



Engage

English Language Course

Basic 3

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Dados Internacionais de Catalogação na Publicação (CIP) de acordo com ISBD

E57 Engage - English Language Course - Basic 3 / Laura Borges Nogueira ... [et al.]. – Porto Velho, RO: Temática Editora e Cursos, 2024.
24800 KB ; 21 cm x 29,7 cm.

ISBN: 978-65-5273-028-2

1. Inglês. 2. Inglês básico. 3. Gramática prática. 4. Comunicação. 5. Vocabulário essencial.
I. Nogueira, Laura Borges. II. Mendes, Márjori Correa. III. Chediak, Sheylla. IV. Menezes, Julie Paula

Teixeira de. V. Nascimento, Diana Ketlem Paula do. VI. Título.

2024-4653

CDD 420

Elaborado por Vagner Rodolfo da Silva - CRB-8/9410

Índice para catálogo sistemático:

1. Inglês: 420

2. Inglês: 811.111

Presentation

We are excited to present the “Engage - English Language Course - Basic 3” educational material, created by the Federal Institute of Education, Science, and Technology of Rondônia (IFRO) – Porto Velho Calama Campus. This course is part of the Initial and Continuing Training program and shows our commitment to making quality education accessible to everyone for free.

This material is designed to provide you with a comprehensive and accessible continuation of your English studies. This course facilitates your mastery of a language that is important for academic, professional, and cultural development. You will develop skills such as reading, writing, speaking, and listening, all tailored for practical, everyday application. The Student Book has twelve units that emphasize the authentic and contemporary usage of English, which are:

- Unit 1 - Comparison (1)
- Unit 2 - Comparison (2)
- Unit 3 - Eating Out
- Unit 4 - Recent Actions
- Unit 5 - Life Experience
- Unit 6 - Illness and Discomfort
- Unit 7 - Things To Do
- Unit 8 - Shopping For Clothes
- Unit 9 - Instructions
- Unit 10 - Rules
- Unit 11 - Feelings and Emotions
- Unit 12 - Biography

The Student Book contains the main lessons you’ll use in class. It also brings an Appendix with extra content and information to help you learn more about each unit’s topic. Your teacher might use it in class, and you can also use it to study independently. Additionally, it features a Vocabulary Bank, a glossary for you to fill in yourself. This encourages you to look up the meanings of words and expressions you study during the unit, helping you remember what you’ve learned.

This material is for Basic Level 3, which is part of a complete course organized into three levels, partly based on the Common European Framework of Reference for Languages (CEFR).

We hope you have a wonderful learning journey!

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Comparison (1)

Contents/Functions

- Comparing things and people.

Learning Goals

- Use the structure to compare people and things correctly.

Grammar

- **Comparative and superlative of short adjectives**

cheap, short, close, heavy, etc.

- **Wh- and Yes-No questions about opinions**

- Which car is cheaper?

- Which car is the cheapest?

- Is her hair longer than yours?

- Whose hair is the longest?

- **Irregular comparative and superlative**

- good, bad and far



Schedule

Unit 01 - date of classes:

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Unit 01 - activities & deadlines

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Comparison (1)

Pay attention to the adjectives used in the conversations below.

Three friends are deciding what to buy at the shopping mall:

Cindy: Look at those dresses, girls. They're **cheaper** than the ones from the other store.

Ann: Wow, let's go inside and check them.

Pamela: That black one is **longer**. I'm going to buy it. I want to wear it for the party tonight.



A father is talking to his daughter and son:



Father: Son, you're 5 centimeters **taller** than last year. Daughter, you've grown 3 centimeters. You two are doing well.

Daughter: Yeah, daddy, I'm eating fruits and vegetables everyday to be **healthier**.

Son: I am **stronger** too, dad. And I'm **the tallest** in my class.

Daughter: and I'm **the shortest** hahahaha.

How to compare things and people using adjectives of one or two syllables:

Adjectives	Examples
Big	Your eyes are bigger than your stomach. Tokyo is one of the biggest cities in the world.
Short	Maria's hair is shorter than mine. The president gave the shortest speech of his life.
Funny	This comedian is funnier than Jack. This is the funniest movie I've ever seen.
Thin	Fashion trends pressure women to be thinner . Daniel is the thinnest boy in his class.
Good	Cotton and wool are better than synthetic fibers. These are the best pizzas in town.
Bad	Unfortunately the crisis appears to be getting worse . Tim's worst quality is his impatience.

Comparison (1)



Grammar Focus

Comparative and superlative of superiority with short adjectives:

- When comparing two things/people, add the suffix **-er** to adjectives.
Ex.: smaller**er**, bigger**er**, taller**er**.
- When comparing one thing/person to more than one thing/person, add the suffix **-est** to adjectives.
Ex.: small**est**, big**est**, tall**est**.



Vocabulary Practice

1) Drills - Complete the sentences with the words given, using the comparative or superlative form of the adjectives:

Examples

This car - big - yours:

This car is bigger than yours.

My son - tall - boy in his class:

My son is the tallest boy in his class.

- 1) My hair - long - Susie's:
- 2) Tom - tall - Mike:
- 3) Today - cold - day of the month:
- 4) Linda - happy - her sister:
- 5) Miami - hot - New York:
- 6) The turtle - slow - animal:
- 7) Hulk - strong - superhero:
- 8) Your T-shirt - dirty - your pants:
- 9) This Teddy bear - ugly - toy in the store:
- 10) The red watch - new - the brown one:
- 11) The Bible - old - One Hundred Years of Solitude
- 12) My mother - old - child of her family

2) Write a paragraph comparing the members of your family, using short adjectives. Then read it to the class.

3) Compare the pairs of items bellow using short adjectives:



Listening Practice

Listen to your teacher read the dialogue between two friends deciding what to buy, and answer the questions about it (the transcript is on Appendix 01):



- 1) Why is Megan probably going to take the necklace with blue gemstones?
- 2) What dress is Susan probably going to wear for the party? Why?
- 3) According to Megan, how is Susan going to look in the right dress?



Conversation Practice

Discuss the following questions in small groups:

- 1) What is the coldest city in Brazil? And the hottest?
- 2) Who's the richest person on earth?
- 3) Who's the youngest person in your class?
- 4) What's the tallest building in the world?

Comparison (2)

Contents/Functions

- Comparing things and people.

Learning Goals

- Use the structure to compare people and things correctly.

Grammar

- **Comparative and superlative of long adjectives**

expensive, beautiful, important, difficult, etc.

- **Wh- and Yes-No questions about opinions**

- *Which car is more expensive?*
- *Which car is the most expensive?*
- *Is math more difficult than arts?*
- *Which subject is the most difficult?*

Vocabulary

- Adjectives describing people and things.



Schedule

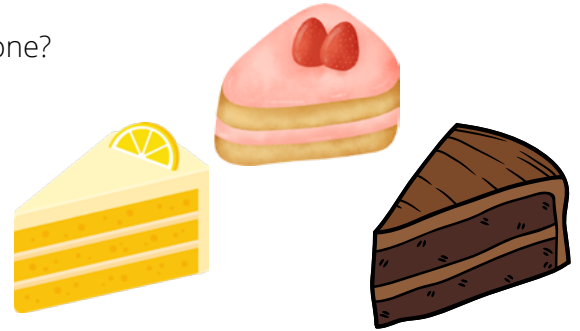
Unit 02 - date of classes:

Unit 02 - activities & deadlines

Comparison (2)

 Watch Dialogue 1 in this [video](#) to learn more about how to compare things and answer the questions below:

- a) Which cake is better, the strawberry or the chocolate one?
- b) Which cake is the most expensive in the shop?
- c) Which bag of sugar do they buy?
- d) What do they say about yogurt as a snack?
- e) Why do they pay with a credit card?



Grammar Focus

1. Comparative and superlative of long adjectives:

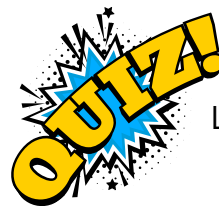
- When comparing two things/people, add the word **more** before the adjectives.
Ex.: more beautiful, more intelligent, more expensive
- When comparing one thing/person to more than one thing/person, add the word **(the) most** before the adjectives.
Ex.: (the) most expensive, (the) most dangerous, (the) most boring.

2. How to compare things and people using adjectives of two or more syllables:

Adjectives	Examples
Beautiful	This red dress looks more beautiful on you than the blue one. Tokyo is the most beautiful city in Japan.
Difficult	Math is more difficult than Arts. I think Math is the most difficult subject.
Interesting	This film seems to be more interesting than Avatar. This film is the most interesting I've ever seen.
Expensive	A Ferrari is more expensive than a Fusca. Which is the most expensive brand of cars?
Delicious	Your food tastes more delicious than mine. These are the most delicious pizzas in town.
Important	Being flexible is more important than ever. This work is the most important in the field.

REAL ENGLISH

Words such as **a little**, **a lot**, **much**, and **not much**, are often used to quantify comparative adjectives.
Tina is **a little** taller than Nick.



Let's play and review what you learned.



Comparative and superlative adjectives

Comparison (2)

 **Listening Practice**

3. Video activity. Technology development.

 **3.1.** Before watching the video (*Past and Present - Technology Then and Now*), discuss the following questions in pairs:

- a) What two gadgets do you use most often?
- b) Which of them would you like to update? Why?
- c) What modern technology makes your life easier? What makes it a bit more difficult?
- d) What gadget has changed the most over time?
- e) Are you more interested in technology now than in the past?

3.2. After watching the video, read the sentences and match them to the right gadget, according to the video:

- () It's the best gadget for storing data.
- () The cheapest version of this gadget can hold as much text as around 1,400 books.
- () It's the most multifunctional of all the gadgets shown in the video.
- () The modern model has a more powerful engine than the old one.
- () The first version of this portable gadget was heavier and more expensive.



- a) mobile phone
- b) laptop
- c) thumb drive
- d) car
- e) e-book reader



Conversation Practice

1) Let's play a game. In two groups. Each group is going to listen to some clues from the other group about an object and must guess what it is. The fewer clues you need to guess the object, the more points you receive.

2) Work in groups. Think of a place (city, country/ landmark) that most people know. Create five sentences about it using comparative and superlative structures. Make the other team guess the place by giving them clues one by one.



Vocabulary - Writing (general review Units 1 & 2)

Complete the spaces with the missing words.
 Prague is one of the _____ (popular) tourist destinations in Europe. Prague is a _____ (small) city than many people imagine and it is very easy to move around this wonderful city on foot. Public transport is _____ (cheap) in Prague than in most other European cities but it is often _____ (good) to walk. Eating out here is a little _____ (expensive) than it used to be but you can still have a three course meal for around \$15 without any problems.

Eating out

Contents/Functions

- Offering and requesting
- Deciding what to eat and drink.

Learning Goals

- Offer and request food and drinks
- Talk about food from other countries.



Grammar

- Modals

- *Can I have...?*
- *Could I have...?*
- *What would you like...?*

- Request by using:

- *I'll have...*
- *I'd like to...*

Vocabulary

- Types of restaurants
- Menus
- Types of food and drinks

Schedule

Unit 03 - date of classes:

Unit 03 - activities & deadlines

Eating out



A couple is ordering food at a restaurant:

Max: Good evening. A table for two, please.

Waiter: Good evening, sir. Do you have a reservation? No? This way, please. Here's the menu. Something to drink?

Max: Yes, Anna, what would you like? For me, a beer, please.

Anna: A glass of white wine, please. And some mineral water.

Waiter: Here are your drinks. Are you ready to order? Would you like a starter?

Max: Yes, can we have one prawn cocktail, and...

Anna: What's the soup of the day, please?

Waiter: It's leek and potato, madam.

Anna: All right, one soup, and then to follow I'd like the grilled fish, please.

Max: I'd like the roast chicken for me, please.

Waiter: Very good. Anything else?

Max: Yes, a mixed salad, please.

Waiter: Here's your food. Enjoy your meal!

Answer the questions about the dialogue.

- Has the couple booked a table?
- What did Max order for a drink?
- What did Anna order for a meal?
- What did Anna have for dessert?
- What did Max order at the end of the conversation?

Waiter: Would you like to see the dessert menu?

Anna: Yes, please. I'd like some ice cream.

Waiter: Certainly. What flavor?

Anna: Chocolate, please.

Waiter: And for you?

Max: Nothing for me, thanks. Can we have the bill, please? ... Thank you, here's my card.

Waiter: How was your meal?

Anna: It was very tasty, thanks.



Conversation Practice

Discuss the following questions in small groups:

- How often do you eat out?
- Where do you usually go when you eat out?
- How much do you usually pay when you eat out?
- What do you think about food from other countries? Give examples.



Eating out



Grammar Focus

To order food you can use these expressions:

- **I'd like** the (name of the dish/drink etc.), please.
Ex. **I'd like** the fried rice with shrimp, please.
- **Could I have** the
- **I'll / He'll / She'll have** the...
- **We'll share** the...
- For here.
- For takeaway, please. / To-go, please.



Vocabulary Practice

1) Use the following words to complete this conversation:

bill - bottle - dessert - drinks - fish and chips - hungry - menu - non smoker - order - table

Guest: A _____ for two, please.

Waiter: Smoker or _____?

Guest: Non-smoker, please.

Waiter: Here we go. Would you like to see the _____?

Guest: Yes, please. We are very _____.

(The guests look at the menu)

Waiter: Are you ready to _____?

Guest: We'd like _____, please.

Waiter: Would you like any _____?

Guest: An orange juice, a coke and a _____ of red wine.

(The guests have finished their meals)

Waiter: Would you like a _____?

Guest: No, thank you. Could we have the _____, please?

2) Match the words and places where we can have a snack or a drink:

1. Pizza Parlor
2. Steakhouse
3. Restaurant
4. Fast food restaurant
5. Pub
6. Sushi bar
7. Café



Listening Practice



1) Listen to the conversation in a café and underline the best answer to complete these sentences.

For his main course, Andi chooses a normal cheese burger / a double cheese burger / a burger with chips.

For dessert, Andi chooses ice cream / chocolate cake / banana cake

To drink, Andi chooses apple juice / fizzy water / still water



Additional Practice

Work in pairs. Create your own Menu. Add a short description of each dish. Practice pronunciation of vocabulary, as well as language structures used when ordering food and drinks in a restaurant.

Recent events

Contents/Functions

- Talk about recent events.

Learning Goals

- Describe situations that happened recently.



Grammar

- Present perfect tense (life experiences): affirmative, negative, interrogative and short answers:

- *I've just won the competition.*
- *Mike hasn't been to the school.*
- *Have you and your brother lost your dog?*

Vocabulary

- Adverb *just*, meaning *very recently*;
- Verbs to talk about recent events.

Schedule

Unit 04 - date of classes:

Unit 04 - activities & deadlines

Recent events



Watch this video and learn how to talk about recent events in the past.

When we talk about recent events in the past, we use this structure:

have / has + verb in the past participle + complement

Example: Joshua **has cut** his finger.



Situation 1:

You arrive home from the supermarket at 5 pm. Your sister calls you around 5.30 pm and asks what you are doing.

- I've just **arrived** home and I'm about to put away the groceries.

Situation 2:

The final game of a famous soccer tournament ended some minutes ago. Your local team won it. You can say:

- Genus **has** just **won** the South American Cup.



Situation 3:

You haven't seen your friend in a month and you are meeting with her for coffee to talk. Tell her some recent news about you and your family.

- I **have gotten** pregnant, and my sister **has** just **traveled** to Egypt to study archeology.



1) Now watch the video again, and write 7 things the members of the family have just done. Underline in your sentences the verb structure: HAVE / HAS + VERB IN THE PAST PARTICIPLE.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____

Recent events



2) What's the difference between the Present Perfect and the Simple Past? Look at the following sentences. Which events happened (or didn't happen) recently?

- Adrian had a car accident last month.
- Adrian has just had a car accident.
- Charlotte hasn't seen Titanic yet.
- Have you already cleaned the kitchen?

Simple Past

The simple past tells us that an action happened at a certain time in the past, and is not continuing anymore. In this case, you generally mention the point in time when it happened: yesterday, some minutes ago, last month, in 2011, etc.

Present Perfect

One of the uses of the Present Perfect is to describe recent events without a definite time. So, we use it to give 'new' information. A time expression may emphasize recentness, like "just", "already" and "yet".

Examples:

- **Have** you already **washed** the dishes, Cindy? / I **haven't done** it yet, mom.
- I **haven't seen** Carlos and Laura today. What about you? / I **have** already **seen** him but I **haven't seen** her yet.
- Oh, I've **hurt** my leg! / I'll take you to the hospital now.
- **Has** Molly **arrived** yet? / Not yet.
- I've **left** my dictionary at home. Can I borrow yours?

3) Describe the recent events below with a sentence. What has just been done?



4) "New" or "old" information? Mark the correct options to complete the following sentences:

1. Mary **has just arrived** / **just arrived** at the airport. I have to go and pick her up.
2. My cousin Sue is staying with me these days. She **has arrived** / **arrived** last Sunday.
3. Guess what? I've **got** / I **got** a new job!
4. **Have** you **heard** / **Did** you **hear** the news? Julia **has passed** / **passed** all her exams.
5. I'm not hungry. I've already **eaten** / I already **ate**.
6. Argentina **has won** / **won** the last World Cup.

Life Experience

Contents/Functions

- Talk about life experiences.

Learning Goals

- Describe and ask about life experiences.



Grammar

- Present perfect tense (life experiences): affirmative, negative, interrogative and short answers:

- *I've never won a competition.*
- *Andrew has never been to Paris.*
- *Have you ever traveled abroad?*

Vocabulary


- *How many times...?*
- *ever, never, already*

Schedule

Unit 05 - date of classes:

Unit 05 - activities & deadlines

Life Experience

 1) Watch this video about two people with a very large gap of 57 years between them, asking each other questions about life and growing up. Answer the questions below.

- a) If you could talk to a younger version of yourself, what would you say?
- b) What have been some of the happiest moments in your life? The saddest?
- c) What are the most important lessons you've learned in life?



Grammar Focus

We can use the present perfect to talk about experiences in our lives.

Use *have* or *has* and the third form (the past participle) of the verb.

- My brother **has met** his favorite singer.
- I've **been** to Indonesia.

For negatives, use *not* or *never*.

- They have **not** been to a concert.
- I've **never** seen an alien!

For questions, change the order of *have* or *has* and the person. We often use *ever* in questions.

- **Have** you seen the Big Ben? / Yes, I have.
- **Has** she ever climbed the Eiffel Tower? / No, she hasn't.



Listening Practice



2) Listen to this song and then write 5 sentences using the Present Perfect to talk about things you have never done. You can use the song as an example.

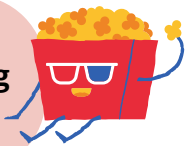
1. _____
2. _____
3. _____
4. _____
5. _____



Vocabulary Practice

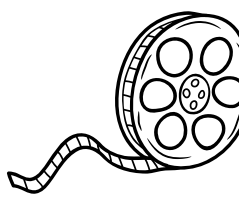
3) This is the first movie of your own life. Think about your life and your experiences. Write 3 things you have done until now and fill in the empty scenes. You can look at the table below for some ideas.

visit a foreign country - go to a concert - travel by bike - sleep outside
 travel by plane - be in love - make money - go bungee jumping - try scuba diving
 lose a cell phone - see more than 10 cities in a country - have a surgery



Things I've done so far.

Example: *I've visited a foreign country.*



UNIT 6

Illness and discomfort

Contents/Functions

- Explaining your symptoms and health complaint.

Learning Goals

- Go to a doctor's appointment and explain basic symptoms
- Identify parts of the body.



Grammar

- Verb: **have** with illnesses.
- Modal: would (offer - revised)
- Modal: should
- I feel.../ I am.../ I have...
- Collocations related to illnesses

Vocabulary

- parts of the body
- symptoms
- diseases
- medical specialties (surgery, pediatrics, neurology etc.)

Schedule

Unit 06 - date of classes:

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Unit 06 - activities & deadlines

Illness and discomfort

1) Read the health problems and solutions. What should they do? Practice in pairs.



She has a fever.
She should go to the hospital.



He has a headache.
He should take an aspirin.



She feels sick. She should drink some water and rest.



She has a sore throat. She should gargle with saltwater.



He has allergies.
He should take a medicine.



She has a toothache.
She should go to the dentist.



Vocabulary Practice

2) Do you agree with the suggestions above? Choose three health problems and give a different suggestion. Practice in pairs.



Grammar Focus

Asking about someone's health:

- What's wrong?
- How do you feel (today)?
- Are you okay?
- What's the matter?

Possible answers:

- I feel sick.
- I don't feel well.
- I have a... (health problem)
- I've got a... (health problem)

3) Look for the definitions of the health problems below:

- a. backache = _____
- b. cold = _____
- c. flu = _____
- d. rash = _____
- e. heartburn = _____
- f. (be) dizzy = _____



Conversation Practice

4) Now, in pairs, practice asking and answering about health problems using the vocabulary from this page.

Illness and discomfort



Additional Practice - act out

5) Read the dialogue below and practice with a partner. You can change the symptoms.



Doctor: Hello Sophia, what's wrong? What brings you here today?

Sophia: I have a fever, a runny nose and I am coughing a lot.

Doctor: When did the symptoms start?

Sophia: Last week, I guess.

Doctor: Okay. My diagnosis is that you have the flu.

Sophia: Do I need to get tested... a blood exam?

Doctor: No need for that. I'm prescribing some medicine for you. You take it every 6 hours for 3 days. If you don't get better, come back for a new appointment.

Sophia: Okay. I'll take the medicine. Thank you so much, Doctor. Good-bye.

Doctor: Bye. Have a good day!

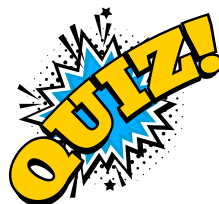


Listening Practice



6) Watch this video and pick the expressions used to:

Explain about health problems	Say the symptoms	Give recommendations



Let's play and review what you learned.



Health Problems

Vocabulary

Things to do

Contents/Functions

- Talking about your obligations.
- Talking about things you have/ want to do.



Learning Goals

- Use of *have* and infinitive of purpose to talk about things they have to do.
- Use of *must* to talk about obligations.

Grammar

- Verb: have to (obligation)
- Verb: have to (negative, meaning that sth is not required)
- Infinitive of purpose.
- Use of *too* and *either*
- *must*

Vocabulary

- chores.
- in order to

Schedule

Unit 07 - date of classes:

Unit 07 - activities & deadlines

Things to do



Next month, Elizabeth and some friends are going to throw a big farewell party to her friends Carl and Margaret who are moving to Indonesia. Pay attention to the list of things they have to do before the party and who is going to be in charge of each one:

We will miss you

Carl and Maggie's farewell party

- Robert: Send invitations
- Humphrey: Buy decoration itens
- Margot: Hire a band
- Paula: Hire catering service
- Elizabeth: Rent venue for 100 people

1) Now, in pairs, decide what other things they need to arrange for the party. Write them here with the person in charge of each one:

- _____
- _____
- _____
- _____



2) Now write three things Elizabeth and her friends have to do using the following structure: **HAVE / HAS TO + VERB**

- a) _____
- b) _____
- c) _____



Grammar Focus - *have/has to* and *must*.

We often use **have/has to** and **must** to talk about obligation, things that are necessary or to give advice about things that are a good idea to do.

- I **must go** now. / I **have to go** now.

We often use **must** for more personal opinions (or in formal writings) about what it is necessary to do; and **have to** for what somebody in authority has said it is necessary to do.

- Children **have to** go to school. *(it's a law)*
- In Brazil, you **have to** drive on the right. *(it's a law)*
- My husband **has to** wear a suit at work. *(it's a a company rule)*
- I **must go** to bed early to have a good night sleep. *(my opinion)*
- Passengers **must fasten** their seat belts. *(formal: a written rule)*

Things to do



PAY ATTENTION! The negative forms of **have to** and **must** have completely different meanings.

We often use the negative form of **have/has to** to say that **there is no obligation** to do something or **you are not required** to do it, especially when you don't want to. Examples:

- You **don't have to** stay here all day long.
- Jim **doesn't have to** pick me up at the bus station. I can take a taxi.
- My husband **doesn't have to** wear a uniform at work. He's the boss.

We use **must not (mustn't)** to talk about something that is prohibited, or not allowed.


- You **mustn't drink** and drive.
- In a non-smoking area you **mustn't smoke**, but in a smoking area you **don't have to** smoke but you can if you want to.

We use **should / shouldn't** to make suggestions and give advice:

- You should send your boss an email. It'll clarify everything.
- You shouldn't drive today. It's raining a lot. Take the train.



Vocabulary Practice

 1) Watch this video to learn vocabulary about household chores. Then talk to a partner about chores **you don't have to do** and chores **you think you must do**. Explain why.



you don't have to do

- _____
- _____
- _____
- _____

you must do

- _____
- _____
- _____
- _____

 2) What should you do in case of a natural disaster? Read the text in this link and write 4 tips. Use the verb "should" in your sentences.

- a) _____
- b) _____
- c) _____
- d) _____

Shopping for clothes

Contents/Functions

- Asking for trying clothes in a store.
- Talking about clothes size.
- Comparing outfits.
- Deciding which pieces they will take home.

Learning Goals

- Buy clothes by themselves.
- Ask to try clothes when they want to.
- Give their opinion about clothes in general.



Grammar

- Too + adjective
- Modal: can (requests) **Can I try this on?**
- Comparison of adjectives (revised)
- Modal: will (decision - revised)
- one/ones

Vocabulary

- clothes
- adjectives (appearance)
- prices (review)

Schedule

Unit 08 - date of classes:

Unit 08 - activities & deadlines

Shopping for clothes

*Shop' til you stop!**



For an estimated 6% of Americans with compulsive buying tendencies, the holiday season is a **tough** time of the year as attractive bargains **egg** people **on** to spend. It certainly brings up a lot of **unfulfilled longing** for some people - and that's one reason why they shop, as a salve for disappointment.

While the stereotypical compulsive shopper is traditionally a woman in her 30s, over Black Friday weekend, men **outspent** women \$484 to \$317, on average, according to the National Retail Federation. They also spent an average of \$200 online - twice as much as the average woman. But when does "retail therapy" cross the line into compulsive shopping? Experts say purchasing turns pathological when people continue to do it **even though** it causes massive credit card debt, **spoiled** relationships or work problems.



Compulsive buying disorder is generally considered an impulse-control problem, like **gambling**. Some sufferers describe feeling their hearts race, cheeks **flush** and abandoning all sense of caution when they're **stalking** favorite items. But the **thrill fades** fast and is often followed by remorse, and then more shopping to feel better again. Hiding bills and packages is often the next step.

Many compulsive shoppers also suffer from depression, anxiety or eating disorders. Compulsive shoppers themselves often have a sense of what drives them. Some suffer from low self-esteem and think the perfect dress or accessory will help overcome it.

**A reference to the expression "Shop till you drop", that means: To spend an exorbitant or unrestrained amount of time shopping and buying things.*

Source (adapted): <https://www.wsj.com/articles/SB10001424052970204903804577080261756886728>



Conversation Practice

- 1) Do you know any compulsive shoppers?
- 2) Does going shopping make you feel happy?
- 3) Have you ever bought anything compulsively online?



Vocabulary Practice

Match the clues to the words

- 1) The propensity to consume and keep consuming.
- 2) One who is extremely or excessively fond of shopping.
- 3) Steal goods from a store while pretending to be a customer.
- 4) Can be bought for less than the normal price.

() Shoplift

() Bargain

() Consumerism

() Shopaholic

Shopping for clothes



2) Watch this video to listen to a conversation in a shop. Who said this? Write (C) for the customer and (SA) for the shop assistant.

- | | |
|--|--|
| () What size do you need? | () Hi, excuse me again. Do you have this jumper in black? |
| () Can I pay by credit card? | () Yes, just a moment. |
| () Extra small, please. | () Hello, can I help you? |
| () Excuse me? Where are the changing rooms? | () I'm just looking, thanks! |
| () Would you like a bag for that? | () Yes, you can. Of course! |
| () Here you are. | () They're over there, behind you. |
| () It's £29.00 | () How much is this? |
| () Yes, please. | |

3) Complete the dialogue with the appropriate sentences.

SA : Can I help you?

C: Well, I'm looking for something for my sister.

SA :

C: I have no idea. A T-shirt, maybe.

SA : What color would you like?

C:

SA : What about purple? It is very fashionable at the moment.

C: Purple is fine.

SA :

C: She is not small but not particularly big.

SA: She must be medium. Well, we have this rather nice purple T-shirt.

C: Good.

SA: Are you sure you don't want to see any other ones?

C: No, that's great . How much is it?

SA: That's £30.

C:, please.

SA: Fine, just sign here, please.

C: Goodbye.

SA: Hold on a sec.

C: Oh yes.

SA: Sure, but she needs to keep the receipt. Have a nice day.



Instructions

Contents/Functions

- Instructions to follow a simple recipe;
- Instructions to survive natural disasters.
- Instructions to a job interview.

Learning Goals

- Give instructions: how to...;
- Understand immediate and urgent instructions of survival;
- Understand and give practical daily instructions.



Grammar

- Imperative positive and negative
- Adverbs of manner
- Phrasal verbs

Vocabulary

- general instructions related to cooking and job interview

Schedule

Unit 09 - date of classes:

Unit 09 - activities & deadlines

Instructions

 Watch this video about **How to Survive Natural Disasters**. Then, list a survival tips that can save your life in an emergency.

We live in a time when natural disasters occur more and more often and get more and more devastating. Many of us believe we should blame the human race for that. Whether it's true or not, we all want to know how to survive when those disasters happen.



Some rules are universal for most natural disasters. A national campaign called Ready was started in the United States to inform the population about how to get ready for and survive in different emergency situations. It recommends having a basic survival kit to provide you with the most important things just in case. Remember you will need to have enough food, water, and other supplies for at least 72 hours after the disaster.



“Other supplies” include a battery powered weather radio, flashlight, first aid kit, a whistle, a dust mask, personal sanitation items (such as moist towelettes), pliers, can opener for food, maps of your area and an emergency cell phone with backup batteries.

- Hurricane: _____
- Tornado: _____
- Tsunami: _____
- Flood: _____
- Avalanche: _____
- Wildfire: _____
- Earthquake: _____




Conversation Practice

1. How can you survive a natural disaster?
2. Where can you go for help?
3. What can you do to help?



Vocabulary Practice



 Click here to do an exercise about safety tips in case of flood.

Instructions



Grammar Focus

In English, we use the imperative to give orders, commands, and directions. Usually imperatives use a second person (singular/plural) subject. We usually find this structure in two forms, affirmative and negative.

Affirmative

Its structure, in the affirmative form, is:
Verb (infinitive without to) + ...

INFINITIVE	POSITIVE IMPERATIVE
To eat	Eat!
To dance	Dance!
To run	Run!
To sleep	Sleep!
To work	Work!

Negative

Its structure, in the negative form, is:
Don't + verb (infinitive without to) + ...

INFINITIVE	NEGATIVE IMPERATIVE
To eat	Don't eat!
To dance	Don't dance!
To run	Don't run!
To sleep	Don't sleep!
To work	Don't work!



Vocabulary Practice - Instructions

1) Click [here](#) to answer this worksheet about Instructions.



Additional Practice - act out

2) Without using words, how do you give these instructions in your language? Demonstrate to the class.

I can't hear. Speak up!

Come here.

Put it over there,

Write it down.

Don't make so much noise!

Go away.

Sit down.

Stop!

Come on! Sing more loudly!



Listening Practice

[HIPERLINK](#)

3) Listen to this [song](#), then write 5 sentences using the Imperative. You can use the song as an example.

1. _____
2. _____
3. _____
4. _____
5. _____



Let's play and review what you learned. Imperative Quiz.

Rules

Contents/Functions

- Explaining the rules of the place.
- Using *can* & *can't* to talk about things you are able to do or not.

Learning Goals

- Use *can* and *can't* to talk about rules.
- Use *must* and *mustn't* to talk about obligations.



Grammar

- Modals: *must*, *mustn't*, *can*, *can't*, *have to*, *don't have to*.

Vocabulary

- School rules
- Traffic rules

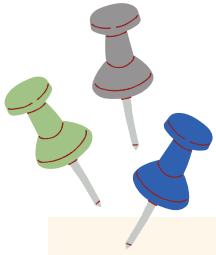
Schedule

Unit 10 - date of classes:

Unit 10 - activities & deadlines

Rules

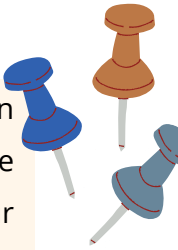
School rules



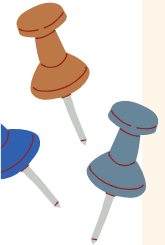
Hi! My Name is Michael, I'm sixteen years old and I live in London. There are many rules in my school! We mustn't listen to music, we mustn't run in the corridors, we mustn't eat chewing-gum in the school,... But we must wear a uniform. I hate the school uniform! Another rule that I don't like: we must do our homework! If we break the school rules, we have detention!



Hello! My Name is Annie, I'm sixteen years old and I live in Houston, Texas. We must follow a lot of rules in our school. We mustn't smoke in the school and we mustn't take our smartphones to school, but nobody follows that rule! We must arrive on time at school. If we are late, the headmaster calls our parents and we have detention! We must read a lot of books and do our homework.



Hi! My Name is Alex, I'm seventeen years old and I live in Paris. We must listen to our teachers in our school and we must be polite. We mustn't fight in the school and we mustn't swear! We mustn't be late in school and we mustn't sleep in class! We mustn't listen to music in the classroom or in the corridors, but we can listen to music in the playground.



1) Read the texts about the school rules and fill in the table.

Pupils

We must...

We mustn't...

Michael

Annie

Alex



Rules



Grammar Focus - Modals

We often use verbs with modal meanings to talk about permission and obligation. Look at these examples to see how **can**, **can't**, **must**, **mustn't** are used.

Can - We often use *can* to ask for and give permission.

Ex: Can I sit here? You can use my car if you like.

Can't - We use *can't* to talk about something that is against the rules, particularly when we didn't make the rules.

Ex: What does this sign say? Oh, we can't park here.

You can't take photos in the museum. They're really strict about it.

Must - *Must* expresses a strong obligation or necessity. It often shows us that the obligation comes from the speaker (or the authority that wrote the sentence).


Ex: I must phone my dad. It's his birthday today.

Mustn't - We use *must not* to talk about what is not permitted. It is common on public signs and notices informing people of rules and laws.

Ex: Visitors must not park in the staff car park. Baggage must not be left unattended.



Vocabulary Practice

 1) Click [here](#) to answer this worksheet about Modals.



Conversation Practice

1. What, exactly, are the rules?
2. Why do these rules exist?
3. What are the consequences of breaking the rules?



Listening Practice

2) Watch this [video](#) *10 Weird School Rules From Around The World*, then rank 1 to 5 from the weirdest to the least weird rule in your opinion.

1. _____
2. _____
3. _____
4. _____
5. _____

Feelings and emotions

Contents/Functions

- Talking about how you are feeling.
- Recognizing emotions.
- Describing your state of mind.

Learning Goals

- Talk about feelings and emotions.



Grammar

- Verbs: am/feel + adjective
- Time clause: If + present simple + simple future
- Passive voice (simple past):
I was comforted by my friend.
He was encouraged by his teachers.

Vocabulary

- feeling words
- emotions


Schedule

Unit 11 - date of classes:

Unit 11 - activities & deadlines

Feelings and emotions



 Watch this video to learn vocabulary about feelings and emotions. Then list 10 new words you would like to memorize and discuss them with a partner.

Read the dialogues below to learn how to talk about feelings and emotions:



Sean: Why the long face, man?

Erick: I'm getting sick of work, bro. I can't take my manager anymore. I spend hours fixing things and he belittles all my efforts. If he doesn't stop, I don't know what I'll do, man.

Sean: You may need to stand out against him and report his behavior to the HR department. Don't let him intimidate you.

Erick: I'm strongly dissatisfied. I just found out another guy got a promotion. He doesn't know how to do anything. He sits there and kisses the manager's butt all day long.

Sean: That sucks. But look on the bright side. Although that's a discouraging moment of your life, remember that at least you have a job during these days of deep economic crisis.

Erick: Yeah. I shouldn't stress about this anymore. I'll try to cheer up and see what I can do about it later.

Sean: Exactly. How about having some drinks tonight?

Erick: Now you're talking.



Vocabulary Practice

1) Match the words of the text to their meaning:

- | | |
|---------------------------------|---|
| a) to get sick of | () become more encouraged or happy |
| b) to belittle | () making you feel less confident or positive |
| c) to stand out against someone | () used to emphasize that something is good in a bad situation |
| d) to find out | () to get annoyed or disgusted |
| e) discouraging | () to denigrate or depreciate |
| f) at least | () strong or profound |
| g) deep | () to discover or perceive |
| h) cheer up | () to defy or challenge someone |

Feelings and emotions



2) Read the text and choose 5 things you could do in order to be a better person and why. Write them here:

.....



30 Things You Should Do Everyday To Be a Better Person



In pairs, discuss the reasons of your choices.

3) Discuss these questions in groups:

When are emotions a problem? / Is sadness always a bad feeling? / What makes you feel excited? / What can you do to calm down when you are nervous? / What causes stress?



Grammar Focus - Passive Voice in the Simple Past Tense

What can we say happened to the people in the two situations below?

- Julia. What's wrong? Why are you crying?
- Daniel just broke up with me.
- I can't believe it. When did this happen?
- Yesterday. He just told me he found someone else.
- What a jerk. He doesn't deserve you.

Julia was hurt by her boyfriend.

- I'm overjoyed! My husband threw me a surprise party yesterday.
- Wow, Claudia! That's amazing. Was that a special date?
- Our wedding anniversary. We've been married for 20 years.
- I'm so happy for you.

Claudia was surprised by her husband.

The passive voice in the simple past tense is formed by using 'was' or 'were' plus the **past participle of another verb**: *The waiter **was called** by the clients. / The babies **were kissed** by their parents. / The statues **were made** by my sister. / The horse **was bitten** by a snake.*

Exercise 1

Let's practice now!

Exercise 2

Biography

Contents/Functions

- Talking about someone's life using the past simple .
- Identifying a time in the past.
- Using time clauses correctly.

Learning Goals

- Talk about someone's life using past simple.
- Talk about people they admire.



Grammar

- Past simple (revised)
- Passive: to be born
- Preposition of time: ago, for, in + dates
- Time clauses: after, before + ...-ing.

Schedule

Unit 12 - date of classes:

Unit 12- activities & deadlines

Vocabulary

- verbs related to life experiences.
- Lifebook .

Biography



This is the story of Anne Frank, a Jewish victim of the Holocaust. She is very famous for keeping a diary of her experiences.



Source: [Holocaust Encyclopedia](#)

Author: United States Holocaust Memorial Museum, Washington, DC

Annelies Marie Frank was born on June 12, 1929, in Frankfurt am Main, Germany. Her parents were Otto and Edith Frank. For the first 5 years of her life, Anne lived with her parents and older sister, Margot, in an apartment on the outskirts of Frankfurt.

After the Nazis came to power in 1933, Otto Frank fled to Amsterdam in the Netherlands, where he had business connections. The rest of the Frank family soon followed, with Anne being the last of the family to arrive in February 1934 after staying with her grandparents in Aachen.

During the first half of July 1942, Anne and her family went into hiding. They were eventually joined by four other Jews as well. For two years, they lived in a secret apartment, that was located behind the business offices where Otto Frank had worked as company director.

Anne referred to the hiding place in her diary as the Secret Annex. Otto Frank's friends and colleagues had helped to prepare the hiding place and smuggled food and clothing to the Franks at great risk to their own lives. While in hiding, Anne kept a diary in which she recorded her fears, hopes, and experiences.

On August 4, 1944, the German SS and police discovered the hiding place. The Gestapo sent the family to Westerbork transit camp on August 8. One month later, on September 3, 1944, SS and police authorities placed the Franks and the four others hiding with them on a train transport to Auschwitz-Birkenau in German-occupied Poland. Anne and her sister, Margot were transferred to the Bergen-Belsen concentration camp in northern Germany in early November 1944.

Anne Frank died in February or March 1945, shortly before British troops liberated Bergen-Belsen on April 15, 1945. Anne Frank died at the age of 15. Margot Frank died at the age of 19, also in February or March 1945. Both Margot and Anne died of typhus. Anne's parents were also selected by SS officials for labor. Anne's mother, Edith died in Auschwitz in early January 1945. Only Anne's father, Otto, survived the war. He was liberated from Auschwitz by Soviet forces on January 27, 1945.

Source: [Holocaust Encyclopedia](#)

Otto was presented later with Anne's writings, which were preserved by Miep Gies, one of the Dutch citizens who had hidden the Franks. Otto Frank was integral to getting his daughter's diary published. The Diary of Anne Frank is the first, and sometimes only, exposure many people have to the history of the Holocaust. Anne Frank's writings also included short stories, fairy tales, and essays.

The Nazis wanted to 'improve' the genetic make-up of the population and so persecuted people they deemed to be disabled, either mentally or physically, as well as gay people. Political opponents, primarily communists, traded unionists and social democrats, as well as those whose religious beliefs conflicted with Nazi ideology, such as Jehovah's Witnesses, were also targeted for persecution. Hundreds of thousands of lives were destroyed because of Nazi persecution, and many groups did not receive acknowledgment of their suffering until years after 1945.



Complete the following sentences about the text with verbs that make sense:

- Before _____ to a concentration camp, Anne Frank _____ her memories in a diary.
- After _____ the Franks in the hiding place, the Nazis _____ them to a concentration camp.
- After _____ liberated in 1945, Otto was _____ with Anne's writings.



Conversation Practice

1) In pairs, answer the following questions:

- When was Anne Frank born?
- When and where were you born?
- Why were the Franks persecuted?
- What other groups were targeted by the Nazi? Why?
- How long were Anne and her family hidden in the apartment?
- Where were they sent after that?
- Do you know anyone who was sent to prison?
- What was recorded in Anne Frank's diary?
- What did Otto Frank's friends and colleagues do to help them?
- How old were Anne Frank and Margot when they died?
- What did they die of?
- Who was the only survivor?
- Have you read Anne Frank's diary?

2) In pairs, use some of the following topics to talk about yourself:

Travel: Places you have been to and what you like to do in your trips / Places you want to visit in the future and why;

Food: New food that you have tried or highly recommended cuisine or restaurants; if you cook, what do you like to cook and eat;

Music: Your favorite kind of music, your favorite singers and bands;

Hobbies: You may not have similar hobbies or interests, but you may be able to share some of your own experiences;

Places you have lived: There is bound to be some interesting stories if you have lived in different places;

Quality of life: What things you consider essential to have quality of life;

Work and career: Talk about your job and work experiences and if you plan on doing something different in the future.

 **3) Watch this video about Malala and answer the following questions:**

- When and where was Malala born?
- What happened to her home when she was 10 years old?
- How were women treated under the Taliban?
- Why did she win the Nobel Peace Prize in 2014?



Appendix



Comparison (1)

Appendix 01 – unit 01

Listening Practice

Transcript of the dialogue in Unit 1 - dialogue between two friends deciding what to buy:

Megan: Sue, which necklace do you think is longer? I want it to match my black dress for the party tonight.

Susan: The one with blue gemstones, Meg. I'd take it if I were you. It's so beautiful.

Megan: And it's cheaper. Wow! Look at the price, only U\$ 50.0.

Susan: I wonder if I should wear the longer or the shorter red dress. What do you think?

Megan: The longer one is so beautiful on you, and it'll fit better the party dress code.

Susan: Are you sure?

Megan: Definetely. You'll look even taller in it.



Vocabulary - Reading comprehension

The Desert

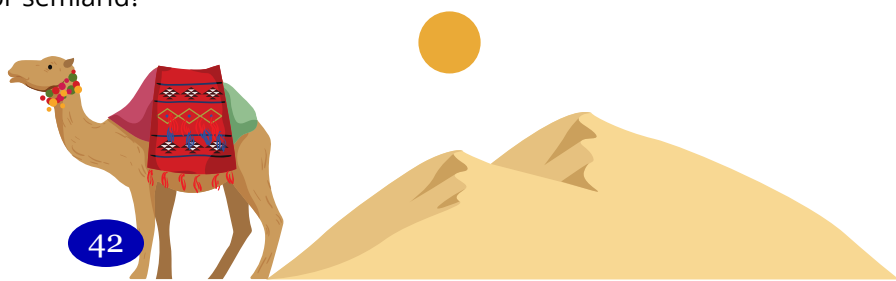
A desert is a barren area of landscape where little precipitation occurs and, consequently, living conditions are hostile for plant and animal life. The lack of vegetation exposes the unprotected surface of the ground to denudation. Many deserts have extreme heat and lots of sand. They are extremely dry.

About one-third of the land surface of the Earth is arid or semi-arid. This includes much of the polar regions, where little precipitation occurs, and which are sometimes called polar deserts or "cold deserts". There are four types of deserts: subtropical deserts are hot and dry year-round; coastal deserts have cool winters and warm summers; cold winter deserts have long, dry summers and low rainfall in the winter; polar deserts are cold year-round.

The largest subtropical desert is the Sahara in Africa. The temperature in the Sahara can rise up to 50°C but at night it can go below zero. Did you know that the Antarctic is also the biggest desert in the world? The Antarctic and the Arctic are the two largest polar deserts on Earth.

Although the Sahara is very hot, it is home to many animals like camels, foxes, spiders, elephants and lions, and plants such as cacti and wildflowers. The desert is a beautiful place, but heat, severe sunburns and insects' bites can be dangerous so people need to be prepared.

1. According to the text, what is the biggest desert on Earth?
2. How many types of deserts are there? What are they?
3. Why is the Sahara considered a subtropical desert?
4. How much of the land's surface is arid or semiarid?



Comparison (1)

Appendix 01 – unit 01



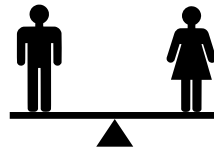
Grammar Focus



Comparative of inferiority

It happens when one thing is compared to another in a position of inferiority. Check the examples:

- My hat was **less expensive than** yours.
- These evaluation criteria are **less complex than** the ones we used yesterday.
- A Poodle is **less smart than** a Border Collie.
- This city is **less humid than** London.



Comparative of equality

We use it to establish a relation of equality (in amount, size, or intensity). Examples:

- My hat is **as expensive as** yours.
- These evaluation criteria are **as complex as** the ones we used yesterday.
- A Poodle is **as smart as** a Border Collie.
- This city is **as humid as** London.



Vocabulary - Comparing

1) Create one sentence using the comparative or the superlative with the adjectives below:

INTERESTED

USEFUL

HAPPY

GOOD

ENJOYABLE

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Now create one sentence using the comparative of inferiority for each of the adjectives above.

Comparison (1)

Appendix 01 - unit 01



Additional Practice - Comparative and superlative



Exercise 1



Exercise 2



Conversation Practice

1 - Imagine you're going on vacation with a friend. You haven't decided what cities you're visiting. Give opinions about the following cities comparing them with adjectives and decide which one(s) you are going to visit.



London



Sydney



New York

2 - You and your friend own a cooking school in Melbourne. You need three new cooking teachers for different kinds of students. The first group of students are 5- to 10-year-old children. The second group is of 14- to 17-year old teenagers. And the last group is composed of mixed ages, from teenagers to adults. Discuss with a friend and decide the right teacher for each group.



João Silva

- 32 years old

- Owned a Brazilian food restaurant in China
- Has experience with creating vegetable gardens to help people produce their own food
- 10 years of cooking experience
- active, creative, patient, mature, adaptable



Linda Depp

- 41 years old

- Taught children how to read and write for 5 years
- Has a web page to teach easy vegan food recipes
- 20 years of cooking experience
- patient, multitask, happy, passionate, creative



Michele Miller

- 26 years old

- Is a cartoonist
- Creates food videos to the food industry
- Worked in a café in Paris
- 7 years of cooking experience
- active, creative, charismatic, dynamic, communicative

Comparison (2)

Appendix 02 - unit 02



Grammar Focus

1) Practice comparative and superlative adjectives answering this exercise.

Click [here](#).



Conversation Practice

2) Look at the food below and compare them according to the information given.

*Ex: The ice cream is more delicious than the hot dog.
The carrot is the least caloric food.*

Banana



Weight: 100 grams
Length: 20 cm
Calories: 89
Delicious: 6/10

Ice cream



Weight: 160 grams
Length: 22 cm
Calories: 196
Delicious: 8/10

Carrot



Weight: 61 grams
Length: 17 cm
Calories: 25
Delicious: 5/10

A carton of milk



Weight: 500 grams
Length: 25 cm
Calories: 206
Delicious: 7/10

Hot dog



Weight: 88 grams
Length: 15 cm
Calories: 172
Delicious: 6/10

Fish



Weight: 200 grams
Length: 25 cm
Calories: 180
Delicious: 8/10

Nuts



Weight: 30 grams
Length: 3 cm
Calories: 180
Delicious: 4/10

Yogurt



Weight: 89 grams
Length: 7 cm
Calories: 180
Delicious: 2/10

Eating out

Appendix 03 - unit 03



Vocabulary - Reading comprehension



5 Restaurant facts that'll surprise you!

Restaurants are a pivotal part of many people's lives. Yet, how much do we really know about restaurants, and what interesting morsels have we yet to glean? Below are 5 fascinating and unexpected facts that might just spice up your knowledge about the restaurant industry.

1. Restaurant is actually a French word. Yep! Even if you're not a fan of French cuisine, we have France to thank for the word 'restaurant'. Initially, a restaurant was the name given to a type of hearty Bouillion soup that French taverns served to people to bolster spirits and treat ailments.

2. Almost 40% of Americans have worked at a restaurant at some point in their lives - even if that stint was just a part-time job.

3. The world's biggest restaurant is located in Syria and is called Bamwabet Dimashq Restaurant. This mammoth eatery has a staggering 6,014 available seats.

4. The most expensive burger in the world comes in at a whopping 5,000 USD. The Fleur de Lys is served exclusively at the Mandalay Bay Hotel in Las Vegas.

5. Restaurant review sites (27.7%) and a restaurant's website (27%), are the most important places consumers turn when deciding on whether to visit a new restaurant.



1. Where does the word *restaurant* come from?
2. Where is located the world's biggest restaurant?
3. How much is the most expensive burger in the world?
4. What was the most expensive restaurant you have visited?

Eating out

Appendix 03 - unit 03



Vocabulary - Useful expressions involving eating out

Booking a table

1. I booked a table for two for...(7 pm)
2. It's under the name of...
3. A table for two please
4. May we sit at this table?



Ordering food and drinks

1. What's ...exactly?
2. Is this served with...(salad)?
3. Does this have any...(Seafood) in it?
4. What do you recommend?
5. I'll have...
6. I'd like...
7. Can I have...
8. We'd like to order...
9. Could you bring us the salt/ pepper/ vinegar, please?
10. I'll have the soup as a starter.
11. I'll have the steak for the main course.
12. I'll have it rare/ medium rare/ medium/ well done, please.



Ordering / Asking about the menu

1. Could you bring us the menu, please?
2. The menu, please.
3. What's on the menu?
4. Do you have a set menu?



Getting the bill

1. Could I have the bill, please?
2. Can we have the bill please?
3. Could we get the bill?
4. Could we pay please?

Paying at a restaurant

1. Could I have the check, please?
2. Can I have the check, please?
3. We'll take the check.
4. Do you accept credit cards?
5. Can we have separate checks?
6. We're going to split the bill.



Listening Practice



Click [here](#) to listen to some dialogues at the restaurant. Then choose one to practice with a partner.

Recent events

Appendix 04 - unit 04



Grammar Focus

Present perfect simple with **just**, **already** and **yet**.

I've already visited three universities.

She's just won the match.

I haven't made a decision yet.

'Have you seen that new film yet?' 'Yes, I have. / No, I haven't.'

We can use the present perfect affirmative with **just** or **already**:

Affirmative				
Subject	auxiliary	just / already	past participle	
I	have	already just	bought	the ticket.
He	has		gone	away.
They	have		gotten	married.

We usually use short forms (I've, You've, He's, etc.) when we are speaking and in informal writing.

We can use the present perfect negative with **yet**:

Negative				
Subject	auxiliary	past participle		
You	haven't	made	the cake	yet.
She	hasn't	traveled	to Huntsville	
We	haven't	found	true love	

We can form present perfect questions with **yet**:

Interrogative				
Auxiliary	subject	past participle		
Have	you	seen	that film	yet?
Have	they	made	a decision	
Have	we	arrived	at the meeting place	

Recent events

Appendix 04 - unit 04



Additional Practice

1) Complete the following sentences using *already*, *yet* or *just*.

1. Has Carl finished his studies _____ ?
2. My father has _____ traveled to Chile, but he hasn't been to Peru _____.
3. Jordan has _____ arrived from Russia. I saw him some hours ago while I was going to the gym.
4. Have you taken a shower _____ ?
5. Mike can't go to Finland next month. He has _____ bought tickets to Canada.
6. Have you seen the new Top Gun film _____ ?
7. The class will start in 5 minutes but the teacher hasn't arrived _____ .
8. Congratulations! You have _____ given birth to a beautiful boy.

2) Put the verbs in brackets in the correct form of the Present Perfect or Simple Past:

1. The film we _____ (see) at the cinema last night was awful.
2. It _____ (not/rain) so far this week.
3. I _____ (graduate) from university in 2001.
4. Martin _____ (not/earn) much money last year.
5. Daniel's English _____ (improve) a lot since last month.
6. I _____ (learn) Spanish about 10 years ago, but I _____ (forget) most of it.
7. I _____ (send) you an email last night. _____ (you/read) it yet?
8. Help! Somebody _____ (steal) my mobile.
9. I _____ (never/go) to Brazil, but I _____ (go) to Peru last year on holiday.
10. _____ (you/see) my new iphone? I _____ (buy) it yesterday.

Life Experience

Appendix 05 - unit 05

Irregular Verbs

Base form	Past tense	Past participle
<u>be</u>	was/were	been
<u>begin</u>	began	begun
<u>break</u>	broke	broken
<u>bring</u>	brought	brought
<u>buy</u>	bought	bought
<u>build</u>	built	built
<u>choose</u>	chose	chosen
<u>come</u>	came	come
<u>cost</u>	cost	cost
<u>cut</u>	cut	cut
<u>do</u>	did	done
<u>draw</u>	drew	drawn
<u>drive</u>	drove	driven
<u>eat</u>	ate	eaten
<u>feel</u>	felt	felt
<u>find</u>	found	found
<u>get</u>	got	got
<u>give</u>	gave	given
<u>go</u>	went	gone
<u>have</u>	had	had
<u>hear</u>	heard	heard
<u>hold</u>	held	held
<u>keep</u>	kept	kept
<u>know</u>	knew	known
<u>leave</u>	left	left
<u>lead</u>	led	led

Base form	Past tense	Past participle
<u>let</u>	let	let
<u>lie</u>	lay	lain
<u>lose</u>	lost	lost
<u>make</u>	made	made
<u>mean</u>	meant	meant
<u>meet</u>	met	met
<u>pay</u>	paid	paid
<u>put</u>	put	put
<u>run</u>	ran	run
<u>say</u>	said	said
<u>see</u>	saw	seen
<u>sell</u>	sold	sold
<u>send</u>	sent	sent
<u>set</u>	set	set
<u>sit</u>	sat	sat
<u>speak</u>	spoke	spoken
<u>spend</u>	spent	spent
<u>stand</u>	stood	stood
<u>take</u>	took	taken
<u>teach</u>	taught	taught
<u>tell</u>	told	told
<u>think</u>	thought	thought
<u>understand</u>	understood	understood
<u>wear</u>	wore	worn
<u>win</u>	won	won
<u>write</u>	wrote	written



Take this tip to learn new verbs:

We remember what is relevant to us. So use the new verbs in sentences that are related to your reality. Use the dictionary to conjugate the verbs correctly. Write the sentences and read them aloud.

Life Experience

Appendix 05 - unit 05

Grammar Focus

1) Complete the sentences using the Present Perfect and the verbs in brackets. Make positive and negative sentences according to your own experiences. Make positive sentences if you have had the experience mentioned, negative if you haven't.

a) I _____ (stay) up all night.



b) I _____ (go) on a rollercoaster.



c) I _____ (sing) in a karaoke bar.




d) I _____ (travel) abroad.



e) I _____ (climb) up a mountain.

Listening Practice

 2) Present perfect and past simple are often used in conversations about life experiences. Watch three friends catching up with each other, and pay attention to how they use these tenses!

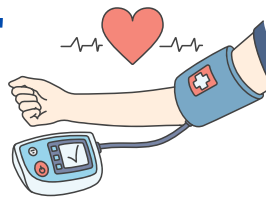


Illness and Discomfort

Appendix 06 - unit 06



Vocabulary - Useful expressions "How to talk about health problems"



Making an appointment

'Good morning. I'd like to make an appointment to see the doctor today.'

'The doctor is busy this morning, but he is free this afternoon. Is 2 o'clock OK?'

Diagnosis

After telling the doctor your symptoms, he will tell you the name of your problem. A diagnosis is when a doctor tells you the medical name of your problem.

For example, you tell your doctor your symptoms: 'I have a fever, a runny nose and I have been sneezing.' Your doctor says: 'My diagnosis is that you have the flu.'

Symptoms

When you see the doctor he (or she) might ask you 'What's wrong?' or 'What's the problem?' A more specialised question is 'What are your symptoms?'

Explaining your problem

Look at these two ways we can use to talk about our health problems:

I have + noun

'I have a bad back'

'I have a sore throat.'

'I have a fever.'

I feel + adjective

'I feel dizzy.'

'I feel under the weather.'

'I feel rundown.'



Vocabulary - Medical specialists and what they do.

1) Match the medical specialists to what they do:

A. Allergist B. Anesthesiologist C. Cardiologist D. Dentist E. Dermatologist
F. Gynecologist G. Midwife H. Neurologist I. Oncologist J. Ophthalmologist
K. Pediatrician L. Physical Therapists M. Psychiatrist N. Radiologist

1. () heart specialist
2. () specializes in imaging tests (x-ray, etc)
3. () treats babies and children
4. () deals with eye diseases
5. () brain specialists
6. () helps restore body's movement
7. () mental health specialist
8. () tumor specialist
9. () helps women deliver babies
10. () treats skin diseases
11. () specializes in women's needs
12. () tooth specialist
13. () treats food and environmental allergies
14. () provides pain prevention during surgery



Illness and Discomfort

Appendix 06 - unit 06



Vocabulary - Parts of the Body.



Additional Practice

2) Imagine you have a really serious problem at work that causes you to have health problems. Would you quit your job and get a less paid, stressful job or would you keep the job anyway? Justify.

.....

.....

.....

.....

.....



Things to do

Appendix 07 - unit 07



Grammar Focus - Review "have to" and "must"



I **must use** this hair treatment oil every day.

I **don't have to use** a hair treatment oil every day. But I **must apply** a leave-in every night.



Link the phrases to the correct verbs and write the whole sentences:

have to

not have to

must

mustn't

- a) be 18 to drive in Brazil: _____
- b) always arrive at the airport early: _____
- c) drink and drive in Brazil: _____
- d) smoke inside a hospital: _____
- e) always get a lot of sleep before driving long hours:

- f) take an aspirin if you have a cold: _____
- g) cook your own food to be fit: _____
- h) get a driver's license to drive a car: _____
- i) be respectful to your parents: _____
- j) pay attention at school: _____



Vocabulary Practice



This link shows ideas to your **Bucket List: "101 Things to Do Before You Die"**. Choose the top 5 things you think you still **have to do** in your life. Explain why. Talk to a partner about them.



Things to do

Appendix 07 - unit 07



Grammar Focus - Expressing purpose

These structures express **purpose** and answer the question **why something is done**.

To / In order to

Examples:

I'm going to Ireland **to** visit my family. / I'm going to Ireland **in order to** visit my family.

I went to the post office **to** buy some stamps. / I went to the post office **in order to** buy some stamps.

In order not to miss your bus, you should go now.

So that - It is normally followed by modal such as *can* or *will*.

Examples:

I am saving money **so that** I can buy a new car.

I left mom a note **so that** she will remember about the dinner tonight.

Dad opened the gate **so that** the dogs could come in.

1) Complete the sentences to express purpose:

a) I'm studying very hard at the moment _____ pass my exams next month.

b) I bought a dictionary _____ help with my vocabulary.

c) I went to bed early _____ I wouldn't be tired in the morning.

d) I have to get up early. I set the alarm for five o'clock _____ oversleep.

e) I waited for an hour _____ I could meet her.

f) Some people do not eat before exercises _____ feel nauseated.

g) Do exercise regularly _____ have excellent health and well-being.

2) Complete the following sentences saying the purpose (reason) of each action:

a) I invited my friends to my house _____

b) They planted the tree _____

c) I use my tablet _____

d) Carol usually goes to the park _____

e) We cleaned the house _____

f) I made my CV _____

g) The boys jumped into the lake _____

h) I left the meeting _____



Additional Practice

Infinitive of purpose



Do this **exercise** to practice some more how to talk about actions and their purposes.

Shopping for clothes

Appendix 08 – unit 08



Vocabulary Practice

1) Match the antonyms or opposites:

- | | |
|------------------|---------------------------|
| a) Baggy | () Formal |
| b) Old-fashioned | () Tight |
| c) To try on | () Of the latest fashion |
| d) Trainers | () To get undressed |
| e) Striped | () High heeled shoes |
| g) Cheap | () Checked |
| h) Casual | () Expensive |



2) Use the words from exercise 1 to complete the sentences:

- You'd better try on a larger size, these jeans are too t.....
- My grandparents used to wear o.....-f.....clothes.
- I'll have an interview so I need to buy a f..... outfit.
- My sister Kate prefers e..... clothes to ch..... ones.
- You can buy t..... at the foot wear department.
- This boutique sells c..... dresses.
- My new trousers are slightly b.....
- Tartan is a c..... cloth made in Scotland.
- This T-shirt is o.....
- I never t..... clothes because I don't like it.
- My friend Melissa likes s..... t-shirts.
- My feet hurts when I need to wear h.....
- I g..... before I take a bath.



Vocabulary - Buying Clothes - Vocabulary To Use

- too tight – too small
- to change your mind – to reverse your previous decision/opinion
- to exchange – to take an item back to a shop and change it for another or different item that you prefer
- to fit – to get something to suit you
- sold out – the item you require or need is not available as the shop has sold all of the items and has none left
- to have an item in stock – the shop you visit has a supply of the goods you want
- to try something on – to wear something to try if it fits
- to suit – when a size or colour or style of clothing looks well on a person you can say it suits you
- changing (fitting) room – the room where you try on clothes
- I'll take this one – I want to buy this one



Shopping for clothes

Appendix 08 - unit 08



Conversation Practice

3) In pairs look at the pictures and say what is wrong with the clothes. Then, make comparative sentences.

Ex: 1. The pants are too short.

In picture 2 the jeans are larger than the jeans in picture 3.



Grammar Focus - Will for decisions

We use **will** for immediate intentions and decisions. We usually use **I'll** after I think:

- I don't think **I'll** take this blue dress. Do you have a longer one?
- What size are you looking for? / **I'll** try the large pants and the extra large shirt.
- Did you like the black suit? / I think **I'll** leave it. I really wanted a dark blue one.



Conversation Practice



Watch this video to see how to describe clothing problems. Take notes of the expressions and vocabulary used. Write 3 sentences describing similar problems you had buying clothes.

Example: I bought beautiful black overalls but later I realized they were too tight.



Grammar Focus - One/Ones

We use **one** (singular) and **ones** (plural):

- After an adjective:

Ex: See those two girls? Helen is the tall one and Jane is the short one.

Which is your tie, the red one or the blue one?

My trousers are torn. I need some new ones.

- after "the":

See those two girls? Helen is the one on the left.

Let's look at the photographs - the ones you took in Paris.

- After "which" in questions:

You can borrow a t-shirt. Which one do you want?

Which ones are yours?

Instructions

Appendix 09 - unit 09



Vocabulary - Reading comprehension

Making the wrong impression

Job interviews are never easy but some people make the most obvious mistakes. Some arrive late. Others don't prepare what they are going to say. And many don't even show any interest in the job.

There are lots of funny stories about job interviews. According to one company, one person went into the interview wearing motorcycle clothes - including a crash helmet! Another listened to a personal stereo the whole time. A third suggested an arm wrestling competition with the interviewer, while another just fell asleep and snored!



- 1) Have you ever been to an interview? What was it for?
- 2) What do people often do wrong in interviews?



Grammar Focus - Adverbs of manner

An **adverb of manner** modifies or changes a sentence to tell us how something happens. They're usually placed after the main verb or after the object.

Regular

slow - slowly
careful - carefully
gentle - gently
happy - happily
rude - rudely
clear - clearly

Irregular

good - well
fast - fast
early - early
late - late
hard - hard
high - high

Examples:

- My mom drives very carefully.
- The man spoke rudely to his son.
- I can see clearly now.
- Jean always arrives early at the office.
- Athletes work hard to win a competition.
- An eagle flies high to have the best view.



Vocabulary Practice

Complete the instructions to go to an interview in Britain. Use the correct adjectives and adverbs.

clearly - punctually - confident - smartly - nervous - carefully - comfortably - early - firmly - fast - briefly

- 1) Dress but if you're a woman, don't wear too much make up or jewellery.
- 2) Check the time of the interview and arrive Remember, it's better to be.....than late.
- 3) When you are introduced, shake hands
- 4) Look cheerful and.....- even if you aren't feeling it!
- 5) Answer questions but honestly.
- 6) Speak and try not to speak too even if you're
- 7) Listen and with interest when the interviewer talks about job.



Instructions

YOU CAN DO IT!

Appendix 09 - unit 09



Conversation Practice

Answer and compare your opinions with your partner.

- Do you disagree with any of these instructions from the previous exercise?
- Is it the same in your country? If not, how is it different?



Grammar Focus - Phrasal verbs

Phrasal verbs are all used as simple, two-word phrases for giving instructions or orders. In other words, a single phrasal verb can make a whole sentence! Watch this [video](#) to learn some useful examples. Then, answer this [exercise](#).



Vocabulary Practice

1) Complete the recipe using the words in the box. Each word can only be used once.

buy cut dry eat find go open put say take wash

Learn how to make cheese and onion sandwich!

1 to the supermarket. 2 some bread, some cheese and an onion. 3 your hands with soap. Then 4 them. 5 the fridge. 6 out the butter. 7 a plate. 8 the cheese and the onion into small pieces. 9 the cheese and the onions and the butter on the bread. 10 the sandwich and 11 'Mmm, that was nice!'



Instructions



2) Choose the right imperatives to complete the sentences.

1. Wash the dishes and then (cook /eat / dry) them.
2. Go to the grocer's and (drive / buy /telephone) some sugar.
3. Buy a newspaper and (sing to / dance with / read) it.
4. Put the potatoes into the water and (fry / throw / cook) them for 20 minutes.
5. Go to the kitchen and (make / throw / study) a cup of tea.
6. Find your keys and (play / break / open) the door.
7. Go home and (think / play /watch) television.
8. Find a new house and (drop / cook / buy) it.

3) Now it's your turn to write some instructions on how to do something. Choose one of the topics below and write simple but detailed instructions about it.

fry an egg

go to the supermarket from your place

plan a short trip

play a game



Additional Practice

How to....? Check the links provided here and learn how to do a number of things in English.

[!\[\]\(d6ac915d1580ead600d2b759bc48cf4f_img.jpg\) How to Change a Flat Tire: 15-Step Emergency Guide](#)

[!\[\]\(8c4ff17eef896f7ebb0c813ef35ca79c_img.jpg\) 10 Tips on How to Study Effectively](#)

[!\[\]\(8efcfe9773759158674d30da3cf55b48_img.jpg\) How to Wrap a Present Perfectly Every Time](#)

[!\[\]\(dcfa1c225a7a1dce0ac72a59f798fdcc_img.jpg\) How to Describe a Color to a Blind Person](#)

[!\[\]\(7bc7d0b21fb75edca085762d3c2705d2_img.jpg\) How to Sew a Button by Hand](#)

[!\[\]\(606a2135522c6c8720259a5c82bda9b6_img.jpg\) How to Pack a Lunch Box](#)

[!\[\]\(67fb63776d438c62c5c1a283efb84957_img.jpg\) How to Make Sushi Rice - The Quickest and EASY Sushi Rice!](#)

Rules

Appendix 10 – unit 10



Vocabulary Practice

SCHOOL/WORK RULES

1) List two things that you have to do and two things that you mustn't do at school/work.

You.....

.....

You.....

.....

What happens if you break these rules?

.....

.....

TRAFFIC RULES

2) List two things that you have to do and two things that you mustn't do when you're driving a car or riding a motorbike.

You.....

.....

You

.....

What happens if you break these rules?

.....

.....



Additional Practice

3) Try to guess the meanings of words given below

1. You can attend a cycling education programme to get a **biking licence**.

2. To stop the car, you use the **brakes**.

3. There is a **crosswalk** for **pedestrians** to cross the street.

4. The motorcycle rider must wear a **helmet**.

5. You must **obey** the **traffic rules**.

6. This is not a **safe** place to walk at night.

7. You can wear **bright** clothes if you walk outside at night.

8. You must **slow down** not to **exceed the speed limit**.

9. When she parked in the no parking area, she received a **ticket**.

10. You mustn't go through a **red light**.



Rules

Appendix 10 – unit 10



Vocabulary Practice

4) Use the sentences from the box to name the signs and then write sentences using *must*/*mustn't* following the example.

1. Don't smoke
2. Be quiet in class
3. Use a crosswalk
4. Don't use cellphone
5. Don't drink and drive
6. Don't go straight
7. Don't turn right
8. Don't turn left



a) Don't turn right.



b)



c)



d)



e)



f)



g)

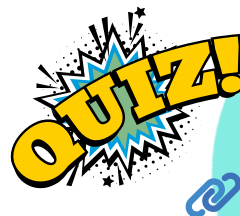


h)

Sentences:

1. You *mustn't* turn right.

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



Let's play and review what you learned about Rules.

Feelings and Emotions

Appendix 11 - unit 11



Grammar Focus - First Conditional

The First Conditional is about **possible events** in the future. We don't know if it will happen, but it's possible. It could come true.

If the rain stops, she'll go out.

If you learn this, we'll play a game.

If you don't study harder, you won't pass your exam.

Formation

if + simple present + simple future

The condition is expressed in the simple present tense:

If you **don't save** money...

The consequence is expressed in the simple future tense:

...you **won't buy** a new car.

Let's practice. Complete the sentences with the first conditional:

- 1) If you _____ (leave) now, you _____ (miss) the train.
- 2) Peter _____ (pass) his exams if he _____ (work) hard.
- 3) If it _____ (rain) tomorrow, we _____ (go) to the cinema.
- 4) The teacher _____ (be) angry if you _____ (arrive) late again tomorrow.
- 5) I _____ (tell) her the news if I _____ (see) her next week.
- 6) I _____ (have) some takeaway this evening if I _____ (finish) work late.
- 7) If you _____ (practice) more, you _____ (improve).
- 8) If we _____ (catch) the bus, we _____ (be) late.

Feelings and Emotions

Appendix 11 - unit 11



Additional Practice

Discuss with a partner. How do you feel when you:

Talk about it!

- 1) don't have a nice night sleep?
- 2) you hurt someone unintentionally?
- 3) don't have enough time to have your lunch?
- 4) watch a horror film?
- 5) see a big poisonous snake in front of you?
- 6) say goodbye to someone you love?




Vocabulary Practice

Check the meaning of these adjectives to help you describe feelings. Then tell a partner the 5 most common ones you feel and why:

bored	nervous
depressed	cheerful
frightened	comfortable
irritated	tired
annoyed	exhausted
happy	shy
joyful	optimistic
angry	pessimistic
excited	proud
sad	weak
confident	active
reserved	sentimental
nostalgic	hopeful

This page has bedtime stories to children. Learn stories and vocabulary related to feelings and emotions contextualized in stories that help children deal with different kinds of situations. Click

 [here](#) to access the page:



Feelings and Emotions
Thembeke hates being cold. She wants it to be summer again. Or does she?
Bedtime Stories

Feelings and Emotions

Appendix 11 - unit 11

Let's play a game now. Each of you is going to mime one of these feelings and your colleagues have to guess it.



sad



happy



angry



excited



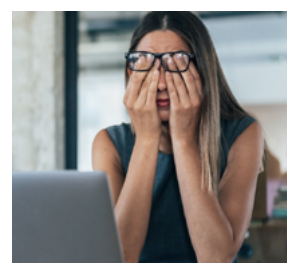
afraid



shy



guilty



tired



bored



jealous



embarrassed



surprised



proud



hopeful

Biography

Appendix 12 – unit 12



Grammar Focus - before / after + -ing

When 'after' or 'before' is followed by a verb, that verb can be in the '-ing' form, or be a conjugated verb with a subject.

After arriving at the hotel, Mr. Lee went straight to the reception desk.

or

After Mr. Lee arrived at the hotel, he went straight to the reception desk.

Before I go to bed, I always say a prayer for my parents' good health.

or

Before going to bed, I always say a prayer for my parents' good health.



Grammar Focus - past simple with "ago" and "for"

Use "ago" to talk about things that happened in the past:

two weeks ago; three days ago.

World War II ended nearly 85 years ago.

I traveled to London 20 years ago.

When did you see Mike? / Two weeks ago.

Use "for" to talk about length of time; how much time:

for two weeks; for nine years.

World War II lasted for 6 years.

I traveled to Manaus only for two days.

Julio studies for two hours every day.



Exercise. Complete with *for* or *ago*:

- 1) They played football _____ three hours yesterday afternoon.
- 2) I learned to drive fifteen years _____.
- 3) My parents went to New York City two years _____.
- 4) She always talks on the phone _____ hours with her sister.
- 5) Claire went to Poland two weeks _____.
- 6) Matthew went to his room to study five hours _____.
- 7) The beaver has been an emblem of Canada _____ many years.
- 8) They've been married _____ twenty-five years.

Biography

Appendix 12 - unit 12



Vocabulary Practice - Phrasal verbs

- **Come down with:** to begin to have an illness - *I think I'm coming down with a cold.*
- **Check up on someone:** to try to discover what someone is doing in order to be certain that that person is doing what they should be doing - *Parents are always checking up on their teenagers.*

Now look up the following phrasal verbs in the dictionary and write the definition and an example:

1) Show up:

2) Go/come over:

3) End up:

4) Figure out:

5) Put up with:



Additional Practice

GREAT QUESTIONS FOR ANYONE - Discuss some of these topics with a classmate.

- Can you tell me about the important people in your life?
- What have been some of the happiest moments in your life? The saddest?
- Who has been the biggest influence on your life? What lessons did that person or those people teach you?
- Can you tell me about a moment when a person's kindness made a difference in your life?
- What is your earliest memory?
- What are you proudest of?
- When in life have you felt most alone?
- How would you like to be remembered?
- Do you have any regrets?
- What does your future hold?
- For generations listening to this years from now, is there any wisdom you'd want to pass on to them? What would you want them to know?
- If you could talk to a younger version of yourself, what would you say?

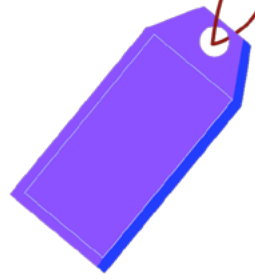
Vocabulary Bank



VOCABULARY

Vocabulary Bank

Unit 01 - Comparison (1)



Pesquise e escreva a definição em inglês junto com um exemplo para cada vocabulário da tabela abaixo de acordo com o contexto da unidade 1.

Palavra/ Expressão

Definição/ Exemplo

 Big

 Cheap

 Funny


 Thin


 Good


 Bad


 Young

 Clean


 Healthy

 The best

 The worst

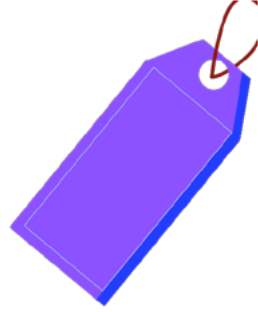
 Superiority

 Stronger

 Gemstones

Vocabulary Bank

Unit 02 - Comparison (2)



Pesquise e escreva a definição em inglês junto com um exemplo para cada vocabulário da tabela abaixo de acordo com o contexto da unidade 2.

Palavra/ Expressão

Definição/ Exemplo

 Expensive _____

 Beautiful _____

 Important _____

 Modern _____

 Powerful _____

 Delicious _____

 A little _____

 A lot _____

 Much _____

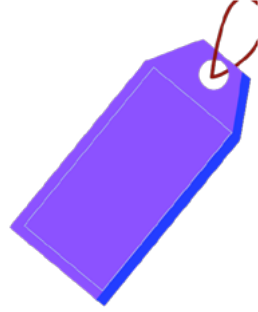
 Gadgets _____

 Update _____

 USB Thumb drive _____

Vocabulary Bank


Unit 02 - Comparison (2)



Pesquise e escreva a definição em inglês junto com um exemplo para cada vocabulário da tabela abaixo de acordo com o contexto da unidade 2.


Palavra/ Expressão

Definição/ Exemplo

 E-book reader


 Data

 Mobile phone

 Engine

 Portable gadget

 Which

 Subject

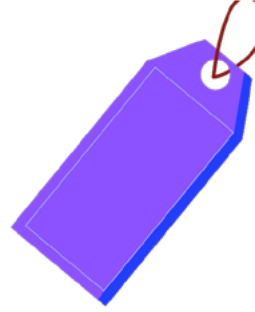
 Snack

 Boring

 Store Data

Vocabulary Bank

Unit 03 - Eating Out



Pesquise e escreva a definição em inglês junto com um exemplo para cada vocabulário da tabela abaixo de acordo com o contexto da unidade 3.

Palavra/ Expressão

Definição/ Exemplo



Reservation



Waiter/ Waitress



Guest



Non-smoker



Order



Eat out



Choose



Takeaway



Starter



Prawn



Leek



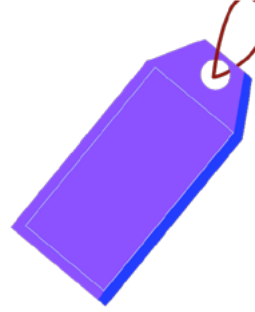
Roast chicken



Grilled fish

Vocabulary Bank

Unit 03 - Eating Out



Pesquise e escreva a definição em inglês junto com um exemplo para cada vocabulário da tabela abaixo de acordo com o contexto da unidade 3.


Palavra/ Expressão

Definição/ Exemplo

 Bill


 Flavor


 Dessert

 Main course


 Menu

 Tasty

 Hungry

 I'd like ...

 Still water

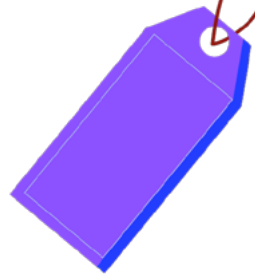
 Sparkling water

 White wine

 Red wine

Vocabulary Bank

Unit 04 - Recent Events




Pesquise e escreva a definição em inglês junto com um exemplo para cada vocabulário da tabela abaixo de acordo com o contexto da unidade 4.

Palavra/ Expressão

Definição/ Exemplo


 Event


 Recent

 Situation


 Recently

 Past

 Competition

 Tournament

 Put away

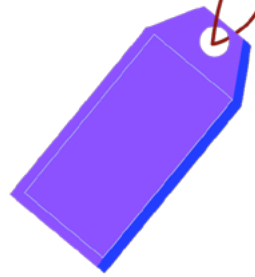
 Company

 Groceries

 Pregnant

Vocabulary Bank

Unit 05 - Life Experience




Pesquise e escreva a definição em inglês junto com um exemplo para cada vocabulário da tabela abaixo de acordo com o contexto da unidade 5.

Palavra/ Expressão


Definição/ Exemplo


 Experience

 Life

 Lessons

 Memory

 How long ...?

 How many times...?

 Never

 Ever

 Since

 Yet

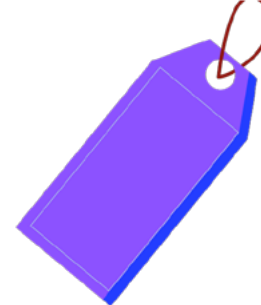
 Already

 Just

 Still

Vocabulary Bank

Unit 06 - Illness and discomfort




Pesquise e escreva a definição em inglês junto com um exemplo para cada vocabulário da tabela abaixo de acordo com o contexto da unidade 6.


Palavra/ Expressão

Definição/ Exemplo

 Illness

 Discomfort

 Symphoms

 Diseases

 Fever

 Headache

 Allergies

 Toothache

 Sick

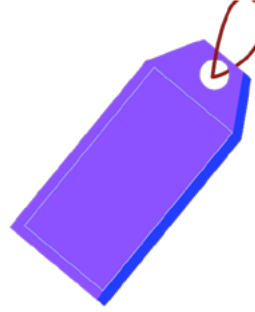
 Matter

 Health

 Cough

Vocabulary Bank


Unit 07 - Things to do



Pesquise e escreva a definição em inglês junto com um exemplo para cada vocabulário da tabela abaixo de acordo com o contexto da unidade 7.

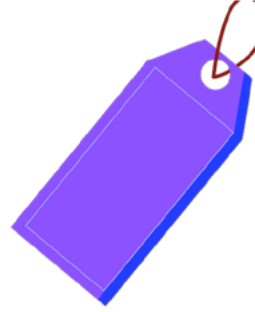
Palavra/ Expressão

Definição/ Exemplo

 <u>Thing</u>	<hr/> <hr/>
 <u>Chores</u>	<hr/> <hr/>
 <u>Hire</u>	<hr/> <hr/>
 <u>Rent</u>	<hr/> <hr/>
 <u>Arrange</u>	<hr/> <hr/>
 <u>Obligation</u>	<hr/> <hr/>
 <u>Catering</u>	<hr/> <hr/>
 <u>Action</u>	<hr/> <hr/>
 <u>Purpose</u>	<hr/> <hr/>
 <u>Farewell</u>	<hr/> <hr/>
 <u>Have</u>	<hr/> <hr/>
 <u>Required</u>	<hr/> <hr/>

Vocabulary Bank

Unit 08 - Shopping for clothes

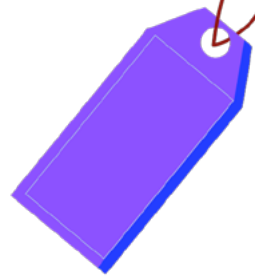


Pesquise e escreva a definição em inglês junto com um exemplo para cada vocabulário da tabela abaixo de acordo com o contexto da unidade 8.

Palavra/ Expressão	Definição/ Exemplo
 <u>Shopping</u>	<hr/> <hr/>
 <u>Clothes</u>	<hr/> <hr/>
 <u>Buy</u>	<hr/> <hr/>
 <u>Try on</u>	<hr/> <hr/>
 <u>Outfits</u>	<hr/> <hr/>
 <u>Bargain</u>	<hr/> <hr/>
 <u>Gambling</u>	<hr/> <hr/>
 <u>Compulsive</u>	<hr/> <hr/>
 <u>Changing room</u>	<hr/> <hr/>
 <u>Size</u>	<hr/> <hr/>
 <u>Customer</u>	<hr/> <hr/>
 <u>Shop assistant</u>	<hr/> <hr/>

Vocabulary Bank

Unit 09 - Instructions



Pesquise e escreva a definição em inglês junto com um exemplo para cada vocabulário da tabela abaixo de acordo com o contexto da unidade 9.


Palavra/ Expressão

Definição/ Exemplo

 Disaster


 Instruction

 Help

 Commands


 Direction

 Sit down

 Go away

 Stop

 Recipe

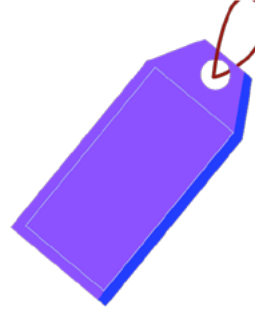
 Emergency

 Put over

 Cooking

Vocabulary Bank





Unit 10 - Rules



Pesquise e escreva a definição em inglês junto com um exemplo para cada vocabulário da tabela abaixo de acordo com o contexto da unidade 10.

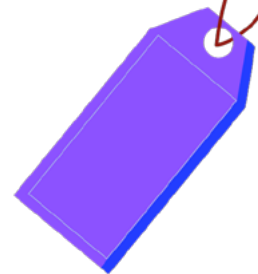
Palavra/ Expressão

Definição/ Exemplo

 <u>Rules</u>	<hr/> <hr/> <hr/>
 <u>Permission</u>	<hr/> <hr/> <hr/>
 <u>Traffic</u>	<hr/> <hr/> <hr/>
 <u>Chewing gum</u>	<hr/> <hr/> <hr/>
 <u>Detention</u>	<hr/> <hr/> <hr/>
 <u>Smoke</u>	<hr/> <hr/> <hr/>
 <u>Against</u>	<hr/> <hr/> <hr/>
 <u>Signs</u>	<hr/> <hr/> <hr/>
 <u>Authority</u>	<hr/> <hr/> <hr/>
 <u>Necessity</u>	<hr/> <hr/> <hr/>
 <u>Law</u>	<hr/> <hr/> <hr/>
 <u>Unattended</u>	<hr/> <hr/> <hr/>

Vocabulary Bank


Unit 11 - Feelings and Emotions





Pesquise e escreva a definição em inglês junto com um exemplo para cada vocabulário da tabela abaixo de acordo com o contexto da unidade 11.


Palavra/ Expressão


Definição/ Exemplo

 Feelings


 Emotion

 Belittle

 Behavior

 Intimidate

 Positive


 Negative

 Discouraging

 Stress

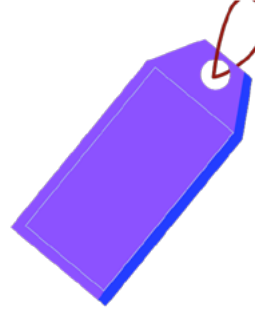
 Crisis

 Confident

 Annoyed

Vocabulary Bank

Unit 12 - Biography




Pesquise e escreva a definição em inglês junto com um exemplo para cada vocabulário da tabela abaixo de acordo com o contexto da unidade 12.


Palavra/ Expressão


Definição/ Exemplo


 Admire


 Outskirts


 Go into hiding

 Smuggle

 Persecuted

 Acknowledgment


 Be born

 Pass away

 Survive

 Childhood

 Retell

 Achievement

ISBN 978-65-5273-028-2



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