COM ACESSO DE MUITAS PESSOAS
EX: ESCOLAS, PRÉDIOS, EMPRESAS, ESCRITÓRIOS ETC..

O MICHAEL **ESTA** NA **ESCOLA** AGORA.

MICHAEL IS **AT** **SCHOOL** NOW.

EU ESTOU **NO** TRABALHO.

I AM **AT** **WORK**.

♦

♦ **PREPOSITION AT:**

USAMOS **AT** PARA ENDEREÇOS ESPECÍFICOS COM NÚMERO DO LOCAL
EX: 21ST MORGAN STREET APT 2, MY FAVOURITE SHOP IS AT 1423 MAIN STREET.

ELE MORA **NA** RUA GEORGE NUMERO 31 NÉ?

HE LIVES AT 31 GEORGE STREET RIGHT?

MAS NÃO USAMOS PARA ENDEREÇOS QUE **NÃO TENHAM NÚMERO ESPECÍFICOS** EX:

EU MORO **NA** RUA GEORGE

I LIVE AT GEORGE STREET- ao invés devemos usar a preposição **IN + THE**

♦ **I LIVE IN THE GEORGE STREET**

USAMOS **AT** TAMBÉM PARA ALGUMAS EXPRESSÕES TAIS COMO:
AT HOME, AT WORK, AT SCHOOL, AT THE OFFICE.

♦ **GRAMMAR IN ACTION**

♦ **SAYING THE HOURS .**

Nós dizemos as horas cheias em inglês, ao falar o número da hora + o'clock

- Example: It's 5 o'clock (Five o'clock) São 5 horas.

Quando 15 minutos passou desse horário, temos três formas de falá-lo.

It's 5:15 Um quarto que passou das cinco (Quarter past five) cinco e quinze (Five Fifteen) quinze minutos que passou das cinco (Fifteen past Five)

Quando 30 minutos passou desse horário, temos duas formas de falá-lo.

It's 5:30 Metade de 1 hora que se passou das cinco (Half past five) ou Cinco e trinta (Five thirty) .

- ◆ **GRAMMAR IN ACTION**

- ◆ **SAYING THE HOURS**

- ◆ Quando houver 15 minutos para mudar de hora, nós usamos a palavra **quarter** + a preposição **TO** + próxima hora.

- ◆ **Example:** It's 5:45 (**Forty five past five**) or (**Quarter to six**) (**Kórter to síks**)

- ◆ Para outras horas nós simplesmente dizemos os números ou usamos **past + a hora**.

- ◆ **Example:** It's 5:20 (**Five twenty**) or (**Twenty past five**)

- ◆ **Example:** It's 5:35 (**Thirty five past five**) or (**Five thirty five**)

◆ UNIT 2A TIME AND ROUTINES READING
VOCABULARY.

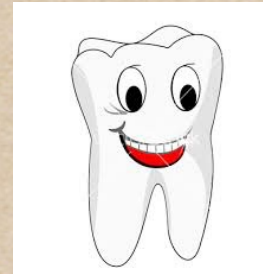
◆ WAKE UP (UÊIKÁP)



◆ BRUSH (BRÂSH)



◆ TEETH (TIF)



◆ WASH (UÓSH)



◆ TAKE SHOWER (TÊIK SHÁUÊR)



◆

◆ **UNIT 2A TIME AND ROUTINES READING
VOCABULARY.**

◆ **GET DRESSED** (GUÉT DRÉSSD)



◆ **BREAKFAST** (BRÉKIFÉST)



◆ **LEAVE** (LIV)



◆ **DRIVE** (DRÁIV)



◆ **ARRIVE** (ÁRÁIV)



- ◆ **UNIT 2A TIME AND ROUTINES 1**
GLOSSARY

- ◆ **Up** (âp) (pra cima)

- ◆ **Teeth** (tíf) (dentes)

- ◆ **Breakfast** (bréikfést) (café da
manhã)

- ◆

♦ **UNIT 2A TIME AND ROUTINES CHECK THE NEW VERBS**

- ♦ to wake up (tchú êikáp) (acordar)
- ♦ to brush (tchú brâsh) (escovar)
- ♦ to wash (tchú áshi) (lavar)
- ♦ to take (tchú têik) (levar)
- ♦ to get dressed (tchú guét dréssd) (se vestir)
- ♦ to have (tchú rév) (beber/comer/tomar)
- ♦ to leave (tchú liv) (sair)
- ♦ to drive (tchú dráiv) (dirigir)
- ♦ to arrive (tchú áráiv) (chegar)
- ♦ to work (úôrk) (trabalhar)

- ◆ **UNIT 2A TIME AND ROUTINES 1**
- ◆ John **wakes up** at 6 o'clock. At 6:20 he **brushes** his **teeth** and **washes** his **face**. He **takes a shower** at 6:40. He **gets dressed** at 6:50. He **has** his **breakfast** at 7 o'clock and brushes his teeth again after breakfast.
- ◆ John **leaves for work** at 7:30 and **drives** for an hour. He **arrives** at work at 8:30.

- ◆ **READING COMPREHENSION**
- ◆ **What time** does he **wake** up?
- ◆ **What time** does he **brush** his teeth?
- ◆ **What time** does he **take** shower?
- ◆ **What time** does he **get dressed**?
- ◆ **What time** does he **have** breakfast?
- ◆ **What time** does he **leave** for work?
- ◆ **What time** does he **arrive** at work?

- ◆ **CONVERSATION**

- ◆ **What time do** you **wake up** every day?

- ◆ **What time do** you **brush** your teeth?

- ◆ **Do** you **take** shower in the **morning** or at **night**?

- ◆ **What time do** you get dressed? ***around***

- ◆ **What time do** you **have** breakfast? ***around***

- ◆ **What time do** you **leave** home to go to work/school?

- ◆ **How long time do** you **take** from home to work/school?

- ◆ **What time do** you **arrive** at work/school?

- ◆ **What time is** it now ?

- ◆

- ♦ **AUXILIARY VERBS: DO/DOES** (TAMBÉM PODEM SIGNIFICAR O VERBO “FAZER”) **EX: I DO AND SHE DOES** (ELA FAZ E EU FAÇO)
- ♦ Nós fazemos perguntas de ação e rotinas usando o verbo auxiliar **DO** para: I YOU WE THEY e **DOES** para: HE SHE IT
- ♦ **Example: Q:** What time **do you** wake up? **A:** I wake up at 6:30 (half past six)
- ♦ **Example: Q:** What time **does John** brush his teeth? **A:** John brush**es** his teeth at 7:00 o'clock (seven o'clock)
- ♦ **RULE: WH (HOW) + AUXILIARY + SUBJECT + VERB + NOUN**
- ♦ **NOTE: AUXILIARY + SUBJECT + VERB + NOUN** (Do you like pizza?)
- ♦

- ◆ **AUXILIARY VERBS: DO/DOES**
- ◆ Quando possível, use “YES” + sujeito + o verbo auxiliar relativo ao sujeito, para responder frases **positivas** ou “NO” para frases **negativas** respeitando essa mesma regra.
- ◆ **Example:** Q: **Do** you wake up early every day? A: “Yes” I **do** (Sim, eu acordo)
- ◆ **Example:** Q: **Does** John brush his teeth every morning? A: “No” he **doesn't** (Não, ele não escova)

- ◆ **AUXILIARY VERBS: DO/DOES**
- ◆ Note que só será possível responder "yes I do" ou "no I don't" quando pudermos responder com o "sim" ou "não" na frase.
- ◆ Assim como no verbo to be o "do" e "does" possuem suas **formas abreviadas**, porém somente em suas formas **negativas**.

- ◆ **AUXILIARY VERBS: DO/DOES - ABBREVIATIONS**
- ◆ I do / I don't (do not)
- ◆ You do / You don't (do not)
- ◆ He does / He doesn't (does not)
- ◆ She does / She doesn't (does not)
- ◆ It does / It doesn't (does not)
- ◆ We do / We don't (do not)
- ◆ They do / They don't (do not)
- ◆

- ◆ **GRAMMAR IN ACTION**
- ◆ **USEFUL VOCABULARY: DO/DOES**
- ◆ Sendo assim do + **not** fica don't (dônt) e o does + **not** fica doesn't (dâzânt).
- ◆ A forma **negativa** do "do" e "does" também é usado para fazer perguntas, da mesma forma como nós fazemos perguntas **negativas** em português.
- ◆ Example: Don't you like pizza? Você **não** gosta de pizza? (**Yes** I do) ou (**No** I don't)
- ◆ Doesn't she speak English fluently? Ela **não** fala inglês fluente? (**Yes**, she does) ou (**No**, she doesn't)
- ◆ **RULE: AUXILIARY + NOT + SUBJECT + VERB + NOUN.**

- ◆ **GRAMMAR IN ACTION**
- ◆ **USEFUL VOCABULARY: DO/DOES**
- ◆ Da mesma forma podemos criar frases **negativas** seguida de uma pergunta.
- ◆ Example: He **Doesn't** like pizza **does he?** Ele **não** gosta de pizza **gosta?**
- ◆ She **doesn't** speak English fluently **does she?** Ela **não** fala inglês fluente **fala?**

- ♦ **GRAMMAR IN ACTION**
- ♦ **AUXILIARY VERBS: DO/DOES "S" RULES**
- ♦ **Nota:** Quando respondemos perguntas com **HE SHE IT** ou fazemos uma frase na afirmativa adicione **S** or **ES** ao verbo respeitando as seguintes regras:
- ♦ **A)** Se o verbo terminar com **Y** depois de uma consoante nós adicionamos **ES** e mudamos o **Y** para **I** e se terminar em **Y** depois de som de vogal nós adicionamos **S**.
- ♦ **Example:** I **study** English and my brother **studies** English too/ I **play** music and she **plays** music too.
- ♦ **Nota:** Na maioria dos verbos simplesmente adicionamos o **"S"**
- ♦ **Example:** she works**s**, he comes**s**, it looks**s** etc...
- ♦

- ◆ GRAMMAR IN ACTION
- ◆ AUXILIARY VERBS: DO/DOES "S"
RULES
- ◆ B) Se um verbo terminar em O depois de uma consoante nós adicionamos ES
- ◆ Example: I go to school every day and my sister goes to school every day too.

- ◆ **GRAMMAR IN ACTION**
- ◆ **AUXILIARY VERBS: DO/DOES “S” RULES**
- ◆ **C)** Se um verbo terminar em **S,SH,CH,X** ou **Z** depois de uma consoante nós adicionamos **ES**
- ◆ **Example:** I **brush** my teeth and she **brushes** her teeth too/ I **wish** to speak English fluently and she **wishes** to speak English fluently too/ I **fix** the car and she **fixes** the car too/ I **kiss** and my mother **kisses** too/ I **buzz** the **doorbell** and he **buzzes** the doorbell too.

- ◆ **UNIT 2B TIME AND ROUTINES 2 GLOSSARY**

- ◆ **That** (dét) (disso / dessa/que)

- ◆ **Before** (bífor) (antes)

- ◆ **Until** (ântchíl) (até)

- ◆ **Midday** (mídgidêi) (meio dia)

- ◆ **Usually** (íujúáli) (geralmente)

- ◆ **Lunch** (lânsh) (almoço)

- ◆ **Sometimes** (sôumitáims) (às vezes)

- ◆

♦ **UNIT 2B TIME AND ROUTINES 2 GLOSSARY**

- ♦ **Often** (ôufitên) (frequentemente)
- ♦ **Always** (ôuêis) (sempre)
- ♦ **A lot** (á lót) (muito-substântivos contaveis e não contaveis)
- ♦ **Much** (mâtchi) (muito-substântivo não contável)
- ♦ **Seldom** (séldom) (quase nunca)
- ♦ **Dinner** (dínâr) (jantar)
- ♦ **Around** (áráund) (por volta de/ao redor de)
- ♦

◆ **UNIT 2B TIME AND ROUTINES 2 CHECK THE NEW VERBS.**

- ◆ to start (tchú istárt) (começar)
- ◆ to bring (tchú brin-gui) (trazer)
- ◆ to go (tchú gôu) (ir)
- ◆ to finish (tchú fini-shi) (terminar)
- ◆ to read (tchú úrid) (ler)
- ◆ to stop (tchú istóp) (parar)

- ◆ **UNIT 2B TIME AND ROUTINES 2**
- ◆ John **starts** to **work** at 9am but, **before that** he has a coffee. He works **until midday**, when he **stops** for **lunch**. He **usually brings** his own lunch which is a salad sandwich, **sometimes** a bacon burger and he **often drinks** a coke.
- ◆ He **always eats a lot**, but today he is starting his diet so John isn't eating **much**. He **finishes** his lunch and is back to work at 1pm. He works until 5pm and then **goes** home.
- ◆ He **seldom** has **dinner** so he takes a shower and **reads** a book, John goes to bed **around** 9pm.

- ◆ **READING COMPREHENSION**
- ◆ **What time** does he **start** to work?
- ◆ **What** does he **have** before he starts to work?
- ◆ **What time** does he **have** lunch?
- ◆ **What** does he usually **have** for lunch?
- ◆ **What time** does he **go** back from lunch?
- ◆ **What time** does he go back home?
- ◆ **What time** does John go to bed?

- ◆ **CONVERSATION**
- ◆ **What time do** you start to work?
- ◆ **Do** you have **something** to drink or to eat before you start to work?
- ◆ **What time do** you have lunch?
- ◆ **What do** you usually have for lunch?
- ◆ **Do** you **usually take** your lunch (**lunch box**) do you eat at a restaurant or do you eat at home?
- ◆ **What time do** you go back to work from lunch?
- ◆ **What time do** you go home?
- ◆ **What time do** you always go to bed?

- ◆ **SHOW ME YOUR WRITING.**
- ◆ **Complete the blanks with the proper preposition **for or to.****
- ◆ Bob is from New York and every day he goes.....work by car.He drives.....an hour.....arrive there. Sometimes there is traffic jam and he needs.....be patient.

- ◆ **SHOW ME YOUR WRITING.**
- ◆ **Write the hours like in the example.**
- ◆ *1:00 - one o'clock*
- ◆ **1:36**.....**3:50**.....
- ◆ **5:15**.....**4:23**.....
- ◆ **6:45** **7:18**.....
- ◆ **12:00**.....**2:00**.....
- ◆ **10:30**.....**3:12**.....
9:25.....

- ◆ **SHOW ME YOUR WRITING.**
- ◆ **Make questions using DO or DOES use the vocabulary in the box. Follow the example**

◆ *Does your father wake up early every day?*

◆ **wake up/ work/ have breakfast/ brush /his /her my/ your /their/
lesson/ homework do early/ late**

◆

◆

◆

◆

◆

- ♦ **1) GRAMMAR IN ACTION**
- ♦ **ING NO VERBO ANTES DE BEFORE E AFTER**
- ♦ Após as palavras **BEFORE (ANTES)** e **AFTER (DEPOIS)** os verbos precisam vir na forma **ING**
- ♦ **EXAMPLE: Before starting** to work I like to drink a coffee / **After finishing** my English classes I usually eat a snack.

- ♦ **GRAMMAR IN ACTION**

- ♦ **2) ING NO VERBO DEPOIS DE UM OUTRO VERBO**

- ♦ Se nós escrevemos ou dizemos um verbo após um outro verbo sem usar a preposição **TO** nós precisamos adicionar o **ING** ao segundo verbo.

- ♦ **EXAMPLE: I like playing soccer / she likes cooking cakes on the weekend / she goes working at 7am/**

- ♦ **Let's start giving.**

- ♦

- ♦ **3) GRAMMAR IN ACTION**

- ♦ **ING NO VERBO APÓS PREPOSIÇÕES: WITH, BY, FROM, TO, FOR, AT, ABOUT, ON**

- ♦ Se escrevemos ou dizemos um verbo depois de uma preposição precisamos adicionar **ING** a esse verbo. Isso geralmente acontece quando quisermos enfatizar o verbo na frase.

- ♦ **EXAMPLE:** I am looking forward **to meeting** you/ Jennifer always dreams **about going** on holidays/ Do you object **to working** on the weekends?

- ◆ **GRAMMAR IN ACTION**
- ◆ **ADVERBS OF FREQUENCY**
- ◆ **ALWAYS** 100% OF TIMES
- ◆ **OFTEN** +/- 90% OF TIMES
- ◆ **USUALLY/ NORMALLY** +/- 75% OF TIMES
- ◆ **FREQUENTLY** +/- 60% OF TIMES
- ◆ **SOMETIMES** +/- 50% OF TIMES

◆


- ◆ **OCCASIONALLY** +/- 40% OF TIMES
- ◆ **SELDOM** +/- 30% OF TIMES
- ◆ **RARELY** +/- 20% OF TIMES
- ◆ **HARDLY EVER** +/- 10% OF TIMES
- ◆ **NEVER** 0% OF TIMES
- ◆

- ◆ (Para fazer perguntas usando os advérbios de frequência você precisa usar o **HOW OFTEN**) que significa **COM QUAL FREQUÊNCIA?**
- ◆ **EXAMPLE: How often** do you go to the beach?
I go to the beach **occasionally** with my family
- ◆ **Os advérbios de frequência são usados frequentemente com o verbo no meio da frase:**
- ◆ My cousin **always speaks** to me
- ◆ Do you **often go** to parks?

- ◆ GRAMMAR IN ACTION
- ◆ ADVERBS OF FREQUENCY
- ◆ Adverbs of frequency also go before the verb:
- ◆ I always go to work by car.
- ◆ They usually have lunch at 12 o'clock.
- ◆ We rarely have dinner.
- ◆ I will always love you.
- ◆ It doesn't often rain in my country.


- ♦ GRAMMAR IN ACTION
- ♦ ADVERBS OF FREQUENCY
- ♦ Mas adverbs of frequency vão depois do verb to be (am/is/are/was/were)
- ♦ I am never sad
- ♦ You are always late
- ♦ She's usually happy
- ♦ Quando queremos enfatizar com qual frequência a ação acontece, *how often* nós podemos usar os advérbios de frequência no início da frase.
- ♦ Usually I don't have problems with my family
- ♦ Sometimes I like to play soccer with my friends.

◆ **EXTRA VOCABULARY : CLOTHES**

◆ T- SHIRT (TI SHÂRT) 

◆ SHIRT (SHÂRT) 

◆ HAT (RÉT) 

◆ SHORTS (SHÓRTIS) 

◆ DRESS (DRÉS) 

◆ SKIRTS (ÍSCÂRTS) 

◆

◆ **EXTRA VOCABULARY : CLOTHES**

◆ SOCKS (SÓKIS)



◆ PYJAMA/ PAJAMAS (PI DJÂMA/PÁ DJÂMA)



◆ SWIMSUIT (SÚÍMI SÚT)



◆ GLOVES (GLÔUVS)



◆ COAT (CÔUT)



◆ UNDERWEAR (ÂNDÊR UÉR)



◆ SHOES (SHÚS)



◆ **EXTRA VOCABULARY : CLOTHES**

◆ **JEANS** (DJINS)



◆ **TANK TOP** (TÊNKI TÓP)



◆ **JERSEY** (DJÂRZI)



◆ **TIE** (TÁI)



◆ **SUIT** (SÚT)



◆ **PANTS AM / TROUSERS UK** (PÊNTS)
(TRÁUSÊRS)



◆ **EXTRA VOCABULARY : CLOTHES**

◆ **OVERALL** (ÔUVÊR ÓL)



◆ **VEST** (VÉST)



◆ **PULLOVER** (PULÔUVÂR)



◆ **A SCARF** (ISCÂRF)



◆ **MITTEN** (MITÊN)



◆ **UNIFORM** (ÍÚNIFÓRM)



◆

◆

♦ **EXTRA VOCABULARY : CLOTHES**

♦

♦ SANDALS (SÊNDÂLS)



♦ RAINCOAT (URÊINCÔUT)



♦ SWEATER (SÚÉTÊR)



♦ SWEATSHIRT (SÚÉTCHISHÂRT)

♦ SNEAKERS **AM** / TRAINERS **UK** (ÍSNIKÊRS) (TRÊINÊRS)



♦ BLAZER (BLÊIZÊRS)



♦ BOOTS (BÚTS)



♦ HIGH HEELS (RÁI RÍLS)



♦

- ♦ **EXTRA VOCABULARY : CLOTHES**
- ♦ Existem alguns vocabulários que devemos usar para falarmos sobre roupas e são eles:
- ♦ **PUT ON:** COLOCAR (SAPATOS, ROUPAS, ACESSÓRIOS)
- ♦ **TRY ON:** QUANDO FORMOS EXPERIMENTAR ALGUMA PEÇA DE ROUPA OU SAPATO ETC..
- ♦ **TAKE OFF:** TIRAR ROUPAS OU SAPATO DO CORPO
- ♦ **DRESS UP:** SE VESTIR DE FORMA MUITO FORMAL
- ♦ **GET DRESSED:** SE TROCAR / COLOCAR ROUPA
- ♦ **UNDRESS:** SE DESPIR / TIRAR A ROUPA

♦ **UNIT 3A SHOPPING 1 GLOSSARY**

- ♦ **With** (úíf) (com)
- ♦ **City centre** (cítchi cêntâr) (centro da cidade)
- ♦ **Dress** (drés) (vestido/vestir)
- ♦ **Because** (bíkôuzi) (porque junto/porque de resposta)
- ♦ **Party** (pári) (festa)
- ♦ **Tonight** (tchúnáit) (hoje a noite)
- ♦ **Clothes** (clôuts) (roupas)
- ♦ **Price** (práissi) (preço)

♦ **UNIT 3A SHOPPING CHECK THE NEW VERBS.**

- ♦ to need (tchú níd) (precisar)
- ♦ to buy (tchú báí) (comprar)
- ♦ to ask (tchú ásk) (perguntar)
- ♦ to know (tchú nôu) (conhecer)
- ♦ to think (tchú fínk) (pensar)
- ♦ to say (tchú sêi) (dizer)
- ♦ to find (tchú fáind) (achar/encontrar)
- ♦ Can (kên) (poder/conseguir)
- ♦

◆ UNIT 3A SHOPPING 1

- ◆ Liz is going **with** her mother to the **city centre**. She **needs** to **buy** a new **dress** because she has a **party tonight**. She **asks** her mother if she **knows** a good **store**, which has nice **clothes** at a good **price**. “ Mom do you **know** where I can buy my dress? I have only U\$50,00”.
- ◆ Her mother **thinks** for a moment and **says** “I think I know a place where we can go!”

- ◆ **READING COMPREHENSION**

- ◆ **Where is** Liz **going** to?

- ◆ **Who is** she **with**?


- ◆ **What does** she need to **buy**?


- ◆ **How much** money **does** Liz have?

- ◆ **What does** she ask her mother?


- ◆ **CONVERSATION**
- ◆ **How often do** you buy **clothes**?
- ◆ **What do** you **usually** buy?
- ◆ **Do** you always **find** good offers?
- ◆ **Who do** you usually go shopping with?

- ◆ **EXTRA VOCABULARY : OBJECTS IN THE CLASSROOM**


- ◆ **PEN** (PÊN) 

- ◆ **PENCIL** (PÊNCIL) 

- ◆ **BOOK** (BÚK) 

- ◆ **TABLE** (TÊIBÔL) 

- ◆ **CHAIR** (TCHÉR) 

- ◆ **WINDOW** (ÚÍNDÔU) 

- ◆

◆ **EXTRA VOCABULARY : OBJECTS IN THE CLASSROOM**

◆ **WALL** (ÚÓL)



◆ **ERASER** (IRÊIZÊR)



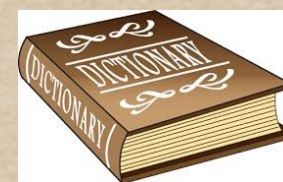
◆ **WHITE BOARD/ BLACK BOARD** (ÚÁITI BÔRD/
BLÉKBÔRD)



◆ **NOTEBOOK** (NÔUTCHI BÚK)



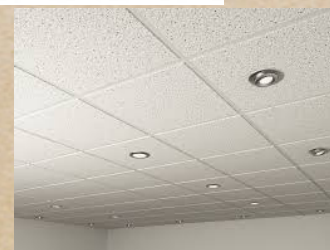
◆ **DICTIONARY** (DÍQUISHONÁRI)



◆ **PAPER** (PÊIPÂR)



◆ **CEILING** (CÍ-LIM)



- ♦ **UNIT 3 SHOPPING 3B: INDICATIVE PRONOUNS**
- ♦ Nós fazemos frases de indicação ao usar os pronomes indicativos:
THIS THAT THESE THOSE
- ♦ **THIS: SINGULAR CLOSE THINGS (COISAS PERTO)**
- ♦ **THAT: SINGULAR FAR THINGS (COISAS LONGE)**
- ♦ **THESE: PLURAL CLOSE THINGS (COISAS PERTO)**
- ♦ **THOSE: PLURAL FAR THINGS (COISAS LONGE)**
- ♦ **THIS IS MY PEN**
- ♦ **THAT IS A TABLE**
- ♦ **THESE ARE MY SHOES**
- ♦ **THOSE ARE THE SCHOOL'S CHAIRS**

◆ **UNIT 3 SHOPPING 3B:**
INDICATIVE PRONOUNS

- ◆ **What** is this?
- ◆ **What** is that?
- ◆ **What** are these?
- ◆ **What** are those?

- ♦ **GRAMMAR IN ACTION**

- ♦ **MUCH**

- ♦ Em inglês usamos “**much**” para falarmos “**muito(a)**” antes de **substantivos incontáveis**, ou seja, que não possui plural tais como: água, gás, arroz, café etc... Unido à palavra **HOW** formamos a palavra “**how much**” significando **quanto** algo custa.

- ♦ Example:

- ♦ I don't drink much *water* during the day

- ♦ I don't cook much *rice* on the weekend

- ♦ I don't drink much *coffee*

- ♦ She doesn't use much *gas* to cook

- ♦ How much is this?

- ♦ She is young and has much more to learn in her life.

- ♦ **GRAMMAR IN ACTION**
- ♦ **MANY**
- ♦ Em inglês usamos “**many**” para falarmos **muitos(as)** ou **vários(as)** antes de **substantivos contáveis**, quando for possível contar e tiver plural. Unido à palavra **HOW** ele se torna a palavra “**how many**” **quantos e quantas**
- ♦ Example:
- ♦ There are **many clothes** in the store
- ♦ I like to see **many people** on the streets
- ♦ How **many girls** are coming to the party?
- ♦ There aren't **many options** of courses in this university.

- ◆ **GRAMMAR IN ACTION**
- ◆ **A LOT OF**
- ◆ Em inglês usamos a palavra **a lot of** para falarmos **muito** ou **vários** antes de **substantivos contáveis ou incontáveis**, tanto em **frases positivas** como em **frases negativas**.
- ◆ Example:
- ◆ I drank **a lot of** water last night.
- ◆ She **doesn't** spend **a lot of** money during the month.
- ◆ There are **a lot of** students in my classroom.
- ◆ There **aren't** **a lot of** people living in my building.
- ◆

- ◆ GRAMMAR IN ACTION
- ◆ A FEW (*Á FÍU*)
- ◆ Em inglês usamos a palavra **a few** para falarmos **alguns** ou **algumas** antes de **substantivos contáveis**, que tenha plural.
- ◆ Example:
- ◆ I have been to Australia for **a few** times
- ◆ There are only **a few** people in the party
- ◆ There are **a few** students in my classroom
- ◆

- ♦ GRAMMAR IN ACTION
- ♦ A LITTLE (Á LITÔU/Á LÍRÔU)
- ♦ Em inglês usamos a palavra **a little** para falarmos **alguns** ou **algumas** ou **pouco** antes de **substantivos incontáveis** que possuem apenas formas singulares.
- ♦ Example:
- ♦ I have **a little** milk.
- ♦ There is only **a little** gas left to cook.
- ♦ There is **a little** sugar in the fridge.
- ♦

♦ **UNIT 3B SHOPPING 2 GLOSSARY**

- ♦ Shopping mall (shópin mál) (shopping center)
- ♦ Tall building (tál bildim) (prédio alto)
- ♦ A lot of (á lótof) (muitos/muitas)
- ♦ So many (sôu mêni) (tantos/tantas)
- ♦ Them (dêm) (eles/elas **no final da frase**)
- ♦ Cheap (tchíp) (barato/barata)

♦ **UNIT 3B SHOPPING 2 GLOSSARY**

♦ **Together** (tchúguédâr) (junto/junta)

♦ **Expensive** (êkispênsiv) (caro/cara)

♦ **How much is this** (ráu matchi ís dís) (Quanto custa isso)

♦ **Bargain** (bárguên) (pechinchar)

♦ **Discount** (díscáunt) (desconto)

♦ **Cashier** (késhiâr) (caixa de loja)

♦ **UNIT 3B SHOPPING 2 CHECK THE NEW VERBS**

- ♦ to choose (tchú tchúzi) (escolher)
- ♦ to go (tchú go) (ir / go + in = entrar)
- ♦ to look (tchú lúk) (olhar/parecer)
- ♦ to want (tchú ânt) (querer)
- ♦ to wear (tchú úér) (vestir/usar roupas acessórios)
- ♦ to pay (tchú pêi) (pagar)
- ♦ to spend (tchú ispênd) (gastar)
- ♦ to take (tchú têik) (levar/pegar/ carregar)

♦ UNIT 3B SHOPPING 2

- ♦ Liz and her mother arrive at the **shopping mall** it's a **tall building**. **There are many** different stores. They **choose** one and **go in**. It's a **department store** with **a lot of** different products. Liz and her mother go to the clothes section. **"Look** mom!! there are **so many** nice things in here!!! **There are** dresses, jeans, shoes, sneakers and skirts!! I **want** to buy **them** all, I want to **wear** them all". Her mother looks at her and says. "Liz I don't think you **can pay** for all these clothes, they are **cheap** but **together** they are **expensive**".
- ♦ **"How much is this dress?"** Liz says: "It's U\$25,00" so I have 25,00 more I can **spend**, I think I can **take** this beautiful **skirt too**, it's U\$15,00 so **there is** still 10,00 dollars **left** to spend, if I **bargain** and ask for a **discount**, I can buy much more". They **take** all the clothes and go to the **cashier**.

- ◆ **READING COMPREHENSION**
- ◆ **Where are** Liz and her mother?
- ◆ **What kind** of store do they **choose**?
- ◆ **What kind** of clothes **are there** in the store?
- ◆ **What does** Liz **want** to buy?
- ◆ **What does** she buy?

- ◆ **CONVERSATION**
- ◆ **Where** do you usually buy your clothes?
- ◆ **What** kind of store do you like to go?
- ◆ **What** kind of clothes are there in your favourite store?
- ◆ **What** kind of clothes do you wear to go to work or school?
- ◆ **How much** do you usually spend on your clothes?
- ◆ **How many** clothes do you usually buy per year?
- ◆ Do you think your clothes are cheap or expensive?

- ◆ **SHOW ME YOUR WRITING.**
- ◆ **Complete the blanks with the proper preposition in the box.**
- ◆ **with by from to for at**
- ◆ Marcus is.....New Zealand, he goes.....
work.....car every day.....his wife,
because she works.....the same company
as him. They both work.....Monday.....
Friday eight hours per day.

- ◆ **SHOW ME YOUR WRITING.**
- ◆ **Complete the blanks with the proper adverbs of frequency from the box.**
- ◆ **always often usually normally frequently sometimes occasionally rarely hardly ever never**
- ◆ Paul..... goes to school by bicycle but..... he goes by bus.He..... has breakfast in the morning.His mother..... tells him to eat something but he listens to her. He likes to have lunch at 11:30 am but he eats some apple before going to school.

- ◆ **SHOW ME YOUR WRITING.**

- ◆ **Complete the blanks with the proper indicative pronoun use the words from the box.**

- ◆ **this that these those**

- ◆ ***Liza is showing her family to a friend, they are talking in a party.***

- ◆is my mother, her name is Monica, there near the table is my father, his name is Brian andman beside my father is my brother in law Kevin and kids beside him are my niece Laura and my Nephew Josh.

- ◆women beside the kids are my sisters Michelle and Sophia.

- ◆ **GRAMMAR IN ACTION**
- ◆ **VERB THERE TO BE**
- ◆ Em inglês expressamos a quantidade de algo que existe usando o verbo there to be: **there is and there are.**
- ◆ **There is** é usado para substantivos singulares.
- ◆ **Example: There is** one chair in the room.
- ◆ **There are** é usado para substantivos no plural.
- ◆ **Example: There are** two chairs in the room.
- ◆

- ♦ **GRAMMAR IN ACTION**
- ♦ **VERB THERE TO BE**
- ♦ **Notice:** A forma abreviada there's and there're normalmente são usadas. Para fazer perguntas usando **THERE IS** e **THERE ARE** nós simplesmente colocamos o verbo na frente do "there".
- ♦ **Example:** **Is there** one chair in the room? **Are there** two chairs in the room?
- ♦ No passado simples o **there is** vira **there was** e **there are** vira **there were**.
- ♦ **There was** a book on the table.
- ♦ **There were** two books on the table.
- ♦

- ♦ **GRAMMAR IN ACTION**
- ♦ **UNIT 4A FOOD: PERSONAL PRONOUNS OBJECT: ME/YOU/HIM/HER/ITS/US/YOU/THEM**
- ♦ **No final da frase o pronome pessoal muda para o pronome objeto como a seguir**
- ♦ **I ME (MI)**
- ♦ **YOU YOU (IÚ)**
- ♦ **HE HIM (RIM)**
- ♦ **SHE HER (RÂR)**
- ♦ **IT ITS (ITS)**
- ♦ **WE US (ÂS)**
- ♦ **YOU YOU (IÚ)**
- ♦ **THEY THEM (DÊM)**

- ◆ **GRAMMAR IN ACTION**

- ◆ **EXAMPLES:**

- ◆ I think you should give this to **me**

- ◆ I can **go** with **you**

- ◆ I can **sell** my car to **him**

- ◆ I **like** **her**

- ◆ This food is **its**

- ◆ **Give** to **us** / **Give** to **them**

- ◆

♦ **UNIT 4A FOOD 1 GLOSSARY**

♦ Still (ístil) (ainda)

♦ Starving (ístárvim) (morrendo de fome)

♦ Hungry (rângri) (com fome)

♦ Shall (shál) (vamos)

♦ Both (Bôuf) (ambos/ambas)

♦ Food court (fúd cōrt) (praça de alimentação)

♦ Likely (láikêli) (provavelmente)

◆ **UNIT 4A FOOD 1 CHECK NEW VERBS**

◆ **to have lunch** (tchú révi lânsch)

(almoçar)

◆ **to eat** (tchú ít) (comer)

◆ **to have** (tchú rév) (comer/beber/ter)

◆

- ◆ **UNIT 4A FOOD 1**

- ◆ Liz is **still** at the shopping mall with her mother, it's midday and she wants to have lunch.
“Mother I am **starving** I need to get something to eat”. Her mother says “I am **hungry** too. **Shall** we get some food?” “Yes” Liz says!!
- ◆ They **both head** for the **food court** where there are many food options. “Mom I want to have a burger meal!!” Her mother says “hummm not for me I am **likely** to have some Italian food today”.

- ◆

- ◆ **COMPREHENSION**
- ◆ **What** does Liz want?
- ◆ **What** does she need?
- ◆ **What** does Liz want to have to eat?
- ◆ **What** does Liz's mother want to have to eat?
- ◆

- ◆ **CONVERSATION**

- ◆ **What** kind of food **do** you eat at the food court **when** you are in a shopping mall?

- ◆ Usually **Do** you prefer fast food or normal food?


- ◆ **What** is your favourite **cuisine**?

- ◆ **What** time **do** you usually have lunch?


♦ **EXTRA VOCABULARY : FOOD**

♦ SALAD (SÉLÂD) 

♦ BREAD (BRÉD) 


♦ PASTA (PÁSTA) 

♦ SOUP (SÚP) 

♦ FISH (FÍ-SHI) 

♦ CHICKEN (TCHÍKÊN) 

♦ CORNDOG (KÓRNI-DÓGUI) 

♦ CHIPS **UK**/ FRENCH FRIES **US** (TCHÍPS) (FRÊNTCHI-FRÁIS) 

♦ CHEESE BURGER (TCHIZI BÂRGUÊR) 

♦ EXTRA VOCABULARY : FOOD

♦ HOT DOG (RÓT DÓGUI)



♦ PIZZA (PÍ-TSÁ)



♦ SANDWICH (SÊNDU-ÍTCHI)



♦ TACO (TÁCO)



♦ CEREAL (CÍRIÂL)



♦ CHEESE (TCHÍZI)



♦ EGGS (ÉGUIS)



♦ BACON (BÊIKON)



♦ RICE (URÁISSI)



♦ BEANS (BÍNS)



♦ MEAT (MI-TI)



- ♦ **GRAMMAR IN ACTION**
- ♦ **MODAL VERBS 1: MAY AND MIGHT**
- ♦ **Verbos modais** são verbos especiais usados para dar significados diferentes para frases, não há forma infinitiva nos verbos modais. Para fazer frases negativas usando os verbos modais nós simplesmente acrescentamos **não** depois deles.
- ♦ Para fazermos perguntas e frases de permissão de uma forma mais formal devemos usar o verbo **MAY** (poder/posso) esse verbo é muito usado para se pedir comida e bebida em lugares públicos
- ♦ **MAY- ABILITY PERMISSION AND PROBABILITY**
- ♦ I **may** learn English fast if I study hard **(Ability)**
- ♦ I **may not** go to your party this Saturday . **(Probability)**
- ♦ Para fazer perguntas usando o verbo modal **MAY** simplesmente o colocamos antes do pronome pessoal.
- ♦ **Example:** **May** I have a coke please? **(Possibility)** Yes, you **May** or **No**, you **may not**.

- ♦ **GRAMMAR IN ACTION**
- ♦ **MODAL VERBS 1: MAY AND MIGHT**
- ♦ Para fazermos frases de probabilidade de uma forma mais formal devemos usar o verbo **MIGHT** (possa) esse verbo é muito usado para falar sobre algo que possa acontecer ou não.
- ♦ **MIGHT- PROBABILITY**
- ♦ I **might** go to your party this Saturday (**Probability**)
- ♦ I **might not** arrive on time for the appointment . (**Probability**)
- ♦ Para fazer perguntas usando o verbo modal **MIGHT** simplesmente o colocamos antes do pronome pessoal.
- ♦ **Example: Might** I have a coke please? (**Possibility**) Yes, you **Might** or **No**, you **might not**

♦ UNIT 4B FOOD 2 GLOSSARY

- ♦ Small (ísmál) (pequeno)
- ♦ Clerk (clêrki) (funcionário)
- ♦ May (Mêi) (verbo **poder** mais formal)
- ♦ Whole meal (rôuli míâl) (refeição inteira)
- ♦ Medium (mídjâm) (médio)
- ♦ Large (lárdgi) (grande)
- ♦ Combo (cômbô) (combo)

♦ UNIT 4B FOOD 2 GLOSSARY

- ♦ Chips (tchíps) (batata frita)
- ♦ Thirsty (târsti) (sede)
- ♦ Taking away (têikin áuêi) (levando pra viagem)
- ♦ Tray (trêi) (bandeja)
- ♦ Bag (bégui) (bolsa)
- ♦ Straw (ístró) (canudo)
- ♦ Napkins (nápkins) (guardanapo)

- ◆ **UNIT 4B FOOD 2 CHECK THE NEW VERBS**
- ◆ to approach (tchú áprôutchi) (aproximar/
abordar/ter acesso à)
- ◆ to place (tchú plêici) (colocar)
- ◆ to give (tchú giv) (dar)
- ◆ to order (tchú órdêr) (fazer pedido/
encomendar)
- ◆ to help (tchú rélp) (ajudar)

- ♦ **UNIT 4B FOOD 2**

- ♦ Liz and her mother are at the food court. Liz **approaches** a burger restaurant. The **clerk** asks “**May** I **help** you please?” “Yes” Liz says, “May I have a cheese burger please?” “Sure” says the clerk, “The **whole meal** or just the burger? We have **small medium** and **large** meals”. “The **combo** with big **chips** and a small **coke** please, because I am not **so thirsty**” says Liz.
- ♦ “Sure” says the clerk. “Are you having here or **taking away**?” “Hum the burger I am having here, but the chips and the drink I am having on my way”. The clerk **places** the burger on the **tray** and **gives** her the drink and a take away **bag** with the chips. “It’s 15,00 dollars please”. “Here they are says the clerk”, “may I have a **straw** and **napkins** please?” “Sure” says the clerk “Here they are”. “Thanks a lot” Liz says.
- ♦ Liz gives her the money and leaves the place with her mother.

- ◆ **COMPREHENSION**
- ◆ **Where** are Liz and her mother?
- ◆ **What** does the clerk ask her?
- ◆ **What sizes** of meals are there **available**?
- ◆ **What** does Liz **order**?
- ◆ **What** **drink** does she want?
- ◆ **What** is a **whole meal or combo** at a burger restaurant?
- ◆ **What** is a **take away** bag?
- ◆ **What** is a **tray**?
- ◆ **How much** does the food cost?

- ◆ **CONVERSATION**
- ◆ **How often do** you buy fast food?
- ◆ **What do** you usually order **when** you go to a fast food restaurant?
- ◆ **What kind** of drink **do** you have **when** you buy fast food?
- ◆ **Do** you usually have just the burger or the whole meal?
- ◆ **Do** you have it at the restaurant or do you take it away?
- ◆ **How much does** a burger meal usually cost in Brazil?
- ◆ **Do** you think fast food in Brazil is **cheap** or **expensive**?

- ◆ **SHOW ME YOUR WRITING.**
- ◆ **Use much, many, a lot of, a little, a few.**
- ◆ Today I don't have.....money but I have.....energy to sell my product. When you have energy, you havechances to succeed in your life. Just.....passion and hard work, is enough to become a great professional. Unfortunately onlypeople know that,that's why so..... people fail in their lives. Think big and believe in yourself and you will achievethings in your life.

♦ **SHOW ME YOUR WRITING.**

♦ **Complete the sentences with the possessive adjective which refers to the subject of the sentence. The first one is done as an example.**

- ♦ He knows his lesson well.
- ♦ I also know.....lesson well
- ♦ Marcus enjoys.....English class
- ♦ Bob always does.....homework on the bus.
- ♦ The students prepare.....lesson well
- ♦ Mr. John drives to work in.....car.
- ♦ Michael and I do.....homework together.
- ♦ Grace writes an email tofriend every week.
- ♦ The children take.....toys to the park.
- ♦ I write the new words in.....notebook.
- ♦ Each cat has.....own dish for food and water.
- ♦ I love.....family.

◆ **SHOW ME YOUR WRITING.**

◆ **Complete the sentences with **THERE IS** and **THERE ARE**. The first one is done as an example.**

◆ there are a lot of people in the party.

◆someone waiting for you.

◆many students absent today.

◆only one bus that passes by my house.

◆homework today

◆two large tables in my room.

◆a lot of English classes in our school.

◆ There are three dogs in my house butonly one cat.

◆several good teachers in my school.

◆no one at home.

◆a missing call on my phone.

◆dishes on the table but.....no cutlery.

- ♦ **SHOW ME YOUR WRITING.**
- ♦ **James and Lara have very different lives. Read about James. Then complete the sentences about Lara. Use the present simple, negative and then positive.**
- ♦ *James wakes up early/ Lara **doesn't** wake up early, she **stays** in bed until midday. (stay)*
- ♦ He drives a car/Laradrive a car shea bicycle. (ride)
- ♦ He has lunch at a restaurant/ Larahave lunch at a restaurant shelunch at home (have)
- ♦ He likes dogs/Laralike dogs, shecats. (prefer)
- ♦ He studies English /Larastudy English, sheGerman. (study)
- ♦ He practices a lot of sports /Lara practice a lot of sports, sheonly yoga. (do)
- ♦

- ◆ **VERBS FOR THIS COURSE.**
- ◆ **SPEND** (SIMPLE PRESENT) **SPENT** (PAST)
- ◆ **EAT** (SIMPLE PRESENT) **ATE** (PAST)
- ◆ **APPROACH** (SIMPLE PRESENT)
APPROACHED (PAST)
- ◆ **PLACE** (SIMPLE PRESENT) **PLACED** (PAST)

- ◆ **VERBS FOR THIS COURSE.**
- ◆ **GIVE** (SIMPLE PRESENT) **GAVE** (PAST)
- ◆ **ORDER** (SIMPLE PRESENT) **ORDERED** (PAST)
- ◆ **HELP** (SIMPLE PRESENT) **HELPED** (PAST)
- ◆ **ATTEND** (SIMPLE PRESENT)
ATTENDED (PAST)

- ◆ **VERBS FOR THIS COURSE.**
- ◆ **GRADUATE** (SIMPLE PRESENT)
GRADUATED (PAST)
- ◆ **TEACH** (SIMPLE PRESENT) **TAUGHT** (PAST)
- ◆ **WELCOME** (SIMPLE PRESENT)
WELCOMED (PAST)
- ◆ **MIND** (SIMPLE PRESENT) **MINDED** (PAST)

- ◆ **VERBS FOR THIS COURSE.**
- ◆ **PROMOTE** (SIMPLE PRESENT)
PROMOTED (PAST)
- ◆ **SPREAD** (SIMPLE PRESENT) **SPREAD** (PAST)
- ◆ **TRAVEL** (SIMPLE PRESENT)
TRAVELLED (PAST)
- ◆ **LIKE** (SIMPLE PRESENT) **LIKED** (PAST)

- ◆ **VERBS FOR THIS COURSE.**
- ◆ **SHAKE** (SIMPLE PRESENT) **SHOOK** (PAST)
- ◆ **SMILE** (SIMPLE PRESENT) **SMILED** (PAST)
- ◆ **TRAVEL** (SIMPLE PRESENT)
TRAVELLED (PAST)
- ◆ **PUT** (SIMPLE PRESENT) **PUT** (PAST)

- ◆ **VERBS FOR THIS COURSE.**
- ◆ **DESCRIBE** (SIMPLE PRESENT)
DESCRIBED (PAST)
- ◆ **COME** (SIMPLE PRESENT) **CAME** (PAST)
- ◆ **STUDY** (SIMPLE PRESENT) **STUDIED** (PAST)
- ◆ **WALK** (SIMPLE PRESENT) **WALKED** (PAST)

- ◆ **VERBS FOR THIS COURSE.**
- ◆ **JUMP** (SIMPLE PRESENT) **JUMPED** (PAST)
- ◆ **STAY** (SIMPLE PRESENT) **STAYED** (PAST)
- ◆ **TAKE** (SIMPLE PRESENT) **TOOK** (PAST)
- ◆ **LOSE** (SIMPLE PRESENT) **LOST** (PAST)

- ◆ **VERBS FOR THIS COURSE.**
- ◆ **TURN** (SIMPLE PRESENT) **TURNUED** (PAST)
- ◆ **IMPROVE** (SIMPLE PRESENT)
IMPROVED (PAST)
- ◆ **BECOME** (SIMPLE PRESENT) **BECAME** (PAST)
- ◆ **RECEIVE** (SIMPLE PRESENT)
RECEIVED (PAST)

- ◆ **VERBS FOR THIS COURSE.**
- ◆ **SIGN** (SIMPLE PRESENT) **SIGNED** (PAST)
- ◆ **SHOW** (SIMPLE PRESENT) **SHOWED** (PAST)
- ◆ **MAKE** (SIMPLE PRESENT) **MADE** (PAST)
- ◆ **FORGET** (SIMPLE PRESENT) **FORGOT** (PAST)

- ◆ **VERBS FOR THIS COURSE.**
- ◆ **CHANGE** (SIMPLE PRESENT)
CHANGED (PAST)
- ◆ **KEEP** (SIMPLE PRESENT) **KEPT** (PAST)
- ◆ **NAME** (SIMPLE PRESENT) **NAMED** (PAST)
- ◆ **FLY** (SIMPLE PRESENT) **FLEW** (PAST)

- ◆ **VERBS FOR THIS COURSE.**
- ◆ **RUN** (SIMPLE PRESENT) **RAN** (PAST)
- ◆ **VISIT** (SIMPLE PRESENT) **VISITED** (PAST)
- ◆ **PLAY** (SIMPLE PRESENT) **PLAYED** (PAST)
- ◆ **LIE** (SIMPLE PRESENT) **LIED** (PAST)

- ◆ **VERBS FOR THIS COURSE.**
- ◆ **TELL** (SIMPLE PRESENT) **TOLD** (PAST)
- ◆ **EXAMINE** (SIMPLE PRESENT)
EXAMINED (PAST)
- ◆ **IMMOBILISE** (SIMPLE PRESENT)
IMMOBILISED (PAST)
- ◆ **SCHEDULE** (SIMPLE PRESENT)
SCHEDULED (PAST)
- ◆ **REPLY** (SIMPLE PRESENT) **REPLIED** (PAST)

- ◆ **VERBS FOR THIS COURSE.**
- ◆ **RIDE** (SIMPLE PRESENT) **RODE** (PAST)
- ◆ **SNAP** (SIMPLE PRESENT) **SNAPPED** (PAST)
- ◆ **OFFER** (SIMPLE PRESENT) **OFFERED** (PAST)
- ◆ **MIX** (SIMPLE PRESENT) **MIXED** (PAST)
- ◆ **DRESS** (SIMPLE PRESENT) **DRESSED** (PAST)