

3.º ciclo
7.º, 8.º e 9.º anos

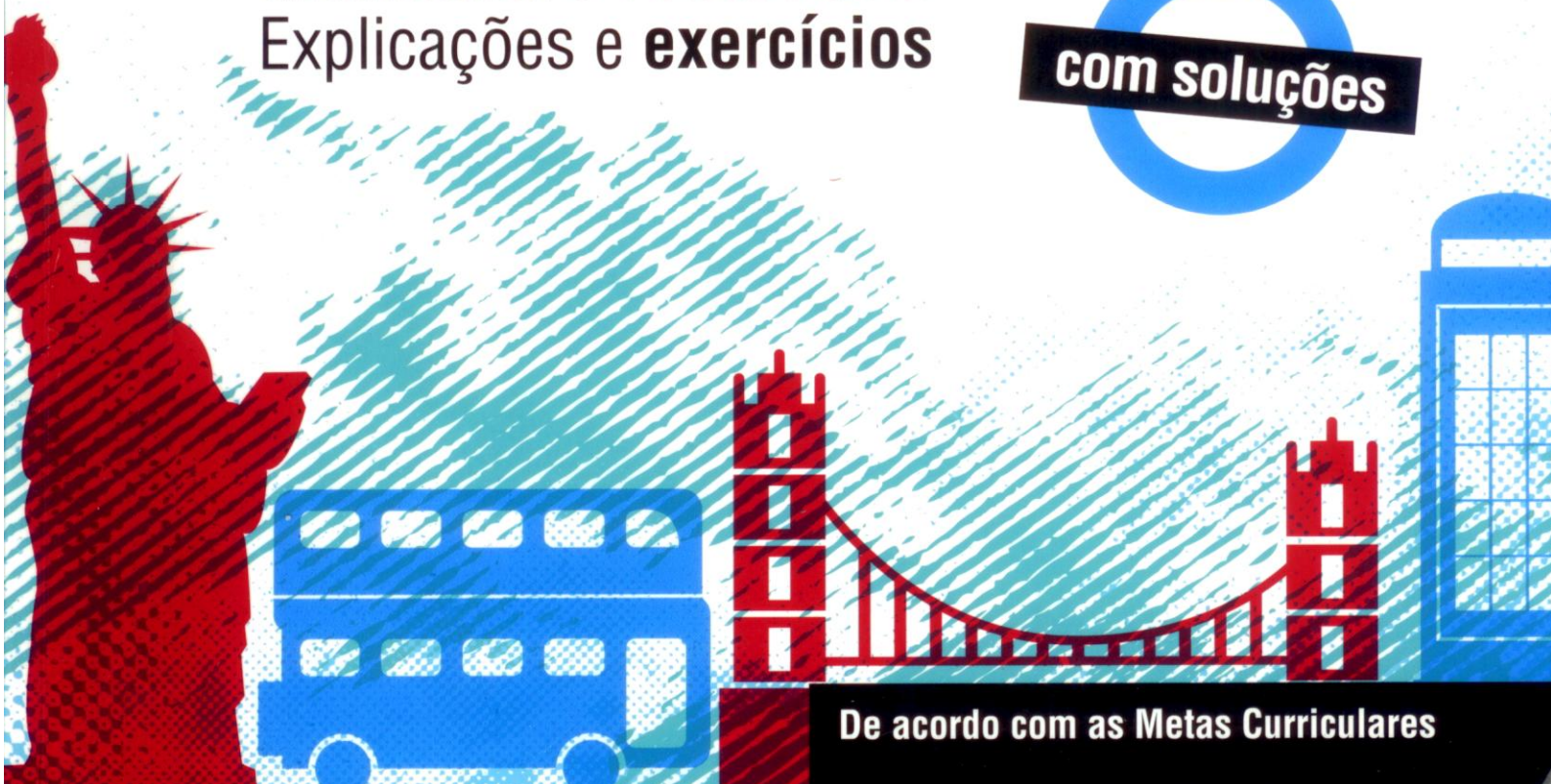
Mind your English

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Maria Lina Balona

Consultor linguístico Paul Morris

Gramática e vocabulário
Explicações e **exercícios**

com soluções



De acordo com as Metas Curriculares

Mind your English

3.º ciclo – 7.º, 8.º e 9.º anos

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Introdução

Ao aluno

A ideia deste *workbook* surgiu, acima de tudo, a pensar em ti. Temos consciência de que a língua inglesa é um instrumento indispensável para a tua futura vida profissional. Por isso, convictas de que os alicerces do estudo de qualquer língua assentam nos primeiros anos do seu estudo, elaborámos este *workbook*, que esperamos seja um precioso auxiliar para o desenvolvimento da tua competência no domínio da língua inglesa.

Mind your English é constituído por três partes. Cada uma delas contém os conteúdos de léxico e gramática essenciais para os 7.º, 8.º e 9.º anos. A 1.ª parte corresponde às unidades 1 a 6. A 2.ª parte às unidades 7 a 11. E a 3.ª parte às unidades 12 a 15.

Cada uma das três partes inclui:

- apresentação de áreas vocabulares e estruturas gramaticais;
- aplicação das mesmas através de vários tipos de exercícios, incluindo algumas atividades de carácter lúdico;
- consolidação das áreas vocabulares e estruturas aprendidas, no final de cada unidade;
- uma unidade sobre a cultura dos países de língua inglesa para te consciencializares das diferenças entre esta e a do teu país;
- a chave dos exercícios propostos, para poderes consultar e comparar com as tuas próprias respostas.

Bom trabalho.

As Autoras

To the teacher

Mind your English intends to be a valuable help to teachers of English. Our aim is to make the task of teaching easier, giving students a way of improving their competence in communicating in English. Students are meant to do the exercises until they master sentence construction, vocabulary or grammar point. If someone is learning how to play a musical instrument or a sport like tennis, he/she has to repeat certain movements until they are perfect. The same is true when someone is learning a language.

We have chosen a structural, functional and lexical approach according to the contents established by Metas Curriculares. This workbook contains:

- presentation of grammar structures and vocabulary;
- explanations and notes in Portuguese to improve the understanding of English grammar;
- exercises graded in order of difficulty;
- consolidation sections at the end of each unit to check student's progress;
- a special unit about cultural aspects of English-speaking countries;
- keys to the exercises.

Mind your English may be used to support classroom work or as a tool for independent study. We hope that you enjoy using this workbook.

The Authors

Unit	Pages	Vocabulary	Grammar	Language functions
01 Going back to school	7-19	› Daily routines	› Personal pronouns: subject / object › Possessive adjectives › Possessive pronouns › Question words › Definite / Indefinite articles › Plural of nouns › Present Simple › Adverbs / Expressions of frequency › Present Continuous › Present Simple vs Present Continuous	› Describing routines › Asking and answering: routines
	20-22	Consolidation		
02 My family	23-35	› Relatives › Physical and psychological descriptions	› Possessive case › Adjective order › Word formation (prefixes / suffixes) › Adjective degrees: comparative and superlative forms	› Describing people › Asking and answering: appearance › Expressing possession
	36-37	Consolidation		
03 Houses	38-43	› Types of houses › Rooms and objects	› Word formation – compounds › Verb there + to be (revision) › Indefinite adjectives and pronouns › Some / Any / No › Indefinite adverbs and pronouns › Adjective + preposition	› Identifying / Describing types of houses, rooms and objects
	44-45	Consolidation		
04 Past events	46-59	› School › School subjects › School facilities	› Verb to be – Past Simple › Verb there + to be – Past Simple › Regular / Irregular verbs – Past Simple › Reflexive pronouns › Past Continuous › Connectors (when, while)	› Describing past events › Asking and answering: past events
	60-62	Consolidation		
05 My plans for the future...	63-69	› Countries and nationalities	› Word formation › Future: going to › Present Continuous with future meaning › Future: will › Phrasal verbs	› Describing actions in the future › Asking and answering: future events
	70-72	Consolidation		
06 On the street	73-77	› Public buildings and shops	› Imperative › Prepositions of movement (across, towards, through) › Let's... / Why don't...? › How about... / Shall we...?	› Inviting / Suggesting
	78-81	Consolidation		
Culture spot	82-83	Cities of the United Kingdom / Cities and states of the USA		

Unit	Pages	Vocabulary	Grammar	Language functions
07 Media and technology	84-91	- Media and technology - Words / Expressions related to new technologies - Formal / Informal English	- Relative pronouns - Relative clauses - Past Simple - Used to / Didn't use to - Past Continuous (revision)	- Expressing past actions - Expressing habits in the past - Identifying essential / non-essential information - Expressing continuous actions in the past
	92-93	Consolidation		
08 Fashion	94-99	- Clothes / Clothing - Dressing styles - Shopping - Expressions related to shopping	- Adjective order - So + adjective - Phrasal verbs related to clothes	- Describing people's appearance / dressing styles - Asking and answering: shopping
	100-101	Consolidation		
09 Eating habits	102-109	- Food and drink - Types of restaurants - Containers - Expressions related to eating habits	- Countable / Uncountable nouns - Many / Much / A lot of / Lots of / A few / A little - Phrasal verbs related to food - Used to + Infinitive	- Identifying different types of food / drinks - Expressing quantity / amounts - Expressing habitual actions in the past
	110-111	Consolidation		
10 Environment	112-119	Environment: nature / threats / consequences / solutions	- If-clauses: type 0 / type 1 - Would / Wouldn't / Could / Couldn't / Must / Mustn't / Have to - Phrasal verbs related to the environment	- Identifying natural elements and environmental threats / consequences / solutions - Expressing hypothetical situations - Expressing: wishes; abilities / disabilities; prohibition; obligation
	120-121	Consolidation		
11 Travelling	122-131	- Means of transport - Places to visit: London / around the world	- Present Perfect - Expressions of time with the Present Perfect - Present Perfect vs Past Simple - Phrasal verbs related to travelling	- Identifying means of transport - Expressing actions in the indefinite past / in a specific time in the past - Asking and answering: travelling
	132-133	Consolidation		
Culture spot	134-135	London / Famous places to visit / Famous English figures		

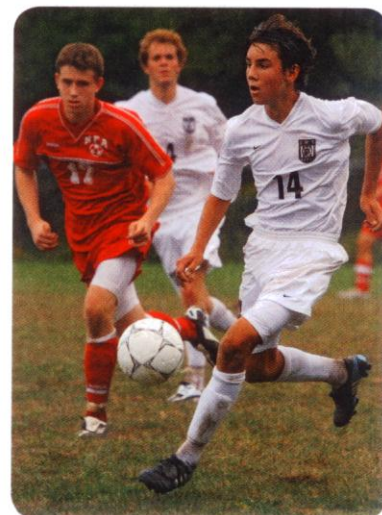
Unit	Pages	Vocabulary	Grammar	Language functions
12 English around the world	136-141	› Vocabulary related to cultural visits	› Present Simple (revision) › Present Continuous (revision) › Past Simple (revision) › Past Continuous (revision) › Paired conjunctions: either... or / neither... nor	› Expressing common actions in the present › Expressing actions in the past › Expressing continuous actions in the present and past › Expressing alternatives
	142-143	Consolidation		
13 Being social	144-149	› Vocabulary related to social issues	› Connectors: therefore, however, even though › If-clauses type 0/1 (revision) › If-clauses type 2 › Relative pronouns: omission of who, which, that	› Describing social problems › Identifying positive / negative beliefs and feelings › Expressing conditions
	150-152	Consolidation		
14 Careers and jobs	153-159	› Vocabulary related to jobs / careers › Applying for a job › Volunteer organizations / work	› Verb + Infinitive vs verb + -ing form › Phrasal verbs	› Identifying different jobs › Filling in a letter of application
	160-161	Consolidation		
15 Teens and body image	162-171	› Vocabulary related to body image concerns	› Past Perfect › Reported speech – introductory verbs in the Present Simple / Past Simple (ask, tell, say, explain, suggest) › Question-tags	› Identifying teen and body image concerns
	172-173	Consolidation		
Culture spot	174-177	The USA – the Stars and Stripes / New York – famous places to visit / Famous American figures		
List of irregular verbs	178			
Keys	179-191			

Personal pronouns / Possessive adjectives / Possessive pronouns

Personal pronouns subject	Personal pronouns object	Possessive adjectives	Possessive pronouns
I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its
We	Us	Our	Ours
You	You	Your	Yours
They	Them	Their	Theirs

1 Choose the correct personal pronoun.

- Dennis is a nice boy. **He / We** is a good football player.
- Edith is my cousin. **He / She** is 13 years old.
- Steven and I are school friends. **They / We** attend the same school.
- Mr. and Mrs. Andrews are Edward's parents. **You / They** are his parents.
- The dog is under the table. **It / We** isn't in the kennel.



2 Choose the correct personal pronoun.

- I am your friend. Talk to _____ (**I / me**).
- Jimmy has got a new iPod. It belongs to _____ (**her / him**).
- We are going for a walk. Come with _____ (**us / we**).
- Today is your birthday. This present is for _____ (**me / you**).
- What a beautiful painting! Look at _____ (**it / her**).
- Andrew and Bob look scared. What's the problem with _____ (**you / them**)?

3 Complete the sentences with the correct possessive adjective.

- a. She is my cousin. _____ name is Mary.
- b. This is John's father. _____ name is Ronald.
- c. We are Irish. _____ flag is red and white.
- d. That is Sue's cat. _____ name is Smoothy.
- e. They are Bob's grandparents. _____ address is 389, Oak Road, Bath.
- f. Carol, what's _____ e-mail? _____ e-mail is carolbr@ymail.com.

4 Choose the correct option.

- a. This is not **your / yours** cap. It's **my / mine**.
- b. These are **their / theirs** grandparents.
- c. Is that **her / hers** house? Yes, it's **her / hers**.
- d. Bruce can't find **his / he** pencil. Can he use **your / yours**?
- e. Whose dog is this? It's **our / ours**.
- f. That is Rosemary's umbrella. It's **her / hers** umbrella.

5 Fill in Cristiano Ronaldo's statements below with personal pronouns (subject / object) and possessive adjectives.

I come from a big family. I've got one brother and two sisters.

They all live in Portugal. **a.** _____ families live there, too.

I miss **b.** _____ when we are not together.

Irina is **c.** _____ girlfriend. **d.** _____ is a super model.

I think **e.** _____ job is as important as mine.

I also miss **f.** _____ a lot when **g.** _____ am away.

She phones **h.** _____ quite often.

I've got a son, Ronaldinho. **i.** _____ son always travels

with **j.** _____ **k.** _____ (Irina and I) fly to Madeira whenever possible.

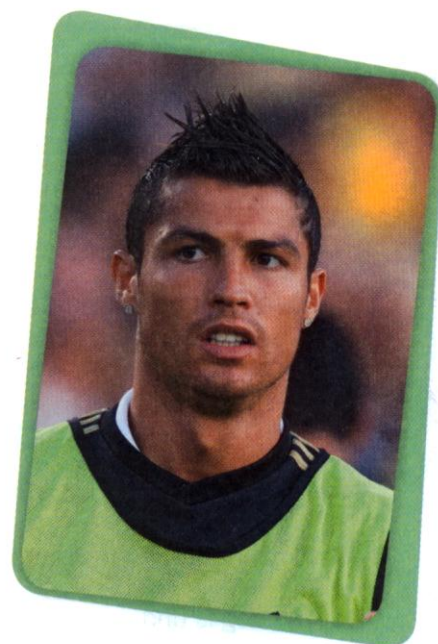
We want to preserve **l.** _____ private life so **m.** _____ don't like talking about **n.** _____.

I like Spain but Madeira is in **o.** _____ heart. It is beautiful. **p.** _____ flowers and landscape are known all over the world. I miss **q.** _____ a lot when I'm far away.

I love working with Carlo Ancelotti. **r.** _____ is a committed manager. I admire **s.** _____ professionalism.

I really love working with **t.** _____.

What about you? Do you like **u.** _____ work? Is **v.** _____ occupation as important for **w.** _____ as mine is for me?



Question words

Who	<i>quem</i>
What	<i>o quê</i>
When	<i>quando</i>
Where	<i>onde</i>
Where from	<i>de onde</i>
Why	<i>porquê</i>

Whose	<i>de quem</i>
Which	<i>qual</i>
How	<i>como</i>
How old	<i>que idade / quantos anos</i>
How many	<i>quantos / quantas</i>
How much	<i>quanto / quanta</i>

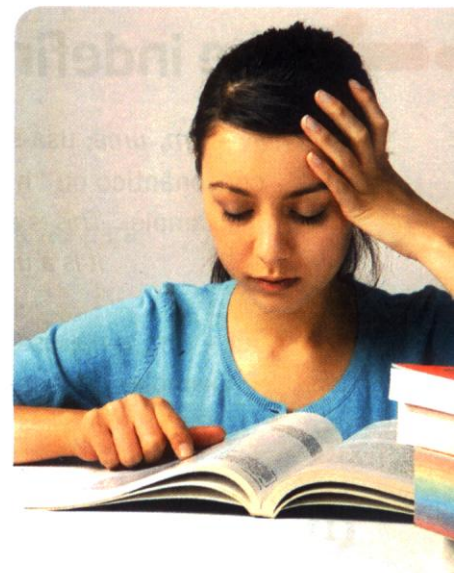
1 Choose the correct question word.

- | | |
|---------------------------------------|---|
| a. Who / What is your name? | f. What / How old is James? |
| b. Whose / Who is that boy? | g. How / Which are you? |
| c. What / When do you like? | h. Which / Whose does she prefer, the red or the blue one? |
| d. When / Where do they live? | i. When / Where is the pencil? |
| e. How / When is her birthday? | j. Why / Who are you studying so hard? |

2 Complete the sentences with the correct question word.

Whose	How old	When	What
Where	Why	How many	Which
How much	How	Who	What

- _____ are they laughing? Because Bob is telling a funny joke.
- _____ is Paul's birthday? It's in May.
- _____ sugar do you need? Only a small spoon.
- _____ coat is yours, the white or the blue one? The blue one.
- _____ is Carol doing? She is studying Maths.
- _____ is your mother? She is in the garden.
- _____ balls are these? They are the children's balls.
- _____ are you today? Fine, thanks.
- _____ is that man? He is Mr. Spencer, our new teacher.
- _____ is Jane's brother? He is fifteen.
- _____ pets have they got? They have got five: three dogs and two cats.
- _____ is that in the sky? It's a plane.



→ The definite article

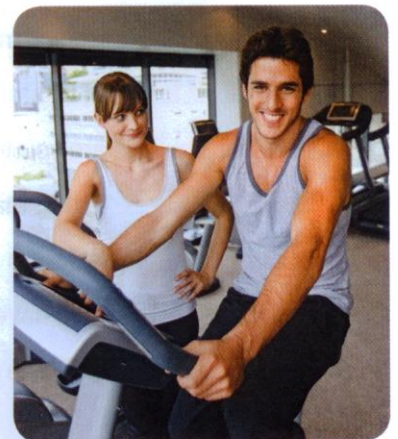
- O **artigo definido** **the** em inglês corresponde aos determinantes artigos definidos – o, a, os, as em português. Example: *The road is closed.*
- No entanto, não se usa o artigo definido antes de:
 - Nomes próprios. Example: *Peter is Mary's brother.*
 - Nomes de países. Example: *Luxembourg is a small country.*
(BUT: **the** United Kingdom, **the** USA, **the** Netherlands)
 - Nomes de cidades. Example: *Oporto is a touristic centre.*
 - Nomes de ruas. Example: *West Park Road is in Kew.*
 - Nomes de parques. Example: *Hyde Park is the most famous park in London.*
 - Nomes de montanhas. Example: *Serra da Estrela is the highest mountain in Portugal.*
 - Nomes de ilhas. Example: *Madeira Island is in the Atlantic Ocean.*
 - Nomes de lagos. Example: *Como is a lake in the north of Italy.*
 - Nomes de continentes. Example: *Europe is one of the oldest continents.*

→ The indefinite article

- **A** – *um, uma*; usa-se antes de palavras no singular, começadas por consoante, som consonântico ou “h” aspirado.
Example: *This is **a** blue pencil case.*
*It is **a** universal truth. / She is **a** hairdresser.*
- **An** – *um, uma*; usa-se antes de palavras no singular, começadas por vogal ou “h” mudo.
Example: *He has got **an** orange pen.*
*It takes **an** hour from London to Oxford by train.*

1 Complete the sentences with **the**, **a**, **an** or **Ø** article.

- Carol is _____ personal trainer.
- _____ New York is the most famous city in _____ USA.
- _____ Arctic Ocean is _____ smallest ocean on _____ Earth.
- They are _____ students.
- She has got _____ ugly doll.



- f. That is _____ interesting film.
- g. These are _____ good books.
- h. Lisbon is _____ most beautiful city I've ever seen.
- i. Mr. Ford is _____ handsome man.
- j. She is planning to travel to _____ Barcelona in _____ summer.
- k. Berlin is _____ capital of _____ Germany.
- l. _____ Lake Ontario is in _____ Canada.



→ Plural of nouns

- **Regra geral:** para formar o plural acrescenta-se **-s** ao singular.
Example: *book – books* / *table – tables*
- As palavras terminadas em **-o, -s, -ss, -sh, -ch, -x** formam o plural acrescentando **-es** ao singular.
Example: *potato – potatoes* / *bus – buses* / *glass – glasses*
brush – brushes / *watch – watches* / *box – boxes*
- As palavras de origem estrangeira terminadas em **-o** formam o plural acrescentando apenas **-s** ao singular.
Example: *piano – pianos* / *radio – radios* / *photo – photos*
- As palavras terminadas em **-y** precedido de consoante mudam o **y** para **ies** para formarem o plural.
Example: *lady – ladies* / *party – parties* / *fly – flies*
- As palavras terminadas em **-y** precedido de vogal formam o plural acrescentando apenas **-s** ao singular.
Example: *boy – boys* / *day – days* / *donkey – donkeys*
- As palavras terminadas em **-f** ou **-fe** fazem o plural mudando o **f** ou **fe** para **ves**.
Example: *wolf – wolves* / *leaf – leaves* / *knife – knives*
- Porém, algumas palavras terminadas em **-f** ou **-fe** seguem a regra geral.
-Example: *proof – proofs* / *roof – roofs* / *safe – safes*
- Alguns plurais são irregulares.
Example: *man – men* / *woman – women* / *child – children* / *foot – feet*
tooth – teeth / *goose – geese* / *ox – oxen* / *mouse – mice*

1 Write the plural of the words given in the table.

country	kilo	roof	wolf	fox	foot	nationality	policewoman
safe	tooth	milkman	ear	ray	house	kiss	lady
dwarf	tomato	mouse	party	goose	child	match	loaf
hand	bush	duty	pencil	life	ox	holiday	box

-s	-es	-ies	-ves	Irregular

2 Write the following sentences in the plural.

- The baby is in the pram. _____
- He is a thief. _____
- That girl is near the piano. _____
- He has got a big knife. _____
- This is a nice lady. _____
- That leaf is falling down. _____
- This is a big city. _____
- The policeman is in the police station. _____

Present Simple

- Usa-se para exprimir:
 - Ações repetidas ou hábitos. Example: *I usually get up at 8:00 o'clock.*
 - Verdades universais. Example: *The Earth moves around the Sun.*
 - Factos aceites como verdadeiros. Example: *Mr. Ferguson owns a modern car.*
- Forma-se a partir do infinitivo. Example: *I like football.*
- Na 3.^a pessoa do singular acrescenta-se **-s**. Example: *He / She likes football.*
 - Aos verbos terminados em **-o, -ss, -sh, -ch, -x** acrescenta-se **-es**.

Example: <i>He / She goes home on foot.</i>	<i>He / She finishes his / her work at 5:00 p.m.</i>
<i>He / She misses the train.</i>	<i>He / She catches the bus to school.</i>
	<i>He / She mixes the yolks and the sugar.</i>

- Os verbos terminados em **consoante + y** mudam o **y** para **ie** antes de acrescentar o **-s**.
Example: *He / She cries loudly.*
- Aos verbos terminados em **vogal + y** acrescenta-se **-s**. Example: *He / She pays the bill.*

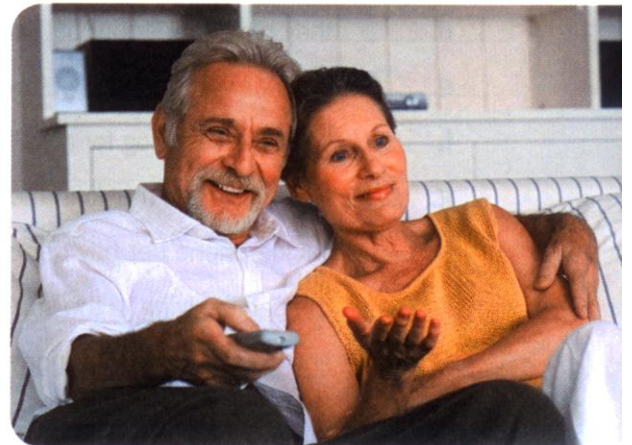
1 Write the verbs in the 3rd person singular in the correct column.

-s	-es	-ies

write **paint**
sail **try**
crash **undo**
tidy **fix**
watch **brush**
play **wish**
cross **enjoy**
count **work**

2 Choose the correct option.

- He **work / works** hard.
- The train **leave / leaves** at 6:00 a.m.
- Bob **kiss / kisses** his mother before going to school.
- Her English class **finish / finishes** at 3:30 p.m.
- Mr. and Mrs. Adams **watch / watches** TV after dinner.
- Jason **go / goes** to the cinema.
- Those boys **play / plays** football in the park.
- She **study / studies** in her bedroom.



3 Rewrite the sentences beginning with he or she.

- I drink orange juice for breakfast. He _____
- They go to the cinema every Saturday. She _____
- You often miss the train. He _____
- We brush our teeth after meals. She _____
- They tidy their bedroom every week. He _____
- I catch the bus to work every morning. She _____
- We buy the newspaper on Sunday. He _____
- I take a shower in the morning. She _____

④ Fill the gaps with **do** or **does**.

- a. _____ you like chocolate?
- b. _____ Charles work in a factory?
- c. _____ the train arrive on time?
- d. _____ they speak Japanese?
- e. _____ the dog bark loudly at night?
- f. _____ the Smiths have breakfast at home?
- g. _____ Miriam play tennis?
- h. _____ Paul and you go to the pub in the evening?



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⑤ Complete the sentences with **do** / **don't** / **does** / **doesn't**.

- a. _____ she like English? Yes, she _____.
- b. _____ they live in Lisbon? No, they _____.
- c. _____ you want a piece of cake? No, we _____.
- d. _____ they have dinner out on Saturday? Yes, they _____.
- e. _____ John and Mathew drive to work? No, they _____.
- f. _____ you take your dog for a walk twice a day? Yes, I _____.
- g. _____ Remy listen to music in the car? No, he _____.
- h. _____ Jackie phone her boyfriend every day? Yes, she _____.
- i. _____ the cat like lying in the sun? Yes, it _____.
- j. _____ she get up early on Sunday? No, she _____.

⑥ Rewrite the sentences in the **negative form**.

- a. Jane likes Maths. _____
- b. Mr. Cole has breakfast in the café. _____
- c. I get up at 8:15 a.m. _____
- d. They go for a walk after dinner. _____
- e. The little baby cries a lot. _____
- f. They walk to school in the morning. _____
- g. She crosses the street carefully. _____
- h. I wash my hands before and after meals. _____

7 Rewrite the sentences in the interrogative form.

- a. He wakes up early. _____?
- b. They collect stamps. _____?
- c. The museum opens at 9:00 a.m. _____?
- d. Martha works in a bank. _____?
- e. Paul and I have dinner out on Saturdays. _____?
- f. The dog barks a lot. _____?
- g. Mandy plays the guitar. _____?
- h. They visit their grandparents on Sunday. _____?

8 Ask and answer. Follow the model.

Alex / play tennis / ? / Yes

Q.: Does Alex play tennis?
A.: Yes, he does.

NOTA
O **Present Simple** usa-se com ações repetitivas / hábitos.
O **Present Continuous** usa-se para exprimir ações que estão a acontecer.

- | | |
|---|------------|
| a. Rebecca / like hotdogs / ? / Yes | Q.: _____? |
| | A.: _____ |
| b. You / have lunch at home / ? / No | Q.: _____? |
| | A.: _____ |
| c. He / walk to school / ? / No | Q.: _____? |
| | A.: _____ |
| d. Eva and Martin / go cycling / ? / Yes | Q.: _____? |
| | A.: _____ |
| e. Sally and you / catch the train to work / ? / No | Q.: _____? |
| | A.: _____ |
| f. The bird / fly high in spring / ? / Yes | Q.: _____? |
| | A.: _____ |
| g. She / watch TV after dinner / ? / No | Q.: _____? |
| | A.: _____ |
| h. Liam / live in Scotland / ? / Yes | Q.: _____? |
| | A.: _____ |

Adverbs / Expressions of frequency

O **Present Simple** usa-se com:

- Expressões de tempo** que indicam repetição da ação. Colocam-se no início ou no final da frase.

Every day / week / month / ...

Once / Twice / Three times a week / month / year / ...

Example: *We play tennis **every** Saturday.*

***Twice a week** he goes to the gymnasium.*



- Advérbios de frequência**. Colocam-se antes do verbo principal mas depois do verbo **to be**:

Always

Often

Sometimes

Hardly ever

Usually

Frequently

Seldom

Never

Example: *I **never** watch TV in the morning.*

*She is **always** late.*

1 Insert the frequency adverb in the correct position.

- Nora does her homework. (**always**) _____
- I wear woolen coats in winter. (**usually**) _____
- She is late. (**often**) _____
- Jason eats fish. (**never**) _____
- Angela and Rachel surf the Net. (**often**) _____
- You go to the pub. (**sometimes**) _____
- Our favourite football team wins. (**hardly ever**) _____
- They are together. (**frequently**) _____

2 Write sentences. Follow the model.

	Have fish for dinner	Go shopping	Play video games	Surf the Net	Go to a concert	Read a book
I	3					
a. Debbie		1				
b. Craig					0	
c. We			4			
d. Francis and Grace						6
e. Emma				5		
f. You		3				

I sometimes have fish for dinner.

- a. _____
 b. _____
 c. _____
 d. _____
 e. _____
 f. _____

3 Ask questions based on the underlined words or expressions. Follow the model.

Q.: *What time do they go back home?* A.: *They go back home at 6:00 p.m.*

- a. Q.: _____ ? A.: She lives in the countryside.
 b. Q.: _____ ? A.: He usually has cornflakes for breakfast.
 c. Q.: _____ ? A.: I go to work by tube.
 d. Q.: _____ ? A.: They watch TV in the evening.
 e. Q.: _____ ? A.: Yes, we do. We have breakfast together.
 f. Q.: _____ ? A.: Philip goes to the gymnasium twice a week.
 g. Q.: _____ ? A.: They usually stay in Bath for three days.
 h. Q.: _____ ? A.: No, she doesn't play the piano.

4 Complete the text with the Present Simple form of the verbs in brackets.

Emma is (be) Australian. She a. _____ (live) in Melbourne. During the week she b. _____ (have) classes. She c. _____ (go) to school on foot, she d. _____ (not take) the bus. She e. _____ (meet) her friends on the way and they f. _____ (talk) about school, music and hobbies. Emma's favourite subjects g. _____ (be) Art and German. Her friends h. _____ (not like) German, they i. _____ (prefer) French. In their free time they sometimes j. _____ (go) to the cinema or to the pub.



→ Present Continuous

- Usa-se para exprimir ações que estão a decorrer no momento de fala/agora e com as seguintes expressões de tempo: **now, right now, at the/this moment, at present, these days, this week, today.**
- Forma-se com o presente do indicativo do verbo **to be** e o **gerúndio do verbo principal.**

➤ Gerund (-ing form)

1 Write the **-ing form** of the verbs.

- | | | |
|----------------|-----------------|-----------------|
| a. work _____ | g. smoke _____ | m. skip _____ |
| b. cry _____ | h. travel _____ | n. do _____ |
| c. clean _____ | i. run _____ | o. be _____ |
| d. come _____ | j. lie _____ | p. sing _____ |
| e. swim _____ | k. drink _____ | q. listen _____ |
| f. cook _____ | l. make _____ | r. stop _____ |

2 Complete the sentences. Put the verbs in brackets in the **Present Continuous**.

- Carol _____ (**brush**) her teeth.
- Mr. and Mrs. Jones _____ (**prepare**) dinner.
- Bob's grandmother _____ (**water**) the plants.
- Brad _____ (**draw**).
- Jessica and Lana _____ (**play**) hide and seek.
- Brenda and her sister _____ (**surf**) the Net.
- Stanley and Sue _____ (**run**) in the park.
- That little boy _____ (**tie**) his sneakers.
- Michael _____ (**take**) photos.
- They _____ (**wash**) their car.



3 Form sentences using the **Present Continuous**.

- | | |
|------------------------------------|---|
| a. Roger / watch TV / .
_____ | c. Bill / not read / book / .
_____ |
| b. What / Claire / do / ?
_____ | d. Where / David and Jane / have lunch / ?
_____ |

e. Amy / skip / rope / .

f. It / not rain / .

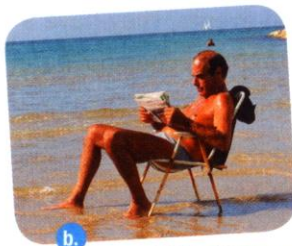
g. The cat / lie / sun / ?

h. Those boys / not play / handball / .

4 What are they doing? Look at the picture and write sentences.



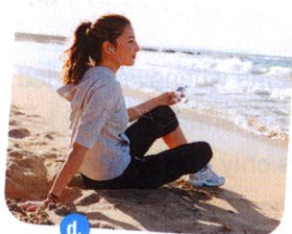
a.



b.



c.



d.



e.



f.



g.



h.

a. Sally _____

b. Roger _____

c. Mark and Carol _____

d. Kate _____

e. Rosemary _____

f. Brad and Jason _____

g. Laura and Sinclair _____

h. Anne _____

5 Choose the correct option: Present Simple or Present Continuous.

a. Sally usually goes / **is going** home on foot.

b. Listen! Ted **plays** / **is playing** the piano.

c. My mother is a good cook. Everything she **cooks** / **is cooking** is excellent.

d. Now Stanley **answers** / **is answering** the phone.

e. They often **watch** / **are watching** TV in the evening.

f. Today Jessica **goes** / **is going** to school by car.

g. The dog **sleeps** / **is sleeping** under the table right now.

h. Water **boils** / **is boiling** at 100° Celsius.



Consolidation



1. Read the text carefully.

Kate Middleton, the Duchess of Cambridge, is Prince William's wife. She was born on 9th January 1982, in the Royal Berkshire Hospital.

Kate and William live in Kensington Palace in London and they have got a son, Prince George. When they aren't taking part in official events, they have a typical daily routine.

Kate gets up at 7:00 a.m. every morning and goes for a run with her dog "Lupo" in the gardens of Kensington Palace. Then she has a small breakfast, usually porridge. After breakfast she reads the briefings of the charity organisations she is involved with. She has lunch at about 12:30 p.m. In the afternoon she attends meetings, takes on her official duties, goes for beauty treatments twice a week or goes shopping.

At night she has dinner at home and when William is not present, her sister, Pippa, keeps her company.

As a captain in the Royal Air Force, William has work commitments whenever needed.

When he is on duty, he wakes up at 7:00 a.m. to analyse the briefings related to his work. He usually has his meals in the officers' mess. When he works shifts he only goes home the next morning.

William and Kate are a normal couple. They prefer staying at home rather than going to parties. They have to cut back on their social engagements due to their royal duties.

2. Mark the sentences T (true) or F (false) according to the text.

8 x 1,5 = 12

- a. Kate is William's wife. ☐
- b. William and Kate have got a daughter. ☐
- c. They don't live in Kensington Palace. ☐
- d. Kate gets up at 7:00 a.m. every day. ☐
- e. After breakfast she reads the newspaper. ☐
- f. In the afternoon she sometimes goes shopping. ☐
- g. William has his meals at home every day. ☐
- h. When he works twenty-four hours a day, he sleeps at the Royal Air Force base. ☐

3. Ask or answer questions about the text.

6 x 2 = 12

- a. Q.: Who is the Duchess of Cambridge? A.: _____
- b. Q.: _____? A.: Yes, she is Prince William's wife.
- c. Q.: _____? A.: She usually has porridge for breakfast.
- d. Q.: Does she take her dog for a walk in the afternoon? A.: _____
- e. Q.: What time does she have lunch? A.: _____
- f. Q.: What does Prince William do when he is in the Royal Air Force base? A.: _____

4. Put the words in the correct order to form sentences.

6 x 3 = 18

- a. school / catch / train / I / to / never / the / .

- b. in / Richard / have / canteen / lunch / the / usually / school / .

- c. cinema / often / the / Drew / at / weekend / go / to / the / .

- d. be / in / home / always / we / evening / the / at / .

- e. to / pub / rarely / go / the / Mr. and Mrs. Walker / .

- f. dinner / watch / you / after / do / usually / TV / ?

5. Complete the sentences with the correct **personal pronoun** (subject and object).

10 x 1,5 = 15

- a. Mathew is my brother. _____ goes shopping at weekends and I go with _____.

- b. Lucy, listen to _____! I'm talking to you.

- c. Jennifer Lopez is a good singer. I love _____. _____ is great.

- d. Kate and I play tennis in the evening. _____ like tennis very much. Joan usually plays with _____.

- e. My parents go to the cinema on Saturday. Sometimes _____ go alone but I often go with _____.

- f. Listen! I've got something to tell _____.

6. Write the sentences in the plural.

6 x 2 = 12

- a. The boy has got a box. _____

- b. That woman is eating a tomato and an onion. _____

- c. This man is meeting his wife. _____

- d. The child is playing with a ball. _____

- e. This garden has got a lovely bush. _____

- f. This watch is modern. _____

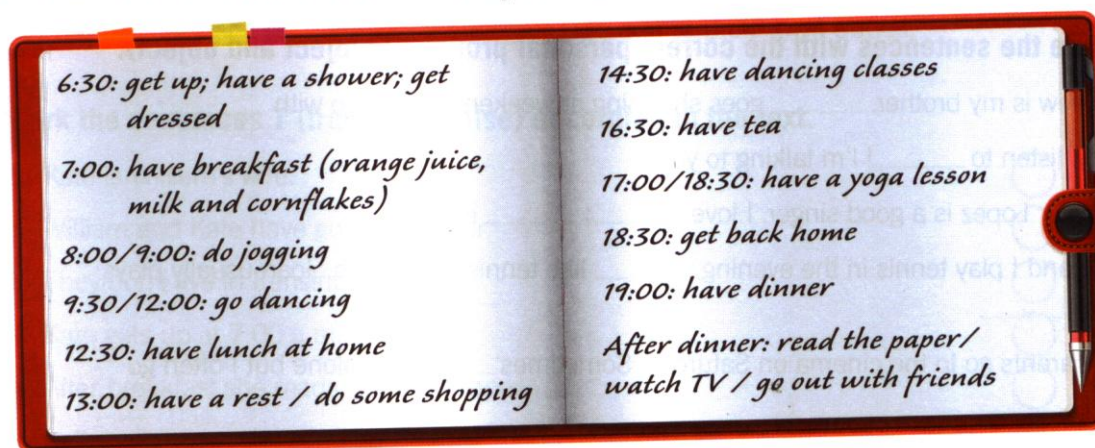
7. Fill in the blanks with either the Present Simple or Present Continuous form of the verbs in brackets.

12 x 1,5 = 18

- a. Jason _____ (*not listen*) to the radio very often.
- b. Turn off the TV . You _____ (*not watch*) it.
- c. Where _____ Sally usually _____ (*spend*) her summer holidays?
- d. Mr. Watson _____ (*take*) very good photos. Look! He _____ (*take*) a photo of you right now.
- e. It always _____ (*rain*) at the weekend. But today the sun _____ (*shine*).
- f. My friends _____ (*leave*) for Budapest tomorrow.
- g. Carol _____ (*phone*) her grandmother every day. She _____ (*phone*) her now.
- h. Bob and Tom's parents usually _____ (*drive*) them to school, but today they _____ (*go*) by bus.

8. Eve Patterson is a famous 29-year-old Scottish ballet dancer. Look at the pages of her notebook and write about her daily routine.

13



TOTAL / 100

SCORE: 90-100: Very good / 70-89: Good / 50-69: Average / 0-49: Poor

UNIT 02

My family

Relatives



Parents – pais

Husband – marido

Wife – esposa

Children – filhos

Nephew – sobrinho

Niece – sobrinha

Cousin – primo / prima

Grandparents – avós

Grandchildren – netos

Parents-in-law – sogros

Father-in-law – sogro

Mother-in-law – sogra

Son-in-law – genro

Daughter-in-law – nora

Brother-in-law – cunhado

Sister-in-law – cunhada

Godparents – padrinhos

Godfather – padrinho

Godmother – madrinha

Godson – afilhado

Goddughter – afilhada

Stepfather – padrasto

Stepmother – madrasta

Stepchildren – enteados

Stepson – enteado

Stepdaughter – enteada

Stepbrother – filho da madrasta / padrasto

Stepsister – filha da madrasta / padrasto

Half-brother – meio-irmão

Half-sister – meia-irmã

1 Complete the columns.

Male	Female
Husband	
	Aunt
	Sister
Cousin	
	Mother
	Niece
Grandson	

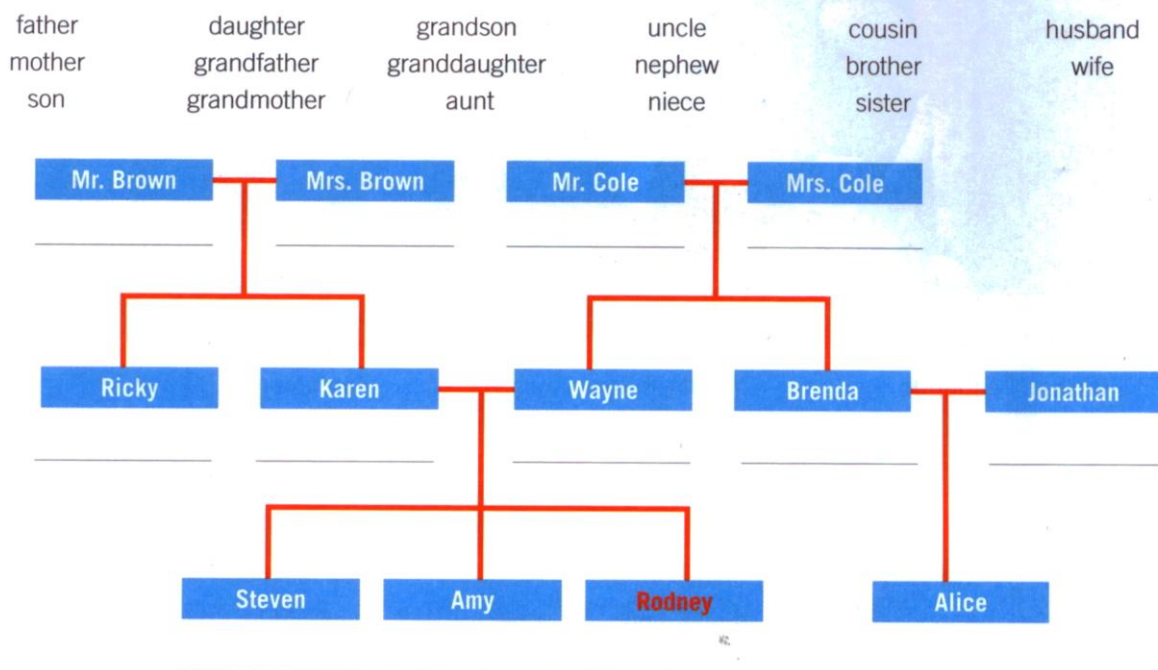
Male	Female
	Half-sister
Son-in-law	
Stepfather	
Brother-in-law	
	Daughter
	Grandmother
Godfather	

2 Complete the sentences with the appropriate relative.

- a. My mother's father is my _____.
- b. My father's sister is my _____.
- c. My aunt's son is my _____.
- d. My mother's brother is my _____.
- e. My parents' son is my _____.
- f. My parents' daughter is my _____.
- g. My father's parents are my _____.
- h. My father's mother is my _____.



3 Complete Rodney's family tree with the appropriate relative.



4 Complete the sentences based on Rodney's family tree.

- a. Karen is Ricky's _____.
- b. Mr. Cole is Brenda's _____.
- c. Alice is Brenda and Jonathan's _____.
- d. Brenda is Karen's _____.
- e. Steven is Ricky's _____.
- f. Karen is Mr. and Mrs. Cole's _____.
- g. Jonathan is Wayne's _____.
- h. Amy is Brenda and Jonathan's _____.
- i. Steven, Amy and Rodney are Alice's _____.
- j. Steven, Amy, Rodney and Alice are Mr. and Mrs. Cole's _____.



Possessive case

O **caso possessivo** é uma construção inglesa que não existe em português. Usa-se para **expressar a posse**.

- Nome no singular: acrescenta-se **'s**. Example: *He is my sister's husband.*
- Nome no plural não terminado em **-s**: acrescenta-se **'s**. Example: *These are the women's handbags.*
- Nome no plural terminado em **-s**: acrescenta-se **'**. Example: *She is those girls' mother.*
- Mais de um possuidor: acrescenta-se **'s** apenas no último nome. Example: *Bob is Kate and Lucy's father.*
- Expressões de tempo. Example: *This is today's paper.*
- Localização no espaço. Example: *Austria's music festivals are in August.*

NOTA

Quando o possuidor é uma coisa usa-se a preposição **of** (de) para exprimir a posse.
Example: The chairs **of** this classroom are comfortable.

1 Go back to Rodney's family tree. Ask and answer. Follow the model.

Mr. Brown / Mrs. Brown

Q.: *Who is Mr. Brown?*

A.: *He is Mrs. Brown's husband.*

a. Karen / Wayne

Q.: _____?

A.: _____.

b. Amy / Steven

Q.: _____?

A.: _____.

c. Wayne / Jonathan

Q.: _____?

A.: _____.

d. Rodney / Ricky

Q.: _____?

A.: _____.

e. Ricky / Steven, Amy, Rodney and Alice

Q.: _____?

A.: _____.

f. Mr. and Mrs. Brown / Karen and Ricky

Q.: _____?

A.: _____.

g. Mr. and Mrs. Brown / Wayne

Q.: _____?

A.: _____.

h. Steven, Amy and Rodney / Karen and Wayne

Q.: _____?

A.: _____.

2 Whose things are these? Follow the model.

Bicycle / Neal It is Neal's bicycle.

Legs / table They are the legs of the table.



a. Computer / Robert _____

b. House / Mr. and Mrs. Ford _____

c. Skates / boys _____

d. Chairs / classroom _____

e. Guitars / musicians _____

f. Photos / Kate and Sally _____

g. Handbags / women _____

h. Weather forecast / yesterday _____

3 Form sentences using the possessive case.

a. Sam / new clothes / be / these / . _____

b. Anorak / Leo / this / be / . _____

c. Those / my brother / be / glasses / . _____

d. Belt / that / be / Linda / . _____

e. This / computer / be / Mr. and Mrs. Brown / . _____

f. Bikes / the boys / be / these / . _____

g. Paul / car / be / this / Mary / and / . _____

h. This / weather / be / tomorrow / forecast / . _____

Describing people

Physical characteristics

Appearance (aspecto)

Beautiful – bonita

Handsome – bonito

Ugly – feio

Pretty – bonito(a)

Age (idade)

Young – jovem

Old – velho

Middle-aged – meia-idade

Height (altura)

Tall – alto

Short – baixo

Medium height / Average height – estatura mediana

Weight (peso)

Skinny – muito magro

Thin – magro

Slim – elegante

Fat – gordo

Plump – rechonchudo

Well-built – bem constituído

Face (cara)

Long – comprida

Oval – oval

Round – redonda

Square – quadrada

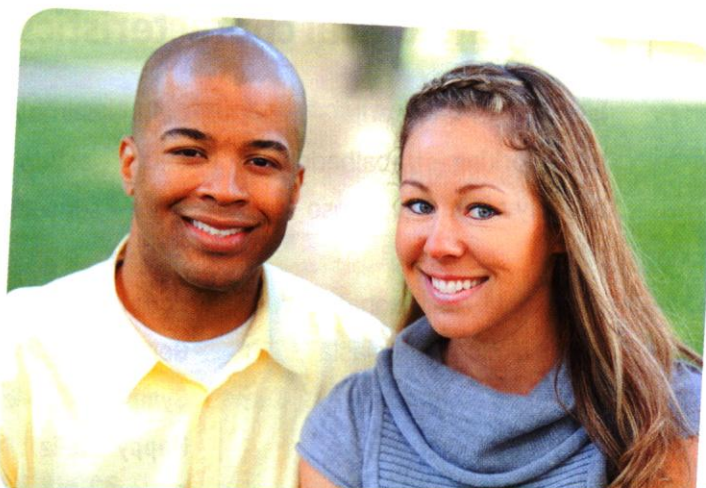
Freckles – com sardas

Beauty spot – sinal

Beard – barba

Moustache – bigode

Wrinkles – rugas



Hair (cabelo)

Length

Long – comprido

Short – curto

Medium – médio

Colour

Black / Dark – escuro

Brown – castanho

Fair / Blond – loiro

Red – ruivo

Grey – grisalho

White – branco

Shape

Straight – liso

Wavy – ondulado

Curly – encaracolado

Spiky – espetado

Fringe – franja

Bunches – totós

Ponytail – rabo de cavalo

Pigtail – trança

Bald – careca

Eyes (olhos)

Size / Shape

Big – grandes

Small – pequenos

Round – redondos

Slanting – rasgados

Almond-shaped – ovais

Colour

Violet – violeta

Brown / Brownish – castanhos / acastanhados

Green / Greenish – verdes / esverdeados

Blue / Bluish – azuis / azulados

Nose (nariz)

Long – comprido

Big – grande

Small – pequeno

Turned-up – arrebitado

Crooked – encurvado

Mouth (boca) / Ears (orelhas)

Big – grande (s)

Small – pequena (as)

Medium – tamanho médio

Psychological characteristics

Intelligent – inteligente

Hard-working – trabalhador

Friendly / Kind – amigoso

Polite – bem-educado

Passionate – apaixonado

Enthusiastic – entusiasta

Optimistic – otimista

Nosy – metediço

Sad – triste

Active – ativo

Stubborn – teimoso

Energetic – enérgico

Calm – calmo / sereno

Smart – astuto

Wise – sensato

Honest – honesto

Patient – paciente

Gentle – gentil

Sympathetic – compreensivo

Happy – feliz

Boring – aborrecido

Charming – charmoso

Lively – cheio de vida

Rude – mal-educado

Nervous – nervoso

Lazy – preguiçoso

Bossy – autoritário

Stupid – estúpido

Shy – tímido

Outgoing – expansivo

Cool – fixe

Brave – corajoso

Generous – generoso

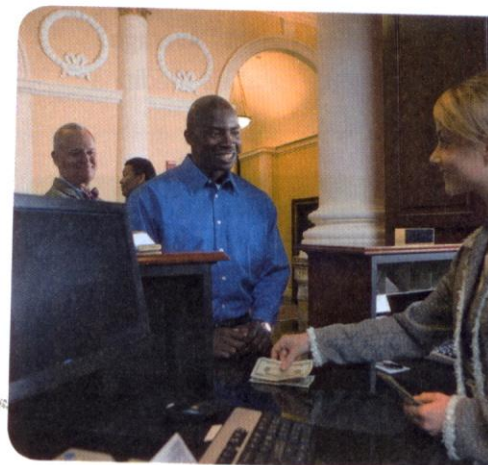
Curious – curioso

Responsible – responsável

Jealous – invejoso / ciumento

1 Match the adjectives in column A with their opposites in column B.

- | A | B |
|--------------|---------------|
| Short | • Thin |
| Small | • Lazy |
| Nervous | • Sad |
| Hard-working | • Ugly |
| Pretty | • Long / Tall |
| Dull | • Stupid |
| Fat | • Outgoing |
| Happy | • Polite |
| Shy | • Lively |
| Young / New | • Big |
| Intelligent | • Calm |
| Rude | • Old |



2 Write six sentences using the **adjectives** above. Follow the model.

Joan is tall and thin. She is hard-working and intelligent.

- My best friend _____
- My classmate _____
- Brian's sister _____
- Christie's father _____
- The Smiths' cat _____
- Pam's grandparents _____

Adjective order

- Os adjetivos são colocados antes do nome ou depois de alguns verbos (**be, look, feel,...**).
- Quando existem dois ou mais adjetivos numa frase, colocam-se pela seguinte ordem:

OPINION	SIZE	AGE	SHAPE	COLOUR	MATERIAL
nice, kind	tall, big	young, old	oval, round	blue, brown	silk, leather

Example: *Mary has got long, wavy, blonde hair. She has got a modern, big, leather handbag.*

1 Put the words in the correct order to form sentences.

a. an / boy / young / is / intelligent / Roy / .

b. old / Mrs. O'Brian / kind / woman / is / a / .

c. silk / scarf / is / a / beautiful / this / blue / .

d. got / modern / has / brown / she / coat / leather / a / .

e. eyes / Karl / greenish / has / almond-shaped / got / big / .

f. wavy / has / red / Miriam / hair / got / long / .

g. freckled / got / that / oval / boy / a / face / has / .

h. T-shirt / got / white / flowered / has / Rosie / pink / cotton / a / and / large / .

i. nice / is / girl / Miriam / tall / a / young / .

j. modern / are / leather / these / brown / boots / .

k. car / got / a / old / Paul / yellow / has / big / .



Word formation

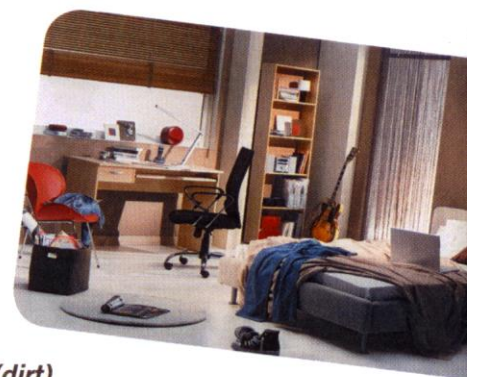
- Os adjetivos mais comuns não têm uma terminação específica. Example: *tall, hot, late...*
- Alguns adjetivos formam-se a partir de nomes e de verbos, acrescentando prefixos ou sufixos.
- Os prefixos mais comuns são: **dis-**, **im-**, **in-**, **un-**.
Example: *dishonest, immature, incapable, unhappy*
- Os sufixos mais comuns são: **-able**, **-ful**, **-ive**, **-less**, **-y**.
Example: *capable, wonderful, attractive, careless, healthy*

1 Complete the adjectives with the correct prefix or suffix. Follow the example.

- | | | | |
|---------------------------|------------------|-----------------------|-------------------|
| a. Im possible | g. Attract_____ | m. Creat(e)_____ | s. _____efficient |
| b. _____capable | h. _____pleasant | n. _____fair | t. _____patient |
| c. _____interesting | i. _____agree | o. Communicat(e)_____ | u. Dirt_____ |
| d. Fun_____ | j. Care_____ | p. _____polite | v. _____like |
| e. _____human | k. _____lucky | q. _____expensive | w. _____justice |
| f. Tast(e)_____ | l. _____safe | r. Use_____ | x. Comfort_____ |

2 Add a prefix or a suffix to the word in brackets to complete the sentences.

- Jason is a very _____ boy. (*communicate*)
- Rachel is a _____ little girl. (*fun*)
- Mrs. Burton is an _____ woman. (*attract*)
- That child is quite _____. (*patient*)
- The computer is very _____. (*use*)
- That armchair is so _____. (*comfort*)
- This driver is _____. (*care*)
- Bob is an _____ student. (*polite*)
- What an _____ situation! (*pleasant*)
- Look at your bedroom! It is so _____. (*dirt*)



3 What are they like? Write sentences describing the people below. Follow the model.



Robert

Robert is a young boy. He is medium height and thin. He has got short, curly, dark brown hair. His face is long. He has got big, brown eyes, a small mouth and a small nose.



Melanie



Ann and Kate



Mr. Paterson

Degrees of adjectives

Em inglês, tal como em português, há três graus dos adjetivos: **normal**, **comparativo** e **superlativo**. O grau normal é apenas o adjetivo.

Comparativo

Usa-se o comparativo quando há dois elementos e se comparam as qualidades de um com as do outro. O comparativo pode ser de igualdade, de superioridade ou de inferioridade.

Comparativo de igualdade

Usa-se quando as qualidades de um e outro elemento são iguais.

Forma-se: **as + adjetivo + as**

Example: *Tom is **as** tall **as** Paul.*

Comparativo de superioridade

Usa-se quando as qualidades de um elemento são superiores às do outro.

Forma-se de duas maneiras:

- **Adjetivos com uma ou duas sílabas: adjetivo + er + than**

Example: *George is **taller than** Tom.*

Mas:

- Se o adjetivo terminar em **-e** acrescenta-se apenas **-r**.

Example: *nice – **nicer***

- Se o adjetivo terminar em consoante precedida de uma só vogal, dobra-se a consoante final antes de se acrescentar **-er**.

Example: *fat – **fatter***

- Se o adjetivo terminar em **-y** precedido de consoante, muda-se o **y** para **i** antes de se acrescentar **-er**.

Example: *pretty – **prettier***

- **Adjetivos com mais de duas sílabas: more + adjetivo + than**

Example: *Bob is **more** handsome **than** George.*

Comparativo de inferioridade

Usa-se quando as qualidades de um elemento são inferiores às do outro.

Forma-se: **less + adjetivo + than**

Example: *The English book is **less** expensive **than** the French one.*

Mas:

O comparativo de inferioridade usa-se pouco, sendo geralmente substituído pelo comparativo de igualdade na forma negativa.

Example: *The English book is not **so** / **as** expensive **as** the French one.*

Superlativo

Usa-se o grau superlativo quando de um grupo de elementos se pretende realçar as qualidades de apenas um desses elementos. O superlativo pode ser de superioridade ou de inferioridade.

Superlativo de superioridade

Usa-se quando as qualidades do elemento realçado são superiores às dos outros elementos do grupo. Forma-se de duas maneiras:

- **Adjetivos com uma ou duas sílabas:** **the + adjetivo + -est**

Example: *George is **the tallest** of all.*

Mas:

- Se o adjetivo terminar em **-e**, acrescenta-se apenas **-st**.

Example: *nice – **nicest***

- Se o adjetivo terminar em consoante precedida de uma única vogal, dobra-se a consoante final antes de se acrescentar **-est**.

Example: *fat – **fattest***

- Se o adjetivo terminar em **-y** precedido de consoante, muda-se o **y** para **i** antes de se acrescentar **-est**.

Example: *pretty – **prettiest***

- **Adjetivos com mais de duas sílabas:** **the + most + adjetivo**

Example: *Bob is **the most handsome** of all.*

Superlativo de inferioridade

Usa-se quando as qualidades do elemento realçado são inferiores às dos outros elementos do grupo. Forma-se: **the + least + adjetivo**

Example: *Michael is **the least lazy** of all.*

Alguns adjetivos são irregulares

Adjetivo	Comparativo de superioridade	Superlativo de superioridade
good (bom)	better	the best
well (bem)		
bad (mau)	worse	the worst
ill (mal)		
much (muito)	more	the most
many (muito)		
little (pequeno)	less	the least
few (pouco)		
far (longe)	farther	the farthest
	further * ₁	the furthest * ₁
old (velho)	older	the oldest
	elder * ₂	the eldest * ₂

*₁ Podem indicar distância ou dar informação extra e significar: mais, extra, adicional.

Example: Distância – *That little boy is tired, he can't walk any further / farther.*

Informação extra – *The museum is closed until further notice.*

*₂ Usam-se para indicar diferenças de idade entre membros da mesma família. "Elder" não pode ser seguido de "than".

Example: *My elder sister is in college.*

1 Complete the table.

Adjetivo	Comparativo de superioridade	Superlativo de superioridade
short	<i>shorter than</i>	<i>the shortest</i>
beautiful	<i>more beautiful</i>	<i>the most beautiful</i>
old		
young		
intelligent		
fat		
thin		
expensive		
comfortable		
friendly		
efficient		
pretty		
handsome		
healthy		
important		

2 Form sentences using the **comparative**. Follow the model.

mobile phone / tablet (**cheap**) *A mobile phone is cheaper than a tablet.*

- a. T-shirt / blouse (**modern**) _____
- b. building / house (**high**) _____
- c. plane / car (**fast**) _____
- d. sofa / chair (**comfortable**) _____
- e. Lisbon / Oporto (**big**) _____
- f. German / English (**difficult**) _____
- g. River Tagus / River Douro (**long**) _____
- h. a diamond ring / a golden ring (**expensive**) _____

3 Complete the sentences using the **superlative** of the adjectives in brackets.

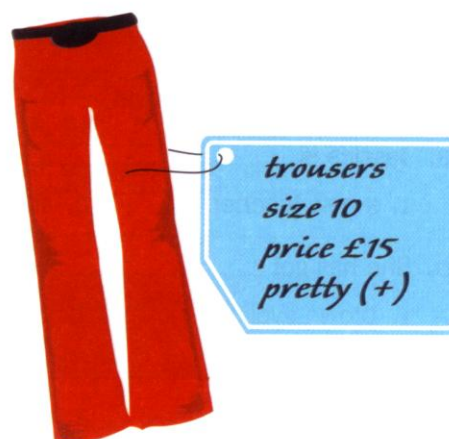
- a. China is _____ (**populous**) country in the world.
- b. "Mona Lisa" is _____ (**famous**) painting by Leonardo da Vinci.
- c. Mount Everest is _____ (**high**) mountain in the world.
- d. Australia is _____ (**small**) continent of all.

- e. The cheetah is _____ (**fast**) animal in the world.
- f. That fur coat is _____ (**expensive**) of all.
- g. February is _____ (**short**) month of the year.
- h. Summer is _____ (**hot**) season of the year.
- i. This is _____ (**good**) film I've ever seen.
- j. Queen Elizabeth II is _____ (**important**) person in her family.

4 Complete the sentences with the correct form of the adjectives in brackets.

- a. A pair of boots is _____ (**expensive**) a pair of shoes.
- b. My father is _____ (**old**) my mother but my uncle is _____ (**old**) of all.
- c. Jane is a good student. Mark is _____ (**good**) her but Peter is _____ (**good**) of all.
- d. Travelling by car is not _____ (**expensive**) travelling by plane.
- e. Karl is as _____ (**handsome**) Roy.
- f. Mary's school is modern but Julie's is _____ (**modern**) hers.
- g. A Mercedes is not _____ (**fast**) a Jaguar.
- h. A bee is a small insect but an ant is _____ (**small**).

5 Look at the picture and write four sentences comparing the jeans and the trousers. Use the adjectives **modern, **small**, **expensive**, **pretty**.**





Consolidation

1. Read the text.

Jessica is a new student in school. She is from Scotland. She's 13. She's very pretty. She has got big, brown eyes and long, brown, wavy hair. She's short but she isn't fat. Her face is round. She has got two twin brothers, Mike and Paul. They are 14. Andrew is one of her new friends. They are talking.

Andrew: Hi, Jessica.

Jessica: Hi! How are you?

Andrew: I'm great. What's that?

Jessica: It's my new tablet, a birthday present from my parents.

Andrew: Wow! It's superb!

Jessica: Look! This is my family photo.

Andrew: Let me see... I've got one on my mobile phone too.

Jessica: These are my twin brothers, Mike and Paul. And this is our dog. Lovely, isn't he?

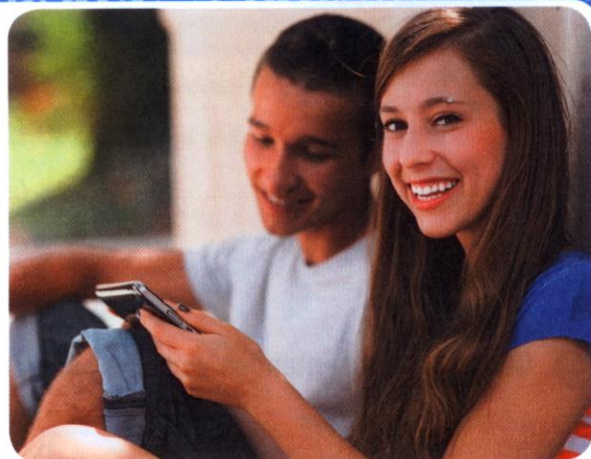
Andrew: So nice! How old are your brothers?

Jessica: They are 14.

Andrew: Oh, they are my age. Nice photo. They aren't in my class but I've seen them around.

Jessica: I can introduce them to you.

Andrew: OK. They seem cool.



2. Choose the correct option.

6 x 3 = 18

- a. Jessica is _____.
1. a new teacher. 2. an old student. 3. a new student.
- b. She has got _____.
1. brown eyes. 2. green eyes. 3. blue eyes.
- c. Her hair is _____.
1. short and wavy. 2. long and straight. 3. long and wavy.
- d. Mike and Paul are Jessica's _____.
1. cousins. 2. brothers. 3. friends.
- e. Jessica has got a new _____.
1. tablet. 2. mobile phone. 3. iPad.
- f. Jessica and her brothers have got _____.
1. a rabbit. 2. a cat. 3. a dog.

3. Ask or answer the questions.

8 x 5 = 40

- a. Q.: Who is Jessica? A.: _____
- b. Q.: Where is she from? A.: _____
- c. Q.: _____? A.: She is thirteen years old.
- d. Q.: What is she like? A.: _____
- e. Q.: _____? A.: Yes, she has got two twin brothers.
- f. Q.: Whose birthday present is it? A.: _____
- g. Q.: _____? A.: No, they aren't. They are fourteen.
- h. Q.: Are Mike and Paul Andrew's classmates? A.: _____

4. Complete the sentences with the correct degree of adjective in brackets.

6 x 3 = 18

- a. Mike is good at tennis but Paul is _____ (*good*).
- b. Mike is _____ (*competitive*) of all.
- c. Paul is _____ (*old*) Mike. They are both 14.
- d. Jessica is _____ (*young*). She is only 13.
- e. Andrew is _____ (*tall*) of the three boys.
- f. Miriam is Jessica's friend. She is _____ (*hard-working*) Jessica.

5. Look at the table. Follow the model.

3 x 8 = 24

	Age	Height	Weight	Hair	Eyes
Elizabeth	14	tall	slim	long, straight, brown	green
a. Betty	10	medium height	thin	short, curly, red	green
b. Joseph and Jack	5	short	fat	short, wavy, fair	blue
c. I					

Elizabeth is 14 years old. She is tall and slim. She has got long, straight, brown hair. Her eyes are green.

- a. Betty _____
- b. Joseph and Jack _____
- c. I _____

TOTAL / 100

SCORE: 90-100: Very good / 70-89: Good / 50-69: Average / 0-49: Poor

thirty-seven

UNIT 03

Houses

→ Houses

➤ Types of houses



**Block of flats (BrE) /
Apartment building (AmE)**
bloco de apartamentos



Skyscraper
arranha-céus



Detached house
casa independente



Semi-detached house
casa geminada



**Terraced house (BrE) / Row
house (AmE)**
casa numa fila de casas
iguais (geralmente 4 ou
mais seguidas)



Thatched cottage
casa com telhado de
colmo, no campo



Chalet
casa de campo



Bungalow
casa de madeira
de um piso

➤ Other types of houses



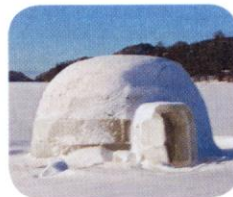
Mansion
mansão



Palace
palácio



Penthouse
apartamento de luxo
no topo de um edifício



Igloo
iglu



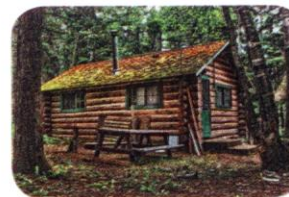
Hut
cabana



Caravan
caravana



Boathouse
casa barco



Log cabin
casa pré-fabricada
de madeira



Farmhouse
casa de quinta

1 Match column A with column B. Follow the example.

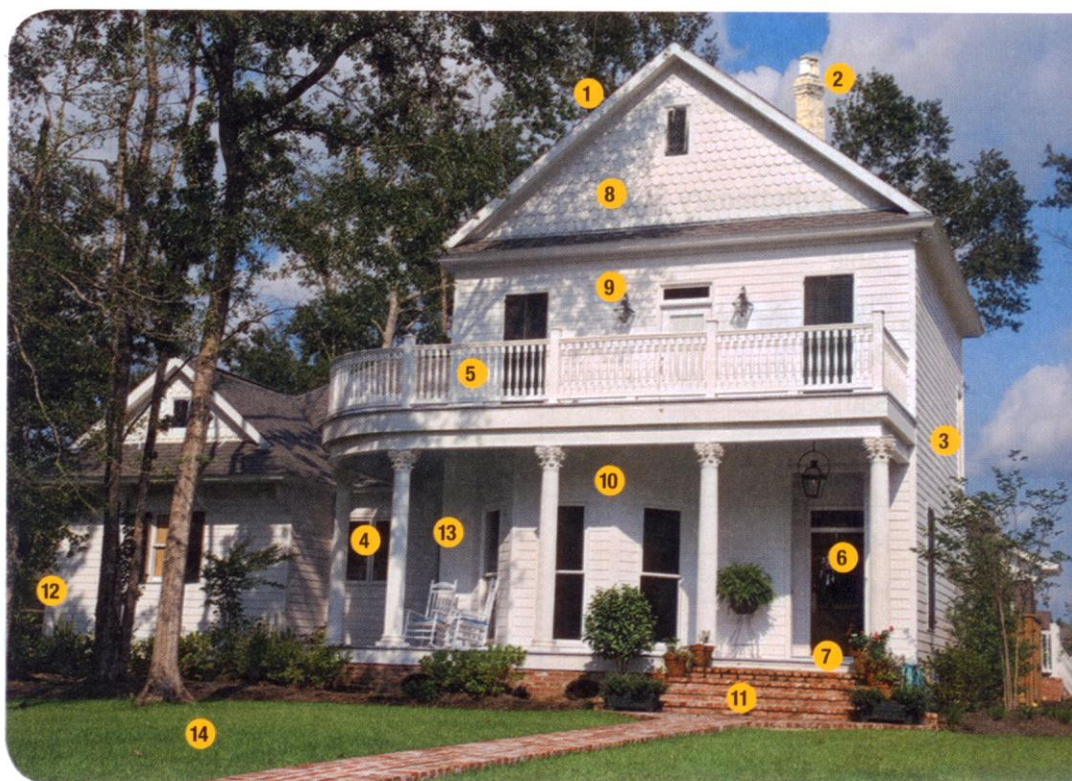
A

1. A very large and luxurious house
2. A very high building
3. A traditional country house with a thatched roof
4. A house inside a farm
5. A house not joined to another with a garden around it
6. A house that shares one wall with its neighbour
7. A luxurious flat at the top of a building

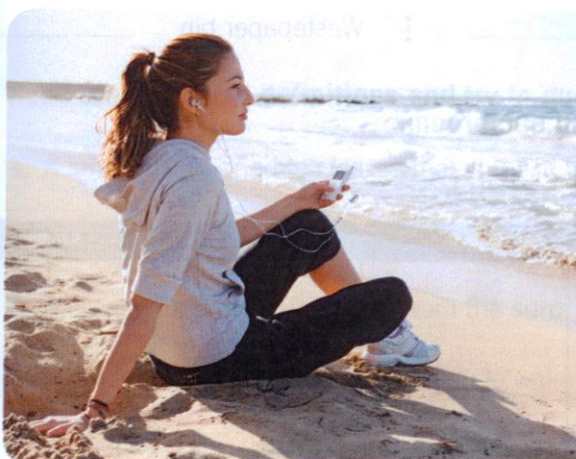
B

- a. Farmhouse
- b. Penthouse
- c. Semi-detached house
- d. Mansion
- e. Detached house
- f. Thatched cottage
- g. Skyscraper

- 1 roof – telhado
- 2 chimney – chaminé
- 3 wall – parede
- 4 window – janela
- 5 balcony – varanda
- 6 front door – porta de entrada
- 7 door step – soleira da porta
- 8 attic – sótão
- 9 first floor – 1.º andar
- 10 ground floor – rés do chão
- 11 stairs – escadas
- 12 garage – garagem
- 13 porch – alpendre
- 14 garden – jardim



2 Find 10 words related to houses.



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

3 Match column A with column B. Follow the example.

A

1. A room where you store your groceries
2. A room where you have a bath / shower
3. A room where you study
4. A room where you cook
5. A room where you have your meals
6. A room where you watch TV / listen to music
7. A room where you sleep
8. A space below the roof
9. A space where you park your car
10. A space below the house

B

- a. Study
- b. Sitting room
- c. Bedroom
- d. Attic
- e. Pantry
- f. Basement
- g. Garage
- h. Bathroom
- i. Kitchen
- j. Dining room

4 Use a dictionary to translate these words.

Table	_____	Fridge	_____	Coffee table	_____
Chair	_____	Tap	_____	Frying pan	_____
Bed	_____	Curtain	_____	Dishwasher	_____
Bath	_____	Toilet	_____	Armchair	_____
Desk	_____	Book	_____	Alarm clock	_____
Lamp	_____	TV	_____	Fireplace	_____
Hanger	_____	Picture	_____	Table lamp	_____
Hi-fi	_____	Rug	_____	Wardrobe	_____
Mirror	_____	Pillow	_____	Computer	_____
Basin	_____	Cushion	_____	Toothbrush	_____
Sink	_____	Tablecloth	_____	Micro-wave oven	_____
Vase	_____	Bookcase	_____	Bedside table	_____
Towel	_____	Sideboard	_____	Chest of drawers	_____
Carpet	_____	Cooker	_____	Washing machine	_____
Sofa	_____	Cupboard	_____	Wastepaper bin	_____

5 Choose six objects from the list above to furnish each room. The same word cannot be used twice.

Kitchen	Dining room	Sitting room	Bedroom	Bathroom	Study

6 Match column A with column B to form words. Translate them into Portuguese.

A	B	
1. so	a. chen	1. _____
2. kit	b. fa	2. _____
3. ta	c. tic	3. _____
4. pic	d. ture	4. _____
5. book	e. robe	5. _____
6. ward	f. chair	6. _____
7. bed	g. washer	7. _____
8. cup	h. basin	8. _____
9. win	i. case	9. _____
10. arm	j. dy	10. _____
11. stu	k. drawers	11. _____
12. coo	l. ble	12. _____
13. chest of	m. room	13. _____
14. bedside	n. board	14. <i>bedside table (mesinha de cabeceira)</i>
15. wash	o. dow	15. _____
16. dish	p. ker	16. _____
17. at	q. table	17. _____

Word formation – compounds

Bedroom, dishwasher, bookshelves, fireplace e armchair são nomes formados por composição. Um nome composto é um nome formado por duas ou mais palavras a partir de dois ou mais nomes. Os nomes compostos podem ser escritos como uma única palavra (example: *bedroom*), duas palavras (example: *dining table*), ou hifenizados (example: *six-pack*).

1 Read the following definitions and try to guess the compound word they refer to.

- a. A small bag of dried tea leaves that you use to make tea. _____
- b. A piece of furniture where you keep cups, dishes, etc. _____
- c. Glasses that protect your eyes from the sun. _____
- d. A clock that sounds an alarm for you to wake up. _____
- e. A paste that you use to clean your teeth. _____

Indefinite adjectives and pronouns

- **Some** – *algum, alguma, alguns, algumas*; usa-se em frases afirmativas.
Example: *There are **some** eggs in the fridge.*
- **Any** – *algum, alguma, alguns, algumas, nenhum, nenhuma, nenhuns, nenhuma*s;
usa-se em frases interrogativas e negativas.
Example: *Are there **any** vegetables in the basket?*
*No, there aren't **any** but there are **some** in the fridge.*
- **No** – *nenhum, nenhuma, nenhuns, nenhuma*s; usa-se com o verbo na afirmativa e torna a frase negativa.
Example: *There are **no** apples on the table. (= There **aren't any** apples on the table.)*
- **Every** – *cada, todos/as*; usa-se antes de nomes no singular.
Example: ***Every** house in the suburbs has got a garden.*

Indefinite adverbs and pronouns

Pessoas	Coisas	Lugares
Somebody / Someone <i>alguém</i>	Something <i>algo / alguma coisa</i>	Somewhere <i>em algum lugar</i>
Anybody / Anyone <i>alguém / ninguém</i>	Anything <i>qualquer coisa / nada</i>	Anywhere <i>em qualquer lugar</i>
Nobody / No one <i>ninguém</i>	Nothing <i>nada</i>	Nowhere <i>em lugar nenhum</i>
Everybody / Everyone <i>todos / toda a gente</i>	Everything <i>tudo</i>	Everywhere <i>em todo o lado</i>

Remember!

Verb: *there + to be*

- **There is** usa-se com o singular. **There are** usa-se com o plural.

Example: *Is there **anyone** at the door?*

*Yes, there is **someone**.*

*No, there isn't **anyone**.*

*No, there is **no one**.*

*Is there **anything** on the table?*

*Yes, there is **something**.*

*No, there isn't **anything**.*

*No, there is **nothing**.*

Where is the ball?

*I can't find it **anywhere** but it must be **somewhere** in the garden.*

1 Complete the sentences with **some, any, no, every**.

- There aren't _____ grapes in the fridge.
- _____ child has got a ball.
- Have you got _____ milk? Yes, I've got _____.
- We need _____ eggs to bake a cake.
- There is _____ juice. I must have _____ water.
- There aren't _____ trees in the garden but there are _____ flowers.
- Have they got _____ pets? No, they have got _____ pets.
- _____ student at St. Paul's School wears a uniform.



2 Complete the sentences with **someone, something, somewhere, anyone, anything, anywhere, nobody, nothing, everything, everywhere**.

- a. There is _____ under the table. What is it?
- b. The drawer is empty. There is _____ inside it.
- c. Open the fridge. Is there _____ special to eat?
- d. Is there _____ coming tomorrow? No, _____ is coming.
- e. The bell is ringing. There is _____ at the door.
- f. Where is my wallet? I've been looking for it _____. Is it _____ in the sitting room?
No, it must be _____ in your bedroom.
- g. In Paris _____ is so beautiful! There are famous monuments _____.
- h. It's too dark. I can't see _____.

Adjective + preposition

Há adjetivos que estão associados a determinadas preposições:

- **to be good at** – ser bom a
- **to be bad at** – ser mau a
- **to be famous for** – ser famoso por
- **to be sorry for** – desculpar-se por
- **to be grateful for** – estar grato por
- **to be keen on** – gostar de
- **to be different from** – ser diferente de
- **to be crazy about** – estar / ser doido por
- **to be dependent on** – estar dependente de
- **to be worried about** – estar preocupado com

1 Choose the correct expression to complete the sentences.

crazy about different from bad at worried about
grateful for famous for dependent on sorry for

- a. Carol is _____ her Science exam.
- b. Justin Bieber is _____ his songs.
- c. I am _____ comics.
- d. They are _____ their parents for a living.
- e. We are _____ your help.
- f. That man is _____ dancing.
- g. Joan is _____ her attitude.
- h. Jason is very _____ his brother.





Consolidation

1. Read the text carefully.

Message Insert Options Format Text

Send To... Cc... Subject: My school

Hi! My name is Rosemary. I am thirteen years old. I am from Crawley, in England. I am in the 7th grade at Cottesmore School. It's a modern school in an ancient building. There are thirty-two classrooms and eight hundred and sixty students. There are lots of facilities in my school: a swimming pool, a large gymnasium, a well-equipped lab, a computer for each student in the classrooms and a computer room. There is a well-furnished library, a canteen where we can have good and healthy meals and a cafeteria for a snack. There are also some interesting extra-curricular activities, such as drama, the school newspaper and some clubs: chess, music and sports.

My teachers are nice but they are also very demanding. They want us to get as far as we can. My favourite subject is Art. I am good at French and History but I don't like Science very much. I am bad at Geography because I have to memorize lots of things and I don't like it.

I like my school. I have got lots of friends there and we have a lot of fun together. What about your school? Do you like it? Tell me everything.

Bye,
Rosemary



2. Ask or answer the questions.

10 x 4 = 40

- a. Q.: How old is Rosemary? A.: _____
- b. Q.: Where is she from? A.: _____
- c. Q.: _____? A.: She is English.
- d. Q.: Is she in the 8th grade? A.: _____
- e. Q.: _____? A.: Yes, it is a modern school.
- f. Q.: How many classrooms are there? A.: _____
- g. Q.: _____? A.: Yes, there is a large gymnasium.
- h. Q.: Which extra-curricular activities are there? A.: _____
- i. Q.: _____? A.: Her teachers are nice but demanding.
- j. Q.: _____? A.: It's Art.

Days		Monday	Tuesday	Wednesday	Thursday	Friday
Time						
8:30	9:15	Portuguese	Science	Maths	English	Chemistry
9:15	10:00	French	Science	Geography	Science	Chemistry
10:00	10:15	BREAK				
10:15	11:00	Technology	English	French	Portuguese	Maths
11:00	11:45	Technology	Chemistry	PE	Maths	Maths
11:45	12:00	BREAK				
12:00	12:45	PE	Music	Portuguese	French	Portuguese
12:45	13:30	PE	Music	Portuguese	History	Geography
13:30	15:00	LUNCH BREAK				
15:00	15:45	Art	History	English	Drama	
15:45	16:30	Art	History	English		

3. Look at Rosemary's timetable and complete the text.

13 x 2 = 26

Rosemary has classes at **a.** _____ every morning. Three times a week her classes finish at **b.** _____. On **c.** _____ she has Portuguese, French, **d.** _____, **e.** _____ and **f.** _____. On Tuesday at 15:00 she has **g.** _____. On Wednesday she has Portuguese from **h.** _____ till **i.** _____. On **j.** _____ she has Drama at **k.** _____. On **l.** _____ she has no classes in the afternoon. Her favourite subject is Art. It's on **m.** _____.

4. Complete the sentences with **some**, **any**, **no**, **every** and their compounds.

4 x 5 = 20

- Have you got _____ money? Yes, I've got _____.
- Is there _____ in that basket? No, there is _____.
- Mum, there's _____ milk. Please, buy _____.
- London is an amazing city. There are so many wonderful parks _____!

5. Reply to Rosemary's e-mail. Write ten sentences describing your school.

14

Don't forget to mention the following topics: *name of the school; school facilities; what you like / don't like about your school; subjects you are good / bad at; sports and extra-curricular activities.*

TOTAL / 100

SCORE: 90-100: Very good / 70-89: Good / 50-69: Average / 0-49: Poor

→ School

➤ School subjects

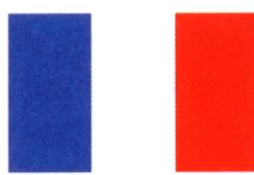
1 Look at the pictures and unscramble the letters to find the school subjects.



a. ythsior



b. ccsinee



c. hfnerc



d. smtah



e. lehngis



f. icmsu



g. yhggoearp



h. geprouuets



i. mycehitsr



j. Ipihcsya ndecutoai



k. tra



l. ynhtocogl

➤ School facilities

Teachers' staff room

School office

Gymnasium

Headmaster's office

Students' room

Computer room

Library

Music room

Classroom

Coffee bar

Lab

Girls' / Boys' toilet

Playground

Canteen

Football field

1 Identify the school facility.

- It's where you have lunch. _____
- It's where you can have a snack or drink a juice. _____
- It's where you do physical exercise. _____
- It's where you do experiments. _____
- It's where you can play musical instruments. _____
- It's where you can play and meet your friends. _____

Past Simple

O **Past Simple** usa-se para exprimir ações que ocorreram no passado, num momento definido.

- Usa-se com os seguintes advérbios e expressões adverbiais:

Yesterday

Last Monday

Some moments ago

Yesterday morning

Last weekend

Three hours ago

The day before yesterday

Last year

Long ago

- Em inglês “enunciam-se” os verbos: *Infinitive* (infinitivo), *Past Simple* (pretérito) e *Past Participle* (particípio passado).
- Os verbos **to be** e **there + to be** são exceção porque têm duas formas no **Past Simple**.

Example: **to be** – was / were, been

there + to be – there was / were, there... been

Verb: **to be** – Past Simple

Affirmative form	Negative form	Interrogative form	Yes / No answers	
I was	I was not = I wasn't	Was I?	Yes, I was.	No, I wasn't.
You were	You were not = You weren't	Were you?	Yes, you were.	No, you weren't.
He was	He was not = He wasn't	Was he?	Yes, he was.	No, he wasn't.
She was	She was not = She wasn't	Was she?	Yes, she was.	No, she wasn't.
It was	It was not = It wasn't	Was it?	Yes, it was.	No, it wasn't.
We were	We were not = We weren't	Were we?	Yes, we were.	No, we weren't.
You were	You were not = You weren't	Were you?	Yes, you were.	No, you weren't.
They were	They were not = They weren't	Were they?	Yes, they were.	No, they weren't.

Verb: **there + to be** – Past Simple

Affirmative form	Negative form	Interrogative form	Yes / No answers	
There was	There was not = There wasn't	Was there?	Yes, there was.	No, there wasn't.
There were	There were not = There weren't	Were there?	Yes, there were.	No, there weren't.

1 Choose the correct option.

- a. Jeremy **was** / **were** at home last night.
- b. **There was** / **There were** a fantastic rock concert in Oporto last Friday.
- c. I **was** / **were** at the cinema yesterday night.
- d. They **wasn't** / **weren't** on holiday last month.
- e. **Was** / **Were** the film interesting?
- f. **There was** / **There were** many policemen at the city centre yesterday afternoon.
- g. Last week **there wasn't** / **there weren't** good films on TV.
- h. The Smiths **was** / **were** in France last summer.
- i. **Was** / **Were** you at work last Monday?
- j. Why **wasn't** / **weren't** Ruth at school yesterday?
- k. The weather **was** / **were** fine last weekend.
- l. **Was there** / **Were there** lots of people in the street two days ago?



2 Rewrite the sentences in the: 1. negative form; 2. interrogative form.

- | | |
|--|--|
| <p>a. He was at home last night.</p> <p>1. _____</p> <p>2. _____</p> | <p>e. There was a fashion contest the day before yesterday.</p> <p>1. _____</p> <p>2. _____</p> |
| <p>b. They were on holiday last month.</p> <p>1. _____</p> <p>2. _____</p> | <p>f. There were lots of good films on TV last week.</p> <p>1. _____</p> <p>2. _____</p> |
| <p>c. John was at the swimming pool yesterday.</p> <p>1. _____</p> <p>2. _____</p> | <p>g. There were many teenagers at the cinema yesterday afternoon.</p> <p>1. _____</p> <p>2. _____</p> |
| <p>d. I was at a football match two days ago.</p> <p>1. _____</p> <p>2. _____</p> | <p>h. There was a rock concert in Oporto last month.</p> <p>1. _____</p> <p>2. _____</p> |

3 Fill the gaps with the right forms of the Past Simple of the verbs to be or there + to be.

- | | |
|--|--|
| <p>a. I _____ in London last month.</p> <p>b. _____ a party at Joan's yesterday.</p> <p>c. Peter and Mary _____ tired last night.</p> <p>d. Yesterday afternoon _____ no classes.</p> <p>e. It _____ a good car.</p> | <p>f. We _____ with Peter at the cinema last night.</p> <p>g. John _____ at the shopping centre yesterday evening.</p> <p>h. _____ a good programme on TV last Monday.</p> |
|--|--|

4 Ask and answer. Follow the model.

Jason / be / at school / yesterday?

Q.: *Was Jason at school yesterday?* A.: *Yes, he was. / No, he wasn't.*

There + to be / bird / cage?

Q.: *Was there a bird in the cage?* A.: *Yes, there was. / No, there wasn't.*

X – No
✓ – Yes

a. Brian / be / holiday / Spain / last summer? X

Q.: _____? A.: _____

b. You / be / ill / two days ago? ✓

Q.: _____? A.: _____

c. There + to be / dog / garden? ✓

Q.: _____? A.: _____

d. Mr. and Mrs. Walker / be / park? X

Q.: _____? A.: _____

e. There + to be / children / playground? ✓

Q.: _____? A.: _____

f. There + to be / TV / sitting room? X

Q.: _____? A.: _____

g. The film / be / interesting? X

Q.: _____? A.: _____

h. There + to be / many flowers / garden? ✓

Q.: _____? A.: _____

5 Complete the dialogue with the Past Simple form of the verbs to be and there + to be.

Joan: Hi, Susan! Where **a.** _____ you last summer?

Susan: Hi! I **b.** _____ in Bristol. And you?

Joan: Oh, I **c.** _____ in Paris. **d.** _____ you alone in Bristol?

Susan: No, I **e.** _____. I **f.** _____ with some friends attending a summer course. And you?

Joan: I **g.** _____ with my parents on holiday. But... tell me about your course. What **h.** _____ it about?

Susan: It **i.** _____ about English language and culture. **j.** _____ classes in the morning and in the afternoon till 3:30 p.m. Then we **k.** _____ free. Sometimes **l.** _____ cultural programmes: theatre, cinema, opera... The school **m.** _____ very nice and modern and the teachers **n.** _____ very friendly.

Ask and answer: the weather

1 What was the weather like last weekend?

	Saturday		Sunday	
	Paris	Oxford	Oporto	Oslo
Morning	 	 		
Evening				

1 Look at the table and ask or answer questions.

a. Q.: What was the weather like in Paris last Saturday morning?

A.: _____

b. Q.: _____?

A.: Last Saturday evening it was rainy in Paris.

c. Q.: _____ in Oxford last Saturday morning?

A.: _____

d. Q.: _____?

A.: It was foggy.

e. Q.: _____ in Oporto last Sunday morning?

A.: _____

f. Q.: _____?

A.: It was cloudy.

g. Q.: _____ in Oslo last Sunday morning?

A.: _____

h. Q.: _____?

A.: It was cold.

i. Q.: What was the weather like in your hometown last Sunday?

A.: _____



Regular / Irregular verbs – Past Simple

Os verbos estão divididos em duas categorias: **verbos regulares** e **verbos irregulares**.

Verbos regulares

Verbos regulares são aqueles que se enunciam juntando **-ed** ou **-d** ao infinitivo desse verbo.

Example: to open – *opened, opened* / to like – *liked, liked*

- Quando o verbo termina numa única consoante precedida de uma vogal, dobra a consoante antes de acrescentar **-ed**.

Example: to travel – *travelled, travelled* / to stop – *stopped, stopped*

- Quando o verbo termina num **y** precedido de consoante, muda o **y** para **i** antes de acrescentar **-ed**.

Example: to study – *studied, studied* / to carry – *carried, carried*

- Quando o verbo termina em **y** precedido de vogal, não muda o **y** antes de acrescentar **-ed**.

Example: to stay – *stayed, stayed* / to enjoy – *enjoyed, enjoyed*

Verbos irregulares

Verbos irregulares são aqueles que alteram o radical / infinitivo para formarem o Past Simple e o Past Participle.

Example: to do – *did, done* / to go – *went, gone*

Forma negativa

Para construir a forma negativa, recorre-se ao verbo **to do** na sua forma do Past Simple (**did**), juntamente com a partícula **not** e com o verbo principal no infinitivo sem **to**.

Example: He **didn't play** tennis.

I		
You		
He		
She		
It	did not	watch TV
We	(didn't)	yesterday.
You		last night.
They		two days ago.



Forma interrogativa

Para construir a forma interrogativa, recorre-se também a **did** e ao infinitivo do verbo principal sem **to**, não esquecendo a troca de posição entre o sujeito e o verbo.

Example: *Did you work hard last week?*

	I		
	you		
	he		
	she		
Did	it	visit	London
	we		last year?
	you		a month ago?
	they		last weekend?

	I	did.
	you	did.
	he	did.
	she	did.
Yes,	it	did.
	we	did.
	you	did.
	they	did.

	I	didn't.
	you	didn't.
	he	didn't.
	she	didn't.
No,	it	didn't.
	we	didn't.
	you	didn't.
	they	didn't.

Regular verbs

1 Complete the tables.

Infinitive	Past Simple
talk	
	played
carry	
wash	
brush	

Infinitive	Past Simple
	studied
stay	
stop	
	loved
skip	

2 Rewrite the sentences in the Past Simple.

- a. They collect cans. _____ last year.
- b. You arrive late. _____ yesterday morning.
- c. She listens to music. _____ last night.
- d. He plays basketball. _____ two days ago.
- e. Does Mary carry an umbrella? _____ last night?
- f. Do they live alone? _____ three years ago?
- g. Do Peter and Susan walk to school? _____ a week ago?
- h. We don't study German. _____ last year.
- i. Paul doesn't wash his car. _____ last Sunday.

3 Rewrite the sentences in the negative form.

- a. The gang robbed the bank last night. _____
- b. Mr. Curtis needed an operation. _____
- c. I danced a lot last Saturday. _____
- d. Joan played chess yesterday evening. _____
- e. You studied hard last weekend. _____
- f. They moved to Lisbon two months ago. _____

4 Rewrite the sentences in the interrogative form.

- a. John carried Carol's bag. _____
- b. You arrived late last night. _____
- c. I missed my friends. _____
- d. She stayed at her grandparents' last summer. _____
- e. The Browns travelled to New York yesterday. _____
- f. We watched TV last evening. _____

5 Fill the blanks with the Past Simple form of the verbs in brackets.

- a. In 1995 Peter _____ (**work**) in a bank.
- b. Joan and her brother _____ (**travel**) to the USA last summer.
- c. He _____ (**paint**) a marvellous landscape.
- d. Maggie _____ (**cook**) a tasty meal.
- e. They _____ (**bake**) a cake yesterday.
- f. The children _____ (**play**) in the garden.
- g. They _____ (**check**) the luggage at the airport.
- h. Paul _____ (**study**) all morning yesterday.
- i. The car _____ (**stop**) at the traffic lights.
- j. She _____ (**dance**) in the morning.



6 Fill the blanks with the Past Simple form of the verbs in brackets.

- a. _____ Amy _____ her mother last night? (**phone**)
- b. Michael _____ his bedroom yesterday. (**not tidy up**)
- c. Last winter it _____ enough. (**not rain**)
- d. _____ you _____ to the news on the radio? (**listen**)
- e. The trip _____ three weeks. (**not last**)
- f. Paul _____ Roy to his birthday party. (**not invite**)
- g. _____ they _____ the concert last Friday? (**enjoy**)
- h. The bus _____ at the bus station. (**not stop**)

7 Form sentences with the words given.

- a. Vasco da Gama / sail / India / 1498.

- b. Gago Coutinho and Sacadura Cabral / cross / Atlantic Ocean / 1922.

- c. Princess Diana / die / 1997.

- d. Vincent Van Gogh / paint "The Sunflowers" / 19th century.

- e. Sherlock Holmes / live / London / 19th century.

- f. Luís Figo / play / Sporting Clube de Portugal / some years ago.

Irregular verbs

1 Complete the tables.

Infinitive	Past Simple
	bought
wake	
get	
	ran
	ate
drink	

Infinitive	Past Simple
come	
	went
bring	
	broke
make	
swim	

Infinitive	Past Simple
spend	
drive	
	met
find	
feel	
	fell

2 Ask and answer. Follow the model.

Miriam / buy a piano / ?

Q.: *Did Miriam buy a piano?*

A.: *Yes, she did. / No, she didn't.*

a. Kathy / come on time / yesterday / ? No

Q.: _____ A.: _____

b. You / go to the cinema / last Saturday / ? Yes

Q.: _____ A.: _____

c. John / buy you a present / on Valentine's Day / ? Yes

Q.: _____ A.: _____

d. Mary / drive her sister to school / ? Yes

Q.: _____ A.: _____

e. Susie / meet her friends at the pub / ? No

Q.: _____ A.: _____

3 Rewrite these sentences in the Past Simple.

a. John gets up at 8:00 o'clock. _____ yesterday morning.

b. He has a shower. _____ in the morning.

c. He drinks a glass of orange juice. _____ for breakfast.

d. Does his father drive him to school? _____ at 8:25 a.m.?

e. Does he buy a new car? _____ last year?

f. Do John and his family go out for dinner? _____ last night?

g. They don't go to bed early. _____ yesterday.

4 Form correct sentences in the Past Simple. Use the words given.

- a. Boys / not swim / sea / . _____
- b. Mary / write letter / penfriend / . _____
- c. Peter / not have lunch / canteen / . _____
- d. We / take / dog / vet / . _____
- e. You / buy tickets / football match / ? _____
- f. John and Susie / not meet / friends / pub / . _____
- g. Judy / go / Euro Disney / plane / ? _____
- h. Philip / read / book / last night / . _____
- i. They / feel / ill / yesterday / ? _____

5 Ask questions based on the underlined expressions.

- a. Q.: _____ ?
A.: Julie caught the bus at 8:00 a.m.
- b. Q.: _____ ?
A.: She bought a new dress.
- c. Q.: _____ ?
A.: I went to the swimming pool twice a week last month.
- d. Q.: _____ ?
A.: The children came back home on foot.
- e. Q.: _____ ?
A.: Mike ate a hamburger at McDonald's.
- f. Q.: _____ ?
A.: We sat at the table for an hour.
- g. Q.: _____ ?
A.: He met Mary last week.
- h. Q.: _____ ?
A.: Peter ran to the airport because he was late.



6 Last Saturday Mrs. Shaw and her son Richard went shopping. Write sentences about what they did and bought.

- a. go / shopping centre _____
- b. Richard / see nice pair of trousers / clothes shop _____
- c. try them on / buy them _____
- d. Richard / be / happy _____
- e. they / have tea / drink a coke / eat cakes _____

Reflexive pronouns

Os pronomes reflexos usam-se para indicar que a ação é praticada e sofrida pelo sujeito. Surgem após o verbo.

Usam-se normalmente depois:

- dos verbos **amuse, behave, blame, cut, dry, enjoy, hurt, introduce, ...**

Example: *He usually cuts himself when he shaves.*

- de algumas preposições – **by, in, after, at, to, ...**

Example: *She looked at herself in the mirror.*

NOTA

By + pronome reflexo
significa sozinho, sem ajuda.

Example: I did it **by myself**.

Personal pronouns subject	Reflexive pronouns	
I	Myself	<i>eu próprio/a, me</i>
You	Yourself	<i>tu próprio/a, te</i>
He	Himself	<i>ele próprio, se</i>
She	Herself	<i>ela própria, se</i>
It	Itself	<i>ele / ela próprio/a, se</i>
We	Ourselves	<i>nós próprios/as, nos</i>
You	Yourselves	<i>vós próprios/as, vos</i>
They	Themselves	<i>eles / elas próprios/as, se</i>

1 Choose the correct option.

- She hurt **myself / herself** yesterday.
- They amused **themselves / yourselves** at the party.
- I introduced **yourself / myself** to the new class.
- Joan, did you dress **yourselves / yourself** this morning?
- Bob lives by **herself / himself**.
- We wash **ourselves / themselves** every day.
- Did you hurt **himself / yourself**?

2 Complete the sentences with the correct reflexive pronoun.

- The coach blamed _____ for the bad results of the team.
- Mary enjoyed _____ at the party last night.
- We get to know _____ as time goes by.
- I hurt _____ during the gym lesson.
- Peter, did you behave _____ in the classroom?
- They introduced _____ to the boss.
- Hey, kids! Dry _____ now!
- She lives by _____.



Past Continuous

- Usa-se para descrever ações prolongadas ou ações simultâneas, no passado.
- Forma-se com o **Past Simple do verbo *to be*** e o **gerúndio do verbo principal**.

Affirmative form	Negative form	Interrogative form	Yes / No answers	
I was	I wasn't	Was I	I was .	I wasn't .
You were	You weren't	Were you	you were .	you weren't .
He was	He wasn't	Was he	he was .	he wasn't .
She was	She wasn't	Was she	she was .	she wasn't .
It was eating .	It wasn't eating .	Was it eating ?	Yes , it was .	No , it wasn't .
We were	We weren't	Were we	we were .	we weren't .
You were	You weren't	Were you	you were .	you weren't .
They were	They weren't	Were they	they were .	they weren't .

Connectors:

When – quando: usa-se geralmente com o Past Simple.

While – enquanto: usa-se geralmente com o Past Continuous.

1 Rewrite the sentences in the **Past Continuous**. Follow the model.

Sue is washing her car.

Yesterday morning Sue was washing her car.

a. John is listening to music.

Yesterday _____

b. Richard is talking on the phone.

Last night _____

c. Carol is buying a new dress.

Two days ago _____

d. Miriam is baking a cake.

Last Sunday _____

e. They are studying for the test.

The day before yesterday _____

f. Paul and I are dancing.

Last weekend _____

② Complete the sentences. Use the **Past Continuous**.

- a. Paul _____ (**wear**) blue jeans.
- b. They _____ (**not play**) football because it _____ (**rain**).
- c. _____ she _____ (**sit**) in the dining room?
- d. I _____ (**play**) the piano last evening.
- e. Jack _____ (**not live**) in Bristol in 2000.
- f. What _____ you _____ (**do**) last Saturday afternoon?
- g. Maggie and Simon _____ (**surf**) the Net some moments ago.
- h. Where _____ he _____ (**have dinner**)?

③ Rewrite the sentences in the: 1. **negative form**; 2. **interrogative form**.

- a. Peter was waiting for the bus.
1. _____ 2. _____
- b. Joan was walking towards Bill.
1. _____ 2. _____
- c. Yesterday it was pouring.
1. _____ 2. _____
- d. They were going to the cinema.
1. _____ 2. _____
- e. I was taking photos near the river.
1. _____ 2. _____
- f. He was phoning his brother.
1. _____ 2. _____
- g. We were looking for our dog.
1. _____ 2. _____
- h. They were arguing in the street.
1. _____ 2. _____
- i. Roy was telling some jokes.
1. _____ 2. _____
- j. Grace was sending an e-mail.
1. _____ 2. _____

4 Write sentences in the **Past Continuous**. Follow the model.

Albert / listen / teacher / .

Albert was listening to the teacher.

- a. The train / not go / Bath / . _____
- b. I / play / guitar / afternoon / . _____
- c. Lucy / watch TV / night / . _____
- d. They / prepare / dinner / kitchen / ? _____
- e. Emma / not get / dressed / party / . _____
- f. You / argue / with / friend / ? _____
- g. What / you / laugh / about / ? _____
- h. Yesterday / sun / not shine / . _____
- i. Paul and I / dance / last Saturday / . _____
- j. Where / they / have lunch / Sunday / ? _____
- k. He / not cook / dinner / last evening / . _____
- l. You / sleep / 11:00 p.m. / last night / ? _____

5 Complete the sentences with either the **Past Simple** or the **Past Continuous**. Follow the model.

When I arrived she was talking on the phone.

While he was having lunch, he was listening to music.

- a. Peter _____ (**sleep**) when his parents _____ (**come**) home.
- b. It _____ (**rain**) a lot while we _____ (**watch**) that film.
- c. Yesterday when Emily _____ (**leave**) for work her husband _____ (**have**) a shower.
- d. Joshua _____ (**cook**) while Sarah _____ (**iron**).
- e. What _____ you _____ (**do**) when I _____ (**phone**) you?
- f. Bruce and his brother _____ (**read**) when their mother _____ (**call**) them for dinner.
- g. When Jill _____ (**arrive**) they _____ (**sing**) loudly.
- h. I _____ (**shop**) online while Joe _____ (**compare**) prices.
- i. We _____ (**buy**) some souvenirs when the police _____ (**appear**).
- j. Pam _____ (**look**) at some photos while Jason _____ (**paint**).



Consolidation

1. Read the text carefully.

Anne Wright is a 20-year-old English girl from London. On her last summer holiday she went to Bristol to visit Sue, a friend of hers. She stayed at Sue's for two weeks and they had great fun together.

She's back in London now. Actually, she is in a pub talking to her friend Vince about her journey.

Vince: Well, well, look who's here. Great to see you, Anne.

Anne: Hi, Vince! How are you doing?

Vince: I'm OK. What about you?

Anne: Oh, I travelled to Bristol to meet my friend Sue.

Vince: Did you? When did you get back?

Anne: Just two days ago. I'm still a little bit tired.

Vince: Anyway, tell me all about it. What was it like?

Anne: Oh, I spent a marvellous time there. I did so many different things! I stayed in Bristol but I also visited its surrounding countryside and other cities.

Vince: What cities did you visit?

Anne: I went to Bath and Cardiff.

Vince: Which did you like best?

Anne: Bristol and Bath. Cardiff, however, has a marvellous Roman Castle and beautiful sightseeing spots.

Vince: Bath is also an old Roman city, isn't it?

Anne: Yes, it is. I saw the great Roman Temple and Baths, built 2,000 years ago. It's unbelievable!

Vince: What about Bristol?

Anne: I hadn't realised it was such a beautiful city. I met interesting people there. I enjoyed the museums and the boat trip round the City Docks.

Vince: Did you do a lot of shopping?

Anne: Yes, I did. I bought a lot of souvenirs. Broadmead and The Galleries are the best places to go shopping. Clifton Village is also a very special but expensive shopping area.

Vince: Did you enjoy the evenings as well?

Anne: Oh, what a great experience! It couldn't be more enjoyable. I never missed the jazz and blues in King Street.

Vince: I'm looking forward to such a good journey. Next time I'll go with you.

Anne: No problem. Come along. Well, Vince, it's getting late, I must go. Bye.

Vince: Bye-bye, Anne!

2. Answer the questions about the text.

- Where did Anne travel to? _____
- Did she stay in a hotel? _____
- How long did she stay at Sue's? _____
- What cities did she visit? _____

7 x 3 = 21



- e. Did she do any shopping? _____
- f. What monuments did she visit? _____
- g. Did Anne enjoy her journey? Why/Why not? _____

3. Anne and her mother are talking about her first Saturday with Sue.

Complete their dialogue.

7 x 3 = 21

Mummy: a. _____?

Anne: Oh, yes, I did. I really enjoyed my holiday.

Mummy: b. _____?

Anne: The journey took three hours.

Mummy: c. _____?

Anne: I usually got up at about half past nine.

Mummy: d. _____?

Anne: Before lunch Sue and I went to the city centre.

Mummy: e. _____?

Anne: We ate some sandwiches and drank coke for lunch.

Mummy: f. _____?

Anne: We visited the Bristol Cathedral and the Clifton Suspension Bridge in the afternoon.

Mummy: g. _____?

Anne: Yes, I took a lot of photos.

Mummy: I'm sure you had a wonderful time!

Anne: You're right. It was exciting, for sure.

4. Form sentences in the Past Simple using the key words given.

7 x 3 = 21

a. Anne / enjoy / city of Bristol / bus _____

b. Anne / visit / cathedral / buy / postcards _____

c. Anne and Sue / go shopping / Galleries _____

d. Anne / see / shop windows / Park Street _____

e. Anne / look at / Clifton Suspension Bridge / afternoon _____

f. Anne and Sue / take / ferry / admire / harbour _____

g. Anne and Sue / have dinner / fish and chips café _____

5. Complete the sentences with either the Past Simple or the Past Continuous.

12 x 2 = 24

- Yesterday afternoon when I _____ (do) some shopping my mum _____ (phone) me.
- Two days ago while Pam _____ (cook) her friend Sue _____ (watch) TV.
- Some moments ago my brother _____ (study) when Paul _____ (knock) at the door.
- While Peter _____ (study) his cousin _____ (write) an essay.
- Mrs. Clark _____ (water) the plants in the garden when the phone _____ (ring).
- Roger _____ (have) an accident when he _____ (go) to work by car.

6. Write a postcard about your last holiday to a friend of yours. Here are some questions to help you.

13

- Where did you go?
- How did you travel?
- What was the weather like?
- Who did you go with?
- Where did you stay?
- What did you visit?
- What did you eat / drink?
- What did you buy?
- How long did you stay?
- Did you enjoy it?



YOURTE
 ASPISUNG
 00 D7 2010
 Itelno

TOTAL / 100

SCORE: 90-100: Very good / 70-89: Good / 50-69: Average / 0-49: Poor

62 sixty-two

UNIT 05

My plans for the future...

European countries



1 Austria



2 Belgium



3 Bulgaria



4 Croatia



5 Cyprus



6 Czech Republic



7 Denmark



8 Finland



9 France



10 Germany



11 Greece



12 Hungary



13 Ireland



14 Italy



15 Lithuania



16 Luxembourg



17 Netherlands



18 Poland



19 Portugal



20 Romania



21 Slovakia



22 Slovenia



23 Spain



24 Sweden



25 United Kingdom

1 Match the nationality with the right country.

- a. Austrian ☐
- b. Croatian ☐
- c. Hungarian ☐
- d. German ☐
- e. French ☐
- f. Spanish ☐

- g. Italian ☐
- h. Czech ☐
- i. Finnish ☐
- j. Danish ☐
- k. Irish ☐
- l. Portuguese ☐

- m. Greek ☐
- n. Polish ☐
- o. Belgian ☐
- p. Romanian ☐
- q. Bulgarian ☐
- r. British ☐

- s. Swedish ☐
- t. Lithuanian ☐
- u. Slovenian ☐
- v. Luxembourgian ☐
- w. Slovakian ☐
- x. Dutch ☐
- y. Cypriot ☐

Word formation

- Há vários sufixos que podemos utilizar para criar nomes de nacionalidades.

Example: *-an* – American

-ian – Canadian, Australian

-ish – Turkish, Scottish

-ese – Japanese

- Ou terminações diferentes:

Example: *Greek*

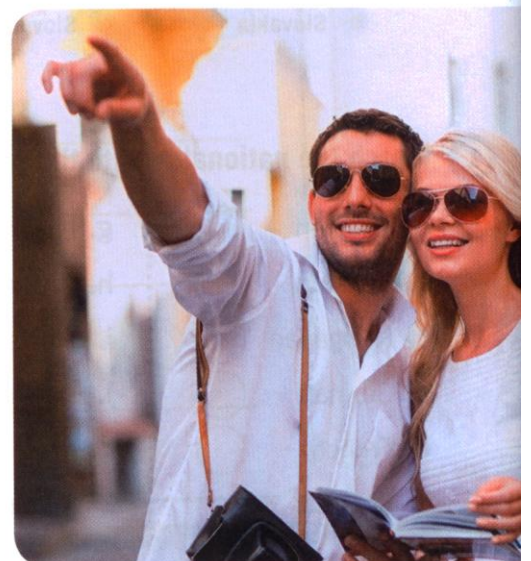
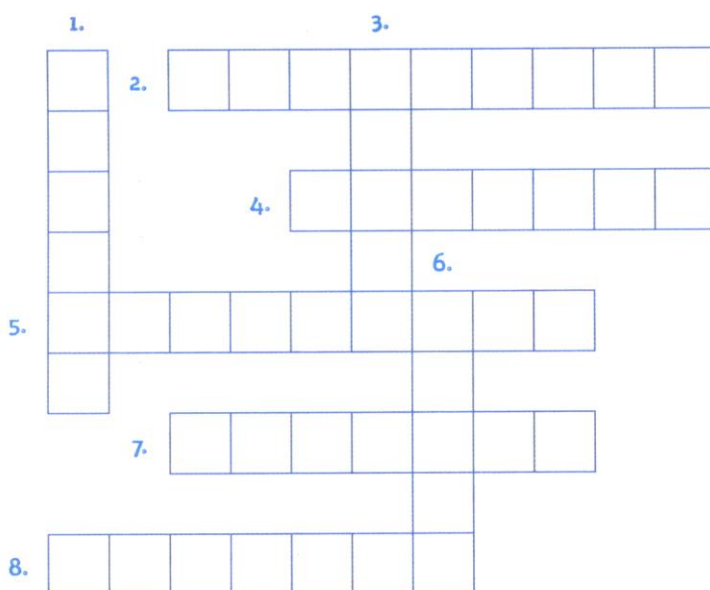


1 Identify the suffixes used for some of the nationalities on the previous page.

- | | | | |
|----------|----------|----------|----------|
| a. _____ | d. _____ | g. _____ | j. _____ |
| b. _____ | e. _____ | h. _____ | k. _____ |
| c. _____ | f. _____ | i. _____ | l. _____ |

2 Read the clues and complete the crossword.

- | | |
|-------------------------------|--------------------------------|
| 1. Someone from Poland is... | 5. Someone from Slovakia is... |
| 2. Someone from Hungary is... | 6. Someone from Ireland is... |
| 3. Someone from Greece is... | 7. Someone from Cyprus is... |
| 4. Someone from Belgium is... | 8. Someone from Finland is... |



Future: **Going to**

Para exprimir uma ideia de futuro próximo utiliza-se a construção **going to** seguida do infinitivo do verbo da ação.

Example: *Anne is going to travel to Greece next month.*

➤ **Going to** (traduz uma intenção a realizar a curto prazo)

Affirmative form		Negative form		Interrogative form	
I	am	I	am not	Am	I
You	are	You	aren't	Are	you
He		He			he
She	is	She	isn't	Is	she
It		It			it
We		We			we
You	are	You	aren't	Are	you
They		They			they

① Form sentences using the words given.

a. Brian / ride his bike / tomorrow / .

b. Sarah / phone Mary / .

c. When / Bruce / fly to London / ?

d. Harry and John / meet some friends at the pub / .

e. I / travel to Italy / next Saturday / .

f. You / do jogging / at the weekend / ?

g. Daisy / not walk to the disco alone / .

h. John and Paul / buy new skateboard / .

- ② Where are they going to travel to next summer? What are they going to do there?
Form sentences. Follow the model.

Bob / travel to London / visit lots of monuments

Bob is going to travel to London and visit lots of monuments.

- a. Clare and I / camp in the countryside / join an adventure camp / .

- b. My parents / travel to New York / watch some Broadway shows / .

- c. Tommy / drive to Barcelona / admire Gaudi's buildings / .

- d. I / take a cruise to the Greek islands / have fun there / .

- e. Joan / fly to Dubai / go to Dubai Mall / .

- f. The Taylors / travel to Disneyland / visit the theme park / .



➔ Present Continuous with future meaning

- O **Present Continuous** também se usa para expressar a ideia de futuro próximo, para falar de projetos pessoais.

Example: *What are you doing tomorrow morning? I'm having a meeting at school.*

- ① Look at Andrew's plans for this weekend. Form sentences. Follow the example.

FRIDAY EVENING

Go to a concert with friends

SATURDAY

Morning: Go jogging

Afternoon: Go shopping

Evening: Meet friends at the pub

SUNDAY

Morning: Sleep and have lunch with grandparents

Afternoon: Stay at home and play computer games

Evening: Watch TV

- a. On Friday evening Andrew is going to a concert with his friends.

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

NOTA

Shall, que se utilizava para as primeiras pessoas (I / we), caiu em desuso, a não ser quando se pretende fazer uma sugestão ou oferecer um serviço.

Example: **Shall** we go to the theatre tonight? **Shall** I help you with your homework?

Future: Will

Usa-se a construção **will + infinitivo** para:

- exprimir um facto futuro ou uma previsão;
- exprimir uma decisão tomada no momento de fala.

Affirmative form	Negative form	Interrogative form	Yes / No answers	
I	I	I	I	I
You	You	you	you	you
He	He	he	he	he
She will sing. (I'll sing)	She will not sing. (won't sing)	Will she sing?	Yes, she will.	No, she won't.
It	It	it	it	it
We	We	we	we	we
You	You	you	you	you
They	They	they	they	they

1 Form sentences. Follow the model.

Harry / ride / bike / afternoon / .

Harry will ride his bike in the afternoon.

Harry / not ride / bike / afternoon / .

Harry won't ride his bike in the afternoon.

Harry / ride / bike / afternoon / ?

Will Harry ride his bike in the afternoon?

a. I / swim / sea / .

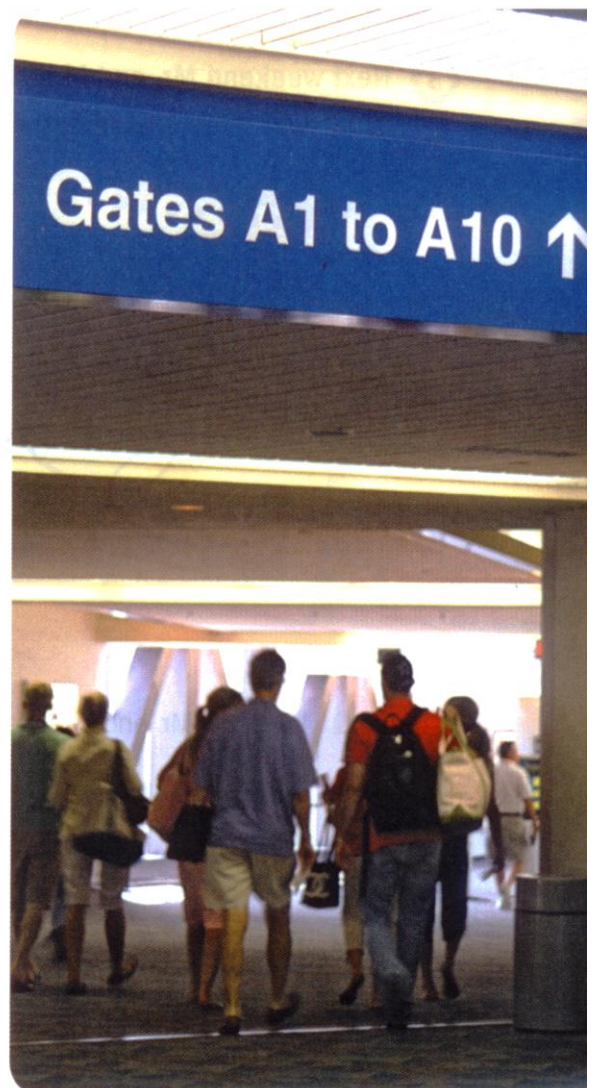
b. Laura / not study / after lunch / .

c. Mr. and Mrs. Grey / go shopping / after work / .

d. Kevin / fly / New York / next week / ?

e. We / not have dinner out / tonight / .

f. You / meet / Francis / next Saturday / ?



g. I / attend / a course / next summer / .

h. The bus / arrive / on time / ?

i. My friends / not return home / by taxi / .

2 Answer the questions.

a. Q.: Will you go to the theatre tonight?

A.: Yes, _____

b. Q.: Will they study Maths at University?

A.: Yes, _____

c. Q.: Will Sally take her dog for a walk?

A.: No, _____

d. Q.: Will John marry Susan next month?

A.: Yes, _____

e. Q.: Will the train leave at 5:20?

A.: No, _____

3 Next weekend Mr. and Mrs. Taylor will fly from London to Cardiff. Look at their plans and ask or answer questions about what they will do.



a. Q.: What will Mr. and Mrs. Taylor do next weekend? A.: _____

b. Q.: What time will they leave London? A.: _____

c. Q.: _____? A.: Yes, they will stay at a hotel.

d. Q.: Where will they have lunch? A.: _____

e. Q.: Will they visit the city? A.: _____

f. Q.: _____? A.: They will arrive in Cardiff at 7:40.

Phrasal verbs

- Os **phrasal verbs** são verbos seguidos de preposição, advérbio ou de ambos.
- Assim, os **phrasal verbs** são formados por combinações de verbos comuns, tais como **put**, **take**, **come** ou **go**, com partículas como **in**, **out**, **on** e **off**, que lhes conferem sentidos muito mais amplos do que os dos verbos simples.
- Por isso, os **phrasal verbs** são muito mais que uma mera curiosidade idiomática, constituindo parte essencial do idioma inglês, tal como ele é falado e escrito hoje em dia.

Verb	Meaning	Phrasal verb	Meaning
to put	pôr	to put off	adiar
to come	vir	to come in	entrar
		to come out	sair
		to come down	descer, baixar (preços)
to look	olhar	to look after	cuidar
		to look for	procurar
to take	levar	to take off	levantar voo
to check	verificar	to check in	registar
		to check out	sair de, conferir
to catch	agarrar	to catch up	pôr-se a par de
to try	tentar	to try on	experimentar
to pick	escolher	to pick out	selecionar
to go	ir	to go on	continuar
		to go off	passar do prazo (alimentos), desaparecer (pessoas), disparar (armas, alarmes)

1 Match column A with column B. Follow the example.

A

1. look after
2. take off
3. check in
4. catch up
5. try on
6. pick out
7. put off
8. come down
9. go off
10. look for
11. come out

B

- a. arrive and register at a hotel or airport
- b. make a sudden loud noise
- c. search
- d. postpone
- e. leave
- f. take care
- g. start flying
- h. put on and see if a piece of clothing fits
- i. get lower
- j. choose
- k. talk to someone you haven't seen for some time and find out what they have been doing



Consolidation

1. Read the text carefully.

Shirley Wilson is a famous American rock singer. She has already recorded some CD's. They were hits. She will record another one next month.

Terry, a journalist from the *American Express Pop Magazine*, is interviewing her.

Terry: Good morning, Shirley! Can I ask you some questions for our magazine?

Shirley: It's a pleasure.

Terry: To start with, can you tell us something about your private life?

Shirley: Sure.

Terry: Are you married?

Shirley: Not yet. I'll probably get married next year.

Terry: Who will you marry?

Shirley: Bob, my boyfriend. He is a very good musician.

Terry: Do you have a busy life?

Shirley: Yes, I'm always in a rush, you know... I have to be at the studio very early in the morning and I come back home very late. At the weekends I have some shows. So, it's a hard life if you want to be successful.

Terry: And what about your plans for the future, have you got any?

Shirley: Yes, I have got many. I've got a recording agent and I'll sign a big contract in a few weeks.

Terry: So, you will be touring again?

Shirley: I hope so...! After Christmas I'll travel around the country to give some concerts.

Terry: When is your next concert?

Shirley: In two weeks. I'm going to sing at a leisure centre in New York.

Terry: What are you expecting from it?

Shirley: It's going to be one of my best shows.

Terry: Will you go abroad too?

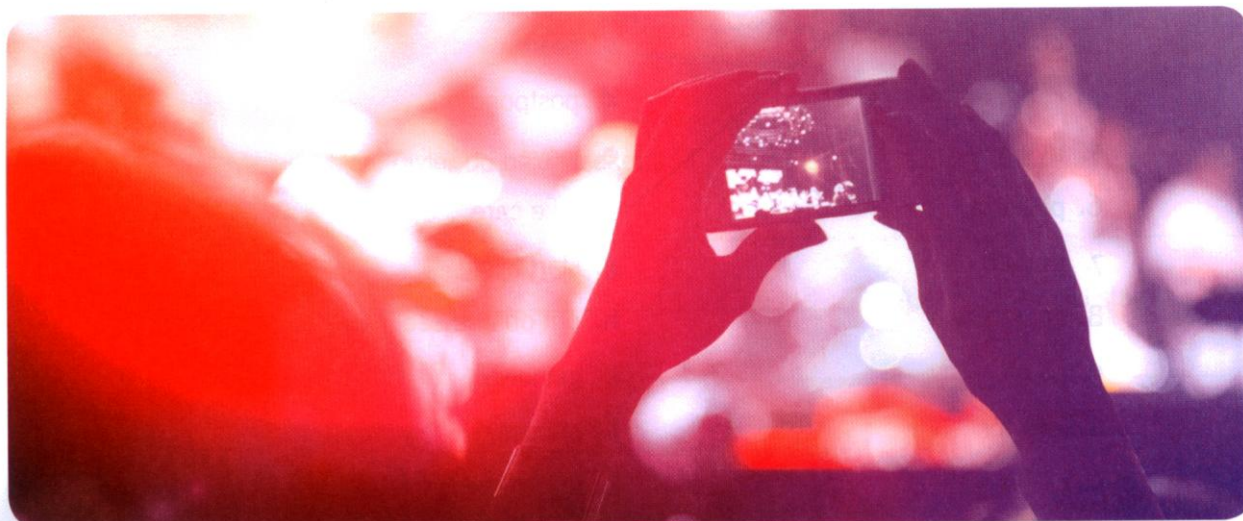
Shirley: Yes, next summer I'll travel to Europe: to Germany.

Terry: Thank you, Shirley. It was very kind of you to give me this interview.

Shirley: It was my pleasure!

Terry: Bye, Shirley!

Shirley: Bye, Terry!



2. Mark the sentences T (true) or F (false) according to the text.

8 x 1 = 8

- a. Shirley is an actress.
- b. She sings in a band.
- c. She is single.
- d. She'll be married in a few days.
- e. She'll marry a famous scientist.
- f. She works very hard.
- g. She didn't record any CD's.
- h. She will travel abroad next summer.

☐
☐
☐
☐
☐
☐
☐
☐



6 x 3 = 18

3. Answer questions about the text.

- a. Q.: Who is Shirley? A.: _____
- b. Q.: What nationality is she? A.: _____
- c. Q.: Did she record any CD's? A.: _____
- d. Q.: When will she record her next CD? A.: _____
- e. Q.: Will she get married next month? A.: _____
- f. Q.: Where is she going to be in two weeks? A.: _____

4. Ask questions for the following answers.

6 x 3 = 18

- a. Q.: _____?
A.: Terry is interviewing Shirley.
- b. Q.: _____?
A.: No, she is single.
- c. Q.: _____?
A.: Yes, she does. She usually goes back home very late.
- d. Q.: _____?
A.: She will travel around the country after Christmas.
- e. Q.: _____?
A.: Her next concert is going to be in two weeks.
- f. Q.: _____?
A.: Next summer she will sing in Germany.

5. Identify the suffix in the nationalities below.

4 x 2 = 8

- a. Chilean / Korean _____ c. English / Irish _____
b. Chinese / Japanese _____ d. Australian / Canadian _____

6. Match the words on the left with the words on the right to form a phrasal verb.

8 x 2 = 16

- | | | | | | |
|----------|-----------------------|--------|-----------------------|---------|--------|
| a. get | ☐ | e. get | ☐ | 1. in | 5. on |
| b. check | ☐ | f. go | ☐ | 2. away | 6. out |
| c. hang | ☐ | g. log | ☐ | 3. out | 7. off |
| d. fill | ☐ | h. put | ☐ | 4. back | 8. in |

Now look up the expressions you formed and find out if they are correct.

7. Anne is making plans for next Saturday. Fill the gaps with the Present Continuous form of the verbs in brackets.

7 x 2 = 14

On Saturday morning I a. _____ (meet) Susan in town. We b. _____ (go) to the street market. There we c. _____ (buy) vintage clothes. Then we d. _____ (have) lunch at a typical food stand. In the evening we e. _____ (travel) to London. We f. _____ (go) to a vintage party at Starbuck's. We g. _____ (come) back late at night.

8. Shirley will get married next year. Look at her notes and write what she will and won't do in the future.

18

- | | |
|----------------------------------|------------------------------------|
| • choose / new recording agents | • not sing / every weekend |
| • in a few months / record / CD | • go / holiday / Florida / husband |
| • next year / travel / Australia | • buy / new house / Miami |
| • not have / children / soon | • give / lots of parties |

TOTAL / 100

SCORE: 90-100: Very good / 70-89: Good / 50-69: Average / 0-49: Poor

UNIT 06

On the street

Public buildings



School
escola



Hospital
hospital



Library
biblioteca



Post Office
correios



Police Station
esquadra



Church
igreja



Court
tribunal



University Campus
campus universitário



Embassy
embaixada



Museum
museu



Market
mercado



Train / Bus Station
estação de comboio / autocarro

Shops



Butcher's
talho



Clothes shop
boutique



Baker's
padaria



Greengrocer's
frutaria



Newsagent's
quiosque



Supermarket
supermercado



Shoe shop
sapataria



Bookshop
livraria



Grocer's
mercearia



Hairdresser's
cabeleireiro

1 Match column A with column B.

A

- a. Shop where you buy clothes.
- b. Shop where you buy vegetables and fruit.
- c. Shop where you buy meat.
- d. Shop where you buy books.
- e. Shop where you buy different kinds of things.
- f. Shop where you buy shoes.
- g. Shop where you buy sugar, flour and rice.
- h. Shop where you buy bread.
- i. Shop where you have your hair done.
- j. Shop where you buy newspapers and magazines.

B

- 1. hairdresser's
- 2. bookshop
- 3. newsagent's
- 4. baker's
- 5. clothes shop
- 6. greengrocer's
- 7. butcher's
- 8. shoe shop
- 9. supermarket
- 10. grocer's



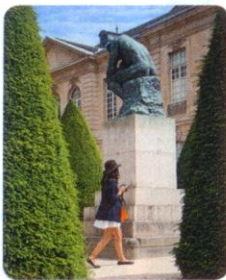
➔ Prepositions of movement

Towards – em direção a

Through – através de (passando por dentro de)

Across – através de (passando por cima de)

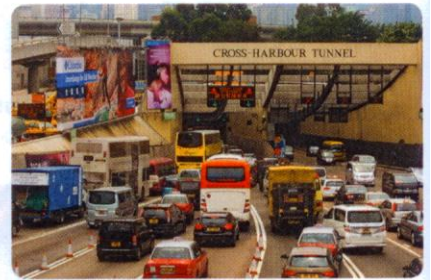
1 Look at the pictures and complete the sentences with **through**, **across**, **towards**.



- a. Jackie walked _____ the museum.



- b. Thomas drove _____ the bridge.



- c. The bus is going _____ the tunnel.

Giving orders

- O **imperativo** na afirmativa tem a mesma forma do infinitivo sem **to**.

Example: *Sit down!* / *Be silent!*

- Usa-se para dar:

– ordens. Example: *Pay attention and listen to your teacher.*

– direções. Example: *Go along the street and turn right at the second corner.*

– conselhos. Example: *Go to the doctor if you are feeling sick.*

– instruções. Example: *Study for the test from pages 20 to 38.*

- O **imperativo negativo** forma-se com **do not** / **don't** seguido do infinitivo sem **to**. Usa-se para proibir.

Example: *Don't run!* / *Don't do it again!*

NOTA

Para dar um conselho também se usa **should** / **shouldn't** seguido do infinitivo sem **to**.

Example: *You should eat healthy food.* / *You shouldn't eat fast food.*

1 Match each sentence with the correct picture.



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____

1. Beware of the dog.
2. Cross the street now.
3. Keep off the grass.
4. Don't feed the animals.
5. Be silent.
6. Don't go.

- ② We are at Victoria Station where we can take the underground, a coach or a train. Here is some advice and instructions in a train on the London underground. Match the pictures with the instructions.



a. Animals not allowed.

b. Pay attention to the platform when getting on the train.

c. Keep your belongings safe.

d. Don't smoke.

e. Offer your seat to disabled people.

f. Stay behind the yellow line.



- ③ Rewrite the sentences in the **negative form**.

a. Listen to me.

b. Call your brother.

c. Sing me a song.

d. Go down the street.

e. Turn on the TV.

f. Stand up.

g. Switch off the light.

h. Go to the supermarket.

i. Feed the dog.

j. Open the window.

k. Walk on the grass.

l. Speak loudly.

Inviting / Suggesting

Para fazer convites ou dar sugestões podemos usar as expressões:

Let's..., Why don't ...?, Would you like to...?, How about...? e Shall we...?

Inviting / Suggesting	Accepting	Refusing
› Let's go to the cinema. › Why don't we stay home? › Would you like to go out for a drink? › How about going to a museum? › Shall we dance?	› Yes, that's a great idea. › Yes, I'd love to. › That would be nice. › That sounds good / lovely. › Sure.	› No, I'm afraid I can't. › I'm not in the mood. › Sorry I can't. How about tomorrow? › I'd love to, but unfortunately I can't.

1 Write sentences inviting / suggesting someone to do something. Use different expressions from the table above.

- a. go out for dinner _____
- b. walk in St. James's Park _____
- c. buy a tablet _____
- d. go to a café _____
- e. visit our aunt _____
- f. travel to Oxford _____

2 Accept or refuse the invitation. Follow the model.

Let's have dinner out.

Yes, good idea. / I'd love to, but I can't.

- a. How about watching a film tonight? (refuse)

- b. Shall we visit the London Zoo? (accept)

- c. Would you like another slice of pizza? (accept)

- d. Why don't you have a ride on the London Eye? (refuse)

- e. Let's go canoeing this weekend! (accept)

- f. How about taking a photography course next summer? (refuse)



Consolidation

1. Patrick meets Helen in the street. Read their dialogue.

Patrick: Hi, Helen. Are you free next Saturday?

Helen: Hi. Let me see... What day is it? It's the 19th. Yes, I am.

Patrick: Why don't you come to the Royal Opera House with me?

Helen: What's on?

Patrick: *Madame Butterfly*. My sister and her husband say it's fantastic!

Helen: Great. Who are the singers?

Patrick: I don't know their names but I've heard they are very good.

Helen: Then... I'd love to.

Patrick: I'll pick you up at 6:30. Would you like to go for a drink after the performance?

Helen: That sounds lovely!

Patrick: Good. See you next Saturday then.

Helen: See you.

2. These sentences are all false. Correct them.

6 x 1 = 6

- a. Patrick and Helen are at home. _____
- b. Helen isn't free next Saturday. _____
- c. Patrick wants to go to the cinema. _____
- d. The singers aren't very good. _____
- e. Helen won't go with Patrick. _____
- f. He'll pick her up at seven o'clock. _____

3. Which is the odd word out? Follow the model.

6 x 1 = 6

Free, busy, bored, work

- a. Come, Saturday, go, arrive
- b. Home, opera, cinema, theatre
- c. Teacher, singer, actor, summer
- d. Coffee, tea, bread, milk
- e. Cousin, street, sister, husband
- f. Brother, fantastic, great, good

4. Ask or answer questions.

6 x 3 = 18

a. Q.: Where are Patrick and Helen?

A.: _____

b. Q.: Is next Saturday the 17th?

A.: _____

c. Q.: _____?

A.: He invited her to go to the Royal Opera House.

d. Q.: _____?

A.: It is *Madame Butterfly*.

e. Q.: What time will he pick her up?

A.: _____

f. Q.: What are they going to do after the performance?

A.: _____



5. Match the opposites.

7 x 2 = 14

1. Put it on.

a. Turn left!

2. Turn it on.

b. Slow down!

3. Stand up!

c. Take it off.

4. Close the door.

d. Sit down!

5. Turn right!

e. Turn it off.

6. Stop!

f. Open the door.

7. Hurry up!

g. Move on!

6. Match column A with column B.

8 x 2 = 16

A

1. Place where you go to pray.

2. Place where you go to read or borrow books.

3. Building where objects of artistic or cultural interest are exhibited.

4. Headquarters of a local police force.

5. Building where plays and other performances are shown.

6. Institution providing medical and nursing care for sick or injured people.

7. Institution for educating children, teens or adults.

8. Institution where legal cases are heard.

B

☐ a. police station

☐ b. court

☐ c. hospital

☐ d. church

☐ e. school

☐ f. museum

☐ g. library

☐ h. theatre

7. Write sentences inviting / suggesting someone to do something.

Accept or refuse the invitation / suggestion. Follow the model.

8 x 2 = 16

go / cinema / tonight / ? – Yes / No

Q.: *Would you like to go to the cinema tonight?*

A.: *Sure, I'd love to. / Sorry, I can't.*

- a. play tennis / next Sunday / ? – No

Q.: _____?

A.: _____

- b. go / beach / tomorrow / ? – Yes

Q.: _____?

A.: _____

- c. dance / tonight / ? – Yes

Q.: _____?

A.: _____

- d. make / trip / to Bath / ? – No

Q.: _____?

A.: _____

- e. travel / around Europe / next summer / ? – Yes

Q.: _____?

A.: _____

- f. swim / in the sea / ? – No

Q.: _____?

A.: _____

- g. have dinner out / next Saturday night / ? – Yes

Q.: _____?

A.: _____

- h. go jogging / after work / ? – No

Q.: _____?

A.: _____

8. Compare the shoes to the sandals. Write four sentences using the adjectives modern, big, cheap, comfortable.

4 x 2 = 8

	Modern	Big	Cheap	Comfortable
Shoes	++	+++	+	+
Sandals	++	++	+++	++

9. Patrick is in a clothes shop. He wants to buy a sweatshirt. Write the dialogue between him and the shop assistant.

16

Patrick

- 1 Greet the shop assistant.
- 3 Say he wants a sweatshirt.
- 5 Say he'd like a black one.
- 7 Say he takes a medium size.
- 9 Say yes.
- 11 Say yes and ask for the price.
- 13 Say it's very expensive and ask for a cheaper one.
- 15 Say he will take it. Pay and say goodbye.

Shop assistant

- 2 Answer the greeting and offer assistance.
- 4 Ask about the colour.
- 6 Ask about the size.
- 8 Ask if he would like to try it on.
- 10 Ask if it fits.
- 12 Give the price.
- 14 Offer a cheaper one.
- 16 Thank and say goodbye.

TOTAL / 100

SCORE: 90-100: Very good / 70-89: Good / 50-69: Average / 0-49: Poor

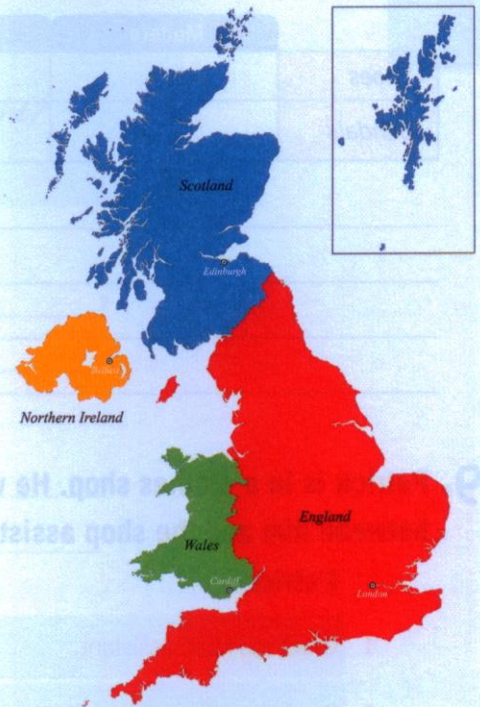
Culture spot

The United Kingdom

The United Kingdom (UK) is made up of four nations: England, Wales, Scotland and Northern Ireland. Its official name is "United Kingdom of Great Britain and Northern Ireland". Great Britain is made up of England, Wales and Scotland.

The capital of England is London, the capital of Scotland is Edinburgh, the capital of Wales is Cardiff and the capital of Northern Ireland is Belfast. Most of Ireland became an independent nation in 1921.

The capital of the UK is London.



- 1 Identify the different countries of the United Kingdom on the map and their capital cities.
- 2 Find 10 well-known cities in the UK in the word search below.



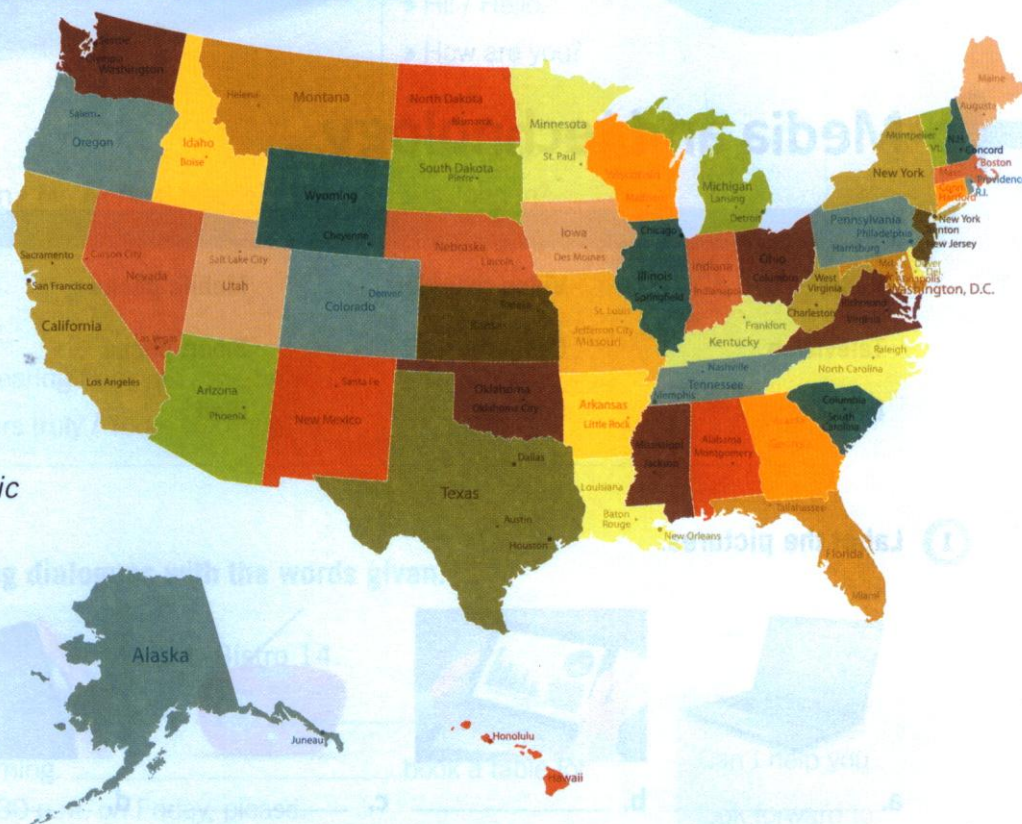
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

The United States of America

The United States of America is a country of 50 different states.

All 50 states are represented by the 50 stars in the American flag.

The country is divided into six regions: New England, the mid-Atlantic region, the South, the Midwest, the Southwest and the West.



① Find 10 well-known cities in the USA in the word search and try to locate them on the map.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

UNIT 07

Media and technology

➔ Media and technology

Devices			
Radio	Video recorder	Mobile phone	iPad
Television	Computer	Smart phone	Tablet
DVD player	Console	iPod	Digital camera

1 Label the pictures.



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____



i. _____



j. _____

➤ Words and expressions related to new technologies

New technologies				
Facebook	Hacker	Texting	Download	Tuning
Email (E-mail)	Screen	You tube	Website	Online
Blog	PC	SIM card	Print	Piracy
Touch	Remote control	Posts	Connect	Videogame
Cable	Bug	Chat room	SMS	Files
Password	Surf the Net	Log in	PDF	Internet

Formal / Informal English

Formal English	Informal English
(usa-se com pessoas mais velhas ou desconhecidas, a quem tratamos com cerimónia)	(usa-se com amigos e familiares)
› Good morning / afternoon / evening. › How do you do? › Yes. › How can I help you? › Could I speak to John / Mr. Norton, please? / Could you put me through? › One moment, please. › Thank you for calling. › Looking forward to hearing from you / seeing you. › Sincerely yours / Yours truly / Yours faithfully.	› Hi! / Hello. › How are you? › Yeah... › What's up / new? › Is John in? › Hang on a sec. › Talk to you soon. › Write me soon. Bye. › Hugs and kisses.

1 Complete the following dialogues with the words given.

a. Mrs. Hayle is phoning a restaurant, Bistro 14.

A.: Good morning. Bistro 14. _____?

Mrs. Hayle: Good morning. _____ book a table for two for 8:30 p.m. on Friday, please.

A.: _____ your name and a contact phone number, please?

Mrs. Hayle: It's Hayle, Mrs. Hayle. My daytime phone number is 07758001452.

A.: _____ We _____ seeing you on Friday.

Can I help you
look forward to
Thank you, Madam
May I take
Certainly
I'd like to

b. Arthur is calling his friend Candy.

Arthur: Hi, Candy.

Candy: Hi. _____?

Arthur: _____ go to the cinema tonight?

Candy: _____! What time?

Arthur: 7:30 p.m. at the shopping centre. _____ for you?

Candy: _____. See you later.

Arthur: _____.

See you
Great
What's up
Is that OK
Do you want to
Yes, cool



Relative pronouns

- **Who** – *que, quem*; usa-se quando o sujeito é uma pessoa.
Example: *He is the man who phoned me last night.*
- **Whose** – *cujo, cuja, cujos, cujas*; usa-se com pessoas e animais para indicar a posse.
Example: *She is the girl whose car was burgled.*
- **Which** – *que*; usa-se quando o sujeito é uma coisa ou um animal.
Example: *I finished the book which you offered me.*
- **That** – *que*; usa-se quando o sujeito é uma pessoa, uma coisa ou um animal.
Example: *He is writing at the table that is near the door.*

NOTA

Para indicar a posse com coisas usa-se **of which**.
Example: He is watching the film, the name **of which** I can never remember.

Repara que:

1. **That** pode substituir **who** ou **which** quando a frase relativa é **defining**.
Example: *The girl **that / who** came in late is my friend Sue.*
2. Quando o pronome relativo tem a função de complemento pode ser omitido.
Example: *He is the boy (**who / that**) I met yesterday.*



Relative clauses

- **NON-DEFINING** – a informação contida na oração relativa é uma informação extra, não essencial à compreensão da frase e é separada por vírgulas.
Example: *My cousin, who is 12 years old, is a very good skater.*
- **DEFINING** – a informação contida na oração relativa é nova e importante para a sua compreensão (não tem vírgulas).
Example: *My cousin who they saw at the cinema is a very good skater.*

1 Choose the correct relative pronoun.

- a. I don't know the man **who / whose** lives here.
- b. This is the book **who / that** I am reading.
- c. Those **who / which** have finished their work may go home.
- d. The car **who / that** she is driving is mine.
- e. This is the girl **who / whose** clothes are always so fashionable.
- f. The dress **which / whose** I am wearing is brand new.
- g. Jane **who / whose** house is next to mine is my best friend.
- h. Mrs. Norton is the woman **who / which** lives near my grandparents.



2 Insert the correct relative pronoun in the sentences below.

- a. Are you going to the hotel _____ your uncle recommended to you?
- b. I don't know the person _____ wrote that letter.
- c. The students _____ belong to this team are ready to compete.
- d. All the things _____ I said are true.
- e. The woman _____ handbag I found is Mrs. Smith.
- f. Mrs. Clark is the woman _____ works with my mother.
- g. That is the bank _____ was robbed last week.
- h. Danny, _____ girlfriend is Spanish, is attending that course with me.
- i. This is the iPod _____ my husband offered me.
- j. Here is the dress _____ I prefer: the blue one.



3 Link the sentences below using a relative pronoun.

- a. My mum loved the flowers. Joan offered them to her.

- b. I read the book. My friend Eric gave it to me.

- c. Do you know the boy? He came to our house last week.

- d. The boy has an older sister. His parents are abroad.

- e. That's the boy. I saw him at the shop.

- f. His brother lives in Barcelona. He visited him last month.

- g. They spent a weekend in Stratford-upon-Avon. Stratford-upon-Avon is Shakespeare's hometown.

- h. Those are the Spencers. Their house is very well-furnished.

- i. I'm going to the hotel. Your sister recommended it to me.

- j. The children are ready to leave. They belong to this group.



Past Simple

Remember: o **Past Simple** é o tempo verbal utilizado para descrever acontecimentos que tiveram início e terminaram no passado.

NOTA

Consulta a unidade 4 para relembrares e obteres mais informações sobre o Past Simple.

1 Rewrite the sentences beginning with **yesterday** (Past Simple).

- a. Mark gets up at 7:15.
- b. Jeremy and I take the bus to school.
- c. Kay goes jogging after work.
- d. Miles works in an office.
- e. I visit the suburbs of London.
- f. They go home by car.

2 Write the sentences in the: 1. negative form; 2. interrogative form.

- a. Jacob went to Lisbon last summer.

1. _____ 2. _____

- b. Justine travelled to Paris two days ago.

1. _____ 2. _____

- c. Camilla and Andy met at Starbuck's yesterday evening.

1. _____ 2. _____

- d. I enjoyed that day out a lot.

1. _____ 2. _____

- e. Lee and I walked in Kensington Gardens.

1. _____ 2. _____

- f. That dog barked all night long.

1. _____ 2. _____

- g. It rained cats and dogs last Wednesday.

1. _____ 2. _____

- h. You called me yesterday.

1. _____ 2. _____

3 Complete the sentences with the **Past Simple** form of the verbs in brackets.

- a. Yesterday Kate _____ (**go**) shopping. She _____ (**buy**) a new pair of jeans.

- b. Her friend Miriam _____ (**not buy**) clothes, she _____ (**prefer**) to buy a new mobile phone.

- c. _____ you _____ (**have**) dinner out last Friday? No, I _____. I _____ (**stay**) at home.
- d. Jackie _____ (**meet**) her boyfriend at the pub.
- e. They _____ (**be**) late last evening because they _____ (**miss**) the train.

4 Form sentences in the **Past Simple**. Follow the model.

Sophie / catch / train / ?

Did Sophie catch the train?

- a. Ralph / not sleep / home / yesterday / . _____
- b. What time / Mrs. Turner / phone / her sister / ? _____
- c. I / enjoy / the concert / last night / . _____
- d. We / dance / a lot / at the party / . _____
- e. What / Henry / do / last weekend / ? _____
- f. They / not forget / to call / Sue / . _____
- g. Sally / take / her son / to the park / . _____
- h. When / you / be born / ? _____

Used to / Didn't use to

Usa-se quando nos referimos a hábitos no passado mas que deixaram de o ser.

Example: *What did you **use to do** when you were younger?*

*When I was younger I **used to get** up late.*

*Some years ago I **didn't use to watch** horror films.*

1 Complete the sentences with **used to** / **didn't use to**.

- a. Some years ago students _____ go to school on foot but now lots of them go by car.
- b. My parents _____ (not) stay at home on Saturday night. Now they seldom go out at the weekend.
- c. When she was eighteen she _____ spend lots of time talking to her friends on the phone. Now she texts them instead.
- d. Last year he _____ drive to work but now he takes the train.
- e. I _____ (not) visit my grandparents but now I do it every week.
- f. Boys _____ play marbles but today they play computer games.

- 2 This is a song by *The Beatles*, a very famous British band from the 60's. Complete the sentences with the **Past Simple** form of the verbs in brackets.

Yesterday,
All my troubles a. _____ (**seem**) so far away,
Now it looks as though they're here to stay
Oh I believe in yesterday

Suddenly,
I'm not half the man I b. _____ (**use**) to be
There's a shadow hanging over me
Oh yesterday c. _____ (**come**) suddenly

Why she d. _____ (**have**) to go
I don't know, she wouldn't say
I e. _____ (**say**) something wrong
now I'm long for yesterday

Yesterday,
Love f. _____ (**be**) such an easy game to play
Now I need a place to hide away
Oh I believe in yesterday

Why she g. _____ (**have**) to go
I don't know, she wouldn't say
I h. _____ (**say**) something wrong
now I'm long for yesterday

Yesterday,
Love i. _____ (**be**) such an easy game to play
Now I need a place to hide away
Oh I believe in yesterday



- 3 Choose the correct form of the verb.

- a. Roger **was** / **were** talking on the phone.
- b. His parents **was** / **were** watching TV.
- c. Marion **was** / **were** having a shower while her sisters **was** / **were** getting dressed.
- d. What **was** / **were** you doing when I texted you?
- e. I **was** / **were** surfing the Net at the café.
- f. We **wasn't** / **weren't** singing loudly.
- g. **Was** / **Were** they running in the park?
- h. Bob **was** / **were** playing computer games.

Past Continuous

Remember: o **Past Continuous** é o tempo verbal usado para expressar a duração de ações no passado.

NOTA

Consulta a unidade 4 para relembrares e obteres mais informações sobre o Past Continuous.

1 Complete the sentences with the **Past Continuous** form of the verbs in brackets.

- Last night she _____ (**chat**) with a group of friends.
- They _____ (**download**) a film from the Net.
- William _____ (**buy**) some gadgets.
- While Robert _____ (**send**) an e-mail Judy _____ (**watch**) a film.
- I _____ (**read**) an interesting article on my tablet.
- Henry _____ (**play**) the guitar while his sister _____ (**surf**) the Net.

2 Look at the pictures and complete the sentences.



- Miley Cyrus _____ a concert yesterday at 10:00 p.m.



- Cristiano Ronaldo _____ in Santiago Barnabéu stadium this afternoon.



- Jéssica Augusto _____ the marathon in London.



- Michael Phelps _____ the final of the World Championship.



- Rui Costa and Tiago Machado _____ together last Friday.



- Jamie Oliver _____ in a TV programme last night.



Consolidation

1. Read the text carefully.

Do you sometimes feel overwhelmed in the ever-changing, ever-growing worlds of technology and media? With gadgets like mobile phones **that** can access the Internet, and video game consoles as powerful as yesterday's home computers, how can we make sure that we don't get too much of technology?

According to a study conducted by the National Institute on Media and Family, teens spend more time sitting in front of electronic screens than doing any other activity besides sleeping. Teen's excessive screen time comes with all kinds of hazards: lack of physical activity, exposure to adult themes and content, and lack of interaction with family and friends. And then there are the ads for almost every product imaginable, including alcohol and medications intended for adult use only. Ads also send strong messages about personal appearance and other topics to **which** teens are especially attuned.

2. Say whether these statements are T (true) or F (false). Quote from the text to support your answers.

a. We sometimes feel overwhelmed by technology.

☐

b. Teens spend a lot of time in front of electronic screens.

☐

c. Due to all these gadgets, they interact a lot with family and friends.

☐

d. Teens take advantage of all kinds of ads.

☐

4 x 2 = 8

3. What do the words in bold in the text refer to?

a. *that* (l. 2) _____

b. *which* (l. 11) _____

2 x 2 = 4

4. Complete the following sentences with ideas from the text.

a. Teens of the twenty-first century are _____

b. Almost every teen has _____

c. Teens spend more time _____

d. They are exposed to several _____

e. Ads can also influence _____

5 x 3 = 15

5. Match these words from the text with their meaning.

6 x 4 = 24

A

1. overwhelmed (l. 1)
2. powerful (l. 3)
3. conducted (l. 5)
4. lack (l. 7)
5. intended (l. 10)
6. attuned (l. 11)

B

- a. managed
- b. shortage
- c. directed to
- d. submerged
- e. receptive
- f. strong

6. Complete the sentences with either the **Past Simple** or **Past Continuous** form of the verbs in brackets.

12 x 2 = 24

We a. _____ (**not get**) much sleep last night because the people next door b. _____ (**have**) a noisy party. I c. _____ (**ring**) up the landlord and d. _____ (**say**) that his tenants e. _____ (**make**) too much noise. He f. _____ (**point**) out that it g. _____ (**be**) Saturday and that people often h. _____ (**have**) parties on Saturday nights. I i. _____ (**say**) that the people in his house always j. _____ (**have**) too many parties. At the end the landlord k. _____ (**decide**) he l. _____ (**go**) to talk to them.

7. Complete the sentences with the correct **relative pronoun**.

5 x 2 = 10

- a. The book _____ I am reading is interesting.
- b. John _____ you all know is coming for dinner tonight.
- c. Mr. Roberts, _____ wife I met yesterday, has got a new job.
- d. _____ city would you prefer to go for a weekend, Rome or Budapest?
- e. Her eldest brother, _____ is in the university, is twenty-three.

8. Write an e-mail to a friend of yours telling him / her about the new gadget your parents gave you for your birthday last month.

15

TOTAL / 100

SCORE: 90-100: Very good / 70-89: Good / 50-69: Average / 0-49: Poor

UNIT 08

Fashion

→ Clothes / Clothing

Clothes

Skirt – saia	Leggings – calças justas; género de meia-calça sem pé	Overcoat – sobretudo
Dress – vestido	Shirt – camisa	Jacket – casaco curto
Blouse – blusa	Underpants – cuecas de homem	Suit – fato (saia / calça e casaco)
T-shirt – t-shirt	Pullover – camisola com decote em v	Tracksuit – fato de treino
Shorts – calções	Jeans – calças de ganga	Swimsuit – fato de banho
Bra – sutiã	Sweater – camisola de algodão	Polo neck – camisola de gola alta
Panties – cuecas	Polo shirt – polo	Hoodie – camisola com capuz
Tights – meia-calça	Socks – meias	Dressing gown – robe
Top – top	Waistcoat – colete	Nightdress – camisa de dormir
Anorak – anoraque	Raincoat – gabardina	Pyjamas – pijama
Trousers – calças		Overalls – jardineiras, macacão

Footwear

Shoes – sapatos	Loafer – mocassim
High-heeled shoes – sapatos de tacão alto	Sandals – sandálias
Boots – botas	Trainers – sapatilhas
Mules – socas	Slippers – chinelos (de quarto)

 Polo neck	 Turtleneck
Dressing gown	Bathrobe
Nightdress	Nightgown
Braces	Suspenders
Pyjamas	Pajamas
Waistcoat	Vest
Trainers	Sneakers

Accessories

Scarf – cachecol, écharpe, lenço	Sunglasses – óculos de sol	Ring – anel
Belt – cinto	Hat – chapéu	Earrings – brincos
Gloves – luvas	Cap – boné	Necklace – colar
Mittens – luvas de lã (só com duas divisões)	Bonnet – gorro	Tie – gravata
Handbag – carteira de mão	Head band – bandolette	Bow(tie) – laço
Clutch – carteira pequena	Watch – relógio	Braces – suspensórios
Wallet – porta-moedas, carteira de bolso	Bracelet – pulseira	

Patterns

Plain – liso	Checked – aos quadrados
Spotted – às bolas	Flowery – florido
Striped – às riscas	Tartan / plaid – escocês

Fabrics

Cotton – algodão	Wool – lã	Satin – cetim
Linen – linho	Lace – renda	Velvet – veludo
Silk – seda		

1 Label the pictures.



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____



i. _____



j. _____



k. _____



l. _____



m. _____



n. _____



o. _____



p. _____

Words related to dressing styles

Elegant – elegante

Attractive – atrativo/a

Smart – moderno/a mas formal, chique

Stylish – na moda, com estilo

Trendy – última moda

Casual – descontraído/a

Formal – a rigor

Overdressed – demasiado a rigor

Fancy – extravagante, invulgar

Scruffy – mal-vestido, mal-arranjado

Outdated – fora de moda

Updated / fashionable – na moda

2 Match column A with column B. Follow the example.

A

1. Scruffy
2. Trendy
3. Tight
4. Formal
5. Baggy
6. Elegant
7. Stylish
8. Overdressed
9. Smart

B

- a. Conventional
- b. Untidy and dirty
- c. Fashionable and attractive
- d. Attractive and well designed
- e. Fit closely to the body
- f. Too formal
- g. Chic
- h. Very fashionable
- i. Large

3 Complete the sentences with **adjectives** from the list on the previous page.

- a. That coat in the shop window is very _____.
- b. Natalie bought the most _____ handbag in the shop.
- c. Mrs. Norton is very _____.
- d. My sunglasses are cool but Nick's are really, really _____.
- e. He always wears the _____ trousers among his friends.
- f. She is the most _____ woman in the room.
- g. These jeans are just too _____.
- h. You've chosen the most _____ dress in the shop.



NOTA

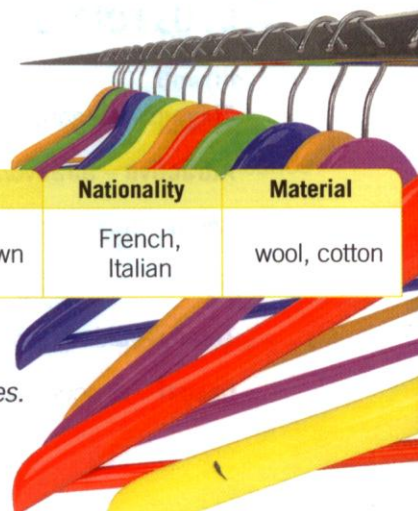
Para obteres mais informações sobre a ordem do adjetivo na frase, consulta a unidade 2.

Adjective order

- Os adjetivos são colocados antes do nome ou depois de alguns verbos (**be, look, feel, ...**).
- Quando existem dois ou mais adjetivos numa frase colocam-se pela seguinte ordem:

Opinion	Size	Age	Shape	Colour	Nationality	Material
nice, kind	tall, big	young, old	skinny, round	blue, brown	French, Italian	wool, cotton

Example: *Giselle Bündchen has got beautiful, long, wavy, fair hair.
She always wears trendy, stylish, colourful, international clothes.*



1 Which is the odd word out?

Opinion – ugly, ~~black~~, trendy, beautiful

- a. Size – short, small, big, old
- b. Age – tall, young, new, old
- c. Shape – chubby, blue, square, oval
- d. Colour – dark, light, red, long
- e. Nationality – Italian, English, Sunday, Portuguese
- f. Material – plastic, silk, flowered, cotton

NOTA

So + adjetivo – tão /
tanto + adjetivo
Example: She is
so beautiful!

2 Put the adjectives in the correct order to form sentences.



- b. Jonathan is a 1. _____ (tall, handsome, young) man.
He has got 2. _____ (black, curly, short) hair.
He is wearing 3. _____ (denim, American, trendy) jeans
and a 4. _____ (cotton, white, Portuguese,
fashionable) T-shirt.



- b. Claire is a 1. _____ (slim, medium height,
beautiful, young) girl.
She has got 2. _____ (straight, brown, long, light) hair.
She is wearing 3. _____ (latex, stylish, black and white)
leggings, a 4. _____ (silk, long, black, gorgeous) top
and 5. _____ (Moroccan, leather, high-heeled) shoes.



- c. William is an 1. _____ (slim, tall, handsome,
elegant) model. He has got 2. _____ (short,
dark, straight, stylish) hair. He is wearing a 3. _____ (blue,
linen, navy) suit, a 4. _____ (white and blue, striped,
trendy) shirt and a 5. _____ (blue, dark, plaited,
leather) belt.

Phrasal verbs related to clothes

Verb	Meaning	Phrasal verb	Meaning
to button	abotoar	to button up	fechar com botões
to change	mudar	to change back	vestir de novo
		to change into	mudar de roupa
to dress	vestir	to dress up	vestir-se elegantemente; fantasiar-se
to do	fazer	to do up	apertar
to get	obter, arranjar	to get into	vestir com dificuldade
to have	ter	to have on	usar (roupa)
to make	fazer	to make up	maquilhar-se
to put	pôr	to put on	vestir
to take	levar	to take off	despir
to try	tentar	to try on	experimentar (roupa)
to zip	fechar	to zip up	fechar com fecho

1 Match column A with column B. Follow the example.

- A**
1. to put on
 2. to have on
 3. to make up
 4. to change into
 5. to get into
 6. to take off
 7. to dress up
 8. to change back
 9. to button up

- B**
- a. to use blush, eye shadow and lipstick
 - b. to put on the first set of clothes again
 - c. to put on clothes for a special occasion
 - d. to put clothes on with difficulty
 - e. to fasten with buttons
 - f. to dress
 - g. to put on a different set of clothes
 - h. to undress
 - i. to wear something

2 Fill the gaps with the correct phrasal verb.

change into

put on

try on

dress up

make up

take off

- a. I love to _____ new clothes.
- b. She has to _____ to do some TV work later.
- c. Why don't you _____ these smart clothes?
- d. Please, _____ a long night dress to tonight's reception.
- e. _____ your coat, it's very warm in here.
- f. First of all you'll have to _____ to look more attractive.



Shopping

Customer / shopper – cliente

Seller – vendedor

Shop assistant / attendant – empregada de balcão

Shop adviser – conselheiro/a de moda

Cashier – caixa

Changing room – cabine / provador

Items – peças

Outfit – conjunto

Manager – gerente

Counter – balcão

Shop window – montra

On display – em exposição

Bargain – pechincha, produto barato

Sales – saldos

Useful expressions related to shopping

Seller	Customer
› Can I help you? / What can I do for you? › What type of... are you looking for? › What size are you / do you take? › Would you like to try it / them on? › Does it fit you? / Do they fit you? › It looks good on you.	› I'd like... / I'm looking for... / Can I have...? › Does this come in a bigger size? › Can I have a size up? › Where are the changing rooms? › It fits / suits me. › How much does it cost? How much is it? › May / Can I have a look? / Can I have a pick?

1 Put the sentences in the correct order to form a dialogue.

It's over there on your right.

What size are you?

Sure.

Have a nice day.

Would you like to try these on?

Can I help you?

£20. They are on sale.

What colour?

Do they fit you?

Please do.

Well... blue.

Yes, they are perfect. How much are they?

Yes. Where is the changing room, please?

Bye-bye.

Thank you.

Yes, certainly. Can I have a look?

I'm size 10.

I'm looking for a pair of jeans.

OK. Can I pay by credit card?



Consolidation



1. Read the text carefully.

One certain thing in the fashion world is change. We are constantly being bombarded with new fashion ideas from music, videos, books, and television. Movies also have a big impact on what people wear. Ray-Ban sold more sunglasses after the movie Men In Black. Sometimes a trend is world-wide. Back in the 1950s, teenagers everywhere dressed like Elvis Presley.

Clothes separate people into groups. Fashion is revealing. Clothes reveal what groups people are in. In high school, groups have names: "goths, skaters, preps, herbs." Styles show who you are, but they also create stereotypes and distance between groups. For instance, a businessman might look at a boy with green hair and multiple piercings as a freak and outsider. But to another person, the boy is a strict conformist. He dresses a certain way to deliver the message of rebellion and separation, but within that group, the look is uniform. Acceptance or rejection of a style is a reaction to the society we live in.

2. Say whether these statements are T (true) or F (false). Support your answers with sentences from the text.

a. Fashion means becoming different.

☐

b. People are not influenced by new ideas.

☐

c. Clothes don't show people's tendencies.

☐

d. We look at the others according to the group we belong to.

☐

4 x 4 = 16



3. Find synonyms in the text for the following words.

a. strong effect

b. showing

c. someone different

d. severe

e. convey

5 x 4 = 20



4. Answer questions about the text.

$$3 \times 5 = 15$$

- a.** What can influence fashion?

- b.** Explain in your own words what a trend is.

- c. What can styles reveal about people?

5. Put the **adjectives** in the correct order to form sentences.

$$7 \times 5 = 35$$

- a. Maggie is a _____ (young / beautiful / English) girl.

- b. My mother offered me a _____ (plastic / square / white / cool) handbag.

- c. Bob bought a _____ (*leather / stylish / grey / new*) pair of trainers.

- d. She married a _____ (*German / tall / handsome / young*) man.

- e. That is a _____ (woolen / trendy / white) dress.

- f. She is wearing _____ (*heeled / high / brown*) boots and
a _____ (*leather / camel / modern*) jacket.

6. Are you a victim of fashion? How important is fashion to you?

14

Write about 80 words giving your own opinion about this matter.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

TOTAL / 100

SCORE: 90-100: Very good / 70-89: Good / 50-69: Average / 0-49: Poor

one hundred and one

UNIT 09

Eating habits

→ Food and drink

Meat

Chicken – frango

Turkey – peru

Lamb – borrego

Lamb chop – costeleta de borrego



Pork – carne de porco

Hamburger – hambúrguer

Sausages – salsichas

Steak – bife

Seafood

Tuna – atum

Salmon – salmão

Shrimp – camarão

Prawn – gamba

Clam – ameijoia

Crab – caranguejo

Lobster – lagosta



Vegetables

Broccoli – brócolos

Peas – ervilhas

Cauliflower – couve-flor

Bean – feijão

Onion – cebola

Garlic – alho

Spinaches – espinafres

Mushroom – cogumelo

Potato – batata

Pumpkin – abóbora

Carrot – cenoura

Tomato – tomate

Lettuce – alface

Cucumber – pepino

Pepper – pimento

Sweetcorn – milho

Brussel sprouts –
couve-de-bruxelas



Fruit

Apple – maçã

Pear – pêra

Orange – laranja

Banana – banana

Plum – ameixa

Pineapple – ananás

Peach – pêssego

Grapes – uvas

Strawberries – morangos

Raspberries – framboesas

Blackberries – amoras

Watermelon – melancia

Melon – melão

Apricot – alperce

Fig – figo

Kiwi – kiwi

Almond – amêndoa

Nut – noz



Drinks

Water – água

Sparkling water – água com gás

Juice – sumo

Milk – leite

Milkshake – batido

Lemonade – limonada



Tea – chá

Coffee – café

Coke – coca-cola

Wine – vinho

Beer – cerveja

Spirits – bebidas alcoólicas



Desserts

Scones – scones

Ice-cream – gelado

Cake – bolo

Apple pie – tarte de maçã

Jam – compota

Marmalade – compota de citrinos



Other products

Cereal – cereais

Bread – pão

Toast – torrada

Butter – manteiga

Cheese – queijo

Yoghurt – iogurte

Egg – ovo

Flour – farinha

Rice – arroz

Pasta – massa

Spaghetti – esparguete

Salad – salada

Chips – batatas fritas (caseiras)

Crisps – batatas fritas de pacote

Olive oil – azeite

Vinegar – vinagre

Salt – sal

Sugar – açúcar



Biscuits

Chips

Jam

Starter

Sweets

Omelette

Takeaway

Bill



Cookies

French fries

Jelly

Appetizer

Candies

Omelet

Take out

Check

1 Match column A with column B. Follow the example.

- A**
1. boiled
 2. roasted
 3. fried
 4. grilled
 5. scrambled
 6. stewed

- B**
- a. cooked in hot fat or oil
 - b. cooked slowly in liquid in a closed dish or pan
 - c. cooked in hot water
 - d. mixed and cooked in a pan
 - e. cooked over fire or hot coal
 - f. cooked by prolonged exposure to heat in an oven

2 Look up the meaning of the words below in an English dictionary and translate them into Portuguese.

- a. bitter _____
- b. sour _____
- c. crispy _____
- d. spicy _____
- e. greasy _____
- f. rare _____
- g. smashed _____
- h. salty _____

3 Find twelve words related to food in this word search.

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

4 Where can you eat / drink these types of food? Match the type of restaurant with the correct picture. Follow the example.

- a. ☒ 7 Pizzeria
- b. ☐ Coffee house
- c. ☐ Chinese restaurant
- d. ☐ Tea room
- e. ☐ Fish and chips shop
- f. ☐ Pub
- g. ☐ Canteen
- h. ☐ Burger bar
- i. ☐ Take away
- j. ☐ Steakhouse
- k. ☐ Indian restaurant
- l. ☐ Snack-bar



1



2



3



4



5



6



7



8



9



10



11



12

Countable / Uncountable nouns

Countable nouns

- São nomes / substantivos que fazem plural, são contáveis.

Example: *an orange – two oranges*

a carrot – three carrots

- Usa-se **How many** para fazer a pergunta.

Example: **How many** eggs are there in the fridge?

There are many.

Uncountable nouns

- São nomes / substantivos que não fazem plural, não se podem contar.

Example: *sugar, rice, water, milk, coffee, butter, bread, money, information, rain.*

- Usa-se **How much** para fazer a pergunta.

Example: **How much** rice do you need?

I don't need much.

1 Mark the following words as either **countable (C)** or **uncountable (U)**.

a. Milk ☐

h. Wine ☐

o. Turnip ☐

b. Butter ☐

i. Ice-cream ☐

p. Cherry ☐

c. Orange ☐

j. Hamburger ☐

q. Flour ☐

d. Cheese ☐

k. Tea ☐

r. Onion ☐

e. Egg ☐

l. Sugar ☐

s. Cake ☐

f. Mushroom ☐

m. Sausage ☐

t. Steak ☐

g. Potato ☐

n. Bread ☐

u. Coffee ☐

2 Complete with **how much** / **how many**.

a. _____ chops are there in the fridge?

f. _____ potatoes do you need?

b. _____ cupcakes did they eat?

g. _____ rice did he buy?

c. _____ lemonade do you want?

h. _____ pizzas will you take?

d. _____ pears are there in the basket?

i. _____ salt did you put in the salad?

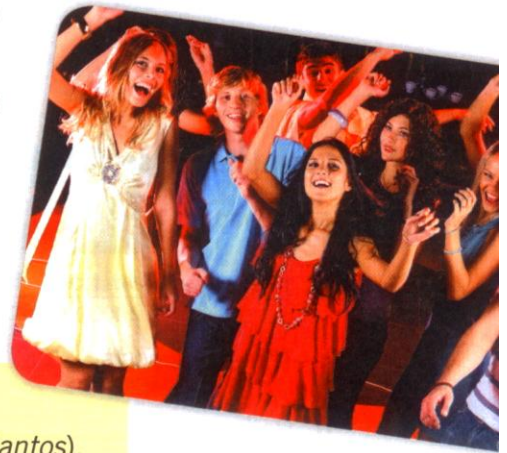
e. _____ bread is there?

j. _____ money does she have?

Quantifiers

Many, much, a lot of / lots of, a few, a little

- **Many**: usa-se com **countable nouns**.
Example: *There are **many** mangos on the table.*
- **Much**: usa-se com **uncountable nouns**.
Example: *I've got **much** money.*
- **A few / Few**: usa-se com **countable nouns** para nos referirmos a pequenas quantidades.
Example: *There are **a few** books on that matter. (poucos, mas suficientes)*
*There are **few** books on that matter. (alguns, mas não suficientes)*
- **A little / Little**: usa-se com **uncountable nouns** para nos referirmos a pequenas quantidades.
Example: *There is **a little** time left. (pouco, mas suficiente)*
*There is **little** time left. (algum, mas não suficiente)*
- **A lot of / Lots of**: usa-se com **uncountable** ou **countable nouns** para nos referirmos a grandes quantidades.
Example: *There is **a lot of / lots of** fat in this dish.*
*There are **a lot of / lots of** girls at the party.*



Remember!

- **So + quantifier**: usa-se para enfatizar a quantidade (*tão, tantos*).
Example: *I've got **so many** tea bags in the cupboard!*
*There are **so few** biscuits in the tin.*
- **So + adjective**: usa-se para enfatizar a qualidade (*tão*).
Example: *This cake is **so tasty**!*
*Angelina Jolie is **so thin**!*

1 Choose the correct option.

- | | |
|--|---|
| a. Have you got many / much information on the subject? | g. There are few / little biscuits left. |
| b. Carol eats many / much yoghurts a day. | h. That child ate lots of / little chocolates. |
| c. We usually eat many / much meat. | i. They have got many / much problems. |
| d. Is there a few / a little milk in the fridge? | j. He has got much / few money. |
| e. There are few / little oranges. | k. That blog has little / many visitors. |
| f. Did he drink lots of / little beer in the pub? | l. We've been here for many / much hours. |

2 Complete the sentences with many, much, a lot, a few, a little.

- a. There isn't _____ time to catch the train.
- b. They've bought _____ apples for the pie.
- c. There's _____ of work to do but we haven't got _____ time.
- d. How _____ tablets are there on the table?
- e. Our neighbours are making _____ of noise.
- f. I ate _____ of cheesecake because it's my favourite dessert.
- g. There is _____ ham for the sandwiches. You needn't buy more.
- h. How _____ flour do you need for the cake?
- i. Children shouldn't eat _____ lollipops.
- j. There's still _____ bread for her breakfast but she usually eats _____.

3 Complete the sentences with so + many / much / few.

- a. Nowadays there are _____ obese boys and girls.
- b. There are _____ restaurants in this area.
- c. That dress costs _____ money.
- d. He is making _____ effort to lose weight.
- e. She eats _____ that she may be considered anorexic.
- f. There are _____ cookies left.
- g. He has _____ money that he can buy what he wants.

4 Complete the sentences with so + adjective.

- a. Teen magazines always have _____ (*colourful*) pictures!
- b. That skirt is _____ (*smashing*)!
- c. That woman looks _____ (*skinny*)!
- d. I think fast food is _____ (*greasy*)!
- e. Strawberry desserts are _____ (*fresh*) in summer!
- f. Apricot jam is _____ (*tasty*)!
- g. This ham is _____ (*salty*)!

Containers



a cup of coffee
chávena de café



a glass of water
copo de água



a jug of lemonade
caneca grande
de limonada



a can of coke
lata de coca-cola



a bottle of wine
garrafa de vinho



a carton of orange juice
embalagem (em
cartão) de sumo



a bag of flour
pacote de farinha



a jar of jam
frasco de compota



a tub of butter
pacote de manteiga



a packet of biscuits
pacote de bolachas



a tin of sardines
lata de sardinhas



a bowl of cereals
malga de cereais



a tube of toothpaste
tubo de pasta dos
dentes



a box of chocolates
caixa de bombons

1 Match column A with column B. Follow the example.

A

1. A tube of
2. A can of
3. A jar of
4. A bottle of
5. A cup of
6. A bowl of
7. A box of
8. A glass of
9. A carton of
10. A packet of
11. A spoon of

B

- a. milk
- b. olive oil
- c. matches
- d. glue
- e. sugar
- f. iced tea
- g. tea
- h. honey
- i. soup
- j. apple juice
- k. crisps

NOTA

A roll of paper – rolo de papel

A pint of beer – uma caneca de cerveja

A bar of chocolate – uma tablete de chocolate

A bar of soap – uma barra de sabão

A slice of cake / pizza / cheese... – uma fatia de bolo / pizza / queijo...

A spoon of honey – uma colher de mel

A block of ice – um bloco de gelo



Phrasal verbs related to food

Verb	Meaning	Phrasal verb	Meaning
to eat	comer	to eat up	devorar
to throw	atirar	to throw up	vomitare
to pick	apanhar	to pick at	depenicar
to cut	cortar	to cut down	diminuir, reduzir
to drink	beber	to drink up	beber até esgotar

Expressions related to eating habits

- ▶ to be on a diet – *estar de dieta*
- ▶ to go on a diet – *fazer dieta*
- ▶ to keep fit – *manter-se em forma*
- ▶ to put on weight – *ganhar peso, engordar*
- ▶ to lose weight – *perder peso, emagrecer*



1 Match column A with column B. Follow the example.

- | A | B |
|---------------------|--|
| 1. to drink up | a. to eat and puke |
| 2. to eat up | b. to eat little bits |
| 3. to throw up | c. to become thinner |
| 4. to cut down | d. to drink everything until the last drop |
| 5. to pick at | e. to become fatter |
| 6. to put on weight | f. to eat until everything is finished |
| 7. to lose weight | g. to be in shape |
| 8. to keep fit | h. to reduce |

2 Fill the gaps with the correct phrasal verbs and expressions related to eating habits.

- a. Ruth is thinner. She used to _____ fast food but now she doesn't, because she _____.
- b. I need to _____ on the amount of sugar in my diet.
- c. Her friend Natalie wants to get slimmer. So she decided _____ too.
- d. They both care about their image. They do a lot of exercise _____.
- e. Christine is bulimic. She often _____ and then _____.
- f. It seems they have _____ all the juice.
- g. I _____ some weight last year.
- h. The food was delicious but she only _____ it.



Used to / Usually

1 Complete the sentences with **used to + Infinitive** or **usually**.

- a. Paul _____ go to McDonald's when he was younger.
Now he _____ eats in good restaurants.
- b. My parents _____ take the bus to work. Ten years ago
they _____ walk.
- c. Jason's sister _____ spend a lot of time on the phone but
now she _____ texts her friends.
- d. We _____ eat lots of fast food. Nowadays we
_____ take care about what we eat.
- e. When she was younger she _____ go out every night but now she _____ stays home.
- f. She _____ listen to her mother's advice but now she _____ takes her decisions by
herself.
- g. When he was a young boy he _____ play football. Now he _____ plays golf.
- h. I _____ write letters to my friends but now I _____ send them e-mails.
- i. They _____ visit their grandparents every Christmas, but now they _____ visit them
every month.
- j. When he was younger he _____ smoke a lot but now he _____ doesn't.
- k. She _____ love eating popcorn but now she _____ prefers ice-cream.
- l. They both _____ have short hair but now they _____ have long hair.

LANGUAGE AWARENESS

used to + Infinitive – usa-se quando nos referimos a um hábito no passado.

Example: *I **used to** eat lots of sweets when I was a child.*

usually – usa-se quando nos referimos a um hábito no presente.

Example: *I **usually** drink orange juice for breakfast.*



2 Write the sentences in the: 1. negative form; 2. interrogative form.

- a. We used to go to the beach every summer.

1. _____ 2. _____

- b. She used to go swimming twice a week.

1. _____ 2. _____

- c. I used to live in a farmhouse when I was a child.

1. _____ 2. _____

- d. He used to read before going to sleep.

1. _____ 2. _____

- e. They used to get up late.

1. _____ 2. _____



Consolidation



1. Read the text carefully.

Healthy eating is not about strict diets, staying unrealistically thin, or not eating the foods you love. Rather, it's about feeling great and having more energy. If you feel overwhelmed by all the conflicting nutrition and diet advice out there, you're not alone. It seems that for every expert **who** tells you a certain food is good for you, you'll find **another** saying exactly the opposite. But by using some simple tips, you can learn how to create a tasty, varied, and healthy diet.

Eat breakfast, and eat smaller meals throughout the day. A healthy breakfast can jumpstart your metabolism, and eating small, healthy meals throughout the day (rather than the standard three large meals) keeps your energy up and your metabolism going.

Take time to chew your food and enjoy mealtimes. Chew your food slowly, savouring every bite. Reconnect with the joy of eating.

Fruits and vegetables are the foundation of a healthy diet. **They** are low in calories and nutrient dense, **which** means they are packed with vitamins, minerals, antioxidants, and fiber. Try to eat a rainbow of fruits and vegetables every day and with every meal. Aim for a minimum of five portions each day.

Water helps flush our systems of waste products and toxins.

Find something active that you like to do and add **it** to your day.



2. Say whether these statements are T (true) or F (false). Support your answers with sentences from the text.

4 x 3 = 12

- a. Healthy eating doesn't mean you have to cut down on everything you like. ☐
- b. Everyone is confused by confusing diet advice. ☐
- c. You don't need to eat a morning meal. ☐
- d. You are more energetic if you only eat three meals a day. ☐

3. What do the words in bold in the text refer to?

5 x 2 = 10

- a. **who** (l. 4) _____
- b. **another** (l. 5) _____
- c. **they** (l. 13) _____
- d. **which** (l. 14) _____
- e. **it** (l. 18) _____

4. Match column A with column B.

5 x 4 = 20

A

1. Instead of eating three large meals
2. Savour your food
3. Think of your diet
4. Drinking water
5. Do some exercise

B

- a. in terms of colour, variety and freshness.
- b. to help you keep fit.
- c. you should eat smaller meals throughout the day.
- d. helps wash away toxins.
- e. and enjoy mealtimes.

5. Complete the sentences with either **used to** or **usually**.

10 x 2 = 20

- a. When I was younger I _____ do jogging every day but nowadays I _____ do it twice a week.
- b. Some years ago James _____ eat lots of junk food. At present he is _____ very careful about what he eats.
- c. Carol _____ goes to the cinema once a month but she _____ go every weekend when she was a teenager.
- d. Jason _____ gets up early to go to work. When he was younger, he _____ get up late.
- e. They don't _____ go to the disco but when they were in their twenties, they _____ go every Saturday.

6. Complete the sentences with **many**, **much**, **a lot**, **a few**, **a little**.

8 x 3 = 24

- a. I haven't _____ time for cooking.
- b. I think there are _____ cakes in that box.
- c. There is _____ bread in the basket.
- d. There are _____ of eggs in the fridge.
- e. Is this too _____ sugar?
- f. We only have _____ tea bags.
- g. There is only _____ coffee. Please, buy some.
- h. There aren't _____ apples in the bowl.

7. Nowadays teens don't usually have healthy eating habits. Do you agree with this statement? Do you care about what you eat? Give your reasons in about 80 words.

14

TOTAL / 100

SCORE: 90-100: Very good / 70-89: Good / 50-69: Average / 0-49: Poor

one hundred and eleven

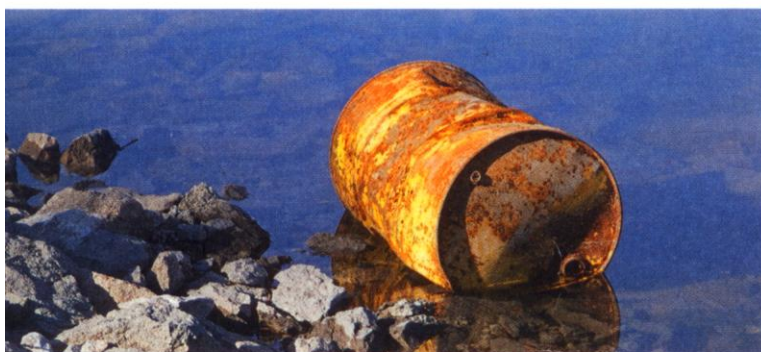
UNIT 10

Environment

→ Environment

NATURE

Cliff – penhasco	Sea – mar
Valley – vale	River – rio
Island – ilha	Forest – floresta
Rock – rochedo	Rainforest – floresta tropical
Lake – lago	Mountain – montanha
Ocean – oceano	Waterfall – queda de água



CONSEQUENCES

Acid rain – chuva ácida
Global warming – aquecimento global
Ultraviolet light – raio ultravioleta
Greenhouse effect – efeito de estufa
Coastal erosion – erosão costeira
Flood – cheia
Earthquake – terramoto
Epidemic – epidemia
Ozone layer destruction – destruição da camada de ozono
Volcano eruption – erupção vulcânica
Endangered species – espécies em perigo de extinção (<i>plants / animals</i>)
Desertification – desertificação
Tornado – tornado
Hurricane – furacão
Drought – seca

THREATS

Pesticide use – uso de pesticidas
Nuclear waste – lixo nuclear
Exhaust fumes – fumos tóxicos
Factory emissions – resíduos industriais
Deforestation – abate de árvores
Forest fires – fogos florestais
Toxic waste – lixo tóxico
Pollution – poluição
Poisonous gas emission – emissão de gases tóxicos



SOLUTIONS

Unleaded fuel – combustível sem chumbo
Reusing – reutilizar
Recycling – reciclar
Reducing – reduzir
Renewing – renovar
Renewable energies – energias renováveis



1 Match column A with column B. Follow the example.

A

1. Usually at sea with very strong winds
2. Violent tropical storm with very strong winds
3. Very strong winds moving in a circle with a long narrow cloud
4. Place where a river falls from high rocks
5. Animals or plants in danger of extinction
6. Fuel not containing lead
7. The level of the oceans increases
8. Violent shaking of the earth's surface
9. Long period of time without raining
10. Process of becoming desert
11. Gradual rise in temperature of the Earth's atmosphere
12. Adapting used things to a new use

B

- a. Tornado
- b. Waterfall
- c. Endangered species
- d. Unleaded fuel
- e. Recycling
- f. Sea level rise
- g. Earthquake
- h. Desertification
- i. Typhoon
- j. Global warming
- k. Hurricane
- l. Drought

2 Choose words from the list on the previous page to fill in the tables with at least five examples for each item. The same word cannot be used twice.

NATURAL DISASTERS

GLOBAL CONCERNS

SOLUTIONS

3 Complete the sentences with the words given.

- a. The Earth is in danger because of water, land and sound _____.
- b. The _____ effect is a result of the _____ layer destruction.
- c. The _____ warming is causing _____ discharge.
- d. _____ activity is accelerating _____ changing.
- e. Forest _____ are one of the causes for _____.
- f. _____ waste is endangering some _____.
- g. The use of _____ fuel is an alternative to restrain the dangers of _____ fumes.
- h. We must follow the policy of the 4 R's: _____, _____, _____ and _____.



recycling	reducing
greenhouse	species
pollution	ozone
global	climate
reusing	renewing
exhaust	fires
unleaded	glacier
deforestation	toxic
	human

→ If-clauses

As **if-clauses** são orações que indicam a necessidade da concretização de uma condição para a realização de uma ação. Vais aprender dois tipos de **if-clauses**.

► Type 0

- Usa-se para exprimir uma verdade comprovada.

If + Present Simple, Present Simple

Example: *If you **mix** red and yellow, you **get** orange.*

► Type 1

- Usa-se para falar sobre uma possibilidade provável de acontecer.

If + Present Simple, Future

Example: *If he **works** hard, he **will get** good results.*

1 Complete the sentences with the correct form of the verbs in brackets – if-clauses type 0.

- If you _____ (**freeze**) water, it _____ (**become**) ice.
- We _____ (**get**) wet if we _____ (**walk**) in the rain.
- If you _____ (**heat**) chocolate, it _____ (**melt**).
- Butter also _____ (**melt**) if you _____ (**heat**) it.
- We _____ (**get**) fit if we _____ (**do**) exercise.
- If she _____ (**not have**) eggs, she _____ (**not can**) make an omelette.
- If she _____ (**live**) near your parents, you _____ (**can**) give her this book.
- He _____ (**not eat**) any meat or fish, if he _____ (**be**) a real vegetarian.
- If you _____ (**put**) cork in water, it _____ (**float**).
- Nowadays shops _____ (**be**) increasingly accessible if one _____ (**be**) disabled.

2 Complete the sentences with the correct form of the verbs in brackets – if-clauses type 1.

- If it _____ (**not rain**), the vegetables _____ (**not grow**).
- If I _____ (**go**) out now, I _____ (**take**) the train on time.
- We _____ (**go**) to the beach tomorrow if it _____ (**not rain**).
- If my son _____ (**be**) ill, I _____ (**call**) the doctor.
- If I _____ (**get**) tickets for today, I _____ (**call**) you.

- f. If Mr. and Mrs. Carson _____ (**come**) tomorrow, I _____ (**invite**) them for dinner.
- g. If I _____ (**get**) enough money, I _____ (**buy**) you a nice present.
- h. They _____ (**help**) us if they _____ (**not be**) so busy.
- i. If you _____ (**come**) to my party, I _____ (**be**) very happy.
- j. She _____ (**catch**) the plane if she _____ (**take**) a taxi.

3 Complete the sentences with the correct form of the verbs in brackets.

- a. If you ask my mother, she _____ (**give**) you this new recipe.
- b. Christine will attend a cooking course if she _____ (**have**) the opportunity.
- c. If the temperature _____ (**rise**), the glaciers melt.
- d. If Louise _____ (**not tidy**) her room, she won't feel good there.
- e. Next year he _____ (**travel**) with some friends if he repairs his boat on time.
- f. If you _____ (**not water**) the plants, they die.
- g. If you mix green and red, you _____ (**get**) brown.
- h. Peter _____ (**not come**) if he doesn't tidy his room.
- i. You need special help if you _____ (**suffer**) from eating disorders.
- j. If they have an Internet connection, they _____ (**get**) in touch with you.

4 Complete the sentences with the correct form of the verbs in brackets.

- a. If you _____ (**not try**) harder, you _____ (**not succeed**).
- b. Her parents _____ (**not give**) her a car if she _____ (**not take**) a degree.
- c. He _____ (**fire**) me if I _____ (**not be**) more cooperative.
- d. If I _____ (**have**) time, I _____ (**watch**) that film.
- e. Brian _____ (**offer**) us dinner if his team _____ (**win**) the championship.
- f. If we _____ (**eat**) too much, we _____ (**get**) fat.
- g. If it _____ (**rain**), I _____ (**lend**) you an umbrella.
- h. They _____ (**go**) for a walk if the weather _____ (**be**) fine.
- i. _____ you _____ (**come**) with me, if I _____ (**ask**) you?
- j. My brother _____ (**feel**) very unhappy if he _____ (**not find**) his wallet.
- k. Tomorrow I _____ (**write**) to him if I _____ (**have**) some free time.
- l. He _____ (**not go**) to University if he _____ (**not have**) better marks.

➤ Would / wouldn't, could / couldn't, must / mustn't, have to

- **Would / Wouldn't**: usa-se para fazer um pedido, para referir situações hipotéticas ou desejos. Usa-se ainda para formar o Condicional.

Example: **Would** you help me with these bags?

I **would** like to travel around the world.

I **wouldn't** like to go through such a difficult situation.

- **Could / Couldn't**: usa-se para exprimir capacidades / incapacidades no passado ou para fazer um pedido educadamente / formalmente.

Example: My sister **could** swim when she was three but I **couldn't**.

Could you please lend me your umbrella?

- **Must / Have to**: usa-se para exprimir uma obrigação ou uma necessidade.

Example: I **must** get this work done until 5 o'clock.

He **had to** go to the hospital because he wasn't feeling well.

- **Mustn't**: usa-se para exprimir uma proibição.

Example: You **mustn't** smoke in public places.

1 Complete the sentences with **would / wouldn't, could / couldn't**.

- I wish I _____ buy a new car but I don't have enough money.
- _____ you like a cup of tea?
- She _____ take the dog for a walk but she is too busy.
- I _____ like another slice of cake, please.
- He _____ dance because he had a broken leg.
- We _____ finish our work on time because the computer failed.
- She _____ like to move to another town because her boyfriend lives here.
- Excuse me, _____ you tell me the way to the British Museum?
- I invited her to my house but she _____ come.
- I _____ see she was crying but she _____ tell me what was wrong.
- She _____ speak French fluently when she was six.
- He _____ finish his work yesterday because he was very tired.
- _____ you like me to drive you to the doctor?
- I wish you _____ have better marks.



2 Complete the sentences with *must / mustn't, have to / had to*.

- a. She _____ go to the laundry.
- b. Yesterday I _____ clear up the table.
- c. You _____ smoke indoors.
- d. I _____ leave earlier because I have an appointment.
- e. The Zoo rules say that you _____ feed the animals.
- f. You _____ be very careful when crossing the street.
- g. They _____ turn on mobile phones in classes.
- h. Every student _____ wear a uniform in this school. It's a rule.
- i. Yesterday I _____ finish my History project.
- j. You _____ pay attention in class.

3 Complete the sentences with *would / wouldn't, could / couldn't, must / mustn't, have to*.

- a. You _____ have a driving license to drive a car.
- b. _____ you take this suitcase for me, please?
- c. Julian _____ ride a bike when he was four.
- d. Students _____ use mobile phones during classes.
- e. It's not bad but you _____ have done better.
- f. They _____ talk to each other.
- g. _____ you mind closing the door, please?
- h. He _____ like to be taken by the police.
- i. I _____ go to bed now because tomorrow I _____ get up early.
- j. _____ you pass me the water, please?
- k. Arthur _____ walk when he was eight months old.
- l. They _____ pay the fine or they _____ go to jail.
- m. She _____ play in the concert last night.
- n. _____ you rather have tea or coffee?
- o. It's late. He _____ go to bed.
- p. _____ you drive on the right in England?
No, I _____. I _____ drive on the left.
- q. He was a good athlete. He _____ run very fast.
- r. I'm in a hurry. I _____ speed up.
- s. _____ you like to come with us? No, I _____.
- t. I _____ pay my taxes tomorrow.



► Phrasal verbs related to the environment

Verb	Meaning	Phrasal verb	Meaning
to drive	conduzir	to drive down	reduzir
to get	obter	to get across	fazer passar
		to get around	movimentar-se
to lobby	influenciar	to lobby for	lutar por
to put	pôr	to put out	tornar público
to sign	assinar	to sign up	aderir
to come	vir	to come up with	sugerir, apresentar
to call	chamar	to call for	pedir, exigir
to make	fazer	to make up	reparar
to phase	fasear	to phase out	eliminar gradualmente
to run	correr	to run out	esgotar
to wipe	limpar	to wipe out	extinguir
to die	morrer	to die out	exterminar
to use	usar	to use up	esgotar

1 Match column A with column B. Follow the example.

A

1. call for
2. come up with
3. drive down
4. get around
5. lobby for
6. put out
7. sign up
8. get across
9. make up
10. phase out
11. run out
12. wipe out
13. die out
14. use up
15. warm up
16. cool down

B

- a. move from place to place
- b. stop using something gradually
- c. make public
- d. fight for
- e. demand
- f. finish a supply of something
- g. heat
- h. reduce
- i. join
- j. exterminate
- k. succeed in communicating something
- l. expire
- m. get colder
- n. suggest
- o. repair
- p. exhaust



2 Choose the best option.

- a. We should all **look after** the environment.
 1. take care 2. mind 3. neglect
- b. They **called for** new ways of protecting the forest.
 1. didn't want 2. demanded 3. suggested
- c. Everyone should **drive down** toxic wastes.
 1. increase 2. reduce 3. enlarge
- d. Scientists **came up with** alternatives to fossil fuels.
 1. restrained 2. neglected 3. suggested
- e. Some species are in danger of **wiping out**.
 1. extinguishing 2. increasing 3. neglecting



3 Complete the sentences with the correct phrasal verb.

come up with	get across	get around
sign up	phase out	driving down
look after	calling for	

- a. There is increased environmental awareness and recognition that a bicycle is a healthy, fun way to _____.
- b. Mr. Bush has refused to _____ to the Kyoto protocol which would commit the USA to reducing fumes emissions.
- c. We are experiencing a huge demand for more environmentally friendly fuels and are committed to _____ carbone dioxide emissions.
- d. The UK government is planning to _____ all petrol driven cars by the year 2015.
- e. British scientists have _____ a unique way of carrying shopping without using plastic carrier bags.
- f. Environmentalists are working hard to _____ the message that our modern way of life is not sustainable.
- g. Many British people are _____ a ban on circuses using wild animals to entertain the public.
- h. We must _____ the environment for future generations.



Consolidation

1. Read the text carefully.

World Environment Day

World Environment Day (WED) is celebrated every year on June 5th to raise global awareness to take positive environmental action to protect Nature and the planet Earth. It is run by the United Nations Environment Programme (UNEP). World Environment Day began in 1972 as a day for people from all over the globe come together to work for a cleaner, greener and brighter world for themselves and future generations. WED is an opportunity for everyone to realise their responsibility to care for the Earth and to become agents of change.

The day is celebrated in many ways. Activities include street rallies and parades, as well as concerts, tree planting, and clean-up campaigns.

What do you do for the environment? Think about the 4 R's.

Refuse what you do not need, like plastic bags in the supermarket.

Reduce the amount of waste you create.

Reuse items again rather than throwing them out.

Recycle plastic, paper, glass and so on.

Remember, lots of little things can make a big difference!

2. Say whether these statements are T (true) or F (false). Support your answers with sentences from the text.

4 x 2 = 8

- a. World Environment Day is celebrated every two years.

☐

- b. It is organised by the United Nations.

☐

- c. It is celebrated only with parades.

☐

- d. Small daily actions can help a lot.

☐

3. Answer questions about the text.

3 x 4 = 12

- a. When was the World Environment Day celebrated for the first time?

- b. Why was established a day for the environment?

- c. How is it celebrated?

4. Complete the sentences with would / wouldn't, could / couldn't, must / mustn't, have to.

8 x 3 = 24

- a. We _____ preserve our forests.
- b. To save the Earth we _____ recycle our waste.
- c. We _____ spoil water.
- d. _____ you like to join us in this environmental campaign?
- e. Some years ago he _____ understand the need to recycle.
- f. I _____ like to swim in such a polluted river.
- g. _____ you please come with me to the demonstration?
- h. I _____ convince him not to cut down those trees.

5. Complete the sentences with the phrasal verbs dying out, wiped out, sign up, running out, heating up, clean up, break up.

7 x 3 = 21

- a. We are _____ of resources.
- b. Thousands of species have been _____.
- c. The atmosphere is _____.
- d. Ice shelves _____ fast.
- e. More species are _____.
- f. We need to _____ the Earth.
- g. Politicians _____ useless protocols.

6. Fill the gaps with the correct form of the verbs in brackets.

10 x 2 = 20

- a. If we _____ (**recycle**) more, we _____ (**help**) our planet.
- b. If people _____ (**share**) their cars to go to work, there _____ (**not be**) so many car fumes.
- c. If it _____ (**not rain**), life _____ (**finish**).
- d. If you _____ (**have**) a shower instead of a bath, you _____ (**save**) a lot of water.
- e. If you _____ (**freeze**) water, it _____ (**become**) ice.

7. Global warming can cause climate changes and environmental disasters. In your opinion what can be done to prevent this from happening?

15

TOTAL / 100

SCORE: 90-100: Very good / 70-89: Good / 50-69: Average / 0-49: Poor

one hundred and twenty-one

UNIT 11

Travelling

→ The world of transport

By train / bus / car



Train – comboio

Railway station – estação de comboio

High-speed train – comboio de alta velocidade

Goods train – comboio de mercadorias

Underground – metro

Carriages – carruagem

Ticket – bilhete

Single ticket – bilhete de ida

Return ticket – bilhete de ida e volta

Ticket office – bilheteira

Ticket machine – máquina de venda de bilhetes

Ticket collector – revisor

Platform – plataforma

Timetable – horário

Direct train – comboio direto

Transfer train – comboio com transbordo

Bus – autocarro / camioneta

Bus station – estação de camionetas

Bus driver – condutor de autocarro / camioneta

Stop – paragem

Car – carro

Rent a car – aluguer de automóvel

By plane



Flight – voo

Terminal – terminal

Check-in – check-in

Customs – alfândega

Boarding card – cartão de embarque

Information desk – informações

Duty-free shop – zona franca

Departure lounge – zona de embarque

Boarding gate – porta de embarque

Waiting area – sala de espera

Check-in desk – balcão de check-in

Customs officer – funcionário alfandegário

Flight attendant – assistente de bordo

Metal detector – detetor de metais

Hand luggage – bagagem de mão

Luggage – bagagem

Trolley – carro para transportar bagagem

Airport – aeroporto

Arrival – chegada

Departure – partida

Passenger – passageiro

Passport – passaporte

Gate – portão

Flight crew – tripulação

Pilot – piloto

Take off – levantar voo

Land – aterrar

Plane – avião

Cockpit – cabine do avião



Luggage

Hand luggage

Baggage reclaim

Ticket

Single ticket

Return ticket

Plane / Aeroplane

Trolley

Duty-free shop

Car park

Check-in desk

Boarding card

Underground

Tram



Baggage

Carry-on baggage

Baggage claim

Fare

One-way ticket

A round trip ticket

Airplane

Luggage cart

Duty-free store

Parking lot

Check-in counter

Boarding pass

Subway

Street car

- 1 Choose words from the list below to fill in the tables with at least ten examples for each item. The same word cannot be used twice.

single ticket	crew	departure	take off	flight	transfer train	boarding card
locomotive	cockpit	check-in		baggage reclaim		platform
goods train	metal detector	departure lounge		railway station		train
land	return ticket	terminal	customs	carriages		hand luggage

At the railway station

--

At the airport

--

- 2 Match column A with column B. Follow the example.

A

1. a card people show before getting on a plane
2. a train to carry products
3. person that checks what is brought in from abroad
4. area where passengers collect their luggage
5. a train that travels very fast
6. place where the pilot flies the aircraft
7. area where people stand waiting for a train
8. people who work on a plane during a flight
9. a ticket to a place and back again
10. a gate people go through to get into a plane

B

- a. customs officer
- b. cockpit
- c. boarding card
- d. platform
- e. goods train
- f. boarding gate
- g. flight crew
- h. high-speed train
- i. baggage reclaim
- j. return ticket

- 3 Complete the sentences with the words given.

baggage reclaim	excess baggage	gate	get off	customs	weight limit
departure lounge	immigration	boarding	terminal	airport	

- a. When you arrive at the _____ you enter the _____ and you go to the check-in desk.
- b. If your bags are heavier than the _____ you have to pay for _____.
- c. You wait in the _____ and when your flight is _____ you leave the terminal from a _____.
- d. When you arrive at your destination you _____ the plane and go through _____, collect your luggage from _____ and exit through _____.

→ Present Perfect

O **Present Perfect** usa-se para exprimir:

- Uma ação que teve início no passado e que continua até ao momento presente (frequentemente usado com **for**, indicando a duração da ação, e **since**, indicando o início da ação).
- Uma ação realizada durante um determinado período de tempo e que ainda não terminou.
- A importância de uma ação que aconteceu no passado sem mencionar o momento exato em que esta ocorreu.
- Uma ação terminada no passado recente (com **just**).



Forma-se com o **Present Simple** do verbo **to have** e o **Past Participle** do verbo que representa a ação.

Affirmative form	Negative form	Interrogative form
I have arrived.	I haven't arrived.	Have I arrived?
You have arrived.	You haven't arrived.	Have you arrived?
He has arrived.	He hasn't arrived.	Has he arrived?
She has arrived.	She hasn't arrived.	Has she arrived?
It has arrived.	It hasn't arrived.	Has it arrived?
We have arrived.	We haven't arrived.	Have we arrived?
You have arrived.	You haven't arrived.	Have you arrived?
They have arrived.	They haven't arrived.	Have they arrived?

Yes / No answers					
Yes,	I	have.	No,	I	haven't.
	you	have.		you	haven't.
	he	has.		he	hasn't.
	she	has.		she	hasn't.
	it	has.		it	hasn't.
	we	have.		we	haven't.
	you	have.		you	haven't.
	they	have.		they	haven't.



➤ Past Participle

- O **Past Participle** dos verbos regulares forma-se com **verb + ed / d**.
Examples: *watch**ed** / lived**d** / studied**d** / played**d** / travelled**d***
- O **Past Participle** dos verbos irregulares não está sujeito a nenhuma regra pelo que tem de ser memorizado (consultar lista de verbos irregulares).

Infinitive	Past Simple	Past Participle
be	was / were	been
have	had	had
do	did	done
go	went	gone
come	came	come
get	got	got

Examples: *They have lived here for five years.*

They have lived here since they got married.

Have you seen Jim this week?

We have studied that subject several times.

Rosie has just arrived from Edinburgh.



- **Expressões de tempo geralmente utilizadas com o Present Perfect:**

already	já	recently	recentemente
how long	quanto tempo	lately	ultimamente
for	por, durante	up to now	até este momento
since	desde	so far	até agora
just	agora mesmo	it's the first time	é a primeira vez
yet	ainda	this morning / week / month	esta manhã / semana / mês
ever	alguma vez	for ages	há séculos
never	nunca	over a month / year	há mais de um mês / ano

Example: *What has Richard done lately?*

I have never been to New York.

Have you ever eaten Thai food?

He hasn't gone to Barcelona yet.

She has just texted her boyfriend.

They have already done their homework.

How long have you waited for me?

I have read that book at least four times so far.



1 Complete the tables with the **Past Simple** and the **Past Participle** of the verbs given.

Infinitive	Past Simple	Past Participle
be		
visit		
meet		
go		
travel		
walk		
see		
take		

Infinitive	Past Simple	Past Participle
buy		
rest		
phone		
fly		
look		
stay		
enjoy		
do		

2 Fill the gaps with the **Present Perfect** in the **affirmative form**.

- a. Joan _____ (**wait**) for Bob for a quarter of an hour.
- b. The students _____ (**visit**) the gallery.
- c. Sue and I _____ (**finish**) our work.
- d. Julia _____ (**buy**) a new car recently.
- e. Ronald _____ (**be**) to the horse races.
- f. They _____ (**wash**) their car.
- g. I _____ (**take**) lots of photos in Oxford.
- h. You _____ (**forget**) your umbrella.



3 Rewrite the sentences in the: 1. **negative form**; 2. **interrogative form**.

- a. Carol has baked a cake.

1. _____ 2. _____

- b. Harry has finished his homework.

1. _____ 2. _____

- c. Patrick and Sue have visited Paris.

1. _____ 2. _____

- d. I have been to Dublin.

1. _____ 2. _____

- e. We have bought a new house.

1. _____ 2. _____

- f. You have drunk too much.

1. _____ 2. _____

- g. She has helped her friend.

1. _____ 2. _____

h. Paul has arrived on time.

1. _____ 2. _____

4 Form sentences using the Present Perfect.

a. Her sister / watch / never / that film / .

b. Philip / not buy / ticket to Bath / .

c. It / rain / a lot this spring / .

d. She / be / ever / to Bristol / ?

e. Sally and Bob / leave / just / the party / .

f. I / not take / many photos / yet / .

g. How long / you / live / in the USA / ?

h. We / stay / never / at a beach resort / in Brazil / .

i. She / go / abroad / recently / ?

j. James / not work / in Cardiff / since 2005 / .



5 Complete the sentences with for or since.

a. Susan has studied German _____ 2011.

b. Paul has lived in Paris _____ six years.

c. I have waited here _____ 30 minutes.

d. They have been in the café _____ 9:00 o'clock.

e. Have you met Betty _____ January?

f. He hasn't phoned his parents _____ a week.

g. We have travelled abroad _____ a fortnight.

h. I haven't seen her _____ last summer.





Present Perfect vs Past Simple

- O **Present Perfect** usa-se para exprimir ações que ocorreram no passado, num momento indeterminado.
- O **Past Simple** usa-se para exprimir ações que ocorreram no passado, num momento definido.

1 Complete the sentences with the **Past Simple** form of the verbs in brackets.

Last summer David **a.** _____ (**visit**) Italy. He **b.** _____ (**fly**) to Paris and he **c.** _____ (**hire**) a car at the airport. He **d.** _____ (**want**) to admire the French countryside. He also **e.** _____ (**stop**) in some towns on the way. He **f.** _____ (**enjoy**) the trip very much. When he **g.** _____ (**reach**) Italy he **h.** _____ (**meet**) his Italian friends Paolo and Luigi. Then they **i.** _____ (**decide**) to visit the Como Lake. As the weather **j.** _____ (**be**) fine, they **k.** _____ (**stay**) there two days. They **l.** _____ (**intend**) to go to Rome but they **m.** _____ (**choose**) to stop in Milan where they **n.** _____ (**go**) to the opera in the Scalla. They also **o.** _____ (**visit**) and **p.** _____ (**admire**) the impressive Cathedral. After Milan they **q.** _____ (**drive**) to Florence and they **r.** _____ (**be**) astonished at the monuments and sculptures around the city. Finally they **s.** _____ (**arrive**) in Rome where they **t.** _____ (**spend**) a week and **u.** _____ (**take**) the most of this marvelous city.

2 Complete the sentences with the **Present Perfect** or **Past Simple** form of the verbs in brackets.

- _____ you ever _____ (**be**) to Japan? No, I _____ never _____ (**visit**) it.
- They _____ (**go**) to China last year.
- Where _____ she _____ (**travel**) to three months ago?
- How long _____ he _____ (**stay**) in Scotland? He _____ (**stay**) there for a week.
- I _____ (**meet**) Joan at the railway station yesterday.
- We _____ (**not enjoy**) our stay in India last summer.
- I _____ (**not be**) to Norway yet.
- Our return journey _____ (**take**) us four days.
- I _____ (**not have**) a holiday since January.
- My friend George _____ (**write**) a lot of postcards when he was in Spain.
- The children _____ (**lose**) their way when they _____ (**be**) in Eurodisney.
- _____ you ever _____ (**be**) to London Zoo?
- When _____ Paul _____ (**go**) to Thailand? He _____ (**go**) there last August.
- They _____ (**live**) abroad for five years.

Places to visit in the UK

London



Tower Bridge



Tower of London



Houses of Parliament



Big Ben



The Globe Theatre



St. Paul's Cathedral



Westminster Abbey



London Eye



Madame Tussaud's



Natural History Museum



Tate Modern



Buckingham Palace



Trafalgar Square



Covent Garden



Hyde Park

Places to visit all around the world



Paris



New York



Barcelona



Katmandu



Sydney



Hong Kong



Capri



New Delhi



Prague



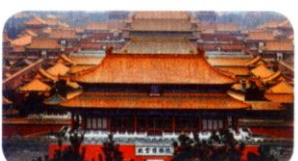
Vienna



Berlin



Budapest



Beijing



Oporto



Oslo



Amsterdam

1 Ask and answer questions using the words given. Follow the model.

You / Vienna / Yes / July / Yes

Q.: *Have you ever been to Vienna?*

A.: *Yes, I have.*

Q.: *When were you there?*

A.: *I was there in July.*

Q.: *Did you like it?*

A.: *Yes, I did.*



a. Kate / Oporto / Yes / last year / Yes

Q.: _____?

A.: _____

Q.: _____?

A.: _____

Q.: _____?

A.: _____

b. Mr. and Mrs. Morris / Oslo / Yes / 2012 / No

Q.: _____?

A.: _____

Q.: _____?

A.: _____

Q.: _____?

A.: _____

c. Henry / Rome / Yes / last summer / Yes

Q.: _____?

A.: _____

Q.: _____?

A.: _____

Q.: _____?

A.: _____

► Phrasal verbs related to travelling

Verb	Meaning	Phrasal verb	Meaning
to drop	cair, deixar cair	to drop off	deixar alguém algures
to check	verificar	to check in	dar entrada, apresentar-se, hospedar-se
		to check out	sair
to pick	apanhar	to pick up	recolher
to set	pôr	to set out	começar
to take	levar	to take off	levantar voo
to get	obter, conseguir	to get on	embarcar
		to get away	escapar (sair por pouco tempo)
to speed	acelerar	to speed up	aumentar a velocidade
to look	olhar	to look around	explorar o que está à volta
		to look forward	ansiar por
to hurry	apressar-se	to hurry up	despachar-se
to go	ir	to go back	regressar
to see	ver	to see off	despedir-se

1 Match column A with column B. Follow the example.

- | A | B |
|-------------|--|
| 1. check in | a. take and leave someone somewhere |
| 2. take off | b. say goodbye to someone who is leaving |
| 3. get on | c. return to the place where the journey started |
| 4. drop off | d. climb on board |
| 5. get away | e. start a journey |
| 6. see off | f. register at the airport |
| 7. set out | g. fetch someone somewhere |
| 8. pick up | h. travel somewhere for a break holiday |
| 9. go back | i. begin the flight |

2 Complete the text with the phrasal verbs given.

When Alex left for the USA, his family a. _____ him _____ at the airport. After breakfast he had to b. _____ not to miss his flight. It was a teary goodbye, but he was c. _____ to the new challenges he was going to face in the USA. He d. _____ the plane and texted messages to his friends in the few minutes left. A short while later the pilot announced that they were preparing to e. _____. As the plane was f. _____ he enjoyed the pleasure of the moment as well as the feeling of g. _____ from everything.

looking forward
getting away
dropped... off
take off
hurry up
speeding up
got on



Consolidation

1. Read the text carefully.

Paul and Cindy, a young British couple from Richmond, have decided to go on holiday in spring this year. For **them**, May is the peak of **this** fresh and delightful season.

It was time for a trip, a romantic getaway. So, **they** have chosen Holland to spend a week, aware that the fields of flowers in bloom **everywhere** are sure to dazzle any tourist with **their** fabulous colours.

As they are passionate about art and culture they thought they would be better spoilt for choice in Madrid, Florence or Berlin. **This** last option, with so many galleries and museums, would also be right up their street, for sure. It will certainly be one of their next outings.



2. Choose the correct definition.

a. peak

1. happy
2. greatest time
3. high up

b. in bloom

1. dying
2. growing
3. opening

c. outing

1. a walk outdoors
2. a holiday
3. a picnic

d. getaway

1. to stop doing something
2. to run away from something
3. a place suitable for a vacation

e. dazzle

1. go blind
2. amaze
3. get happy

f. spoilt for choice

1. unpleasant
2. problematic
3. difficult to choose

6 x 1,5 = 9



3. Who / What do the words in bold in the text refer to?

a. **them** (l. 2)

b. **this** (l. 2)

c. **they** (l. 4)

d. **everywhere** (l. 6)

e. **their** (l. 6)

f. **this** (l. 9)

6 x 1,5 = 9



4. Complete the sentences with the Present Perfect form of the verbs in brackets.

a. I _____ (**listen**) to that music before.

b. She _____ (**just / hear**) that Peter is in Australia.

c. He _____ (**play**) football since he was five.

d. _____ you _____ (**see**) him lately?

e. How long _____ they _____ (**be**) on holiday?

f. My son _____ (**not start**) work yet.

6 x 2 = 12



5. Complete the dialogue with either the Present Perfect or Past Simple form of the verbs in brackets.

13 x 3 = 39

Ann: Hello, Jack! I **a.** _____ (*not see*) you for ages! Where **b.** _____ you _____ (*be*)?

Jack: I **c.** _____ (*be*) in Switzerland. I **d.** _____ (*mean*) to send you a postcard but I **e.** _____ (*not have*) your address with me.

Ann: Never mind. **f.** _____ you _____ (*have*) a good time in Switzerland? How long **g.** _____ you _____ (*stay*) there?

Jack: I **h.** _____ (*stay*) there for a month. I just **i.** _____ (*get*) back yesterday.

Ann: **j.** _____ you _____ (*enjoy*) yourself?

Jack: Yes, a lot.

Ann: What **k.** _____ you _____ (*do*) there?

Jack: I **l.** _____ (*ski*) down the mountains all day and **m.** _____ (*dance*) all night.

6. Complete the text with the phrasal verbs given.

8 x 2 = 16

When Joe's plane **a.** _____ at Miami International Airport there was already a taxi to **b.** _____ him _____. The taxi **c.** _____ him _____ at the Holiday Inn where he would meet up with his friends. After he **d.** _____ to the hotel they all went to the city centre, where they **e.** _____ for the rest of the day. The next morning they **f.** _____ after breakfast, rented a car and **g.** _____ on a cross-country road trip. It would be another three months before he would **h.** _____ home.

looked around
go back
checked out
pick... up
set out
checked in
dropped... off
got in

7. Imagine you are on holiday. Write a postcard to your best friend telling him/her about it.

15

TOTAL / 100

SCORE: 90-100: Very good / 70-89: Good / 50-69: Average / 0-49: Poor

one hundred and thirty-three

Culture spot

London ► Famous places to visit



The Houses of Parliament and Big Ben

The Parliament is the centre of Government in Britain, consisting of the House of Commons and the House of Lords. One of its towers is Big Ben, known by its famous clock with a 13.5 ton bell that strikes the exact time.



Buckingham Palace

It is located in the City of Westminster and has been the official London residence of Britain's sovereigns since 1837. Today it is the administrative headquarters of the Monarch.



Tower Bridge

It is a special bridge over the river Thames, the longest river in England. It opens and closes for ships to pass under.



The Tower of London

Through the times it has been a palace, a fortress and even a prison. One of its towers, the White Tower, is now a museum where we can admire the Crown Jewels.



St. Paul's Cathedral

It was built in the 17th century, after the Great Fire of London, by Sir Christopher Wren. It is the biggest church in London.



Westminster Abbey

It is a big church where almost every king and queen have been crowned and buried since William I.



Trafalgar Square

Trafalgar Square is famous for its national monument in honour of Lord Nelson, the hero of the Battle of Trafalgar against the French. It has two fountains and a column, "guarded" by four bronze lions. There are always lots of pigeons around.



Hyde Park

It is the biggest park in central London. Here you can ride, lie on the grass or even row on its lake – the Serpentine. At the weekends you can say whatever you want at Speaker's Corner. There are other parks, like St. James's Park or Regent's Park, where you can relax or go for a walk.

National symbols of the United Kingdom

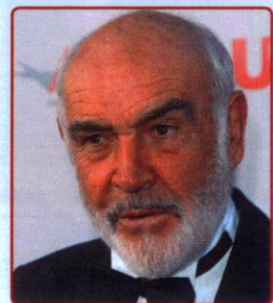
William Shakespeare was an English poet, playwright and actor. He is regarded as the greatest writer in the English language and often called England's national poet. Hamlet, King Lear, Othello, Macbeth and Romeo and Juliet are some of his most famous plays, which are still performed in the famous theatre The Globe in London, as well as all over the world.



The Beatles were an English rock band formed in Liverpool, in 1960. John Lennon, Paul McCartney, George Harrison and Ringo Starr became widely regarded as the greatest and most influential rock band of the sixties. They were famous all over the world after their first hit Love Me Do. Other famous songs followed: All You Need Is Love, Let It Be, Yellow Submarine, Strawberry Fields Forever, Ob-La-Di, Ob-La-Da.



Sir Thomas Sean Connery is a Scottish actor and producer who has won an Academy Award, two BAFTA Awards and three Golden Globes. He was knighted by Queen Elizabeth II in July 2000, and received the Kennedy Center Honors in the US. He became famous as the secret agent James Bond. Other successful films, such as The Name of the Rose, Indiana Jones and the Last Crusade, From Russia With Love, The Rock, Finding Forrester, are outstanding contributions to the world of cinema.



UNIT 12

English around the world

→ Cultural visits

- 1 Marianne and Jean-Pierre are a young French couple who need to speak English fluently because of their work. They travelled to London last year to attend a summer course and to visit the city. They arrived at Heathrow Airport. Now they are at the ticket office. They want to take the tube to central London. Put the sentences in the correct order to form a dialogue.

You'd better buy a five day ticket then. It's cheaper.

Yes, that'll be seven pounds.

Five days.

How long are you going to stay?

Yes, OK.

Good. Thanks for your suggestion.

Can I pay with credit card?

Here you are.

Yes, please. We'd like two tickets to Trafalgar Square.

There are six zones. To visit London you only need a one and two zone ticket.

Can I help you?

Here you are: two five day tickets for zone one and two.

Clerk: _____

Jean-Pierre: _____

Clerk: _____

Jean-Pierre: _____

Clerk: _____

Jean-Pierre: _____

Clerk: _____

Jean-Pierre: _____

Clerk: _____

Jean-Pierre: _____

Clerk: _____

Jean-Pierre: _____

② Marianne and Jean-Pierre are now at Trafalgar Square. They are going on a "Hop-on Hop-off" tour bus. Complete the text with the words given.

We have chosen the Westminster **a.** _____ Tour. We started our **b.** _____ seeing Trafalgar Square and the impressive **c.** _____ Column, driving past Horse Guards Barracks and Downing **d.** _____ entrance, number 10 (the official **e.** _____ of the Prime **f.** _____) to Parliament Square. Here we saw the 19th **g.** _____ gothic building, Big **h.** _____, and the Houses of **i.** _____. Then we had a **j.** _____ visit inside **k.** _____ Abbey where we saw the **l.** _____ Chair, the beautiful King **m.** _____ Chapel and tombs of poets and **n.** _____. From Westminster we drove to **o.** _____ Palace where we could watch the colourful Changing of the Guard **p.** _____. This part of the tour also showed us some of London's best and **q.** _____ spots for shopping and **r.** _____.

Buckingham	Street
Coronation	Abbey
Parliament	Ben
Minister	guided
entertainment	kings
ceremony	brightest
Henry VII	century
Westminster	tour
residence	Nelson's

③ Find the names of these places in exercise 2.



a. _____



b. _____



c. _____



d. _____

→ Verb tenses – revision

Remember!

- O **Present Simple** refere ações habituais no presente.
- O **Present Continuous** refere ações que estão a decorrer no momento em que se fala.
- O **Past Simple** refere ações que tiveram início e terminaram no passado.
- O **Past Continuous** refere ações que estavam a decorrer no passado.

1 Complete the sentences with the **Present Simple** form of the verbs in brackets.

- a. What _____ you usually _____ (**do**) in summer?

I usually _____ (**go**) to the beach. I _____ (**lie**) in the sun, _____ (**swim**)

and _____ (**watch**) my friends playing football. I _____ (**not play**) because

I _____ (**not like**) football. In the evening I _____ (**meet**) my friends again and we

often _____ (**spend**) some time listening to music and singing.

- b. Where _____ Jason usually _____ (**spend**) his Easter holiday?

He usually _____ (**travel**) to the countryside and _____ (**spend**) a week or two at his

grandparents' farm. There he often _____ (**help**) with the work in the fields. He _____ (**feed**)

the animals, _____ (**ride**) the horses and _____ (**swim**) in the river.

2 Complete the sentences with the **Present Continuous** form of the verbs in brackets.

- a. What _____ Carol _____ (**do**)?

She is at the travel agency. She _____ (**prepare**) her weekend because

she _____ (**get away**) for two days. She _____ (**stay**) in a

hostel so she _____ (**book**) her accommodation and she _____ (**inquire**) about

the places she _____ (**go**) to visit. She _____ also _____ (**try**) to learn about things

to do there.

- b. When _____ she _____ (**leave**)?

She _____ (**leave**) early in the afternoon on Friday. She _____ (**travel**)

by car and she _____ (**not go**) alone. Her friend Jill _____ (**join**) her on

Saturday. They _____ (**meet**) some friends and they _____ all _____ (**go**) to take

the most of this weekend.

3 Complete the text with either the Present Simple or Present Continuous form of the verbs in brackets.

Mr. and Mrs. Parker used to live in a small village in the countryside. Now they **a.** _____ (*live*) in Bristol, a large town, but they **b.** _____ (*keep*) their old house in the country and from time to time, they **c.** _____ (*go*) there. At the moment they **d.** _____ (*spend*) some days with their old friends in the countryside. Mrs. Parker **e.** _____ (*water*) her plants and **f.** _____ (*take care*) of her garden. She **g.** _____ (*love*) gardening. Her husband usually **h.** _____ (*help*) her in the garden but today he **i.** _____ (*not help*) her. He **j.** _____ (*talk*) with his friends at the pub. They **k.** _____ also _____ (*play*) cards and **l.** _____ (*have*) a pint of beer. Mr. Parker **m.** _____ (*love*) chatting with his old friends.

4 Complete the sentences with the Past Simple form of the verbs in brackets.

Where **a.** _____ you _____ (*go*) last April?

I **b.** _____ (*go*) to Budapest with my parents. At first I **c.** _____ (*not be*) very happy with the idea because I **d.** _____ (*want*) to go to Paris instead. But I **e.** _____ (*decide*) to go anyway and I **f.** _____ (*not regret*) it. When we **g.** _____ (*arrive*) I **h.** _____ (*be*) astonished by the greatness of the city. I **i.** _____ (*visit*) the Castle in Buda and **j.** _____ (*look*) around from the Castle Hill. The sight **k.** _____ (*be*) breathtaking! We **l.** _____ (*make*) a trip in the famous Danube and we **m.** _____ (*have*) dinner on board. As we **n.** _____ (*pass*) under the Chain Bridge, the Széchenyi Bridge, I **o.** _____ (*feel*) like I **p.** _____ (*be*) inside a fairy tale. The next day we **q.** _____ (*decide*) to go to the Széchenyi Spa. We also **r.** _____ (*go*) to the opera in the evening. It **s.** _____ (*be*) a memorable journey!

5 Complete the sentences with the Past Continuous form of the verbs in brackets.

- a.** What _____ Gene _____ (*do*) yesterday afternoon?
- b.** He _____ (*look*) for a nice place to travel abroad.
- c.** He decided he _____ (*not go*) by car.
- d.** Rebecca _____ (*take*) photos while we _____ (*admire*) the landscape.
- e.** While Alice _____ (*visit*) the Parliament, her parents _____ (*walk*) down Váciúta St.
- f.** _____ they _____ (*have*) coffee in New York Café?
- g.** We _____ (*taste*) goulash in the market while our parents _____ (*have*) lunch in a restaurant.
- h.** Roy _____ (*travel*) by boat in the Danube while Will _____ (*walk*) to the Fishermen's Bastion.

6 Complete the sentences with either the **Past Simple** or **Past Continuous** form of the verbs in brackets.

- a. Helen _____ (*visit*) the Zoo when her mother _____ (*call*) her.
- b. Josh _____ (*drive*) to town when his car _____ (*break*) down.
- c. While Grace _____ (*lie*) in the sun, Greg _____ (*swim*) in the sea.
- d. When the Robsons _____ (*arrive*) at the airport, a taxi _____ (*pick*) them up and _____ (*drop*) them off at the hotel.
- e. Laurie and Craig _____ (*wander*) around the city while their parents _____ (*rest*) in the hotel.
- f. When they _____ (*buy*) some souvenirs in the city centre, they _____ (*meet*) their cousins.

7 Complete the sentences with the **Present Simple**, **Present Continuous**, **Past Simple** or **Past Continuous** form of the verbs in brackets.

Last year Simon a. _____ (*go*) to Portugal. He b. _____ (*stay*) at some friends'. Now he c. _____ (*be*) in London and unexpectedly he d. _____ (*meet*) André, one of his Portuguese friends, in the street, when he e. _____ (*do*) some shopping.

Simon: Hello, André! I f. _____ (*not know*) you g. _____ (*be*) here.

André: Oh, I h. _____ (*arrive*) two months ago. I i. _____ (*fly*) on 6th January. I j. _____ (*attend*) an English course for foreigners.

Simon: When we last k. _____ (*meet*) you l. _____ (*say*) that nothing would make you come to England. What m. _____ (*make*) you change your mind?

André: I n. _____ (*find*) that I o. _____ (*need*) English for my work and this p. _____ (*seem*) the quickest way of learning it.

Simon: q. _____ you _____ (*know*) any English when you first r. _____ (*arrive*) here?

André: No, I s. _____ (*not know*) a word. But now I t. _____ (*speak*) English almost fluently.

Simon: Where u. _____ you _____ (*go*) now?

André: I v. _____ (*go*) home. But what about having a drink tonight?

Simon: Good idea. We w. _____ (*have*) lots to talk about.

André: See you later.

Paired conjunctions

- **Either... or** – *ou... ou*
- **Neither... nor** – *nem... nem* (torna a frase negativa)

Example: You can **either** buy a tablet **or** an iPod.

She is **neither** English **nor** Scottish. She is American.

1 Rewrite the sentences using **either... or** / **neither... nor**.

- a. You can have apple pie or baked custard. (**either... or**)

- b. In my free time I listen to music or read a book. (**either... or**)

- c. She can't go to India. She can't go to Nepal. (**neither... nor**)

- d. Whenever I go abroad I buy postcards or fridge magnets. (**either... or**)

- e. My friend Sally isn't fat. She isn't skinny. (**neither... nor**)

- f. I don't like coffee. I don't like coke. (**neither... nor**)

- g. Tonight they are going to the opera or to the theatre. (**either... or**)

- h. Her neighbour isn't old. He isn't young. (**neither... nor**)

- i. He doesn't travel by plane. He doesn't travel by ship. (**neither... nor**)

- j. Today we'll have Japanese or Chinese food. (**either... or**)

- k. He can't practise rugby. He can't practise polo. (**neither... nor**)





Consolidation



1. Read the text carefully.

It is estimated that the number of native English speakers is 300 million to 450 million. More than one billion people are believed to speak some form of English. Although the numbers vary, it is widely accepted that hundreds of millions of people around the world speak English, whether as a native, second or a foreign language.

English is the only language used in international air traffic control and it is virtually the only language of a whole range of other activities from scientific research to pop music. As the Internet and the World Wide Web continue to grow and increase in popularity, the need for a global language becomes more prevalent.

English dominates international business, politics, and culture more than any other language in human history. If trade and tourism around the world are going to operate and a global economy function and a global culture flourish, a widely shared, reasonably accessible language is requisite. English may not be the best choice, but it is the obvious choice, for an international language. Whether we like it or not, the English language is becoming the global language.

People all over the world are trying to learn English so that they may compete globally.

2. Choose the correct meaning.

4 x 4 = 16

- | | | | |
|--------------|---------------|---------------|-------------|
| a. estimated | 1. calculated | 2. considered | 3. ignored |
| b. range | 1. feature | 2. number | 3. class |
| c. trade | 1. delivery | 2. parcel | 3. business |
| d. flourish | 1. succeed | 2. decrease | 3. reduce |

3. Say whether these statements are T (true) or F (false). Quote from the text to support your answers.

4 x 5 = 20

- | | |
|---|-----------------------|
| a. Hundreds of millions of people all over the world speak English. | ☐ |
| b. English is one of the languages used in international air traffic control. | ☐ |
| c. It is necessary to have a global way of communicating as the Internet continues to grow. | ☐ |
| d. In terms of global competitiveness English isn't the best choice. | ☐ |

4. Complete the text with the Present Simple, Present Continuous, Past Simple or Past Continuous form of the verbs in brackets.

19 x 2 = 38

Nowadays everyone **a.** _____ (*need*) to speak English. It **b.** _____ (*be*) a global language that **c.** _____ (*fit*) both work and leisure. Wherever you **d.** _____ (*go*) around the world you **e.** _____ (*have*) to communicate. Last month, Francisco, a young Portuguese engineer, **f.** _____ (*go*) to Singapore on work. When he **g.** _____ (*arrive*) there he immediately **h.** _____ (*understand*) the importance of speaking English. When he **i.** _____ (*collect*) his luggage at the baggage reclaim area, he **j.** _____ (*realise*) his luggage **k.** _____ (*miss*). "What **l.** _____ (*happen*)?" How **m.** _____ I _____ (*go*) to solve the problem," he **n.** _____ (*wonder*). He **o.** _____ (*go*) straight to the information desk. They **p.** _____ (*try*) to solve the problem of a lost luggage that **q.** _____ (*pass*) on a conveyor belt without being **r.** _____ (*pick*) up. It **s.** _____ (*be*) his luggage!

5. Rewrite the sentences using either... or / neither... nor.

4 x 3 = 12

- a.** Mr. and Mrs. Clark don't go to the opera. They don't go to the concert. (*neither... nor*)

- b.** Tonight Paul and Sarah will have dinner out in an Italian or Chinese restaurant. (*either...or*)

- c.** Peter likes skating or parkour. (*either... or*)

- d.** I don't want to go shopping. I don't want to go to the beach. (*neither... nor*)

6. "A global economic, cultural and political structure needs a common language." Give your opinion on this statement in 80 words.

14

TOTAL / 100

SCORE: 90-100: Very good / 70-89: Good / 50-69: Average / 0-49: Poor

one hundred and forty-three

UNIT 13

Being social

➔ Social issues

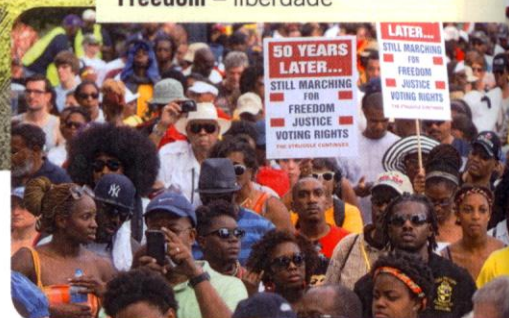
NEGATIVE

- Apartheid** – regime de segregação racial na África do Sul
- Slavery** – escravidão
- Slave trade** – tráfico de escravos
- Child labour / work** – trabalho infantil
- Child trade** – tráfico de crianças
- Discrimination** – discriminação
- Intolerance** – intolerância
- Minority** – minoria
- Prejudice** – preconceito
- Racism** – racismo
- Segregation** – segregação
- Homophobia** – homofobia
- Sexism** – sexismo
- Xenophobia** – xenofobia
- Stereotype** – estereótipo
- Torture** – tortura
- Genocide** – genocídio



POSITIVE

- Equality** – igualdade
- Integration** – integração
- Colour-blind** – não segrega pela cor
- Interracial** – interracial
- Civil rights** – direitos civis
- Creeds** – credos
- Belief** – crença
- Freedom** – liberdade



① Match column A with column B. Follow the example.

A

1. child trade
2. prejudice
3. apartheid
4. sexism
5. homophobia
6. colour-blind
7. stereotype
8. racism
9. genocide
10. equality

B

- a. fixed image or idea of a particular group or type of person
- b. extreme and irrational aversion to homosexuality and homosexual people
- c. treating different coloured skin people in exactly the same way
- d. having the same rights and opportunities in spite of race, sex or creed
- e. belief that a different race is inferior or superior
- f. buying and selling children
- g. deliberate killing of many people of a particular ethnic group or nation
- h. policy or system of segregation or discrimination based on race
- i. discrimination, typically against women, based on sex
- j. preconceived opinion not based on reason or experience

Connectors

- **Therefore** – *portanto, por conseguinte* (separado por vírgulas)
Example: *She loves animals. **Therefore**, she has three pets.*
- **However** – *contudo* (separado por vírgulas)
Example: *He doesn't like vegetables. **However**, he likes salad very much.*
- **Even though** – *muito embora, apesar de* – mais usado em linguagem informal; seguido de sujeito + verbo.
Example: ***Even though** it was raining, he decided to ride his bike to work.*
- **However + adjetivo / advérbio** – *por mais que*.
Example: ***However hard** he tried, he didn't succeed.
She will have a good result, **however difficult** the exam is.*

1 Choose the correct option.

- The temperature on Earth is rising; **therefore / however / even though** the glaciers are melting.
- Therefore / However / Even though** he didn't like his workmates, he went along with them.
- They don't have much money. **Therefore / However / Even though**, they are a happy family.
- Therefore / However / Even though** he was disabled, he won the championship.
- The task was difficult. **Therefore / However / Even though**, I enjoyed it.
- Therefore / However / Even though** she was guilty, she wasn't convicted.
- This is a very good resort. **Therefore / However / Even though**, it's always sold out.
- I studied hard. **Therefore / However / Even though**, I failed my exam.
- Tomorrow is a holiday. **Therefore / However / Even though**, the shops are closed.
- Therefore / However / Even though** she eats a lot, she isn't fat.

2 Fill the gaps with **however**, **therefore** or **even though**.

- He loved his girlfriend. _____, he bought her a nice birthday present.
- They won the lottery. _____, they didn't buy a new house.
- She travelled to Paris. _____, she didn't visit the Louvre.
- _____ she needed the job badly, she didn't accept it.
- The sea was rough. _____, they went surfing.
- The footballer went on playing, _____ he was injured.
- They are very committed and hard-working. _____, they get good results.
- _____ it is cheap, I won't buy it.
- We have considered their proposal. _____, we can't accept it.



If-clauses – type 2

- A **if-clause type 2** usa-se para falar sobre uma condição improvável de acontecer.

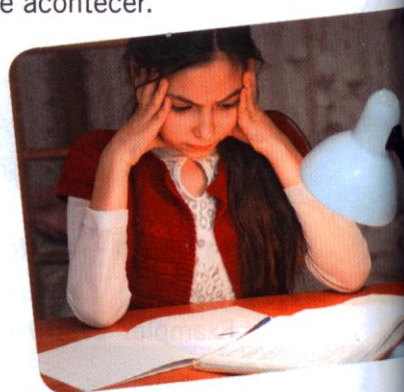
➤ If + Past Simple, Conditional

Example: *If she studied hard, she would get good marks.*

➤ Conditional

O **Conditional** forma-se com o verbo auxiliar **would + infinitive** do verbo principal sem **to**.

Example: *They would leave on time if they got up earlier.*



① Complete the sentences with the correct form of the verbs in brackets.

- If I met Carol, I _____ (*invite*) her to my birthday party.
- If you _____ (*do*) more exercise, you wouldn't be so overweight.
- You _____ (*be*) healthier if you had a better diet.
- I would be angry if I _____ (*be*) you.
- If he _____ (*not drive*) so fast, he wouldn't have so many car accidents.
- If I _____ (*have*) an extra money, I would buy a new tablet.
- If she talked to her teacher, he _____ (*help*) her.
- I _____ (*hand*) it back if I found her wallet.
- What famous singer _____ you _____ (*like*) to interview if you had the chance?
- What would they do if they _____ (*win*) the pools?
- If Joan _____ (*see*) him, she would be delighted.
- The waiter _____ (*serve*) you quicker if you spoke to him more politely.
- This fish would taste better if it _____ (*have*) more salt.
- If he had someone to accompany him, he _____ (*play*) more often.
- They would listen better if you _____ (*speak*) louder.

NOTA

If – se.

Em português, o **se** usa-se com o conjuntivo. Em inglês, apenas o verbo **to be** tem conjuntivo, que é **were** em todas as pessoas.

Example: *If I **were** you, I would be careful.*

② Complete the sentences with the correct form of the verbs in brackets – if-clauses type 2.

- He _____ (*go*) abroad if he _____ (*have*) the chance.
- _____ you _____ (*buy*) this dress if it _____ (*be*) on sale?
- She _____ (*exercise*) more often if she _____ (*have*) more time.
- If I _____ (*be*) you, I _____ (*take*) another type of medicine.
- They _____ (*call*) a policeman if they _____ (*not come*) to an agreement.

- f. If she _____ (**have**) problems, she _____ (**ask**) for advice.
- g. _____ she _____ (**lend**) you the money if you _____ (**ask**) her?
- h. If you _____ (**speak**) to your boss, you _____ probably _____ (**get**) a raise in your salary.
- i. We _____ (**be**) terribly sorry if we _____ (**miss**) the concert.
- j. If I _____ (**not have**) enough money, I _____ (**not go**) on that trip.
- k. If he _____ (**be**) a gentleman he _____ (**not say**) such a thing.
- l. He _____ (**propose**) to her at once if she _____ (**give**) him any encouragement.
- m. I _____ (**go**) for a walk if it _____ (**stop**) raining.
- n. If she ever _____ (**hear**) his voice again, it _____ (**bring**) her back many happy memories.
- o. If you ever _____ (**meet**) the Queen, how _____ you _____ (**address**) her?

Remember!

➤ If- clause – type 0: **If + Present Simple, Present Simple**

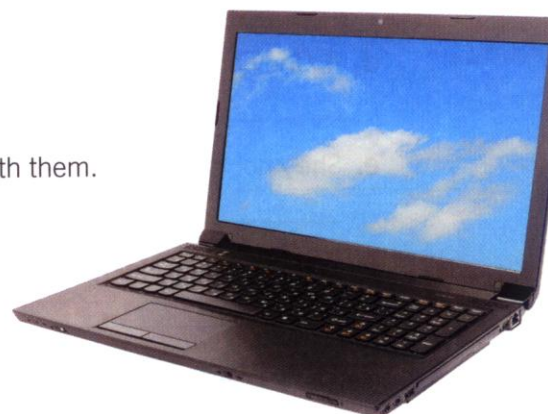
Usa-se para exprimir uma verdade comprovada.

➤ If-clause – type 1: **If + Present Simple, Future**

Usa-se para falar sobre uma condição provável de acontecer.

③ Complete the sentences with the correct form of the verbs in brackets (if-clauses types 0, 1 or 2).

- a. If the weather is fine tomorrow, we _____ (**go**) to the beach.
- b. If I _____ (**have**) eggs, I would bake a cake.
- c. What _____ you _____ (**do**) if you won the prize?
- d. She _____ (**learn**) English easier if she goes to England for some time.
- e. _____ you _____ (**travel**) to Mars if you were a millionaire?
- f. If you don't read the instructions carefully, you _____ (**not be**) able to operate that machine.
- g. If you heat water to 100 degrees Celsius, it _____ (**boil**).
- h. The baby will get sick if he _____ (**eat**) chocolate.
- i. If you mix black and white, you _____ (**get**) grey.
- j. If I _____ (**not feel**) tired after work, I will go to the pub with them.
- k. If you throw a stone into water, it _____ (**sink**).
- l. If you _____ (**listen**) to me carefully, I will explain it again.
- m. If you follow my instructions, you _____ (**not get**) lost.
- n. If you drop a laptop computer, it _____ (**break**).



4 Complete the sentences with the correct form of the verbs in brackets (if-clauses types 0, 1 or 2).

- a. If the weather is fine, we _____ (**walk**) to town.
- b. If the baby _____ (**have**) a temperature, I'll take him to the doctor.
- c. I'll be very happy if George _____ (**come**).
- d. If they had money, they _____ (**visit**) their relatives in Australia.
- e. If we hurry, we _____ (**catch**) the train.
- f. If they had enough money, they _____ (**buy**) a new car.
- g. I _____ (**invite**) him if he were my friend.
- h. If you come with me, you _____ (**help**) me with the shopping.
- i. If Carol had a mobile phone, she _____ (**phone**) all her friends.
- j. If the students don't read this book, they _____ (**not know**) how to answer the questions.
- k. He'll take his son to the park if he _____ (**have**) time.
- l. If they go to Nepal, it _____ (**be**) a fantastic trip.
- m. Janet _____ (**stay**) longer in Prague if she had more time.
- n. If you _____ (**drink**) too much, you'll be sick.
- o. Susan _____ (**get**) a cold if she doesn't put on her coat.
- p. The children _____ (**be**) happy if their parents took them to the zoo.
- q. If Jason comes today, we _____ (**go**) to the disco.
- r. Alice _____ (**feed**) the animals if she stays at home.
- s. If my parents offer me a new mobile phone, I _____ (**be**) very happy.
- t. If Miriam studies hard, she _____ (**get**) good results.

5 Write if-clauses type 2.

- a. If / I / have / a lot of money, I / travel / abroad / every week.

- b. I / not do / that / if / I / be / you.

- c. If / you / go / by bike / more often, you / not be / so flabby.

- d. If / they / tell / their father, he / be / very angry.

- e. She / not talk / to you / if / she / be / mad / at you.

- f. I / invite / all my friends / if / I / have / a house / by the beach.

- g. If / we / have / more time, we / learn / karate.

Relative pronouns

- **Who, which, that:** numa **defining relative clause** o pronome relativo é geralmente omitido quando desempenha a função de complemento; quando desempenha a função de sujeito não pode ser omitido.

Example: *The woman (who) you met yesterday is my boss.* (*who* tem a função de complemento)

The man who came in with you is my friend. (*who* tem a função de sujeito)

- Nas **non-defining relative clauses** não se pode substituir **who** ou **which** por **that**, nem se pode omitir o pronome relativo.

- Usa-se **that** depois de *only, much, few, little, none, no, all, some / any*, seus compostos e superlativos.

Example: *I lent her the few that I had left. / Please, take all that you like.*

Is this the best that you have found?

NOTA

Consulta a unidade 7 para relembrares e obteres mais informações sobre os **relative pronouns**.

1 Combine the following pairs of sentences using a relative pronoun.

- a. My mother lives in Edinburgh. She visited me last weekend.

- b. The Carters went to Douro Valley. It is one of the most stunning Portuguese landscapes.

- c. Jane spent her last holiday in Moscow. Moscow is an important European capital.

- d. James Joyce was born in Ireland. He wrote the well-known novel "Ulysses".

- e. Mr. Clark missed the first act of the opera. He was late.

2 Combine the following pairs of sentences using a relative pronoun. Omit it where possible.

- a. You sent me a present. Thank you very much for it. (*Thank you very much for...*)

- b. I'm looking after some children. They are terribly spoiled.

- c. The car had a break problem. It crashed into a queue of people.

- d. They saw several houses. Most of them were quite unsuitable.



Consolidation

1. Read the text carefully.



The prime responsibility to combat discrimination and racism belongs to states, and **it** calls for the active involvement of international and non-governmental organisations, media and civil society. Education is a key to changing behaviour and to promoting tolerance for diversity in societies. Such education is a determining factor in the promotion and protection of values of justice and equity, **which** are essential to prevent and combat the spread of intolerance.

Tolerance today is synonymous of multiculturalism. **It** means to accept and embrace other races, religions, and ideas without prejudice or judgment. Tolerance also means respecting others for **their** differences whether **they** are race differences, religious differences or even socioeconomic differences.

Children are brought into the world without biases or prejudices. Yet along the path to adulthood many children adopt values and beliefs from their peers and the adults in **their** life. Teaching tolerance, diversity, and multiculturalism helps children broaden their awareness and acceptance.

It helps create a more harmonious world for everyone.

2. Complete the sentences with ideas from the text.

5 x 3 = 15

- a. States have the main responsibility of _____.
- b. Media, civil society and some organisations also _____.
- c. Education is essential to _____.
- d. To be tolerant means _____.
- e. Children absorb _____.

3. Find **synonyms** in the text for the following words.

8 x 1,5 = 12

- | | | | |
|----------------|-------|----------------|-------|
| a. main | _____ | e. adopt | _____ |
| b. implication | _____ | f. convictions | _____ |
| c. attitude | _____ | g. fellows | _____ |
| d. avoid | _____ | h. enlarge | _____ |

4. Who / What do the words in bold in the text refer to?

7 x 1 = 7

- | | |
|------------------------------|-------------------------------|
| a. <i>it</i> (l. 1) _____ | e. <i>they</i> (l. 9) _____ |
| b. <i>which</i> (l. 5) _____ | f. <i>their</i> (l. 12) _____ |
| c. <i>it</i> (l. 7) _____ | g. <i>it</i> (l. 15) _____ |
| d. <i>their</i> (l. 9) _____ | |

5. Fill the gaps with **however**, **therefore** or **even though**.

11 x 1 = 11

- He stopped to buy something to drink, _____ he was late for work.
- It was raining heavily. _____, we went shopping.
- She isn't very hard-working. _____, she gets good marks.
- They travelled to India on holiday, _____ it was an expensive trip.
- His tennis racket broke. _____, he couldn't play.
- _____ I had the best qualifications I wasn't chosen for the prize.
- She inherited a lot of money. _____, she didn't stop working.
- He is a very friendly boy. _____, everybody likes him.
- I got up very late. _____, I lost the bus.
- He is very strict. _____, he is a good teacher.
- _____ she has lived for two years in Germany, she can't speak German very well.

6. Complete the sentences with the correct form of the verbs in brackets (**if-clauses**).

13 x 2 = 26

- If we are late, they _____ (**not let**) us in.
- If he spoke foreign languages, he _____ (**get**) the job.
- If you _____ (**arrive**) earlier, you would hear the news.
- Tomorrow I _____ (**write**) to her if I have some free time.
- If I _____ (**be**) you, I wouldn't go to Germany.
- If Julie _____ (**not wash**) the dishes, her mother _____ (**not let**) her go to the cinema.
- Tom _____ (**arrive**) at the harbour on time, if it _____ (**be**) windy.
- Next holiday he _____ (**travel**) abroad, if he _____ (**save**) enough money.
- If they take a taxi, they _____ (**arrive**) on time at the airport.
- She _____ (**not go**) to the pub with him if he invited her.

7. Combine the sentences using a **relative pronoun**.

8 x 2 = 16

- a. My mum loved the ring. My father gave it to her.

- b. Do you know the boy? He hurt himself in school last week.

- c. The girl has an older brother. Her parents work abroad.

- d. They tried a new restaurant yesterday. They didn't like it.

- e. The lady is a good cook. She gave me that cake recipe.

- f. That woman is my teacher. Her daughter is my friend.

- g. The man is my uncle. He called me.

- h. The dish was so tasteful! I ate it yesterday.

8. What do you think about racism? In about 80 words write an article for the school newspaper giving your opinion on this subject.

13

MONDAY
may, 20 2013

NEWS

№ 34747/53

Only fresh news

founded 1953

TOTAL / 100

SCORE: 90-100: Very good / 70-89: Good / 50-69: Average / 0-49: Poor

UNIT 14

Careers and jobs

Jobs

Vet – veterinário	Sailor – marinheiro	Model – modelo
Dentist – dentista	Factory worker – empregado fabril	Mason – pedreiro
Computer engineer – engenheiro informático	Housewife – dona de casa	Shop assistant – empregado de balcão
Travel agent – agente de viagens	Researcher – investigador	Fireman/woman – bombeiro/a
Flight attendant – assistente de bordo	Scientist – cientista	Policeman/woman – polícia/ mulher polícia
Biologist – biólogo	Diplomat – diplomata	Receptionist – rececionista
Babysitter – babá	Soldier – militar	Housekeeper – empregada doméstica
Economist – economista	Hairdresser – cabeleireira	Chief executive officer – presidente de uma empresa
Lawyer – advogado	Gardener – jardineiro	Chief financial officer – director financeiro
Accountant – contabilista	Cook – cozinheiro	Careers officer – conselheiro profissional
Judge – juiz	Photographer – fotógrafo	Detective – detetive
Physiotherapist – fisioterapeuta	Driver – condutor	
Writer – escritor	Pilot – piloto	
Nurse – enfermeira	Clerk – funcionário	
	Waiter – empregado de mesa	
	Designer – designer	



1 Look at the definitions below and identify the correct job in the wordsearch.



1. He works in a kitchen preparing food.
2. She works in an airplane looking after passengers.
3. She works in a hair salon cutting and styling people's hair.
4. She works in a court of law.
5. She works in a hospital or doctor's surgery looking after patients.
6. She works in a reception meeting and greeting visitors.
7. She works in a veterinary surgery looking after animals.
8. He works in a restaurant serving people food and drinks.
9. She works in a court of law defending / accusing people.
10. He works on a ship.
11. She works in an office drawing plans.
12. He works in a garden taking care of plants.
13. She works at home taking care of children.



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

➤ Applying for a job – writing a letter of application

to apply for a job – candidatar-se a um emprego

part-time job – trabalho a tempo parcial

full-time job – trabalho a tempo inteiro

nine-to-five job – trabalho com horário regular

temporary work – emprego temporário

employee – empregado

employer – empregador

employment – emprego

letter of application – carta de candidatura

advertisement (= ads) – anúncio

workplace – local de trabalho

salary – salário (mensal)

wage – salário (diário ou semanal)

work experience – experiência profissional

qualifications – habilitações

CV – curriculum vitae

1 Complete this letter of application with the words given.

Mrs. L. Campbell
117 Upper Street
London
N18

Flat 2
12 Duncan Road
Chichester
PO 19

24 June 2014

Dear Mrs. Campbell,

Please accept my enthusiastic _____ for the _____ of summer nanny for your two _____, Tara and Taylor. I am still a student and I _____ to spend my summer holiday _____ in London in a _____ job. I have worked as a camp _____ for two summers and I _____ very well with the children. I've also worked as a _____ at a _____ centre at _____ for the last year. I believe my _____ for working with children as well as my _____ with elementary school children and my _____ of art and _____ would make me an excellent _____ for your _____. I would love to _____ crafts to create with them which would provide _____ entertainment for hours over the summer.

I can be _____ by e-mail at: betty.clark@yahoo.com.uk or by _____ on 0788529618.

Looking forward to _____ you soon.

Yours _____,

Betty Clark



experience
mobile phone
stimulating
would like
design
nanny
knowledge
contacted
weekends
sincerely
got along
passion
hearing from
working
daycare
children
childcare
daughters
position
volunteer
part-time
crafts
application

➔ Verb + Infinitive

O infinitivo usa-se depois:

• dos seguintes verbos:

- › **agree** – concordar
- › **ask** – pedir, perguntar
- › **choose** – escolher
- › **decide** – decidir
- › **expect** – esperar, ter expectativa
- › **forget** – esquecer
- › **hope** – ter esperança

- › **intend** – tencionar
- › **invite** – convidar
- › **learn** – aprender
- › **need** – precisar
- › **offer** – oferecer
- › **persuade** – convencer
- › **plan** – planejar

- › **promise** – prometer
- › **refuse** – recusar
- › **tell** – dizer, contar
- › **try** – tentar
- › **wait** – esperar
- › **want** – querer

Example: I **intend to study** hard for the exams.

• das seguintes expressões:

- › **to be able to** – ser capaz de
- › **to be about to** – estar prestes a
- › **to be allowed to** – estar autorizado a
- › **to be going to** – ir
- › **have to** – ter de
- › **ought to** – ser obrigado a
- › **used to** – costumar

Example: Hurry! The train **is about to leave**.

NOTA

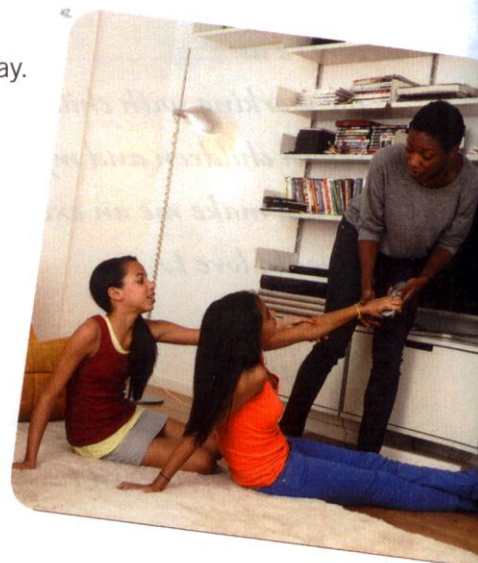
Também se usa depois de **it + be + adjetivo**.
Example: It's good to have you back.

NOTA

A negativa forma-se colocando **not** antes de **to**.
Example: He decided **not to call** her.

1 Complete the sentences with the correct form of the verbs in brackets.

- a. They want _____ (**watch**) a film on TV.
- b. He expects _____ (**pass**) the driving exam.
- c. They offered _____ (**help**) us with the house painting.
- d. She forgot _____ (**take**) her wallet.
- e. They intended _____ (**pick**) up the cherries yesterday.
- f. She chose _____ (**buy**) a dress instead of a skirt.
- g. Have you decided _____ (**not go**) back to school?
- h. They used to _____ (**get**) up early.
- i. He tried _____ (**not tell**) me the truth.
- j. I am going to _____ (**meet**) my friend tonight.
- k. She decided _____ (**tell**) him everything.
- l. He was allowed _____ (**join**) the club.
- m. They were about _____ (**give up**) going on that trip.
- n. He persuaded her _____ (**not leave**) her job.



Verb + -ing form

A **-ing form** usa-se depois:

- dos seguintes verbos:

> **admit** – admitir
 > **appreciate** – apreciar
 > **avoid** – evitar
 > **deny** – negar
 > **detest** – detestar
 > **dislike** – não gostar

> **enjoy** – gostar, divertir-se
 > **fancy** – apreciar
 > **feel like** – apetecer
 > **finish** – acabar
 > **mind** – importar-se com
 > **give up** – desistir, deixar

> **stop** – deixar de
 > **suggest** – sugerir
 > **resist** – resistir
 > **risk** – arriscar

Example: She ***gave up smoking***.

- das seguintes expressões:

> **can't bear** – não aguentar
 > **can't face** – não conseguir enfrentar
 > **can't help** – não poder deixar de
 > **can't put up with** – não tolerar

> **can't resist** – não poder resistir
 > **can't stand** – não suportar
 > **look forward to** – ansiar por

Example: I ***can't resist eating*** chocolate.

- de uma preposição:

Example: ***After watching*** the film there was a public debate.

NOTA

A **-ing form** também pode funcionar como nome.
Example: ***Dancing*** is a good exercise.

1 Form the **-ing form** of the verbs below.

a. Eat _____
 b. Cook _____
 c. Give _____
 d. Listen _____

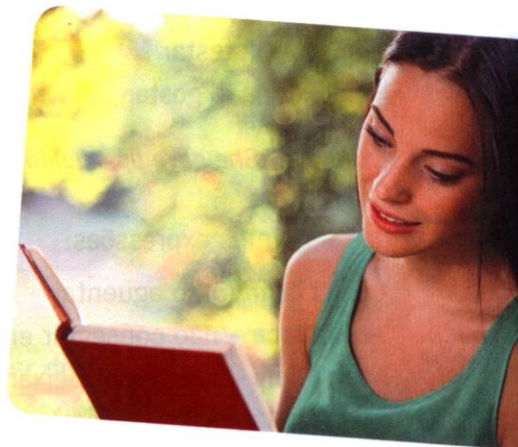
e. Put _____
 f. Play _____
 g. Swim _____
 h. Dance _____

2 Insert one of the verb forms given above into the gaps.

- a. _____ too much sugar in your food spoils your teeth.
 b. _____ can be a hobby.
 c. _____ football can help you keep fit.
 d. _____ is even healthier.
 e. _____ lots and lots of fast food is harmful to your health.
 f. _____ children lots of French fries and hamburgers isn't good.
 g. _____ is my favourite leisure activity.
 h. _____ to music calms me down.

3 Complete the sentences with the correct form of the verbs in brackets.

- a. My daughter avoids _____ (*eat*) sweets.
- b. Before _____ (*go*) home we all met at the pub.
- c. Don't you mind _____ (*open*) the door?
- d. I have finished _____ (*do*) the washing up.
- e. We appreciate _____ (*travel*) by plane.
- f. He feels like _____ (*have*) a snack.
- g. I can't help _____ (*smile*) when I look at him.
- h. He denied _____ (*be*) guilty.
- i. Did you enjoy _____ (*visit*) Japan?
- j. _____ (*read*) is my favourite hobby.
- k. Do you fancy _____ (*skate*)?
- l. He gave up _____ (*drink*) alcohol.
- m. She stopped _____ (*send*) him messages.
- n. They admitted _____ (*be*) wrong.
- o. Did you finish _____ (*write*) your essay?
- p. I'm looking forward to _____ (*meet*) my school friends.



➔ Verb + Infinitive / Verb + -ing form

Depois dos verbos que exprimem gostos ou sentimentos, tais como *like*, *love*, *hate*, *prefer*..., pode usar-se **infinitive with to** ou **-ing form**.

1 Complete the sentences using **verb + Infinitive** or **verb + -ing form**.

- a. They love _____ (*watch*) thrillers.
- b. She prefers _____ (*listen*) to music rather than _____ (*watch*) TV.
- c. Do you like _____ (*go*) to the cinema?
- d. I prefer _____ (*walk*) by the seaside.
- e. They enjoy _____ (*play*) golf in summer.
- f. What do they like _____ (*do*) in the evening?
- g. I hate _____ (*get*) up early every day!
- h. He loves _____ (*take*) photos.
- i. We like _____ (*windsurf*) but we prefer _____ (*sail*).

2 Complete the sentences using verb + Infinitive or verb + -ing form.

- a. My brother decided _____ (*not practise*) water polo.
- b. Some people prefer _____ (*stay*) home rather than _____ (*go*) out.
- c. I can't stand _____ (*deal*) with rude people.
- d. They are all able _____ (*speak*) several languages.
- e. She didn't deny _____ (*miss*) school today.
- f. We are good at _____ (*play*) tennis.
- g. Before _____ (*refuse*) he should think twice.
- h. Was it necessary for him _____ (*go*) there himself?
- i. The students ought to _____ (*follow*) the school rules.
- j. _____ (*paint*) is one of her hobbies.
- k. She enjoys _____ (*text*) her friends.
- l. Do you want _____ (*travel*) with me to Rome?
- m. Teenagers hate _____ (*be*) controlled.
- n. Can you avoid _____ (*interrupt*) me now?
- o. It's bad for his health _____ (*drink*) so much.
- p. Try _____ (*not forget*) the doctor's name.
- q. She's glad _____ (*meet*) her friend after such a long time.
- r. He promised _____ (*behave*) well at school this year.
- s. They hate _____ (*be*) late.
- t. He wants _____ (*look*) cool.



3 Complete the sentences using verb + Infinitive or verb + -ing form.

- a. Daniel doesn't mind _____ (*go*) to work by bus.
- b. Sarah is about to _____ (*buy*) a new car.
- c. Roy can't face _____ (*be*) defeated by anyone.
- d. I can't resist _____ (*eat*) that cheesecake!
- e. She can't stand _____ (*listen*) to him anymore.
- f. They can't help _____ (*travel*) abroad every year.
- g. Joan and I used to _____ (*have*) dinner out at the weekend.
- h. The students are not allowed to _____ (*have*) their mobile phones on in the classroom.
- i. Do they have to _____ (*come*) home at 11:00?
- j. Bob can't bear _____ (*face*) his boss every day.



Consolidation

1. Read the text carefully.

Volunteer organizations / work

United Planet's unique Volunteer Abroad Quest program combines volunteering abroad, language learning, cultural activities, learning excursions, and special Cultural Awareness Projects to provide an incredibly fulfilling experience for volunteers and valuable support for communities in need.

Helping vulnerable children is at the heart of United Planet's focus. United Planet strives to give these children a voice and to take care of **their** immediate needs, and provide training and opportunities to take charge of their lives to have a better chance of a better future. United Planet works with local schools, orphanages, shelters, clinics and vocational training centres across the globe to help children at all stages of development.

Becky Reed, a volunteer at After School Center for Street Children, says:

"The children **that** I worked with were some of the warmest young people I have had the pleasure to meet. Despite the unfortunate circumstances **that** surround these children, **every one** had a precious gift of love and compassion to share with me."

2. Find evidence in the text for the following statements.

6 x 4 = 24

- a. United Planet is a volunteer organization working on different cultural projects.

- b. Its main goal is supporting children in need.

- c. They try to give children a better future.

- d. United Planet helps to solve children's problems all over the globe.

- e. Becky Reed felt fulfilled working with these children.

- f. These children have terrible social problems.

3. Find a word or expression (in the first and second paragraphs) that means the same as:

8 x 2 = 16

- a. special _____

- e. satisfying _____

- b. matches _____

- f. helpless _____

- c. particular _____

- g. struggles _____

- d. supply _____

- h. opportunity _____

4. Who / What do the words in bold in the text refer to?

4 x 2 = 8

- a. *their* (l. 5) _____ c. *that* (l. 11) _____
b. *that* (l. 10) _____ d. *every one* (l. 11) _____

5. Complete the sentences using **verb + Infinitive** or **verb + -ing form**.

5 x 3 = 15

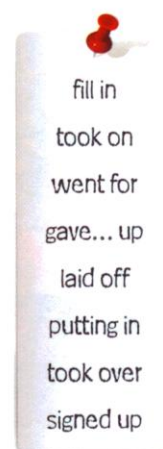
- a. I meant _____ (**buy**) an evening paper but I didn't see anyone _____ (**sell**) them.
b. Sally needs _____ (**work**) harder.
c. He hopes _____ (**meet**) Nancy at the party.
d. Stop _____ (**text**) him!
e. I can't avoid _____ (**eat**) chocolates!



6. Complete the sentences with the **phrasal verbs** given.

8 x 3 = 24

- a. Grace had a good job and _____ it _____.
b. He is _____ a lot of work to improve his French.
c. Mr. Brian resigned and his son _____ the company.
d. Last week Carol _____ a new contract for a year.
e. Microsoft _____ lots of employees in the last two years.
f. They were _____ due to the bankruptcy of the company.
g. I _____ the job advertised in yesterday's *Daily News*.
h. Mike had to _____ a form to apply for the job.



7. Write a letter applying for a part-time job. Profile required:

13

Waiter / Waitress

Age 16-20 (male or female). Good looking. No previous experience required (full training given). Essential: friendly, polite, knowledge of French and Spanish. Available to work at weekends.

TOTAL / 100

SCORE: 90-100: Very good / 70-89: Good / 50-69: Average / 0-49: Poor

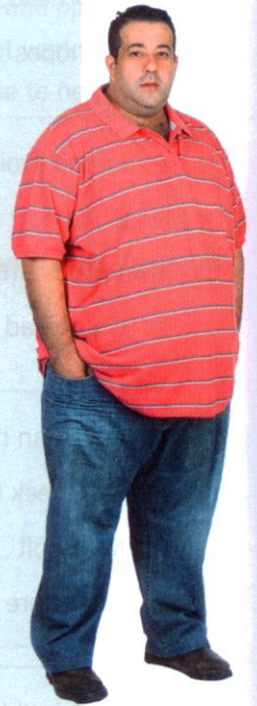
UNIT 15

Teens and body image

➔ Body image concerns



Teens – adolescentes
Body image – imagem corporal
Self-esteem – autoestima
Diet – dieta
Obsession – obsessão
Eating disorder – distúrbio alimentar
Dissatisfaction – insatisfação
Acceptance – aceitação
Celebrity – celebridade
Beauty – beleza
Anorexia – anorexia
Bulimia – bulimia
Commercials – anúncios
Ideals – ideais
Appearance – aparência
Overweight – excesso de peso
Supermodel – supermodelo



① Match column A with column B.

A

1. appearance
2. celebrity
3. self-esteem
4. commercials
5. obsession
6. dissatisfaction
7. eating disorders
8. ideal
9. acceptance

B

- a. confidence in one's own worth or abilities
- b. a persistent preoccupation with someone or something
- c. abnormal or disturbed eating habits
- d. lack of pleasure
- e. belief in an idea, opinion, or explanation
- f. a famous person
- g. a person or thing regarded as perfect
- h. the way someone or something looks
- i. advertisements

Past Perfect

O **Past Perfect** usa-se para exprimir:

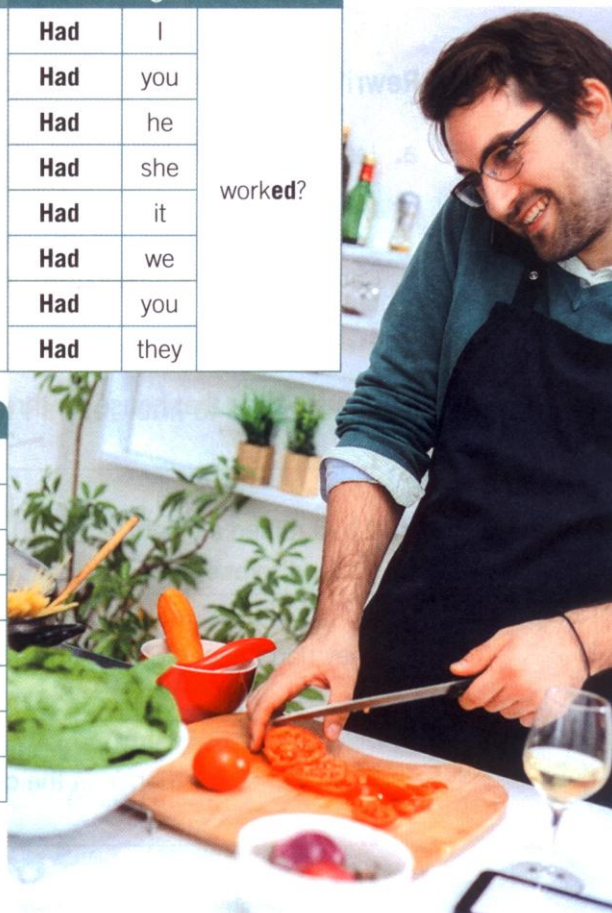
- Uma ação no passado que aconteceu antes de outra também no passado.



- Forma-se com o **Past Simple** do verbo **to have** e o **Past Participle** do verbo que representa a ação.

Affirmative form			Negative form			Interrogative form		
I	had	worked.	I	hadn't	worked.	Had	I	worked?
You	had		You	hadn't		Had	you	
He	had		He	hadn't		Had	he	
She	had		She	hadn't		Had	she	
It	had		It	hadn't		Had	it	
We	had		We	hadn't		Had	we	
You	had		You	hadn't		Had	you	
They	had		They	hadn't		Had	they	

Yes / No answers					
Yes,	I	had.	No,	I	hadn't.
	you	had.		you	hadn't.
	he	had.		he	hadn't.
	she	had.		she	hadn't.
	it	had.		it	hadn't.
	we	had.		we	hadn't.
	you	had.		you	hadn't.
	they	had.		they	hadn't.



Expressões de tempo

São geralmente utilizadas com o **Past Perfect**:

- › **when** (quando)
- › **after** (depois de)
- › **as soon as** (logo que)
- › **by the time that** (no momento em que)
- › **already** (já)
- › **for** (por, durante)
- › **since** (desde)
- › **never** (nunca)
- › **never... before** (nunca... antes)
- › **just** (agora mesmo)

Example: *When she arrived he had already cooked dinner.*

① Fill the gaps with the **Past Perfect** in the **affirmative form**.

- a. Paul _____ (*spend*) his holiday in Holland.
- b. They _____ already _____ (*do*) their work.
- c. She _____ (*ask*) that question before.
- d. I _____ never _____ (*see*) such a thing.
- e. We _____ (*be*) there before.
- f. The boys _____ (*destroy*) the garden.
- g. The children _____ (*break*) the vase.
- h. He _____ already _____ (*arrive*) from Venice.
- i. They _____ never _____ (*be*) to Taiwan.
- j. I _____ never _____ (*arrive*) late at school.



② Rewrite the sentences in the: **1. negative form; 2. interrogative form**.

- a. Jason had studied German last year.

1. _____ 2. _____

- b. Carol had bought a new dress for the party.

1. _____ 2. _____

- c. I had lived in that house for three years.

1. _____ 2. _____

- d. It had rained all night.

1. _____ 2. _____

- e. They had been to Saudi Arabia before.

1. _____ 2. _____

- f. We had met our friends at the club.

1. _____ 2. _____

- g. He had wasted his money playing cards.

1. _____ 2. _____

- h. I had read that book before.

1. _____ 2. _____

- i. We had already seen that film.

1. _____ 2. _____

3 Complete the sentences with the **Past Perfect** form of the verbs in brackets.

- a. She missed the film because she _____ (**not arrive**) on time.
- b. The dog _____ already _____ (**die**) when the vet came.
- c. By the time she finished her test the other students _____ already _____ (**leave**).
- d. The concert _____ already _____ (**start**) when I arrived.
- e. He couldn't see the doctor because he _____ (**not make**) an appointment.
- f. When she phoned me I _____ (**leave**) for work.
- g. No one recognised me because I _____ (**lose**) a lot of weight.
- h. My father realised he _____ (**go**) to the wrong address.
- i. The wave destroyed the sand castle that the children _____ (**build**).
- j. She _____ (**not be**) to Paris before 2000.
- k. My daughter _____ never _____ (**ride**) a bike before.
- l. I _____ (**ring**) the bell twice before he opened the door.
- m. Susan _____ already _____ (**do**) the washing up when her parents arrived.
- n. Mrs. Ford _____ (**live**) in London before she moved to Cardiff.
- o. John _____ already _____ (**leave**) the house when Mary phoned.
- p. When my mother opened the washing machine she realised she _____ (**wash**) the teddy bear.

4 Complete the sentences with either the **Past Simple** or **Past Perfect** form of the verbs in brackets.

- a. When I _____ (**come**) home my mother _____ (**already / cook**) dinner.
- b. By the time she _____ (**get**) to the cinema her boyfriend _____ (**already / buy**) the tickets.
- c. She _____ (**already / study**) German before she _____ (**move**) to Berlin.
- d. When they _____ (**enter**) the room the concert _____ (**already / begin**).
- e. My son only _____ (**play**) computer games after he _____ (**finish**) studying.
- f. I _____ (**send**) a message to my friends before I _____ (**meet**) them.
- g. They _____ (**not have**) much fun by the time Lauren _____ (**arrive**).
- h. He _____ (**call**) her four times before she _____ (**answer**) the phone.
- i. Jason _____ (**find**) a new job when he _____ (**go**) to London.
- j. After we _____ (**pay**) we _____ (**leave**) the restaurant.
- k. She _____ (**lose**) the handbag her mother _____ (**give**) her for her birthday.
- l. Julia _____ (**go**) to the doctor because she _____ (**not eat**) well for five days.
- m. When he _____ (**reach**) the station the train _____ (**already / leave**).
- n. When the plane _____ (**land**) they _____ (**already / arrive**) at the airport.

→ Reported speech

O discurso indireto usa-se quando queremos contar / dizer o que alguém nos contou / disse / perguntou.

Os verbos mais utilizados para introduzir o discurso indireto são: **ask, tell, say, explain, suggest**.

- Quando o verbo introdutório do discurso indireto está num tempo do presente (**Present Simple, Present Perfect, Future**), o verbo que se segue não muda de tempo, mas o pronome geralmente muda para a 3.^a pessoa.

Example: *"I am feeling ill."* – He says he is feeling ill.

"I'll come tomorrow." – She says she will come tomorrow.

- Quando o verbo introdutório do discurso indireto está num tempo do passado, o verbo que se segue passa também para um tempo do passado:

Direct speech	Reported speech
› Present Simple	› Past Simple
› Present Continuous	› Past Continuous
› Past Simple / Present Perfect / Past Perfect	› Past Perfect
› Future	› Conditional
› Imperative	› Infinitive (com to)

Example: *"I swim very well."* – He said he swam very well.

"I am leaving for school." – She said she was leaving for school.

"My last holiday was superb!" – He told us his last holiday had been superb.

"We'll come tomorrow." – They said they would come the next day.

"Sit down!" – The teacher told me to sit down.

"Don't make noise!" – His father told him not to make noise.

- Quando queremos referir-nos a uma pergunta, geralmente utilizamos o verbo introdutório **ask** seguido de um pronome forma de complemento.
- Se a pergunta for iniciada com um pronome interrogativo (**who / when / what...**), depois de **ask** não se faz a inversão do sujeito:

ask + pronome complemento + who / when / what... + sujeito + verbo

Example: *"Where are you going?"* – He asked them where they were going.

- Se a pergunta for iniciada com o verbo (perguntas que dão origem a **Yes / No answers**), depois de **ask + pronome complemento**, temos de utilizar **if / whether + sujeito + verbo**.

Example: *"Do you like sushi?"* – He asked me if I liked sushi.



- Há **expressões de tempo / lugar** que sofrem alterações:

here	there
this	that
these	those
now	then
today	that day

tonight	that night
tomorrow	the next / following day
yesterday	the day before
next week	the following week
ago	before

1 Rewrite the sentences in reported speech.

- a. "I was in London last weekend", she says. _____
- b. "I am tired today", he says. _____
- c. "They will visit us next week", he says. _____
- d. "Carol is a smart girl", he says. _____
- e. "John has lost his bicycle", she says. _____

2 Rewrite the sentences in reported speech. Make any necessary changes.

- a. "I go to Cardiff by train", he said.

- b. "He is feeling better today", his mother said.

- c. "We'll go fishing next weekend", they said.

- d. "I visited James last Saturday", Carol explained.

- e. "He has just decided to travel to Spain next year", she said.

- f. "I like this dress", she said.

- g. "We can't go. We are studying now", they explained.

- h. "I'll do it for her", he told me.



i. "We have sold our house", they told us.

j. "I don't understand anything about this matter", she said.

k. "The children want some more ice cream", she said.

l. "I am furious. I won't go there again", he told us.

③ Rewrite the sentences in reported speech. Make any necessary changes.

a. "Pass me the salt, please", Peter asked me.

b. "Don't call him now", she told me.

c. "Bring me some flowers from the garden", my mother asked me.

d. "Don't drive so fast", Mr. Smith told Jason.

e. "Sit down and open your notebooks", the teacher told us.

f. "Don't forget your mobile phone", he told me.

g. "Wait for me", Joan asked me.

h. "Don't come home too late", he told me.

i. "Hurry up", she told me.

j. "Don't buy this jacket. It's very expensive", she told me.

4 Rewrite the sentences in reported speech. Make any necessary changes.

a. "Are you going to the beach tomorrow?" – he asked.

b. "Do you know this girl?" – she asked.

c. "Have you ever been to Australia?" – they enquired.

d. "Did you have a nice weekend?" – he asked.

e. "Where did she buy her handbag?" – Mary asked.

f. "Will you take this bag for me?" – she asked John.

g. "What are the children doing?" – Mrs. Burton asked her husband.

h. "How are you feeling today?" – Carol enquired.

i. "Shall we go to the cinema?" – Philip suggested to us.

j. "Will you have a cup of tea?" – he asked Sam.

5 Rewrite the sentences in reported speech. Make any necessary changes.

a. "Who left the door open?" – Miriam asked.

b. "I can explain it to you." – he says.

c. "Bob doesn't look very well today." – Carol said.

d. "This book wasn't very interesting." – Martin told us.

e. "Where is Harry going tomorrow?" – Sue asked.

f. "We won't be late for dinner tonight." – they said.

→ Question-tags

As **question-tags** são pequenas perguntas enfáticas que se usam no fim das frases e que não pressupõem necessariamente uma resposta.

- Se o verbo da frase principal estiver na forma afirmativa, o verbo da **question-tag** ficará na forma negativa. Caso esteja na forma negativa, o verbo da **question-tag** ficará na forma afirmativa.
- Na **question-tag** só podem existir dois elementos: verbo e sujeito em forma de pronome.
- Com os verbos **to be**, **to have got**, **there + to be**, **can**, **will** e os outros verbos defetivos, bem como com os auxiliares de tempos verbais, repetem-se estes verbos na **question-tag**.
- Os verbos que necessitam do auxiliar **to do** para a negativa e para a interrogativa vão formar a **question-tag** com essas formas do verbo **to do**.

Affirmative statement	Question-tag: NEGATIVE
Susan is a good student,	isn't she?
They are English,	aren't they?
There is a book in the bag,	isn't there?
There are some policemen in the street,	aren't there?
He has got a new iPod,	hasn't he?
Mary cooks well,	doesn't she?
They usually play the piano,	don't they?
James went to London,	didn't he?
She can speak German,	can't she?
They will travel by plane,	won't they?

NOTA

Se a forma verbal da frase principal for **I am**, a question-tag é excecionalmente **aren't I**.
Example: *I am late, aren't I?*

Negative statement	Question-tag: AFFIRMATIVE
He isn't lazy,	is he?
You aren't tired,	are you?
They haven't got a new car,	have they?
There isn't any milk left,	is there?
There aren't any apples in the basket,	are there?
Carol doesn't come home late,	does she?
Peter and Mike don't speak French,	do they?
He didn't travel to Spain,	did he?
Judy can't eat sweets,	can she?
John and Carol won't go to the pub,	will they?



1 Match column A with column B.

A

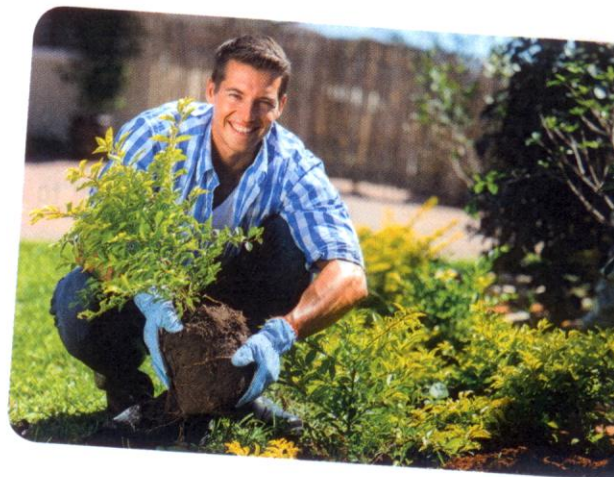
1. You don't go to school on Saturday,
2. There was a lot of noise last night,
3. Catherine sings well,
4. Susan has got a modern bike,
5. Paul didn't drive carefully,
6. The dog is barking at the cat,
7. We can't go to the seaside today,
8. I am tall,
9. Albert will come with us,
10. They took the dog with them,

B

- a. did he?
- b. aren't I?
- c. isn't it?
- d. do you?
- e. didn't they?
- f. hasn't she?
- g. won't he?
- h. wasn't there?
- i. can we?
- j. doesn't she?

2 Add a suitable question-tag to each sentence.

- a. Jim is a good skater, _____?
- b. His brother has got many friends, _____?
- c. He can't play chess, _____?
- d. There is a party tonight, _____?
- e. Paul and Lisa have got a new car, _____?
- f. There aren't any cakes left, _____?
- g. Sue doesn't live alone, _____?
- h. She travelled to Bristol, _____?
- i. They didn't go by train, _____?
- j. Vince loves gardening, _____?
- k. I am your best friend, _____?
- l. You could wait for me, _____?
- m. He'll come tomorrow, _____?
- n. I'm not eating too much, _____?
- o. You won't forget your mobile phone, _____?
- p. There is a good film on, _____?
- q. She likes dancing, _____?
- r. They spent some days in Venice, _____?
- s. He has lived here all his life, _____?
- t. They had a lot of fun, _____?





Consolidation

1. Read the text carefully.

The way boys and girls face their bodies mainly in their teens is the most important factor for a balanced development of self-esteem, which is important because feeling good about yourself can affect the way you act. Sociocultural theories of body image suggest that body dissatisfaction results from unrealistic social beauty ideals, which are transmitted through the mass media. There is research aimed at examining the effect of exposure to images of idealised beauty in the media on adolescent girls and boys' body image. The participants viewed television commercials containing either images of the thin ideal for women, images of the muscular ideal for men, or they just weren't exposed to commercials. Body dissatisfaction was measured before and after viewing them. It was found that exposure to idealised commercials led to increased body dissatisfaction for girls but not for boys.



2. Say whether these statements are **T** (true) or **F** (false). Quote from the text to support your answers.

4 x 3 = 12

a. Body image doesn't affect teens' self-esteem.

☐

b. Self-esteem affects your behaviour.

☐

c. Mass media are an important way of transmitting beauty ideals.

☐

d. The effect of commercials on body dissatisfaction is the same for teen boys and girls.

☐

3. Find synonyms in the text for the following words.

4 x 2 = 8

a. especially

c. intended to

b. idealistic

d. enlarged

4. Add a suitable question-tag to each sentence.

5 x 2 = 10

a. Jason doesn't go to London every day, _____?

b. Mr. and Mrs. Spencer bought a car last week, _____?

c. John and you were having breakfast together, _____?

d. I am a workaholic, _____?

e. They won't take Carol home, _____?

5. Ask or answer questions about the text.

3 x 5 = 15

- a. What is the most important thing for a balanced development of self-esteem among teens?

- b. Is feeling good about yourself important? Why / Why not?

- c. _____?

Social beauty ideals are transmitted through the mass media.

6. Complete the sentences with either the **Past Simple** or **Past Perfect** form of the verbs in brackets.

12 x 2 = 24

- a. He _____ (*give*) me back the book and _____ (*say*) that he _____ (*enjoy*) it very much.
- b. When I _____ (*arrive*) I _____ (*realise*) I _____ (*forget*) my umbrella in the train.
- c. They _____ (*keep*) looking at her, wondering where they _____ (*see*) her before.
- d. When the policemen _____ (*come*) the thieves _____ already _____ (*leave*).
- e. She _____ (*tell*) me exactly what _____ (*happen*).

7. Rewrite the sentences in **reported speech**. Make any necessary changes.

4 x 4 = 16

- a. "I'm going home now.", he said. _____
- b. "We'll be back by nine o'clock.", Joan and Carol said. _____
- c. "Don't speak so loud." Mark told her. _____
- d. "How long does it take to get to Edinburgh by coach?" the tourist asked.

8. In what way are you affected by commercials? State your reasons in about 80 words.

15

TOTAL / 100

SCORE: 90-100: Very good / 70-89: Good / 50-69: Average / 0-49: Poor

one hundred and seventy-three

Culture spot

The USA ➤ Stars and Stripes

The American flag is called "Stars and Stripes". It consists of thirteen equal horizontal stripes of red alternating with white, with a blue rectangle in the left top with fifty stars. The stars represent the 50 states of the United States of America and the 13 stripes represent the thirteen British colonies that declared independence from the United Kingdom and became the first states in the Union.



The Big Apple – nickname for New York City

➤ Famous places to visit



Madison Square Garden

It is the World's Most Famous Arena, but to most New Yorkers, the 139-year-old event space is their local town hall where they've seen all kinds of performances.



Brooklyn Bridge

The Brooklyn Bridge is one of the oldest suspension bridges in the United States. It connects Manhattan and Brooklyn.



Central Park

Central Park is the most visited urban park in Manhattan. It was opened in 1857 and it was designated a National Historic Landmark in 1962.



Manhattan Bridge

The Manhattan Bridge is a suspension bridge that crosses the East River in New York City, connecting Manhattan with Brooklyn. It was the last of the three suspension bridges built across the lower East River, following the Brooklyn and the Williamsburg bridges.



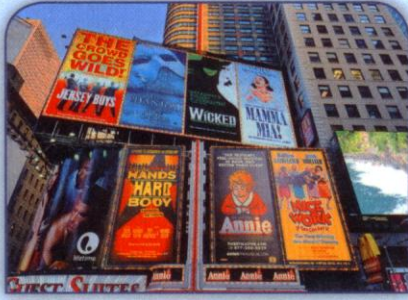
Empire State Building

The Empire State Building is a 103-story skyscraper located in Midtown Manhattan. It stood as the world's tallest building for nearly 40 years. It has been named as one of the Seven Wonders of the Modern World by the American Society of Civil Engineers.



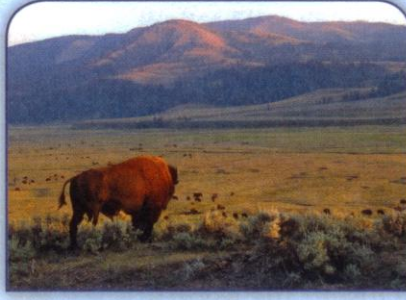
The Statue of Liberty

The Statue of Liberty was a gift of friendship from the people of France to the United States and is recognised as a universal symbol of freedom and democracy.



Broadway

Broadway theatre, commonly called simply Broadway, are theatrical performances presented in one of the 40 professional theatres located in Manhattan. Along with London's West End theatres, Broadway theatres are widely considered to represent the highest level of commercial theatre in the English-speaking world.



Yellowstone National Park, Wyoming

It is a national park located in the U.S. state of Wyoming, although it also extends into Montana and Idaho. It is known for its wildlife and its many geothermal features, especially geyser. It has many types of ecosystems, but the subalpine forest is the most abundant.



The White House

It is the official residence and most important workplace of the President of the United States.



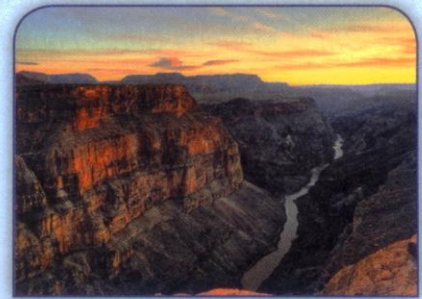
Metropolitan Museum of Art

It is the largest art museum in the United States, and one of the ten largest in the world, with the most significant art collections.



Disney World, Florida

The Walt Disney World Resort, known as Disney World, is an entertainment complex in Orlando, Florida.



Grand Canyon, Arizona

It is a steep-sided canyon carved by the Colorado River in the state of Arizona. It is contained within and managed by Grand Canyon National Park.



Chinatown

Chinatown is a district located in Manhattan, which houses one of the largest enclaves of Chinese in the western hemisphere. It is also one of the oldest ethnic Chinese enclaves outside Asia.



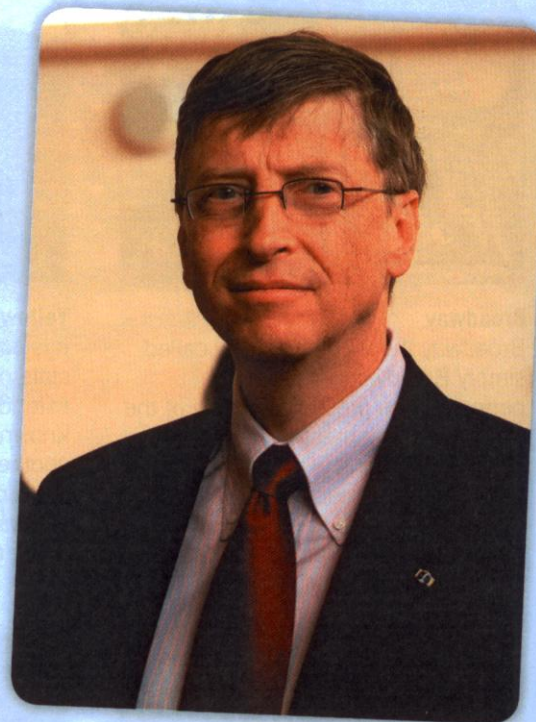
Kennedy Space Centre, Florida

It is Located on Merritt Island, Florida, north-northwest of Cape Canaveral on the Atlantic Ocean. It is the United States launch site that has been used for every NASA human space flight since December 1968.

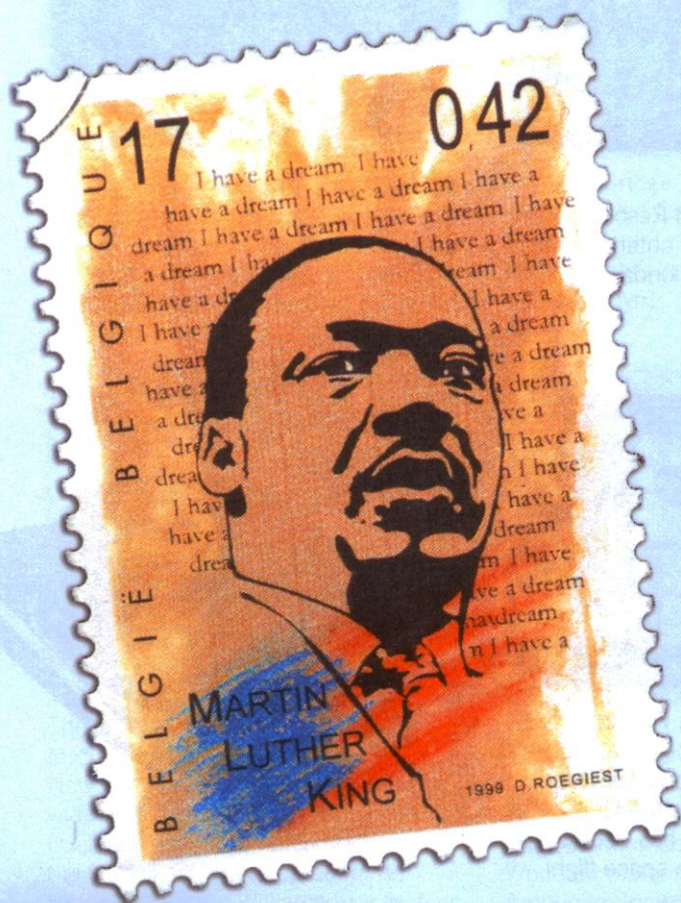


Famous American figures

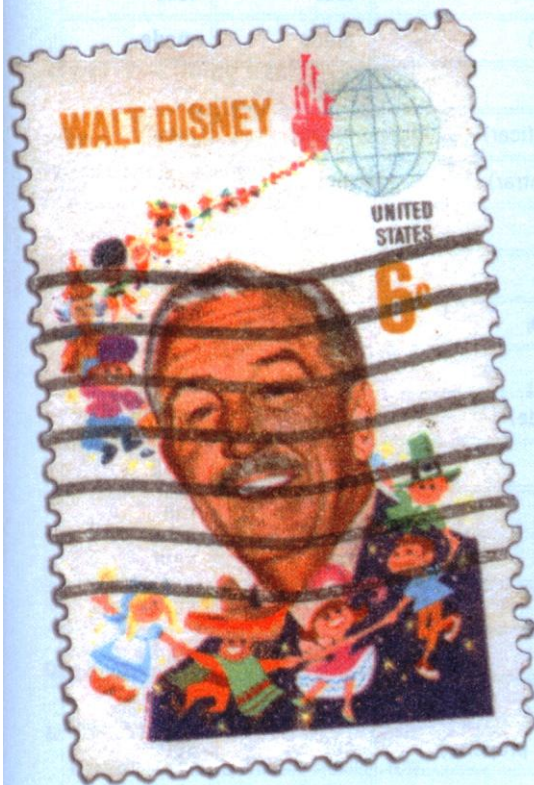
William Henry "Bill" Gates, III (born October 28, 1955) is an American business magnate, philanthropist, investor, computer programmer and inventor. Gates is the former chief executive and chairman of Microsoft, the world's largest personal-computer software company, which he co-founded with Paul Allen. He is consistently ranked in the *Forbes* list of the world's wealthiest people and according to the *Bloomberg Billionaires List*, Gates became the world's richest person again in May 2013. Gates has devoted part of his life to philanthropic causes donating large amounts of money to various charitable organisations and scientific research programmes through the Bill & Melinda Gates Foundation.



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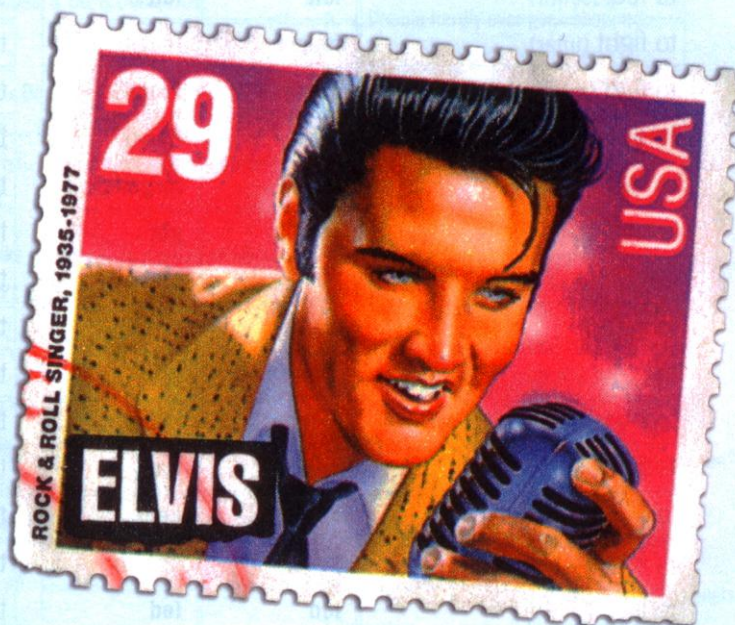
Martin Luther King, Jr. (January 15, 1929 – April 4, 1968) was an American pastor, activist, humanitarian, and leader in the African-American Civil Rights Movement. He fought for civil rights. He worked hard to make people understand that black people should always be treated equally to white people. He gave speeches and led rallies to encourage African-Americans to protest without the need for violence. King is known worldwide because of his "I Have a Dream" speech. He was murdered in April 1968 by James Earl Ray. Martin Luther King, Jr. Day was established as a U.S. federal holiday in 1986.



Walter Elias "Walt" Disney (December 5, 1901 – December 15, 1966) was an American business magnate, animator, producer, director, screenwriter, philanthropist, and voice actor. He and his brother Roy Oliver Disney co-founded The Walt Disney Company. Disney was particularly noted as a film producer and a popular showman, as well as an innovator in animation and theme park design. He and his staff created various fictional characters including Mickey Mouse, Donald Duck and Goofy. Disney himself was the original voice for Mickey. During his lifetime, he received four honorary Academy Awards and won 22 Academy Awards from a total of 59 nominations, including a record of four in one year, giving him more awards and nominations than any other individual in history. Disney also won seven Emmy Awards and gave his name to the Disneyland and Walt Disney World Resort theme parks in the U.S.

Elvis Aaron Presley (January 8, 1935 – August 16, 1977) was an American singer, musician, and actor. Regarded as one of the most significant cultural icons of the 20th century, he is often referred to as "the King of Rock and Roll", or simply, "the King". He became the leading figure of rock and roll after a series of network television appearances and chart-topping records. Presley is one of the most celebrated musicians of the 20th century.

Commercially successful in many genres, including pop, blues and gospel, he is the best-selling solo artist in the history of recorded music, with estimated album sales of around 600 million units worldwide. He was nominated for 14 Grammys and won three, receiving the Grammy Lifetime Achievement Award at the age of 36.



List of irregular verbs

Infinitive	Past Simple	Past Participle	Infinitive	Past Simple	Past Participle
to be (ser / estar)	was	been	to light (acender)	lit	lit
to become (tornar-se)	became	become	to lose (perder)	lost	lost
to begin (começar)	began	begun	to make (fazer)	made	made
to break (partir)	broke	broken	may (poder)	might	—
to build (construir)	built	built	to mean (significar)	meant	meant
to buy (comprar)	bought	bought	to meet (encontrar)	met	met
can (poder)	could	—	must (dever)	must	—
to catch (apanhar)	caught	caught	to pay (pagar)	paid	paid
to choose (escolher)	chose	chosen	to put (colocar)	put	put
to come (vir)	came	come	to read (ler)	read	read
to cost (custar)	cost	cost	to ride (andar de)	rode	ridden
to cut (cortar)	cut	cut	to ring (tocar)	rang	rung
to dig (cavar)	dug	dug	to run (correr)	ran	run
to do (fazer)	did	done	to say (dizer)	said	said
to draw (desenhar)	drew	drawn	to see (ver)	saw	seen
to drink (beber)	drank	drunk	to sell (vender)	sold	sold
to eat (comer)	ate	eaten	to send (enviar)	sent	sent
to fall (cair)	fell	fallen	to set (pousar / preparar)	set	set
to feed (alimentar)	fed	fed	to shake (agitar)	shook	shaken
to feel (sentir)	felt	felt	shall (querer / desejar)	should	—
to fight (lutar)	fought	fought	to shine (brilhar)	shone	shone
to find (encontrar)	found	found	to show (mostrar)	showed	shown
to fly (voar)	flew	flown	to sing (cantar)	sang	sung
to forget (esquecer)	forgot	forgotten	to sit (sentar)	sat	sat
to get (obter)	got	got	to sleep (dormir)	slept	slept
to give (dar)	gave	given	to speak (falar)	spoke	spoken
to go (ir)	went	gone	to spend (gastar)	spent	spent
to grow (crescer)	grew	grown	to stand (estar de pé)	stood	stood
to hang (pendurar)	hung	hung	to swim (nadar)	swam	swum
to have (ter)	had	had	to take (levar)	took	taken
to keep (manter)	kept	kept	to teach (ensinar)	taught	taught
to know (saber)	knew	known	to tell (dizer / contar)	told	told
to lead (liderar)	led	led	to think (pensar)	thought	thought
to learn (aprender)	learnt	learnt	to understand (compreender)	understood	understood
to leave (sair)	left	left	to wear (vestir / usar)	wore	worn
to lend (emprestar)	lent	lent	will (desejar / querer)	would	—
to let (deixar)	let	let	to win (ganhar)	won	won
to lie (jazer / estar deitado)	lay	lain	to write (escrever)	wrote	written

Unit 1 – Going back to school

Personal pronouns / Possessive adjectives / Possessive pronouns (pp. 7–8)

1. a. He; b. She; c. We; d. They; e. It.
2. a. me; b. him; c. us; d. you; e. it; f. them.
3. a. Her; b. His; c. Our; d. Its; e. Their; f. your... My.
4. a. your... mine; b. their; c. her... hers; d. his... yours; e. ours; f. her.
5. a. Their; b. them; c. my; d. She; e. her; f. her; g. I; h. me; i. My; j. me; k. We; l. our; m. we; n. us; o. my; p. Its; q. it; r. He; s. his; t. him; u. your; v. your; w. you.

Question words (p. 9)

1. a. What; b. Who; c. What; d. Where; e. When; f. How old; g. How; h. Which; i. Where; j. Why.
2. a. Why; b. When; c. How much; d. Which; e. What; f. Where; g. Whose; h. How; i. Who; j. How old; k. How many; l. What.

The definite / indefinite article (pp. 10–11)

1. a. a; b. Ø... the; c. The... the... Ø; d. Ø; e. an; f. an; g. Ø; h. the; i. a; j. Ø... Ø; k. the... Ø; l. Ø... Ø.

Plurals of nouns (p. 12)

1. **-s:** safes, dwarfs, hands, kilos, roofs, ears, pencils, rays, houses, holidays;
-es: tomatoes, bushes, foxes, kisses, matches, boxes;
-ies: countries, duties, parties, nationalities, ladies;
-ves: wolves, lives, loaves;
irregular: teeth, milkmen, mice, geese, feet, children, oxen, policewomen.
2. a. The babies are in the prams.
b. They are thieves.

- c. Those girls are near the pianos.
- d. They have got big knives.
- e. These are nice ladies.
- f. Those leaves are falling down.
- g. These are big cities.
- h. The policemen are in the police stations.

Present Simple (pp. 13–15)

1. **-s:** writes, sails, plays, counts, paints, enjoys, works;
-es: crashes, watches, crosses, undoes, fixes, brushes, wishes;
-ies: tidies, tries.
2. a. works; b. leaves; c. kisses; d. finishes; e. watch; f. goes; g. play; h. studies.
3. a. He drinks orange...; b. She goes to the...; c. He often misses the...; d. She brushes her...; e. He tidies his...; f. She catches the...; g. He buys the...; h. She takes a...
4. a. Do; b. Does; c. Does; d. Do; e. Does; f. Do; g. Does; h. Do.
5. a. Does... Does; b. Do... don't; c. Do... don't; d. Do... do; e. Do... don't; f. Do... do; g. Does... doesn't; h. Does... does; i. Does... does; j. Does... doesn't.
6. a. Jane doesn't like Maths.
b. Mr. Cole doesn't have breakfast...
c. I don't get up...
d. They don't go...
e. The little baby doesn't cry...
f. They don't walk...
g. She doesn't cross...
h. I don't wash my...
7. a. Does he wake up...
b. Do they collect...
c. Does the museum open...
d. Does Martha work...
e. Do Paul and I have...
f. Does the dog bark?
g. Does Mandy play...
h. Do they visit...

8. a. Does Rebecca like hotdogs? Yes, she does.
b. Do you have lunch at home? No, I don't.
c. Does he walk to school? No, he doesn't.
d. Do Eva and Martin go cycling? Yes, they do.
e. Do Sally and you catch the train to work? No, we don't.
f. Does the bird fly high in spring? Yes, it does.
g. Does she watch TV after dinner? No, she doesn't.
h. Does Liam live in Scotland? Yes, he does.

Adverbs / Expressions of frequency (pp. 16–17)

1. a. Nora always does...
b. I usually wear...
c. She is often...
d. Jason never eats...
e. Angela and Rachel often surf...
f. You sometimes go...
g. Our favourite football team hardly ever wins.
h. They are frequently...
2. a. Debbie hardly ever goes shopping.
b. Craig never goes to a concert.
c. We often play video games.
d. Francis and Grace always read a book.
e. Emma usually surfs the Net.
f. You sometimes go shopping.
3. a. Where does she live?
b. What does he usually have for breakfast?
c. How do you go to work?
d. When do they watch TV?
e. Do you have breakfast together?
f. How often does Philip go to the gymnasium?
g. How long do they stay in Bath?
h. Does she play the piano?
4. a. lives; b. has; c. goes; d. doesn't take; e. meets; f. talk; g. are; h. don't like; i. prefer; j. go.

Present Continuous (pp. 18–19)

1. a. working; b. crying; c. cleaning;
d. coming; e. swimming; f. cooking;
g. smoking; h. travelling; i. running;

- j. lying; k. drinking; l. making;
m. skipping; n. doing; o. being;
p. singing; q. listening; r. stopping.

2. a. is brushing; f. are surfing;
b. are preparing; g. are running;
c. is watering; h. is tying;
d. is drawing; i. is taking;
e. are playing; j. are washing.

3. a. Roger is watching TV.
b. What is Claire doing?
c. Bill isn't reading a book.
d. Where are David and Jane having lunch?
e. Amy is skipping the rope.
f. It is not raining.
g. Is the cat lying in the sun?
h. Those boys aren't playing handball.

4. a. Sally is lying in the sun.
b. Roger is reading the newspaper.
c. Mark and Carol are eating an ice-cream.
d. Kate is listening to music.
e. Rosemary is texting.
f. Brad and Jason are playing volleyball.
g. Laura and Sinclair are swimming.
h. Anne is spreading sunscreen lotion.

5. a. goes; b. is playing; c. cooks; d. is answering;
e. watch; f. is going; g. is sleeping; h. boils.

CONSOLIDATION (pp. 20-22)

2. a. T; b. F; c. F; d. T; e. F; f. T; g. F; h. T.

3. a. It's Kate Middleton.
b. Is she Prince William's wife?
c. What does she usually have for breakfast?
d. No, she doesn't. She takes her dog for a walk in the morning.
e. She has lunch at about 12:30 p.m.
f. He wakes up at 7:00 a.m. and he analyses the briefings related to his work.

4. a. I never catch the train to school.
b. Richard usually has lunch in the school canteen.
c. Drew often goes to the cinema at the weekend.
d. We are always at home in the evening.
e. Mr. and Mrs. Walker rarely go to the pub.
f. Do you usually watch TV after dinner?

5. a. He... him; b. me; c. her... She; d. We... us;
e. they... them; f. you.

6. a. The boys have got boxes.
b. Those women are eating tomatoes and onions.
c. These men are meeting their wives.
d. The children are playing with balls.
e. These gardens have got lovely bushes.
f. These watches are modern.

7. a. doesn't listen;
b. aren't watching;
c. does... spend;
d. takes... is taking;
e. rains... is shining;
f. are living;
g. phones... is phoning;
h. drive... are going.

Unit 2 – My family

Relatives (pp. 23-24)

1. **Male:** uncle; brother; father; nephew;
half-brother; son; grandfather;

Female: wife, cousin, granddaughter, daughter-in-law, stepmother, sister-in-law, godmother.

2. a. grandfather; b. aunt; c. cousin; d. uncle;
e. brother; f. sister; g. grandparents;
h. grandmother.

3. Mr. Brown – grandfather;
Mrs. Brown – grandmother;
Mr. Cole – grandfather;
Mrs. Cole – grandmother;
Ricky – uncle; Karen – mother;
Wayne – father; Brenda – aunt;
Jonathan – uncle;
Steven – brother;
Amy – sister; Alice – cousin.

4. a. sister; b. father; c. daughter; d. sister-in-law;
e. nephew; f. daughter-in-law; g. brother-in-law;
h. niece; i. cousins; j. grandchildren.

Possessive case (pp. 25-26)

1. a. Who is Karen? She is Wayne's wife.
b. Who is Amy? She is Steven's sister.
c. Who is Wayne? He is Jonathan's brother-in-law.
d. Who is Rodney? He is Ricky's nephew.
e. Who is Ricky? He is Steven, Amy, Rodney and Alice's uncle.

- f. Who are Mr. and Mrs. Brown? They are Karen and Ricky's parents.
g. Who are Mr. and Mrs. Brown? They are Wayne's parents-in-law.
h. Who are Steven, Amy and Rodney? They are Karen and Wayne's children.

2. a. It is Robert's computer.
b. It is Mr. and Mrs. Ford's house.
c. They are the boys' skates.
d. They are the chairs of the classroom.
e. They are the musicians' guitars.
f. They are Kate and Sally's photos.
g. They are the women's handbags.
h. It is yesterday's weather forecast.

3. a. These are Sam's new clothes.
b. This is Leo's anorak.
c. Those are my brother's glasses.
d. That is Linda's belt.
e. This is Mr. and Mrs. Brown's computer.
f. These are the boys' bikes.
g. This is Paul and Mary's car.
h. This is tomorrow's weather forecast.

Describing people (p. 28)

1. small → big; happy → sad;
nervous → calm; shy → outgoing;
hard-working → lazy; young / new → old;
pretty → ugly; intelligent → stupid;
dull → lively; rude → polite.
fat → thin;

2. Personal answer

Adjective order (p. 29)

1. a. Roy is an intelligent, young boy.
b. Mrs. O'Brian is a kind, old woman.
c. This is a beautiful, blue, silk scarf.
d. She has got a modern, brown, leather coat.
e. Karl has got big, almond-shaped, greenish eyes.
f. Miriam has got long, wavy, red hair.
g. That boy has got a freckled, oval face.
h. Rosie has got a large, flowered, pink and white, cotton T-shirt.
i. Miriam is a nice, tall, young girl.
j. These are modern, brown, leather boots.
k. Paul has got a big, old, yellow car.

Word formation

(pp. 30-31)

1. b. un-; h. un-; n. un-; t. im-;
c. un-; i. dis-; o. -ive; u. -y;
d. -ny; j. -ful; p. im-; v. dis-;
e. in-; k. un-; q. in-; w. in-;
f. -y; l. un-; r. -ful; x. -able.
g. -ive; m. -ive; s. in-;

2. a. communicative; f. comfortable;
b. funny; g. careful;
c. attractive; h. impolite;
d. impatient; i. unpleasant;
e. useful; j. dirty.

3. Melanie is a young woman. She has got long, curly, brown hair. Her face is oval. She has got blue eyes, a small mouth and a small nose.

Ann and Kate are twin young girls. They have got long, curly, red hair. Their face is long. They have got green eyes, a big mouth and a medium nose.

Mr. Paterson is an old man. He is medium height. He is bald. His face is oval and he has got a beard. He has got brown eyes and a big nose.

Degrees of adjectives

(pp. 34-35)

1. older, the oldest;
younger, the youngest;
more intelligent, the most intelligent;
fatter, the fattest;
thinner, the thinnest;
more expensive, the most expensive;
more comfortable, the most comfortable;
friendlier, the friendliest;
more efficient, the most efficient;
prettier, the prettiest;
more handsome, the most handsome;
healthier, the healthiest;
more important, the most important.

2. a. A T-shirt is more modern than a blouse.
b. A building is higher than a house.
c. A plane is faster than a car.
d. A sofa is more comfortable than a chair.
e. Lisbon is bigger than Oporto.
f. German is more difficult than English.
g. River Tagus is longer than River Douro.
h. A diamond ring is more expensive than a golden ring.

3. a. the most populous;
b. the most famous;
c. the highest;
d. the smallest;
e. the fastest;
f. the most expensive;
g. the shortest;
h. the hottest;
i. the best;
j. the most important.

4. a. more expensive than;
b. older than... the oldest;
c. better than... the best;
d. so/as expensive as;
e. handsome as;
f. more modern than;
g. so/as fast as;
h. smaller.

CONSOLIDATION

(pp. 36-37)

2. a. 3; b. 1; c. 3; d. 2; e. 1; f. 3.

3. a. She is a new student in school.
b. She is from Scotland.
c. How old is she?
d. She is very pretty. She has got big, brown eyes and long, wavy, brown hair. She is short but she isn't fat. Her face is round.
e. Has she got any brothers?
f. It is her parents' birthday present.
g. Are her twin brothers thirteen?
h. No, they aren't. They are Jessica's twin brothers.

4. a. better;
b. the most competitive;
c. as old as;
d. the youngest;
e. the tallest;
f. more/less hard-working than.

5. a. Betty is 10 years old. She is medium height and thin. She has got short, curly, red hair. Her eyes are green.
b. Joseph and Jack are 5 years old. They are short and fat. They have got short, wavy, fair hair. Their eyes are blue.

Unit 3 – Houses

Houses

(pp. 39-41)

1. 2. g; 3. f; 4. a; 5. e; 6. c; 7. b.

2.



3. 2. h; 3. a; 4. i; 5. j; 6. b; 7. c; 8. d; 9. g; 10. f.

4.

mesa	frigorífico	mesa de apoio
cadeira	torneira	frigideira
cama	cortina	máquina de lavar a louça
banheira	sanita	poltrona
secretária	livro	despertador
candeeiro	televisão	fogão de sala
bengaleiro	quadro	candeeiro de mesa
aparelhagem de som	tapete	guarda fatos
espelho	almofada de cama	computador
lavatório	almofada	escova de dentes
banca	toalha de mesa	micro-ondas
vaso / jarra	estante	mesa de cabeceira
toalha de casa de banho	aparador	cômoda
carpete	fogão	máquina de lavar roupa
sofá	armário de cozinha	cesto dos papéis

6. 1. b – sofá;
2. a – cozinha;
3. l – mesa;
4. d – quadro;
5. i – estante;
6. e – guarda fatos;
7. m – quarto;
8. n – armário de cozinha;
9. o – janela;
10. f – poltrona;
11. j – escritório;
12. p – fogão;
13. k – cômoda;
15. h – lavatório;
16. g – máquina de lavar a louça;
17. c – sótão.

Word formation – compounds (p. 41)

1. a. teabag; b. cupboard; c. sunglasses;
d. alarm clock; e. toothpaste.

Indefinite adjectives and pronouns / Indefinite adverbs and pronouns (pp. 42-43)

1. a. any; b. Every; c. any... some; d. some;
e. no... some; f. any... some; g. any... no; h. Every.
2. a. something;
b. nothing;
c. anything;
d. anyone... nobody; e. someone;
f. everywhere... anywhere... somewhere;
g. everything... everywhere; h. anything.

Adjective + preposition (p. 43)

1. a. worried about; b. famous for; c. crazy about;
d. dependent on; e. grateful for; f. bad at;
g. sorry for; h. different from.

CONSOLIDATION (pp. 44-45)

2. a. She is thirteen years old.
b. She is from Crawley, in England.
c. What nationality is she?
d. No, she isn't. She is in the 7th grade.
e. Is her school modern?
f. There are thirty-two classrooms.
g. Is there a large gymnasium in her school?
h. There is drama, the school newspaper and some clubs: chess, music and sports.
i. What are her teachers like?
j. What's her favourite subject?
3. a. 8:30; b. 16:30; c. Monday; d. Technology;
e. PE; f. Art; g. History; h. 12:00; i. 13:30;
j. Thursday; k. 15:00; l. Friday; m. Monday.
4. a. any... some; b. anything... nothing;
c. no... some; d. everywhere.

Unit 4 – Past events

School subjects (p. 46)

1. a. History; b. Science; c. French; d. Maths;
e. English; f. Music; g. Geography; h. Portuguese;
i. Chemistry; j. Physical Education; k. Art;
l. Technology.

School facilities (p. 47)

1. a. canteen; b. coffee bar; c. gymnasium;
d. lab; e. music room; f. playground.

Past Simple (pp. 48-49)

1. a. was; b. There was; c. was; d. weren't; e. Was;
f. There were; g. there weren't; h. were; i. Were;
j. wasn't; k. was; l. Were there.
2. a. 1. He wasn't... 2. Was he...?
b. 1. They weren't... 2. Were they...?
c. 1. John wasn't... 2. Was John...?
d. 1. I wasn't... 2. Was I...?
e. 1. There wasn't... 2. Was there...?
f. 1. There weren't... 2. Were there...?
g. 1. There weren't... 2. Were there...?
h. 1. There wasn't... 2. Was there...?
3. a. was; b. There was; c. were; d. there were;
e. was; f. were; g. was; h. There was.
4. a. Was Brian on holiday last summer? No, he wasn't.
b. Were you ill two days ago? Yes, I was.
c. Was there a dog in the garden? Yes, there was.
d. Were Mr. and Mrs. Walker in the park? No, they weren't.
e. Were there any children in the playground?
Yes, there were.
f. Was there a TV set in the sitting room? No, there wasn't.
g. Was the film interesting? No, it wasn't.
h. Were there many flowers in the garden? Yes, there were.
5. a. were; b. was; c. was; d. Were; e. wasn't; f. was; g. was; h. was; i. was; j. There were; k. were; l. there were; m. was; n. were.

Ask and answer: the weather (p. 50)

1. a. It was warm and sunny.
b. What was the weather like in Paris last Saturday evening?
c. What was the weather like...? It was windy and sunny.
d. What was the weather like in Oxford last Saturday evening?
e. What was the weather like...? It was rainy.
f. What was the weather like in Oporto last Sunday evening?
g. What was the weather like...? It was cloudy.

- h. What was the weather like in Oslo last Sunday evening?

Regular verbs (Past Simple) (pp. 52-53)

1. Infinitive: play, study, love;

Past Simple: talked, carried, washed, brushed, stayed, stopped, skipped.

2. a. They collected...
b. You arrived...
c. She listened...
d. He played...
e. Did Mary carry...?
f. Did they live...?
g. Did Peter and Susan walk...?
h. We didn't study...
i. Paul didn't wash...
3. a. The gang didn't rob...
b. Mr. Curtis didn't need...
c. I didn't dance...
d. Joan didn't play...
e. You didn't study...
f. They didn't move...
4. a. Did John carry...?
b. Did you arrive...?
c. Did I miss...?
d. Did she stay...?
e. Did the Browns travel...?
f. Did we watch...?
5. a. worked; f. played;
b. travelled; g. checked;
c. painted; h. studied;
d. cooked; i. stopped;
e. baked; j. danced.
6. a. Did... phone; b. didn't tidy up; c. didn't rain;
d. Did... listen; e. didn't last; f. didn't invite;
g. Did... enjoy; h. didn't stop.
7. a. Vasco da Gama sailed to India in 1498.
b. Gago Coutinho and Sacadura Cabral crossed the Atlantic Ocean in 1922.
c. Princess Diana died in 1997.
d. Vincent van Gogh painted "The Sunflowers" in the 19th century.
e. Sherlock Holmes lived in London in the 19th century.
f. Luís Figo played for Sporting Clube de Portugal some years ago.

- 1. Infinitive:** buy, run, eat, go, break, meet, fall;
Past Simple: woke, got, drank, came, brought, made, swam, spent, drove, found, felt.
- 2.** a. Did Kathy come on time yesterday? No, she didn't.
 b. Did you go to the cinema last Saturday? Yes, I did.
 c. Did John buy you a present on Valentine's Day? Yes, he did.
 d. Did Mary drive her sister to school? Yes, she did.
 e. Did Susie meet her friends at the pub? No, she didn't.
- 3.** a. John got up at 8:00 o'clock yesterday morning.
 b. He had a shower in the morning.
 c. He drank a glass of orange juice for breakfast.
 d. Did his father drive him to school at 8:25 a.m.?
 e. Did he buy a new car last year?
 f. Did John and his family go out for dinner last night?
 g. They didn't go to bed early yesterday.
- 4.** a. The boys didn't swim in the sea.
 b. Mary wrote a letter to her penfriend.
 c. Peter didn't have lunch in the canteen.
 d. We took the dog to the vet.
 e. Did you buy tickets to the football match?
 f. John and Susie didn't meet their friends in the pub.
 g. Did Judy go to Euro Disney by plane?
 h. Philip read a book last night.
 i. Did they feel ill yesterday?
- 5.** a. What time did Julie catch the bus?
 b. What did she buy?
 c. How often did you go to the swimming pool last month?
 d. How did the children come back home?
 e. Where did Mike eat a hamburger?
 f. How long did you sit at the table?
 g. When did he meet Mary?
 h. Why did Peter run to the airport?
- 6.** a. They went to the shopping centre.
 b. Richard saw a nice pair of trousers in a clothes shop.
 c. He tried them on and bought them.
 d. Richard was happy.
 e. They had tea, drank coke and ate cakes.

- 1.** a. herself; b. themselves; c. myself; d. yourself;
 e. himself; f. ourselves; g. yourself.
- 2.** a. himself; b. herself; c. ourselves; d. myself;
 e. yourself; f. themselves; g. yourselves; h. herself.

Past Continuous (pp. 57-59)

- 1.** a. John was listening to music.
 b. Richard was talking on the phone.
 c. Carol was buying a new dress.
 d. Miriam was baking a cake.
 e. they were studying for the test.
 f. Paul and I were dancing.
- 2.** a. Was... wearing;
 b. weren't playing... was raining;
 c. Was... sitting;
 d. was playing;
 e. wasn't living;
 f. were... doing;
 g. were surfing;
 h. was... having.
- 3.** a. **1.** Peter wasn't waiting... **2.** Was Peter waiting...
 b. **1.** Joan wasn't walking... **2.** Was Joan walking...
 c. **1.** Yesterday it wasn't pouring. **2.** Was it pouring...
 d. **1.** They weren't going... **2.** Were they going...
 e. **1.** I wasn't taking... **2.** Was I taking...
 f. **1.** He wasn't phoning... **2.** Was he phoning...
 g. **1.** We weren't looking... **2.** Were we looking...
 h. **1.** They weren't arguing... **2.** Were they arguing...
 i. **1.** Roy wasn't telling... **2.** Was Roy telling...
 j. **1.** Grace wasn't sending... **2.** Was Grace sending...
- 4.** a. The train wasn't going to Bath.
 b. I was playing the guitar in the afternoon.
 c. Lucy was watching TV at night.
 d. Were they preparing dinner in the kitchen?
 e. Emma wasn't getting dressed for the party.
 f. Were you arguing with your friend?
 g. What were you laughing about?
 h. Yesterday the sun wasn't shining.
 i. Paul and I were dancing last Saturday.
 j. Where were they having lunch on Sunday?

- k. He wasn't cooking dinner.
 l. Were you sleeping at 11:00 p.m. last night?
- 5.** a. was sleeping... came;
 b. was raining... were watching;
 c. was leaving... was having;
 d. was cooking... was ironing;
 e. were... doing... phoned;
 f. were reading... called;
 g. arrived... were singing;
 h. was shopping... was comparing;
 i. were buying... appeared;
 j. was looking... was painting.

CONSOLIDATION (pp. 60-62)

- 2.** a. She travelled to Bristol.
 b. No, she didn't. She stayed at her friend's Sue.
 c. She stayed at Sue's for two weeks.
 d. She visited Bath and Cardiff.
 e. Yes, she did.
 f. She visited The Roman Castle, the Roman Temple and Bath.
 g. Yes, she did. Because she went to lots of interesting places and met interesting people.
- 3.** a. Did you enjoy your holiday?
 b. How long did the journey take?
 c. What time did you usually get up?
 d. Where did you go / What did you do before lunch?
 e. What did you have for lunch?
 f. When did you visit the Bristol Cathedral and the Clifton Suspension Bridge?
 g. Did you take any photos?
- 4.** a. Anne enjoyed the city of Bristol by bus.
 b. Anne visited the cathedral and bought some postcards.
 c. Anne and Sue went shopping in the Galleries.
 d. Anne saw lots of shop windows in Park Street.
 e. Anne looked at the Suspension Bridge in the afternoon.
 f. Anne and Sue took the ferry and admired the harbour.
 g. Anne and Sue had dinner at a fish and chips café.
- 5.** a. was doing... phoned; b. was cooking... was watching; c. was studying... knocked; d. was studying... was writing; e. was watering... rang; f. had... was going.

European countries (p. 63)

European countries (p. 63)

1. a. 1; b. 4; c. 12; d. 10; e. 9; f. 23; g. 14; h. 6; i. 8;
j. 7; k. 13; l. 19; m. 11; n. 18; o. 2; p. 20; q. 3; r. 25;
s. 24; t. 15; u. 22; v. 16; w. 21; x. 17; y. 5.

Word formation (p. 64)

1. **-an:** Bulgarian, Croatian, Hungarian;
-ian: Belgian, Luxembourgian;
-ish: Spanish, British, Polish, Swedish, Irish, Finnish;
-ese: Portuguese.

2.

1.		3.									
P	2.	H	U	N	G	A	R	I	A	N	
O					R						
L											
I				4.	B	E	L	G	I	A	N
					E				6.		
5.	S	L	O	V	A	K	I	A	N		
H							R				
		7.	C	Y	P	R	I	O	T		
							S				
8.	F	I	N	N	I	S	H				

Future: Going to (pp. 65-66)

1. a. Brian is going to ride his bike tomorrow.
b. Sarah is going to phone Mary.
c. When is Bruce going to fly to London?
d. Harry and John are going to meet some friends at the pub.
e. I'm going to travel to Italy next Saturday.
f. Are you going to do jogging at the weekend?
g. Daisy is not going to walk to the disco alone.
h. John and Paul are going to buy a new skateboard.
2. a. Clare and I are going to camp in the countryside and join an adventure camp.
b. My parents are going to travel to New York and watch some Broadway shows.
c. Tommy is going to drive to Barcelona and admire Gaudi's buildings.
d. I'm going to take a cruise to the Greek islands and have fun there.
e. Joan is going to fly to Dubai and go to Dubai Mall.
f. The Taylors are going to travel to Disneyland and visit the theme park.

Present Continuous with future meaning (p. 66)

1.
 - b. On Saturday morning he is going jogging.
 - c. On Saturday afternoon he is going shopping.
 - d. On Saturday evening he is meeting his friends at the pub.
 - e. On Sunday morning he is sleeping and having lunch with his grandparents.
 - f. On Sunday afternoon he is staying at home and playing computer games.
 - g. On Sunday evening he is watching TV.

Future: Will (pp. 67-68)

1. a. I will swim in the sea.
b. Laura won't study after lunch.
c. Mr. and Mrs. Grey will go shopping after work.
d. Will Kevin fly to New York next week?
e. We won't have dinner out tonight.
f. Will you meet Francis next Saturday?
g. I will attend a course next summer.
h. Will the bus arrive on time?
i. My friends won't return home by taxi.

2. a. I will. b. they will. c. she won't. d. he will.
e. it won't.

3. a. They will fly to Cardiff.
- b. They will leave London at 7 p.m.
- c. Will they stay at a hotel?
- d. They will have lunch in a snack-bar.
- e. Yes, they will.
- f. What time will they arrive in Cardiff?

Phrasal verbs (p. 69)

1. 2. g; 3. a; 4. k; 5. h; 6. j; 7. d; 8. i; 9. b; 10. c; 11. e.

CONSOLIDATION (pp. 71-72)

2. a. F; b. T; c. T; d. F; e. F; f. T; g. F; h. T.
3. a. She is a famous rock singer.
b. She is American.
c. Yes, she did.
d. She will record her next CD next month.
e. No, she won't. She will get married next year.
f. She is going to be in New York.
4. a. Who is interviewing Shirley?
b. Is she married?
c. Does she usually go back home very late?

- d. When will she travel around the country?
- e. When is her next concert going to be?
- f. Where will she sing next summer?

5. a. -an; b. -ese; c. -ish; d. -ian.
6. a. get back; d. fill in; g. log in;
b. check out; e. get away; h. put off.
c. hang on; f. go out;
7. a. am meeting; e. are travelling;
b. are going; f. are going;
c. are buying; g. are coming.
d. are having;

Public buildings / Shops (p. 74)

- 1.** a. 5; b. 6; c. 7; d. 2; e. 9; f. 8; g. 10; h. 4; i. 1; j. 3.

Prepositions of movement (p. 74)

1. a. towards; b. across; c. through.

Giving orders (pp. 75-76)

1. a. 3; b. 6; c. 5; d. 1; e. 2; f. 4.

2. 1. e; 2. d; 3. b; 4. f; 5. c; 6. a.

3. a. Don't listen to me.
b. Don't call your brother.
c. Don't sing me a song.
d. Don't go down the street.
e. Don't turn the TV on.
f. Don't stand up.
g. Don't switch off the light.
h. Don't go to the supermarket.
i. Don't feed the dog.
j. Don't open the window.
k. Don't walk on the grass.
l. Don't speak loudly.

Inviting / Suggesting (p. 77)

1. a. How about going out for dinner?
- b. Let's go for a walk in St. James's Park.
- c. Why don't you buy a tablet?
- d. Would you like to go to a café?
- e. Shall we visit our aunt?
- f. Let's travel to Oxford.

2. a. Sorry, I can't.
b. Yes, that's a great idea.
c. Yes, I'd love to.
d. I'm not in the mood.
e. That sounds good.
f. I'd love to, but unfortunately I can't.

CONSOLIDATION (pp. 78-81)

2. a. Patrick and Helen are in the street.
b. Helen is free next Saturday.
c. Patrick wants to go to the opera.
d. The singers are very good.
e. Helen will go with Patrick.
f. He'll pick her up at 6:30.
3. a. Saturday; b. home; c. summer; d. bread;
e. street; f. brother.
4. a. They are in the street.
b. No, it isn't. It is the 19th.
c. What did he invite her to?
d. What is on at the Royal Opera House?
e. He will pick her up at 6:30 p.m.
f. After the performance they are going to go for a drink.
5. 1. c; 2. e; 3. d; 4. f; 5. a; 6. g; 7. b.
6. 1. d; 2. g; 3. f; 4. a; 5. h; 6. c; 7. e; 8. b.
7. a. Would you like to play tennis next Sunday?
Sorry, I can't.
b. How about going to the beach tomorrow? Sure,
I'd love to.
c. Let's dance tonight. That sounds good.
d. Shall we make a trip to Bath? I'm not in the
mood.
e. How about travelling around Europe next
summer? Yes, that's a great idea.
f. Shall we swim in the sea? I'd love to, but
unfortunately I can't.
g. Would you like to have dinner out next
Saturday night? Sure, I'd love to.
h. Would you like to go jogging after work? Sorry, I
can't.
8. Shoes are as modern as sandals. Shoes are
bigger than sandals. Sandals are cheaper than
shoes. Sandals are more comfortable than shoes.
9. Patrick: Good morning. / Good afternoon. / Hello.
Shop assistant: Good morning. / Good afternoon.
/ Hello. Can I help you?
Patrick: Yes. I would like to buy a sweatshirt.

Shop assistant: What colour do you want?
Patrick: I would like a black one.
Shop assistant: And what size are you?
Patrick: I take a medium size.
Shop assistant: Would you like to try it on?
Patrick: Yes, please.
Shop assistant: Does it fit you?
Patrick: Yes, it does. How much is it?
Shop assistant: It's £20.
Patrick: It's too expensive. Do you have a cheaper
one?
Shop assistant: This one only costs £8.
Patrick: I'll take it. Here you are.
Shop assistant: Thank you.
Patrick: Goodbye.
Shop assistant: Goodbye.

Culture spot – The United Kingdom (p. 82)

1. Scotland – Edinburgh; England – London; Wales
– Cardiff; Northern Ireland – Belfast.

2.

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

Culture spot – The United States of America (p. 83)

1.

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

Unit 7 – Media and technology

Devices (p. 84)

1. a. computer; b. tablet; c. radio; d. mobile phone;
e. iPad; f. DVD player; g. television; h. digital
camera; i. iPod; j. console.

Formal / Informal English (p. 85)

1. a. – Can I help you?
– I'd like to...
– Certainly. May I take...
– Thank you, Madam. We look forward to...
- b. – What's up?
– Do you want to...
– Yes, cool!
– Is that OK...?
– Great.
– See you.

Relative clauses (pp. 86-87)

1. a. who; b. that; c. who; d. that; e. whose; f. which;
g. whose; h. who.
2. a. which; b. who; c. who; d. that; e. whose; f. who;
g. which; h. whose; i. which; j. that.
3. a. My mum loved the flowers which Joan offered
to her.
b. I read the book that/which my friend Eric gave
to me.
c. Do you know the boy who came to our house
last week?
d. The boy, whose parents are abroad, has an
older sister.
e. That's the boy who I saw at the shop.
f. His brother, who he visited last month, lives in
Barcelona.
g. They spent a weekend in Stratford-upon-Avon
which is Shakespeare's hometown.
h. Those are the Spencers whose house is very
well-furnished.
i. I'm going to the hotel that your sister
recommended to me.
j. The children who belong to this group are
ready to leave.

Past Simple (pp. 88-89)

1. a. Yesterday Mark got up at 7:15.
b. Yesterday Jeremy and I took the bus to school.

- c. Yesterday Kay went jogging after work.
d. Yesterday Miles worked in an office.
e. Yesterday I visited the suburbs of London.
f. Yesterday they went home by car.
2. a. 1. Jacob didn't go to... 2. Did Jacob go to...
b. 1. Justine didn't travel to... 2. Did Justine travel to...
c. 1. Camilla and Andy didn't meet at... 2. Did Camilla and Andy meet at...
d. 1. I didn't enjoy that... 2. Did I enjoy that...
e. 1. Lee and I didn't walk in... 2. Did Lee and I walk in...
f. 1. That dog didn't bark... 2. Did that dog bark...
g. 1. It didn't rain... 2. Did it rain...
h. 1. You didn't call me... 2. Did you call me...
3. a. went... bought;
b. didn't buy... preferred;
c. did... have... didn't... stayed;
d. met;
e. were... missed.
4. a. Ralph didn't sleep at home yesterday.
b. What time did Mrs. Turner phone her sister?
c. I enjoyed the concert last night.
d. We danced a lot at the party.
e. What did Henry do last weekend?
f. They didn't forget to call Sue.
g. Sally took her son to the park.
h. When were you born?

Used to / Didn't use to (pp. 89-90)

1. a. used to; d. used to;
b. didn't use to; e. didn't use to;
c. used to; f. used to.
2. a. seemed; d. had; g. had;
b. used; e. said; h. said;
c. came; f. was; i. was.
3. a. was; e. was;
b. were; f. weren't;
c. was... were; g. Were;
d. were; h. was.

Past Continuous (p. 91)

1. a. was chatting; b. were downloading; c. was buying; d. was sending... was watching; e. was reading; f. was playing... was surfing.
2. a. was giving; b. was playing; c. was running; d. was swimming; e. were cycling; f. was cooking.

CONSOLIDATION

(pp. 92-93)

2. a. T – “how can we make sure that we don't get too much technology?”
b. T – “according to a study... teens spend more time sitting in front of electronic screens... sleeping.”
c. F – “lack of physical activity... lack of interaction with family and friends.”
d. F – “and then there are the ads... intended for adult use only.”
3. a. gadgets like mobile phones; b. strong messages about personal appearance and other topics.
4. a. addicted to gadgets with access to the Internet.
b. technological devices.
c. in front of electronic screens than doing any other activity.
d. kinds of dangers.
e. teens' behaviour.
5. 1. d; 2. f; 3. a; 4. b; 5. c; 6. e.
6. a. didn't get; g. was;
b. were having; h. had;
c. rang; i. said;
d. said; j. had;
e. were making; k. decided;
f. pointed; l. was going.
7. a. which; c. whose; e. who.
b. who; d. Which;

Unit 8 – Fashion

Clothes / Clothing

(pp. 95-96)

1. a. dress; b. belt; c. handbag; d. hoodie; e. sunglasses; f. necklace; g. skirt (kilt); h. trousers; i. cap; j. jacket; k. gloves; l. tie; m. earrings; n. shirt; o. watch; p. polo neck.
2. 1. b; 2. h; 3. e; 4. a; 5. i; 6. d; 7. c; 8. f; 9. g.
3. a. trendy; b. fancy; c. elegant; d. stylish; e. baggiest; f. formal; g. tight; h. casual.

Adjective order

(p. 97)

1. a. old; b. tall; c. blue; d. long; e. Sunday; f. flowered.

2. a. 1. handsome, tall, young; 2. short, curly, black; 3. trendy, American, denim; 4. fashionable, white, Portuguese, cotton;
b. 1. beautiful, medium height, slim, young; 2. long, straight, light brown; 3. stylish, black and white, latex; 4. gorgeous, long, black, silk; 5. Moroccan, high-heeled, leather;
c. 1. elegant, handsome, tall, slim; 2. stylish, short, straight, dark; 3. navy blue, linen; 4. trendy, striped, white and blue; 5. plaited, dark blue, leather.

Phrasal verbs related to clothes

(p. 98)

1. 2. i; 3. a; 4. g; 5. d; 6. h; 7. c; 8. b; 9. e.
2. a. put on; b. dress up; c. try on; d. change into; e. Take off; f. make up.

Shopping

(p. 99)

1. A: Can I help you?
B: Yes, certainly. Can I have a look?
A: Please do.
B: I'm looking for a pair of jeans.
A: What size are you?
B: I'm size 10.
A: What colour?
B: Well... blue.
A: Would you like to try these on?
B: Yes. Where is the changing room, please?
A: It's over there on your right. (...) Do they fit you?
B: Yes, they are perfect. How much are they?
A: 20 £. They are on sale.
B: OK. Can I pay by credit card?
A: Sure.
B: Thank you.
A: Have a nice day.
B: Bye-bye.

CONSOLIDATION

(pp. 100-101)

2. a. T – “One certain thing... change.”
b. F – “We are constantly... television.”
c. F – “Clothes reveal... people are in.”
d. T – “a businessman... strict conformist.”
3. a. big impact; b. revealing; c. outsider; d. strict; e. deliver.
4. a. Music, videos, books, television as well as movies can influence fashion.
b. A trend is something fashionable in a certain moment.
c. They can reveal what groups people belong to.

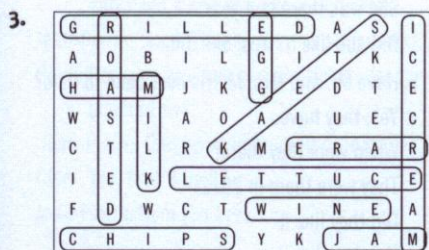
5. a. beautiful, young, English;
b. cool, square, white, plastic;
c. stylish, new, grey, leather;
d. handsome, tall, young, German;
e. trendy, white, woolen;
f. high, heeled, brown; modern, camel, leather.

Unit 9 – Eating habits

Food and drinks

(p. 103)

1. 2. f; 3. a; 4. e; 5. d; 6. b.
2. a. amargo; b. azedo / ácido; c. estalado;
d. picante; e. gorduroso; f. mal passado;
g. esmagado; h. salgado.



4. b. 11; c. 10; d. 8; e. 2; f. 5; g. 12; h. 4; i. 3; j. 9; k. 1; l. 6.

Countable / Uncountable nouns

(p. 104)

1. a. U; h. U; o. C;
b. U; i. C; p. C;
c. C; j. C; q. U;
d. U; k. U; r. C;
e. C; l. U; s. C;
f. C; m. C; t. C;
g. C; n. U; u. U.

2. a. How many; f. How many;
b. How many; g. How much;
c. How much; h. How many;
d. How many; i. How much;
e. How much; j. How much.

Quantifiers

(pp. 105-106)

1. a. much; b. many; c. much; d. a little; e. few;
f. lots of; g. few; h. lots of; i. many; j. much;
k. many; l. many.
2. a. much; b. a few; c. a lot... much; d. many;
e. a lot; f. a lot; g. a little; h. much; i. many;
j. a little... a lot.

3. a. so many; b. so few; c. so much; d. so much;
e. so few; f. so few; g. so much.
4. a. so colourful; b. so smashing; c. so skinny;
d. so greasy; e. so fresh; f. so tasty; g. so salty.

Containers

(p. 107)

1. 2. f; 3. h; 4. b; 5. g; 6. i; 7. C; 8. a; 9. j; 10. k; 11. e.

Phrasal verbs related to food

(p. 108)

1. 2. f; 3. a; 4. h; 5. b; 6. e; 7. C; 8. g.
2. a. eat up... is on a diet; e. eats up... throws up;
b. cut down; f. drank up;
c. to go on a diet; g. put on;
d. to keep fit; h. picked at.

Used to / Usually

(p. 109)

1. a. used to... usually; g. used to... usually;
b. usually... used to; h. used to... usually;
c. used to... usually; i. used to... usually;
d. used to... usually; j. used to... usually;
e. used to... usually; k. used to... usually;
f. used to... usually; l. used to... usually.

2. a. 1. We didn't use to go... 2. Did we use to go...
b. 1. She didn't use to go... 2. Did she use to go...
c. 1. I didn't use to live... 2. Did I use to live...
d. 1. He didn't use to read... 2. Did he use to read...
e. 1. They didn't use to get... 2. Did they use to get...

CONSOLIDATION

(pp. 110-111)

2. a. T – "Healthy eating... foods you love."
b. T – "It seems that... exactly the opposite."
c. F – "Eat breakfast... your metabolism."
d. F – "eating small... energy up."
3. a. every expert; b. expert; c. fruits and vegetables;
d. low in calories and nutrient dense;
e. something active.

4. 1. C; 2. e; 3. a; 4. d; 5. b.

5. a. used to... usually; b. used to... usually;
c. usually... used to; d. usually... used to;
e. usually... used to.

6. a. much; b. many; c. a little; d. a lot; e. much;
f. a few; g. a little; h. many.

Unit 10 – Environment

Environment

(p. 113)

1. 2. i; 3. a; 4. b; 5. C; 6. d; 7. f; 8. g; 9. l; 10. h; 11. j; 12. e.

2. **Natural disasters:** tornado, hurricane, typhoon, earthquake, flood;

Global concerns: global warming, desertification, endangered species, sea level rise, ozone layer destruction;

Solutions: recycling, unleaded fuel, reusing, renewable energies, reducing.

3. a. pollution; b. greenhouse... ozone; c. global... glacier; d. Human... climate; e. fires... deforestation; f. Toxic... species; g. unleaded... exhaust; h. recycling... renewing... reusing.

If-clauses

(pp. 114-115)

1. a. freeze... becomes; f. doesn't have... can't;
b. get... walk; g. lives... can;
c. heat... melts; h. doesn't eat... is;
d. melts... heat; i. put... floats;
e. get... do; j. are... is.
2. a. doesn't rain... won't grow; b. go... will take;
c. will go... doesn't rain; d. is... will call; e. get... will call; f. come... will invite; g. get... will buy; h. will help... aren't; i. come... will be; j. will catch... takes.
3. a. will give; b. has; c. rises; d. doesn't tidy;
e. will travel; f. don't water; g. get; h. won't come; i. suffer; j. will get.
4. a. don't try... won't succeed; b. won't give... doesn't take; c. will fire... am not; d. have... will watch; e. will offer... wins; f. eat... will get; g. rains... will lend; h. will go... is; i. will you come... ask; j. will feel... doesn't find; k. will write... have; l. won't go... doesn't have.

Would / wouldn't, could /

couldn't, must / mustn't, have to (pp. 116-117)

1. a. could; b. Would; c. would; d. would; e. couldn't;
f. couldn't; g. would; h. could; i. couldn't;
j. could... wouldn't; k. could; l. couldn't;
m. Would; n. Would.
2. a. must; b. had to; c. mustn't; d. have to;
e. mustn't; f. must; g. mustn't; h. must; i. had to;
j. must.

3. a. must; b. Could; c. could; d. mustn't; e. could; f. couldn't; g. Would; h. wouldn't; i. must... have to; j. Could / Would; k. could; l. have to / must... would; m. couldn't; n. Would; o. must; p. Must... mustn't... must; q. could; r. have to; s. Would... wouldn't; t. must.

Phrasal verbs related to the environment

(pp. 118-119)

1. 2. n; 3. h; 4. a; 5. d; 6. C; 7. i; 8. k; 9. 0; 10. b; 11. f; 12. j; 13. l; 14. p; 15. g; 16. m.
2. a. 1; b. 2; c. 2; d. 3; e. 1.
3. a. get around; b. sign up; c. driving down; d. phase out; e. come up with; f. get across; g. calling for; h. look after.

CONSOLIDATION

(pp. 110-111)

2. a. F – "World Environment Day... every year."
b. F – "it is run by... (UNEP)."
c. F – "it is celebrated... clean-up campaigns."
d. T – "lots of little... big difference!"
3. a. It was celebrated for the first time in 1972.
b. It was established a day for the environment to make people aware of the problems of the Earth and to make them become agents of change.
c. It is celebrated with street rallies and parades, as well as concerts, tree planting and clean-up campaigns.
4. a. have to; b. must; c. mustn't; d. Would; e. couldn't; f. wouldn't; g. Could; h. have to.
5. a. running out; b. wiped out; c. heating up; d. break up; e. dying out; f. clean up; g. sign up.
6. a. recycle... will help; b. share... won't be; c. doesn't rain... finishes; d. have... will save; e. freeze... becomes.

Unit 11 – Travelling

The world of transport

(p. 123)

1. **At the railway station:** platform, single ticket, transfer train, locomotive, goods train, railway station, train, return ticket, carriages;

At the airport: crew, departure, take off, land, flight, boarding card, cockpit, check-in, hand

luggage, baggage reclaim, metal detector, customs, departure lounge, terminal.

2. 2. e; 3. a; 4. i; 5. h; 6. b; 7. d; 8. g; 9. j; 10. f.

3. a. airport... terminal; b. weight limit... excess baggage; c. departure lounge... boarding... gate; d. get off... immigration... baggage reclaim... customs.

Present Perfect

(pp. 126-127)

- | | |
|-----------------------|-------------------|
| 1. was / were, been; | bought, bought; |
| visited, visited; | rested, rested; |
| met, met; | phoned, phoned; |
| went, gone; | flew, flown; |
| travelled, travelled; | looked, looked; |
| walked, walked; | stayed, stayed; |
| saw, seen; | enjoyed, enjoyed; |
| took, taken; | did, done. |
2. a. has waited; b. have visited; c. have finished; d. has bought; e. has been; f. have washed; g. have taken; h. have forgotten.
3. a. 1. Carol hasn't baked...; 2. Has Carol baked...
b. 1. Harry hasn't finished...; 2. Has Harry finished...
c. 1. Patrick and Sue haven't visited...; 2. Have Patrick and Sue visited...
d. 1. I haven't been to...; 2. Have I been to...
e. 1. We haven't bought a...; 2. Have we bought a...
f. 1. You haven't drunk...; 2. Have you drunk...
g. 1. She hasn't helped...; 2. Has she helped...
h. 1. Paul hasn't arrived...; 2. Has Paul arrived...
4. a. Her sister has never watched that film.
b. Philip hasn't bought a ticket to Bath.
c. It hasn't rained a lot this spring.
d. Has she ever been to Bristol?
e. Sally and Bob have just left the party.
f. I haven't taken many photos yet.
g. How long have you lived in the USA?
h. We have never stayed at a beach resort in Brazil.
i. Has she gone abroad recently?
j. James hasn't worked in Cardiff since 2005.
5. a. since; b. for; c. for; d. since; e. since; f. for; g. for; h. since.

Present Perfect vs Past Simple

(p. 128)

1. a. visited; b. flew; c. hired; d. wanted; e. stopped; f. enjoyed; g. reached; h. met; i. decided; j. was; k. stayed; l. intended; m. chose; n. went; o. visited; p. admired; q. drove; r. were; s. arrived; t. spent; u. took.
2. a. have... been... have... visited; b. went; c. did... travel; d. has... stayed... has stayed; e. met; f. didn't enjoy; g. haven't been; h. took; i. haven't had; j. wrote; k. lost... were; l. have... been; m. did... go... went; n. have lived.

Places to visit in the UK

(p. 130)

1. a. Has Kate ever been to Oporto?
Yes, she has.
When was she there?
She was there last year.
Did she like it? Yes, she did.
- b. Have Mr. and Mrs. Morris ever been to Oslo?
Yes, they have.
When were they there?
They were there in 2012.
Did they like it?
No, they didn't.
- c. Has Henry ever been to Rome?
Yes, he has.
When was he there?
He was there last summer.
Did he like it?
Yes, he did.

Phrasal verbs related to travelling

(p. 131)

1. 2. i; 3. d; 4. a; 5. h; 6. b; 7. e; 8. g; 9. c.
2. a. dropped... off; b. hurry up; c. looking forward; d. got on; e. take off; f. speeding up; g. getting away.

CONSOLIDATION

(pp. 132-133)

2. a. 2; b. 3; c. 2; d. 2; e. 2; f. 3.
3. a. Paul and Cindy; b. spring; c. Paul and Cindy; d. Holland; e. fields of flowers; f. Berlin.
4. a. have listened; b. has just heard; c. has played; d. Have... seen; e. have... been; f. hasn't started.
5. a. haven't seen; b. have... been; c. have been; d. meant; e. didn't have; f. Did... have; g. have... stayed; h. have stayed; i. got; j. Have... enjoyed; k. did... do; l. skied; m. danced.

6. a. got in; b. pick... up; c. dropped... off;
d. checked in; e. looked around; f. checked out;
g. set out; h. go back.

Unit 12 – English around the world

Cultural visits

(pp. 136-137)

1. Clerk: Can I help you?
Jean-Pierre: Yes, please. We'd like two tickets to Trafalgar Square.
Clerk: How long are you going to stay?
Jean-Pierre: Five days.
Clerk: You'd better buy a five day ticket then. It's cheaper.
Jean-Pierre: Yes, OK.
Clerk: There are six zones. To visit London you only need a one and two zone ticket.
Jean-Pierre: Good. Thanks for your suggestion.
Clerk: Here you are: two five day tickets for zone one and two.
Jean-Pierre: Can I pay with credit card?
Clerk: Yes, that'll be £7.
Jean-Pierre: Here you are.

2. a. Abbey; b. tour; c. Nelson's; d. Street;
e. residence; f. Minister; g. century; h. Ben;
i. Parliament; j. guided; k. Westminster;
l. Coronation; m. Henry VII; n. kings;
o. Buckingham; p. ceremony; q. brightest;
r. entertainment.
3. a. Changing of the Guard; b. Coronation Chair;
c. Nelson's Column; d. Downing Street, number 10.

Verb tenses – revision

(pp. 138-140)

1. a. do... do; go; lie; swim; watch; don't play;
don't like; meet; spend;
b. does... spend; travels; spends; helps; feeds;
rides; swims.
2. a. is... doing; is preparing; is getting away;
is staying; is booking; is inquiring; is going;
is... trying;
b. is... leaving; is leaving; is travelling; isn't
going; is joining; are meeting; are... going.
3. a. are living; b. keep; c. go; d. are spending;
e. is watering; f. is taking care; g. loves; h. helps;
i. isn't helping; j. is talking; k. are playing;
l. (are) having; m. loves.
4. a. did... go; b. went; c. wasn't; d. wanted;
e. decided; f. didn't regret; g. arrived; h. was;
i. visited; j. looked; k. was; l. made; m. had;

- n. passed; o. felt; p. was; q. decided; r. went;
s. was.

5. a. was... doing; b. was looking; c. wasn't
going; d. was taking... were admiring; e. was
visiting... were walking; f. Were... having;
g. were tasting... were having; h. was
travelling... was walking.
6. a. was visiting... called; b. was driving... broke;
c. was lying... was swimming; d. arrived...
picked... dropped; e. were wandering... were
resting; f. were buying... met.
7. a. went; b. stayed; c. is; d. met; e. was doing;
f. didn't know; g. were; h. arrived; i. flew; j. am
attending; k. met; l. said; m. made; n. found;
o. needed; p. seemed; q. Did... know; r. arrived;
s. didn't know; t. speak; u. are... going; v. am
going; w. have.

Paired conjunctions

(p. 141)

1. a. You can have either apple pie or baked
custard.
b. In my free time I either listen to music or read
a book.
c. She can neither go to India nor Nepal.
d. Whenever I go abroad I buy either postcards or
fridge magnets.
e. My friend Sally is neither fat nor skinny.
f. I like neither coffee nor coke.
g. Tonight they are going either to the opera or to
the theatre.
h. Her neighbour is neither old nor young.
i. He travels neither by plane nor by ship.
j. Today we will have either Japanese or Chinese
food.
k. He can practise neither rugby nor polo.

CONSOLIDATION

(pp. 142-143)

2. a. 1; b. 2; c. 3; d. 1.
3. a. T – "More than one billion... English."
b. F – "English is the only... control"
c. T – "As the Internet... becomes more
prevalent."
d. F – "the English language is becoming the
global language."
4. a. needs; b. is; c. fits; d. go; e. have; f. went;
g. arrived; h. understood; i. was collecting;
j. realised; k. was missing; l. happened;
m. am... going; n. wondered; o. went;
p. were trying; q. was passing; r. picked; s. was.

5. a. Mr. and Mrs. Clark go neither to the opera nor
to the concert.
b. Tonight Paul and Sarah will have dinner out
either in an Italian or a Chinese restaurant.
c. Peter likes either skating or parkour.
d. I want to go neither shopping nor to the
beach.

Unit 13 – Being social

Social issues

(p. 144)

1. 2. j; 3. h; 4. i; 5. b; 6. c; 7. a; 8. e; 9. g; 10. d.

Connectors

(p. 145)

1. a. therefore; b. Even though; c. However;
d. Even though; e. However; f. Even though;
g. Therefore; h. However; i. Therefore;
j. Even though.
2. a. Therefore; b. However; c. However;
d. Even though; e. However; f. even though;
g. Therefore; h. Even though; i. However.

If-clauses – type 2

(pp. 146-148)

1. a. would invite; b. did; c. would be; d. were;
e. didn't drive; f. had; g. would help;
h. would hand; i. would... like; j. won; k. saw;
l. would serve; m. had; n. would play; o. spoke.
2. a. would go... had; b. Would... buy... was;
c. would exercise... had; d. were... would take;
e. would call... didn't come; f. had... would ask;
g. Would... lend... asked; h. spoke... would...
get; i. would be... missed; j. didn't have...
wouldn't go; k. were... wouldn't say;
l. would propose... gave; m. would go...
stopped; n. heard... would bring; o. met...
would... address.
3. a. will go; b. had; c. would... do; d. will learn;
e. Would... travel; f. won't be; g. boils; h. eats;
i. get; j. don't feel; k. sinks; l. listen; m. won't get;
n. breaks.
4. a. will walk; b. has; c. comes; d. would visit;
e. will catch; f. would buy; g. would invite; h. will
help; i. would phone; j. won't know; k. has; l. will
be; m. would stay; n. drink; o. will get; p. would be;
q. will go; r. will feed; s. will be; t. will get.
5. a. If I had a lot of money, I would travel abroad
every week.

- b. I wouldn't do that if I were you.
c. If you went by bike more often, you wouldn't be so flabby.
d. If they told their father, he would be very angry.
e. She wouldn't talk to you if she were mad at you.
f. I would invite all my friends if I had a house by the beach.
g. If we had more time, we would learn karate.

Relative pronouns (p. 149)

1. a. My mother, who lives in Edinburgh, visited me last weekend.
b. The Carters went to Douro Valley which is one of the most stunning Portuguese landscapes.
c. Jane spent her last holiday in Moscow which is an important European capital.
d. James Joyce, who wrote the well-known novel "Ulysses", was born in Ireland.
e. Mr. Clark, who was late, missed the first act of the opera.

2. a. Thank you very much for the present you sent me.
b. I'm looking after some children who are terribly spoiled.
c. The car, which crashed into a queue of people, had a break problem. d. They saw several houses most of which were quite unsuitable.

CONSOLIDATION (pp. 150-152)

2. a. combating discrimination and racism.
b. need to get involved actively.
c. changing behaviour and promoting tolerance for diversity in societies.
d. to be multicultural.
e. values and beliefs from their peers and adults.
3. a. prime; b. involvement; c. behaviour; d. prevent; e. accept; f. biases; g. peers; h. broaden.
4. a. responsibility to combat discrimination; b. values of justice and equity; c. tolerance; d. others; e. differences; f. children; g. acceptance.
5. a. even though; b. However; c. However; d. even though; e. Therefore; f. Even though; g. However; h. Therefore; i. Therefore; j. However; k. Even though.
6. a. won't let; b. would get; c. arrived; d. will write; e. were; f. doesn't wash... won't let; g. will

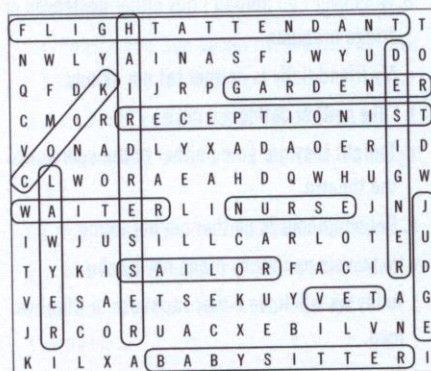
arrive... is; h. will travel... saves; i. will arrive; j. wouldn't go.

7. a. My mum loved the ring my father gave to her.
b. Do you know the boy who hurt himself in school last week?
c. The girl, whose parents work abroad, has an older brother.
d. They tried a new restaurant that / which they didn't like.
e. The lady, who gave me that cake recipe, is a good cook.
f. That woman, whose daughter is my friend, is my teacher.
g. The man who called me is my uncle.
h. The dish I ate yesterday was so tasteful!

Unit 14 – Careers and jobs

Jobs (p. 154)

1. 1. cook; 2. flight attendant; 3. hairdresser; 4. judge; 5. nurse; 6. receptionist; 7. vet; 8. waiter; 9. lawyer; 10. sailor; 11. designer; 12. gardener; 13. babysitter.



Applying for a job – writing a letter of application (p. 155)

1. application; position; children; would like; working; part-time; childcare; got along; volunteer; daycare; weekends; passion; experience; knowledge; crafts; nanny; daughters; design; stimulating; contacted; mobile phone; hearing from; sincerely.

Verb + Infinitive (p. 156)

1. a. to watch; b. to pass; c. to help; d. to take; e. to pick; f. to buy; g. not to go; h. get; i. not to tell; j. meet; k. to tell; l. to join; m. to give up; n. not to leave.

Verb + -ing form (pp. 157-158)

1. a. eating; b. cooking; c. giving; d. listening; e. putting; f. playing; g. swimming; h. dancing.
2. a. Putting; b. Cooking; c. Playing; d. Swimming; e. Eating; f. Giving; g. Dancing; h. Listening.
3. a. eating; b. going; c. opening; d. doing; e. travelling; f. having; g. smiling; h. being; i. visiting; j. Reading; k. skating; l. drinking; m. sending; n. being; o. writing; p. meeting.

Verb + Infinitive / Verb + -ing form (pp. 158-159)

1. a. to watch / watching; b. to listen / listening... to watch / watching; c. to go / going; d. to walk / walking; e. to play / playing; f. to do / doing; g. to get / getting; h. to take / taking; i. to windsurf / windsurfing... to sail / sailing.
2. a. not to practise; b. staying... going; c. dealing; d. to speak; e. missing; f. playing; g. refusing; h. to go; i. follow; j. Painting; k. texting; l. to travel; m. being; n. interrupting; o. drinking; p. not to forget; q. to meet; r. to behave; s. being; t. to look.
3. a. going; b. buy; c. being; d. eating; e. listening; f. travelling; g. have; h. have; i. come; j. facing.

CONSOLIDATION (pp. 160-161)

2. a. "United Planet's... Awareness Projects"
b. "Helping vulnerable... focus."
c. "United Planet... better future."
d. "United Planet works... to help children"
e. "The children that I... a pleasure to meet."
f. "Despite the unfortunate... these children."
3. a. unique; b. combines; c. special; d. provide; e. fulfilling; f. vulnerable; g. strives; h. chance.
4. a. these children; b. children; c. the unfortunate circumstances; d. these children.
5. a. to buy... selling; b. to work; c. to meet; d. texting; e. eating.
6. a. gave... up; b. putting in; c. took over; d. signed up; e. took on; f. laid off; g. went for; h. fill in.

Unit 15 – Teens and body image

Body image concerns (p. 162)

1. 1. h; 2. f; 3. a; 4. i; 5. b; 6. d; 7. c; 8. g; 9. e.

Past Perfect (pp. 164-165)

1. a. had spent; b. had... done; c. had asked; d. had... seen; e. had been; f. had destroyed; g. had broken; h. had... arrived; i. had... been; j. had... arrived.
2. a. 1. Jason hadn't studied German...; 2. Had Jason studied German...
b. 1. Carol hadn't bought a new...; 2. Had Carol bought a new...
c. 1. I hadn't lived in that...; 2. Had I lived in that...
d. 1. It hadn't rained...; 2. Had it rained...
e. 1. They hadn't been to...; 2. Had they been to...
f. 1. We hadn't met our friends...; 2. Had we met our friends...
g. 1. He hadn't wasted his money...; 2. Had he wasted his money...
h. 1. I hadn't read that...; 2. Had I read that...
i. 1. We hadn't already seen...; 2. Had we already seen.
3. a. hadn't arrived; b. had... died; c. had... left; d. had... started; e. hadn't made; f. had left; g. had lost; h. had gone; i. had built; j. hadn't been; k. had... ridden; l. had rung; m. had... done; n. had lived; o. had... left; p. had washed.
4. a. came... had already cooked; b. got... had already bought; c. had already studied... moved; d. entered... had already begun; e. played... had finished; f. sent... had met; g. hadn't had... arrived; h. had called... answered; i. had found... went; j. had paid... left; k. lost... had given; l. went... hadn't eaten; m. reached... had already left; n. landed... had already arrived.

Reported speech (pp. 167-169)

1. a. She says she was in London last weekend.
b. He says he is tired today.
c. He says they will visit them next week.
d. He says Carol is a smart girl.
e. She says John has lost his bicycle.

2. a. He said he went to Cardiff by train.
b. His mother said he was feeling better that day.
c. They said they would go fishing the following weekend.
d. Carol explained that she had visited James the previous Saturday.
e. She said he had just decided to travel to Spain the following year.
f. She said she liked that dress.
g. They explained they couldn't go because they were studying then.
h. He told me he would do it for her.
i. They told us they had sold their house.
j. She said she didn't understand anything about that matter.
k. She said the children wanted more ice cream.
l. He told us he was furious and that he wouldn't go there again.

3. a. Peter asked me to pass him the salt.
b. She told me not to call him then.
c. My mother asked me to bring her some flowers from the garden.
d. Mr. Smith told Jason not to drive so fast.
e. The teacher told us to sit down and open our notebooks.
f. He told me not to forget my mobile phone.
g. Joan asked me to wait for her.
h. He told me not to come home too late.
i. She told me to hurry up.
j. She told me not to buy that jacket because it was very expensive.

4. a. He asked me if I was going to the beach the next day.
b. She asked me if I knew that girl.
c. They enquired if I had ever been to Australia.
d. He asked me if I had had a nice weekend.
e. Mary asked where she had bought her handbag.
f. She asked John if he would take that bag for her.
g. Mrs. Burton asked her husband what the children were doing.
h. Carol enquired how I was feeling that day.
i. Philip suggested that we should go to the cinema.
j. He asked Sam if he would have a cup of tea.

5. a. Miriam asked who had left the door open.
b. He says he can explain it to me.

- c. Carol said Bob didn't look very well that day.
d. Martin told us that book hadn't been very interesting.
e. Sue asked where Harry was going the following day.
f. They said they wouldn't be late for dinner that night.

Question-tags (p. 171)

1. 1. d; 2. h; 3. j; 4. f; 5. a; 6. c; 7. i; 8. b; 9. g; 10. e.
2. a. isn't he; b. hasn't he; c. can he; d. isn't there; e. haven't they; f. are there; g. does she; h. didn't she; i. did they; j. doesn't he; k. aren't I; l. couldn't you; m. won't he; n. am I; o. will you; p. isn't there; q. doesn't she; r. didn't they; s. hasn't he; t. didn't they.

CONSOLIDATION (pp. 172-173)

2. a. F – "The way boys... self-esteem"
b. T – "feeling good... you act"
c. T – "Sociocultural theories... ideals"
d. F – "It was found... but not for boys."
3. a. mainly; b. unrealistic; c. aimed at; d. increased.
4. a. does he; b. didn't they; c. weren't they; d. aren't I; e. will they.
5. a. It is the way they face their bodies.
b. Yes, it is. Because it can affect the way we act.
c. How are social beauty ideals transmitted?
6. a. gave... said... had enjoyed;
b. arrived... realised... had forgotten;
c. kept... had seen;
d. came... had... left;
e. told... had happened.
7. a. He said he was going home then.
b. Joan and Carol said they would be back by nine o'clock.
c. Mark told her not to speak so loud.
d. The tourist asked how long it took to get to Edinburgh by coach.

Mind your English

3.º ciclo
7.º, 8.º e 9.º anos

Mind your English é um *workbook* facilitador da aprendizagem da língua inglesa, elaborado de acordo com as Metas Curriculares. Apresenta os conteúdos gramaticais e lexicais essenciais para os 7.º, 8.º e 9.º anos, acompanhados de um grande número de exercícios de aplicação. As explicações gramaticais são em português e os exercícios propostos obedecem a um grau de dificuldade crescente, tendo em vista o progresso e consequente sucesso do aluno.

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