

Engage

English Language Course

Basic 2

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Presentation

We are excited to present the “Engage - English Language Course - Basic 2” 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 offer you a second step toward your English language proficiency. With this course, you will be able to expand the learning of a language that will support your academic, professional, and cultural growth. You will develop essential skills like reading, writing, speaking, and listening, all aimed at everyday use. The Student Book contains thirteen units, focused on real and contemporary use of English, which are:

- Unit 1 - Prices
- Unit 2 - Food and Drink
- Unit 3 - Location
- Unit 4 - Weather and Season
- Unit 5 - Past Events (1)
- Unit 6 - Past Events (2)
- Unit 7 - Personal Belongings
- Unit 8 - Clothes
- Unit 9 - Future Plans
- Unit 10 - Personal Appearance
- Unit 11 - Dates and Arrangements
- Unit 12 - Virtual Communication
- Unit 13 - Temporary and Long-Term Activities

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 2, 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 successful learning journey!

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Prices

Contents/Functions

- Asking the prices.
- Asking for things.
- Asking and saying how much things cost.



Learning Goals

- Order food in a coffee shop.
- Use indefinite pronouns.
- Ask for prices.

Grammar

- Question word

How much?

- Modals

(Can I have...? ...Could I have...?)

- Demonstrative adjectives

This/that/these/those

- Indefinite pronouns:

The small one/The big ones

Vocabulary

- Prices.
- Drinks/food in a snack bar.

Schedule

Unit 01 - date of classes:



Unit 01 - activities & deadlines



Don't forget to check the **Vocabulary Bank**

Prices



Conversation Practice

1. **Read the dialogues below.** They are all related to *prices* somehow. Based on their functions, write the correct sentence/s for each situation described.

The collage consists of five photographs with speech bubbles:

- Top Left:** A cashier in a grey sweater hands a brown paper bag to two female customers. A speech bubble from the cashier says "Anything else?". A speech bubble from one customer says "That's all. Thank you!".
- Top Right:** A woman in a black dress and white top stands behind a counter displaying various fish. A man in a blue plaid shirt is looking at the fish. A speech bubble from the woman says "Which one?". A speech bubble from the man says "Can I have that one, please?". A speech bubble from the woman says "The big one.".
- Bottom Left:** A woman in a white shirt is holding a yellow garment for a customer in a pink and white top. A speech bubble from the customer says "How much is it?". A speech bubble from the woman says "It's \$18.".
- Bottom Center:** A man in a grey shirt and black apron is handing something to a woman in a plaid shirt. A speech bubble from the man says "Thank you!".
- Bottom Right:** A man in a grey shirt and black apron is handing something to a woman in a plaid shirt. A speech bubble from the man says "Keep the change.".

When you want to...

- Ask for the price
- Ask for an specific product
- Ask if the customer wants to buy more products
- Thank people
- Say to the cashier that you don't need/ want change

You have to say ...

UNIT 1



Vocabulary



1. **Click here** to practice some vocabulary related to prices / shopping



Listening Practice



1. Listen to the **conversations** and answer the following questions:

a) How much is the pink dress?

b) Is it expensive?

c) Does Jenny buy it?



Conversation Practice

1. **Observe the menu below** and complete the conversation using the information on it.

coffee	2 ⁵⁰
espresso	3
macchiato	3 ⁵⁰
cappuccino	3 ⁷⁵
americano	3 ²⁵
latte	4
mocha <small>dark or white</small>	4 ⁵⁰
chai <small>spicy or sweet</small>	4 ⁵⁰
café au lait	3
hot chocolate	3 ²⁵
loose leaf tea	3 ⁷⁵

Assistant: Can I help you?

Customer: Yes. Can/Could I have a _____, please?

Assistant: Yes, certainly. A small or a large one?

Customer: A (small/large) one, please.

Assistant: Anything else?

Customer: I'd like....

Assistant: Anything else?

Customer: No, thank you. How much is that?

Assistant: It's _____. Do you want to pay in cash or by credit?

Customer: Cash. Here it is. Thanks.

Assistant: Thank you!



Additional Practice

1. **Work in pairs.** Discuss and write down the current prices of these items in Brazil. Then, ask and answer questions about it, following the model.

1. **A litre of petrol** _____

2. **A loaf of bread** _____

3. **A litre of milk** _____

4. **A cup of coffee** _____

5. **A kilo of meat** _____

A: How much does a litre of petrol cost?

B: It's....

A: It's very expensive.

Food and drink

Contents/Functions

- Talking about food and drink.

Learning Goals

- Use countable/ uncountable nouns in a basic level.



Grammar

- Countable & uncountable nouns with *some/any/no*
- Verb
(to need)

Schedule

Unit 02 - date of classes:

Unit 02 - activities & deadlines

Vocabulary

- Food.
- Drinks.

 Don't forget to check the [Vocabulary Bank](#)



Reading Practice

1. **Read the text below** talking about meals in Brazil and Bolivia and answer the questions.

MEALS in BRAZIL & BOLIVIA




Traditionally, most Brazilians and Bolivians have three meals a day: breakfast, lunch, and dinner. In both countries, people consider lunch the most important meal. But things have changed in the last few years.

Because of modern life, members of the family work outside all day long and don't have time to go home for lunch. So dinner is forcibly becoming the most important meal, when all the family gets together to eat and talk.

A typical breakfast in both countries is black coffee and bread with some butter. Bolivians often have tea too. For lunch, Bolivians generally have pork or chicken with rice, and fried banana or boiled corn. They love to have a simple bone soup as a starter. Brazilians prefer rice and beans, and some beef or chicken. Sometimes they add some salad.

Dinner varies in both countries. In Bolivia they like *anticuchos* and *pollo a la broaster* and in Brazil they love *churrasquinho* or pizza. Bolivian and Brazilian cuisines are very tasty and diverse.

Now talk to a friend about the text. Ask and answer these questions:

1. What is your favorite meal of the day?
2. When and where do you have it?
3. What do you generally eat and drink?
4. Are your eating habits different on the weekends?
5. Do you cook your meals?



UNIT 2

Listening Practice

-  1. **Click here to watch a video** of people talking about food and quantity and answer the following questions:

The couple with the shopping list

- 1- How many cartons of milk does the couple need?
- 2- How many eggs are they buying?
- 3- Do they need any potatoes and yogurt?
- 4- Do they need toothpaste? How much?
- 5- How many loaves of bread are they buying?

Lisa and her mom cooking

- 1- How many cans of tomato paste do they use?
- 2- How much oil do they use in the spaghetti recipe?
- 3- Do they need any water for the spaghetti?
- 4- How much salt is needed in the water?
- 5- How much pepper do they add to the meat?

The couple in the restaurant

- 1- What is the woman going to have as the main course?
- 2- What is she going to drink?
- 3- What is the man going to have as the main course?
- 4- What is he going to drink?
- 5- What is he ordering for dessert?



Conversation Practice

1. **Imagine this situation:** You and a friend share an apartment and need to do the shopping for food and drink. Complete the dialogue and make your shopping list.

A- I'm going to the supermarket. We need to do the _____ and drink shopping for this month.

B- That's true. I'm going to make _____ for dinner and we have no _____. Can you get some?

A- All right.

B- Do we have any _____ left?

A- No, and we also need to buy more _____ and some _____.

B- Can you get some extra _____ and _____, please?

A- Sure. What about _____ and _____? Do we have any?

B- Not at all.

A- Ok. Anything else?

B- Bring a _____ for our dinner, please.

A- All right.



Grammar Focus

Countable & Uncountable Nouns

Countable	Uncountable
one egg two eggs some eggs any eggs	(always singular) some milk any milk
one tomato two tomatoes some tomatoes any tomatoes	(always singular) some sugar any sugar
one dollar two dollars some dollars any dollars	(always singular) some money any money



We can use units of measure to count uncountable nouns, like *cup*, *spoon*, *can*, *bag*, *liter*, *kilo*, *loaf*, *carton* etc.

Examples: *two cups of sugar, two bottles of oil, one kilo of flour, a bag of salt, a loaf of bread, two cartons of milk etc.*

Location

Contents/Functions

- Asking and saying where places are.

Learning Goals

- Explain locations downtown.



Grammar

- Prepositions of Places
(next to, opposite, between, behind, over, under, inside, outside, on the corner (of), on the left (of), on the right (of), in front (of).

Vocabulary

- Places downtown.

Schedule

Unit 03 - date of classes:

Unit 03 - activities & deadlines



Don't forget to check the **Vocabulary Bank**



Vocabulary Practice - Where is it?



1. **Work in pairs.** Analyze the map below and answer the questions using the prepositions of place you studied on **Appendix 05**. Use the space left to create your own sentences.



1. **Where is the Elementary School?** It is _____ the High School.
2. **Where is the Library?** It is _____ 1st Avenue and Pine Street.
3. **Where is the Grocery Store?** It is _____ the Elementary School.
4. **Where is the Hospital?** It is _____ the Library and the Barbershop.
5. **Where is the Parking Lot?** It is _____ the Sports Center.
6. **Where is the bank?** It is _____ the Shopping Mall and _____ the Drugstore.
7. **Where is the Cafe?** It is _____ the Drugstore and _____ the Bar.
8. **Where is the Bar?** It is on the _____ side of the Cafe.
9. **Where is the Church?** It is _____ the High School.

10. **How many cars are there on the streets?** There are _____ cars on the street.



Weather and seasons

Contents/Functions

- Talk about the weather.
- Talk about the seasons.

Learning Goals

- Describe the weather and the seasons.
- Say what their favorite season is and why.



Grammar

- Verb to be past simple.
 - *Was it hot? Was it cold?* -
- Question word:
- *What is the weather like?*

Vocabulary

- Months of the year.
- Seasons of the year.
- Weather words.

Schedule

Unit 04 - date of classes:

Unit 04 - activities & deadlines



Don't forget to check the **Vocabulary Bank**

Weather & Seasons



Listening Practice



1. **Click here** to watch a video of people talking about their favorite seasons. Then, answer the questions below.

A. **In the list below** you can see the reasons people gave to like a specific season. Separate them into the correct category. If it is necessary, watch the video again.



Summer



Autumn (Fall)



Spring



Winter

B. **Walk around class and interview some colleagues** about their favorite season and the reasons to like it. Take notes and use the questions below to help you.

- *What's your favorite season?*
- *What do you like the most about it?*

- **Getting out of the cold**
- **Riding a bike**
- **Going out for coffee**
- **Chilling**
- **Sightseeing**
- **Dressing warm**
- **Staying in the house**
- **Hanging outside**
- **Going to the lake**
- **Walking around the city**
- **Hiking**
- **Going out in shorts and T-Shirts**
- **Leaves change their color**
- **Going to the beach**
- **Snowboarding**
- **Curling around the fire**
- **Playing some puck**
- **The different colors**
- **Going sledding**
- **Going to the club**
- **Snuggling up somewhere**



UNIT 4



Conversation Practice

1. **Read the conversations** and circle the words used to describe the weather.

1

Mike: Hello, Tom! Are you going to work today?

Tom: Yes, of course. Are you calling in sick today?

Mike: No, I'm not sick. It's just raining really hard where I am now. The road is already flooded.

Tom: Really? It's not raining here, though. You should probably stay home. It's dangerous to travel in such weather.

Mike: I'm gonna wait and see. By the way, how's the weather at your place?

Tom: It's gloomy and pretty windy, but I don't think it will rain. The clouds don't seem that heavy to me.

Mike: I see.

2

Mel: Wow! Today is such a beautiful day. Don't you think so, Emma?

Emma: Yes, indeed, Mel. The last few days have been so hot. But today is nice.

Mel: I know, right? I could not even go outside yesterday. Today, the sky is so clear and the wind is cool;

Emma: Oh, I specially love the summer breeze. It feels good to be outside.

Mel: I have an idea. Why don't we go on a picnic today?

Emma: A picnic? That's a great idea.

Mel: Good. I am going to buy some fruits. See you later!

Emma: See you later!

2. **In pairs,** practice the dialogues and present it to the rest of the class.



Writing Practice



1. **Go to Appendix 10** and check the words you usually use to talk about the weather.

2. **In pairs, write a dialogue** using the words you learned in the previous activity.

Past events (1)

Contents/Functions

- Talking about past events (recent past).

Learning Goals

- Talk about past events (recent past).



Grammar

- Past time adverbials - *Yesterday/Last week.*
- Simple past - regular verb - *Who did you visit yesterday? - I didn't visit anyone yesterday. - I visited a friend yesterday. - Did you invite her? - Yes, I did/No, I didn't.*

Vocabulary

- Regular verbs
- Places.
- Past time adverbials: *yesterday, last week, etc.*

Schedule

Unit 05 - date of classes:

Unit 05 - activities & deadlines



Don't forget to check the **Vocabulary Bank**

Past Events (1)



Reading Practice

1. The text below is the tapescript of part 1 of the video **As origens extraordinárias das coisas comuns**. Listen to the video while reading it and answer the following questions.

LET THEM EAT RAMEN!



Based on the video **As origens extraordinárias das coisas comuns**

Some people associate eating noodles with broke college students, but instant ramen wasn't created for a bunch of hungry 20 year olds. The man who invented them was much more ambitious. He set out to solve a hunger crises in Japan.

After World War two, food shortages plagued Japanese cities. So, the US supplied wheat flour and encouraged the Japanese to make bread. One man named Momofuku Ando didn't understand why his people would make bread instead of noodles - something that was already part of their culture.

Ando decided to take matters into his own hands and created a new ramen made to last. He spent a year trying to figure out how to preserve the noodles. He needed a non-perishable tasty and easy recipe, but it was a challenge to maintain the robust flavors and unique texture that most people were accustomed to.

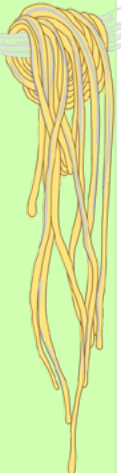
It wasn't until his wife was making dinner one night and he threw some noodles in a bowl of hot tempura oil that he realized that flash frying the noodles was the answer he had been looking for. This method not only dehydrated them, but also left small perforations that allowed the noodles to recook quickly.



And then you have it: Instant Ramen Noodles became an instant success. Ando's products gained notoriety when he introduced the packaged ramen in the 1950's and later cup noodles in 1978. His company began selling upwards of 40 billion units every year and Momofuku Ando became a culinary icon in Japan.

So, the next time you eat a cup of instant noodles remember you are slurping down a little piece of history.





A. What's the main topic of the text?

B. Who created the Ramen Noodle?

C. When was it created?

D. Why was it created?

E. Take a look at the verbs underlined in the text. They are the past form of the verbs listed below. Match each verb from the text to their correct infinitive form.

To Be: _____

To Decide: _____

To Create: _____

To Create: _____

To Invent: _____

To Make: _____

To Plague: _____

To Spend: _____

To Supply: _____

To Need: _____

To Encourage: _____

To Realize: _____

To Name: _____

To Allow: _____

To do: _____

To Become: _____

To Introduce: _____

To Gain: _____

F. Can you find any pattern looking at these past forms? If so, try to divide them into groups.



Past events (2)

Contents/Functions

- Talk about past events in sequence.

Learning Goals

- Talking about past events in sequence.



Grammar

- Simple past - irregular verbs -
What did you do after breakfast? - *I didn't go out. I stayed in. - I went to a restaurant.* - *Did you go to the cinema in the evening?* - *Yes, I did/No, I didn't.*

Vocabulary

- Irregular verbs.
- Time adverbials
- *After (breakfast), in the (afternoon), the next (day)*

Schedule

Unit 06 - date of classes:

Unit 06 - activities & deadlines



Don't forget to check the **Vocabulary Bank**

Past Events (2)



Conversation Practice

1. **Read the conversation between Sara and Matthew.** What do the underlined verbs have in common?



Sara: What did you do last night?

Matthew: I played soccer with my friends and went to my mother's house.

Sara: Was it fun?

Matthew: It was very fun. What about you? What did you do?

Sara: I cooked dinner for my friends.

Matthew: What did you cook?

Sara: I cooked pasta and we drank three bottles of wine.

2. **Work in pairs.** Practice the conversation between Sara and Matthew with a partner.



3. **Go to Appendix 16** and checkout the list of the most common irregular verbs. Use them to practice the conversation again, changing the verbs so the actions are true for you.



Grammar Focus - Past Simple

Irregular Verbs

Affirmative

Julia went to the club last weekend

Negative

Julia didn't go to the club last weekend.

Interrogative

Did Julia go to the club last weekend?

1. **Complete the sentences** using the correct form of the verbs in the past.

1. She _____ (get) on the bus in the city centre.

2. What time _____ (he/ get up) yesterday?

3. What _____ (she/ give) her mother for Xmas?

4. They _____ (have) a shower.

5. We _____ (not/ go) to the party because it was expensive.

UNIT 6



Listening Practice



1. **Click here** to watch a video of a guy interviewing people about what they did yesterday. What actions could you identify?

2. **Watch the video again.** Rank the actions from 01 to 12 according to the order that they appear.

- Went out for a few beers.
- Traveled from Bali to Bangkok.
- Had lunch with her boyfriend
- Had to catch up on some work
- Was on an airplane
- Traveled most of the day on the train
- Took a boat
- Arrived yesterday morning after a very long flight
- Spent a lot of time in bed because was sick
- Were on a bus for 12 hours traveling
- Woke up at noon time
- Had dinner after a hotel

**** Check your answers with the rest of the class and discuss: what did you do yesterday?**



Conversation Practice



1. **Complete the conversations below** using the correct form of the verbs.

Peter: What did you do yesterday?

Ann: Nothing much. I just _____ (send) some e-mails and _____ (spend) time reading.

Peter: How boring!

Ann: Yeah, it _____ (be). And you? What did you do?

Peter: I _____ (drive) to the mountains and _____ (go) hiking.

Ann: That sounds fun!

Peter: It was. I _____ (have) a great time.



Josh: Did you do anything this weekend?

Tracy: I did. I _____ (take) the train to the city and _____ (meet) my friend.

Josh: Oh, yeah! What did you do?

Tracy: We _____ (have) lunch and did some shopping.

Josh: Did you buy anything?

Tracy: No, I didn't. I just _____ (go) window shopping. I'm trying to save money.

Josh: Me too!

Personal belongings

Contents/Functions

- Talking about personal belongings.

Learning Goals

- Say to whom an object belongs to.



Grammar

- Possessive adjectives and pronouns
 - *my/mine; your/yours*
 - etc.*
- Question word
 - *Whose car is this? - Who does it belong to?*

Vocabulary

- Personal objects. - *bag, watch, pen, glasses, wallet, purse, computer etc.*

Schedule

Unit 07 - date of classes:

Unit 07 - activities & deadlines



Don't forget to check the [Vocabulary Bank](#)

Personal Belongings



Vocabulary Practice

1. **Match** the name of the objects below to the correct pictures.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

Hair Dryer

Razor

Umbrella

Perfume

Toothbrush

Sunglasses

Dental floss

keys

Sunscreen

Money

Cell phone

Deodorant

Personal Belongings

2. What other personal belongings can you remember? **Write** them in the following lines and then share them with the rest of the class.



Conversation Practice

1. **Work in pairs.** Ask and answer the questions below:



1. How many of the items from the previous activity do you use every day?
2. Which one do you use more than once a day?
3. How important it is to use them regularly for you?
4. What will happen if you don't use them?
5. Where do you usually buy items like these?
6. Imagine that you are going on a trip. Make a list of personal belongings that you cannot forget:



Grammar Focus

Possessive Adjectives & Pronouns

Subject	Possessive Adj	Possessive Pro
I	My	Mine
You	Your	Yours
He	His	His
She	Her	Hers
It	Its	Its
We	Our	Ours
They	Their	Theirs

Examples of Possessive Adjectives

That's **our** car.
 I lost **my** car keys.
 How old is **your** dog?
 She is washing **her** hair.

Examples of Possessive Pronouns

This is **mine**.
 - Are you writing with your pencil?/
 No, I'm using **yours**.
 "Well, I think **this** is not Paul's coat.
His is black."
 - "You are talking to a friend of **mine**."

Clothes

Contents/Functions

- Describing clothes.



Learning Goals

- Describe clothes and patterns.
- Describe what people are wearing.

Grammar

- Mixed verb tenses (revised)
- *She's wearing.*
- *I bought a pair of trousers.*
- *I buy my clothes online.*
- Question words
- *Which color do you prefer? -*
Where do you buy your clothes?

Vocabulary

- Clothes.
- *dress, coat, T-shirt, skirt etc.*
- Patterns, shades and styles
- *striped, light blue, casual etc.*

Schedule

Unit 08 - date of classes:

Unit 08 - activities & deadlines



Don't forget to check the [Vocabulary Bank](#)

Clothes



Conversation Practice

1. **Read the conversation between Claire and Anne.** Do you like buying clothes?

Anne: Good Morning! May I help you?

Claire: Yes, I'm **looking for** a new dress.

Anne: What color would you like?

Claire: Hmm... I don't know. Maybe black or a very colorful one.

Anne: And **what size are you?**

Claire: I'm not sure. Can you measure me?

Anne: [measure client] You are size 2. How about these?

Claire: What material are they?

Anne: **Wool.**

Claire: Do you have anything in **cotton?**

Anne: Yes, these.

Claire: Can I try them on?

Anne: Of course. The **fitting's room** over there.

Claire: [Tries dresses] They're a little **tight.** Do you have anything **larger?**

Anne: These are larger

Claire: I'll take them. .



IMPORTANT

2. **Work in pairs.** What is the meaning of the words/ expressions in bold? Discuss with your partner and, if it is necessary, use a dictionary to help you.

1. (to be) looking for:

2. What size are you?

3. Wool

4. Fitting room:

5. Tight:

6. Larger:

7. I'll take them:

3. **Work in pairs.** Practice the conversation between Claire and Anne with a partner.



Vocabulary Practice - Materials & Sizes

1. **Take a look at the tables below.** Do you know how to talk about sizes and materials in English?

Clothes

CLOTHES MATERIALS & SIZES

Sizes

XS	PP	0-2
S	P	4-6
M	M	6-8
L	G	10
XL	GG	12

Materials



Cotton



Wool



Silk



2. Now watch the Part 02 of the same video. Rank the sentences according to the order they appear.

- Large. I'm looking for large.
- [woman] Good morning!
- Oh, they're nice.
- Yes, please. I'm looking for some pants.
- Brown... okay. And What size are you looking for?
- Some brown pants and large.
- Thanks.
- Pants? Okay. What color are you looking for?
- [man] Good morning!
- Large. All right. Can I help you?
-
-
- Here you are.
- Brown. I'm looking for some brown pants.



Listening Practice

1. [Click here](#) to watch the Part 01 of a video of a woman shopping for clothes. Then, answer the following questions:

1. What's she looking for?

2. What color does she want?

3. What's her size?



Additional Practice

1. Work in pairs. Imagine that you are shopping for clothes and create a dialogue such as the ones you saw on the video.

2. After rehearsing the dialogue some times, present it to the group.

3. Have you chosen the same piece of clothing?



Future Plans

Contents/Functions

- Talking about future plans.
- Making suggestions.

Learning Goals

- Talk about future plans.
- Make suggestions.



Grammar/Communication

- Future with going to.
- *I'm going to have a party.*
- *What are you going to do?*
- Making suggestions.
- *What about asking for help?*
- *Let's ask someone.* -

Agreeing/Disagreeing - *That's a good idea/No, I don't think it's a good idea.*

Vocabulary

- Plans. - *brithday, job interview, vacation*
- Future time adverbials - *next week/vacation, tomorrow*

Schedule

Unit 09 - date of classes:

Unit 09 - activities & deadlines



Don't forget to check the [Vocabulary Bank](#)

Future Plans



Conversation Practice

1. In pairs, read the conversations and answer the questions.

- a) Where is Melissa going to spend her Sunday? What is she going to do?
- b) When is Jessie going to have a job interview? What is she going to wear?
- c) When is Mike going to finish college?



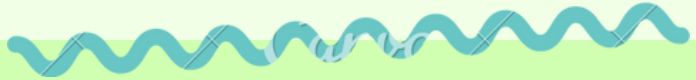
Jamile: Melissa, where are you going to have lunch on Sunday?

Melissa: I'm going to a farm nearby. There is an excellent restaurant there that serves typical food from the countryside.

Jamile: Sounds delicious. What else are you going to do there?

Melissa: I'm going to ride a horse and fish too.

Jamile: Wow, you're certainly going to have a great time.



Jessie: You know, I'm going to have a job interview this Friday.

Liz: Really? That's wonderful! What are you going to wear?

Jessie: I have no idea.

Liz: What about asking Sue for help? She is an expert on that.

Jessie: That's a good idea.



Jim: When is Mike going to work as an engineer? **Teacher:** He's going to graduate next year. And he's going to work in the FIE Engineering Services company right after that.



Future Plans



Grammar Focus

Future with "be going to"

1. Used to talk about what you **plan** or **intend** to do in the future:

- I **am going to** study for the Math test tomorrow.
- **Are you going to** travel to Sidney this weekend?
- The supervisor **is not going to** visit the school this month.



2. Short answers

- **Are you going to** watch Tom Cruise's new film this weekend at the cinema?
- Yes, **I am**. / No, **I'm not**.



3. Informal language (mostly spoken, not written)

- I'm **gonna** travel to NY next vacation.
- John's **gonna** see his girlfriend tonight.
- What **are you gonna** do this weekend?

< **be gonna = be going to** >



Vocabulary Practice

How to make suggestions and how to agree or disagree:

- **What about having** pizza tonight?
- That's a good idea. / I don't think it's a good idea.
- **Let's** have some pizza tonight.
- That's a great idea. / I don't feel like having pizza today.



Listening Practice



1. Watch this video. Find what people that mention the words below are going to do, and write it down using *he/she*.

- (Netflix): _____
- (bike): _____
- (nap): _____
- (pictures): _____
- (Ninja Turtles): _____
- (winter): _____
- (mountains): _____



Additional Practice

1. Find out what your partner is going to do and tell the class:

- a) after the class
- b) on the weekend
- c) this evening
- d) next vacation

2. You're going to travel to Egypt in January.

- Make a list of 10 items (clothes, accessories etc.) you're going to take and decide about two extra items you're going to buy in Egypt. Compare with a partner to find out if you're going to take and buy the same things.
- Then make suggestions of places to visit in Egypt. Take notes of your friend's ideas.



Personal appearance

Contents/Functions

- Describing appearance and personality traits.

Learning Goals

- Describe appearance and personality traits.
- Ask what people are like.



Communication focus

- What is she like?
- She's tall./She's friendly.
- What does she look like?
- She's quite pretty.
- Does she wear glasses?
- No, she doesn't.

Vocabulary

- General appearance - *tall, short, pretty etc.*
- Personality traits - *friendly, easy-going, shy etc.*

Schedule

Unit 10 - date of classes:

Unit 10 - activities & deadlines



Don't forget to check the [Vocabulary Bank](#)

Personal Appearance

1. Match the descriptions to the right pictures.



well-built handsome thin dark-haired
 black short brunette blond
 long straight brown blue
 small curly grey/gray white pretty



2. In pairs, categorize the words from the previous exercise. Include other words.

- a) General appearance:
- b) Height:
- c) Size:
- d) Hair color:
- e) Hair style:
- f) Eyes:
- g) Skin color:



Personal Appearance



Vocabulary Practice

1. How do you ask about people's appearance?

- | | |
|------------------------------|---|
| a) What's she like? | She's tall and blond. |
| b) What does he look like? | He's a dark-haired tall man. |
| c) What's your mom like? | She's a fifty-year-old pretty woman. |
| d) What color is his hair? | His hair is black. / He has black hair. |
| e) Does he/she wear glasses? | No, he/she doesn't. |

2. To ask about personality, you can say:

- | | |
|------------------------|-------------------------|
| a) What's he/she like? | He/she is a shy person. |
|------------------------|-------------------------|

3. Describing personality:

- outgoing
- happy
- sad
- friendly
- funny
- kind
- humble
- loyal
- stubborn
- angry



Conversation Practice

1. In pairs, ask and answer about your family members:

- a) What's your mom / dad / sister / brother / husband / wife etc. like? (personality)
- b) What does he/she look like?
- c) What color are his/her eyes?

Take notes and tell the class.

Read [here](#) and [here](#) to learn some more about physical appearance descriptions.



Additional Practice

Watch this [video](#) and answer these questions about each of the people below. Write the answers and discuss with a partner: What the person is like. / What the person looks like. / How old the person is. / What the person is wearing.

1



2



3



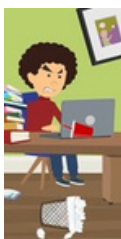
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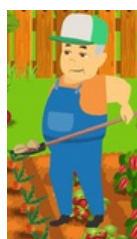
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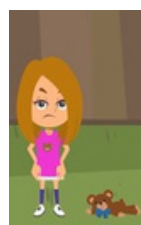
6



7



8



9



10



Dates and arrangements

Contents/Functions

- Talk about dates.



Learning Goals

- Talk about dates.
- Invite people to do things.

Grammar & Communication

- Present Continuous (future use) -
I'm visiting a friend next week.
- Inviting/Accepting/refusing -
Would you like to come? - Yes, I'd love to./That would be great!
- I'm sorry, I can't./I'm doing something else that day, I'm afraid.

Vocabulary

- Ordinal numbers
- first, second, third...
- Dates -
2nd January, 2022.

Schedule

Unit 11 - date of classes:

Unit 11- activities & deadlines

Dates & Arrangements

 **Listening Practice**



 Watch this video to complete the missing words below:

Part 1

- Mari, _____ you _____ to go to a party?
- A party? That sounds like fun. _____ is the party?
- _____ right now.
- Oh, I' _____ love to _____ to a party.

Part 2

- My cousin Jenny is _____ . Would you _____ to _____ to the wedding with me?
- I'd _____ . When is the wedding?
- It's today, at _____ p.m.
- At _____ p.m.? But it's 10 a.m. now!!! Oh, dear, I'd better get ready.
- I'll pick _____ up at 3:00 o'clock.

Part 3

- Mari, _____ you _____ to go to a film?
- A film? When _____ the film?
- It's this _____.
- I'm _____ . I can't go this afternoon. I'm _____ . But thanks, anyway.

Part 4

- _____ you _____ to go to a soccer game?
- A soccer game? Hum! I don't _____ like soccer. But thanks, _____ .
- Ok.
- Have fun!
- Thanks.



Grammar Focus - Present Continuous (Future Use)

The Present Continuous Tense can be used to talk about definite arrangements in the future:

- What **are you doing** next Sunday?
- I'**m visiting** my gran dparents in Oxford.
- **Are you watching** t he play this evening?
- No, but my sister **is**.

Dates & Arrangements



Conversation Practice



Whether you cry at Shakespeare tragedies or laugh at his comedies, come to The Royal Theater in London to watch the biggest and best plays of Shakespeare's classic works.

From 1st August to 15th September
 Mondays, Tuesdays and Fridays - **7 p.m.**
 Saturdays and Sundays - **2 p.m / 5 p.m**

Tickets: £ 12.50
Box Office 01-589 4500
Hyde Park Gardens, London

With a partner, decide when you're watching a Shakespeare play together at the Royal Theater. Use the Present Continuous and say the date and time you're going.



Vocabulary Practice

How do you say the date in English?

	Written English	Spoken English	Numbers
	March 7 MONTH + DAY	March seventh Even if the <i>-th</i> isn't written, an ordinal number is still said.	3 / 7 / 17 MONTH / DAY / YEAR
	7th March DAY + MONTH	The seventh of March	7 / 3 / 17 DAY / MONTH / YEAR

Days	Months	Years
We always use ordinal numbers for the date in spoken English.	Months always start with capital letters.	Years are normally divided into two parts.*
1 st first 2 nd second 3 rd third 4 th fourth 5 th fifth 6 th sixth 7 th seventh 8 th eighth 9 th ninth 10 th tenth	<u>august</u> ❌ August ✅	1984 nineteen eighty-four
	What day is this? 3 / 5 / 18 March 5, 2018 3 rd May 2018 Big difference!	1652 sixteen fifty-two 1941 nineteen forty-one 2017 twenty seventeen * Exception: For the years from 2000 to 2010, we normally say two thousand and + number. 2006 two thousand and six

Answer these questions:

- What's the date today/tomorrow?
- When is your birthday?
- When is Christmas Day?
- When is independence day in Brazil?
- When is Labor Day in Brazil?
- When is New Year's Eve?



Watch this [video](#) to see more details and how to pronounce the dates.



Additional Practice

Find out about some definite arrangements of two students in your class. Tell the class about their arrangements.

Example: Ann is having a party on May 20.

Virtual communication

Contents/Functions

- Sending text and audio message to a friend about ordinary situations.

Learning Goals

- Send text and audio messages.
- Describe ordinary situations
- Talk on the telephone.



Photograph by Celso José Roberto Soares Júnior

Communication

- Talking on the phone - Saying your name - *This is/It's Laura speaking (not I am Laura speaking)*
- Making decisions - *I'll call back later*
- Telephone conversations - *Can I speak to Laura?/ Can I take/leave a message?*

Vocabulary

- Text, send, receive, record, audio etc.
- Messaging apps.
- Telephone conversations.

Schedule

Unit 12 - date of classes:

Unit 12- activities & deadlines

Virtual Communication

Nowadays you can talk to people in different ways. Let's check some. Pay attention to the structure and words used in each:

Telephone conversation

Clair: Good morning. **This is** Clair. **May I speak to** Mrs. Wilson, please?

Mrs. Wilson: Good morning, Mrs. Wilson speaking.

Clair: Hello, Mrs. Wilson. I'm glad to talk to you. **The reason I'm calling is** that your supervisor told me you are looking for a new secretary. **I wonder if I could** go to your office and take my résumé to introduce myself to apply for the place.

Mrs. Wilson: Hello, Clair. Yes, I really need a new secretary. **I'd like to** talk to you personally. Can you come this afternoon?

Clair: Thank you, Mrs. Wilson. Yes, I'll certainly be there in the afternoon.



E-mail



Dear Mrs. Watson,

My name is James Baker. I'm the purchasing manager at WallMart. We met briefly last week in Hong Kong. I'm going to be in Taipei next week and I was wondering whether it would be possible to arrange a meeting with you to discuss some business opportunities.

I arrive in Taipei on Monday, November 18th and I'll be staying for three days. I depart for Hong Kong on Wednesday, November 20th. I'll be available to meet anytime on Monday or Tuesday. Unfortunately, I have a tight schedule on Wednesday, but I could meet you on Wednesday morning.

Would Wednesday morning at 10am in your office be convenient? If this time isn't convenient, please let me know when you have time to meet.

I understand that this is a tight schedule and you are busy, but I'd really appreciate the opportunity to meet. You can reach me at this email address or on my mobile phone – 0955733825.

Regards,
James Baker
Purchasing Manager
WallMart



Virtual Communication

WhatsApp messages



1. Based on the dialogues you saw (by telephone, e-mail and WhatsApp), answer the following questions with a partner. Then, later, let's talk about it together:

- 1) What is the general difference between a WhatsApp dialogue and an e-mail message?
- 2) For what purpose do people use WhatsApp in your country?
- 3) Why do you think some people prefer to send audios than text messages?
- 4) Do you like to use this kind of apps (WhatsApp and Telegram)?
- 5) What kind of telephones are more common nowadays? Why?
- 6) How often do you write e-mails? For what purpose?
- 7) What is your favorite virtual tool to talk to people? Why?

2. Let's practice!

- 1) Write a formal e-mail the manager of a supermarket. You are looking for a job there. Tell him/her your abilities and professional experience.
- 2) Write a WhatsApp message to a member of your family.
- 3) Record an audio message to one of your friends in this class, and send it to our WhatsApp group.

3. Now complete the telephone conversation below and practice talking to a friend.

JOHN: Hi, Alice, it's _____. How are you?

ALICE: Oh, hi, John! I was just _____ about you.

JOHN: _____. I was wondering if you _____ like to _____ to a movie tonight.

ALICE: Sure, I _____ to! What's playing?

JOHN: I was thinking _____ that new comedy *Lights Out*. _____ think?

ALICE: _____ great!

JOHN: OK, I'll _____ you up around 7:30. The movie _____ at 8:00.

ALICE: See you then. Bye!

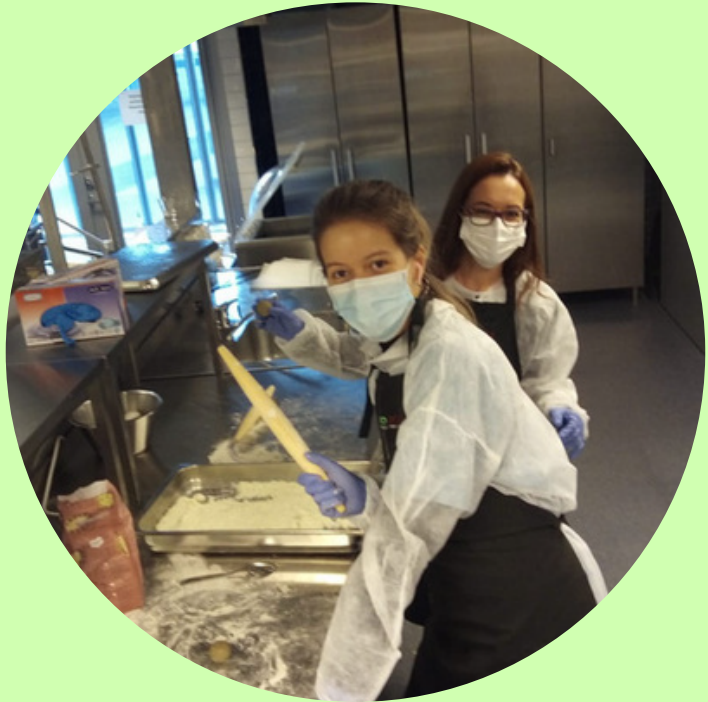
Temporary and long-term activities

Contents/Functions

- Talking about temporary and long-term activities.

Learning Goals

- Know when to use present simple and present continuous to talk about temporary and long term activities.



Photograph by Jorge Washington de Amorim Júnior

Grammar

- Present continuous vs present simple
- Temporary activities
- *Sheylla is living in Tampere (FI).*
- Permanent situation.
- Sheylla lives in Porto Velho.

Vocabulary

- Activities in general

Schedule

Unit 13 - date of classes:

Unit 13- activities & deadlines

Temporary and Long-term Activities



What's the difference between the two dialogues below? Which situation is temporary and which is permanent?



Dialogue 1

Sally: Where **is** Jenny **staying** these days?
 Mark: She's **staying** at her cousin Laura's home until her house is totally painted.



Dialogue 2

Sally: Where **does** Jenny **live**?
 Mark: She **lives** in New York.



We use different verb tenses to talk about temporary and permanent (long-term) situations. Let's understand how.



Watch this **video** (temporary situations/events)

Watch this **video** (permanent or long-term situations/events)

Now decide which situation is permanent (P) and which is temporary (T):

1. She lives in a small house with her husband and children. ()
2. She is working very hard nowadays. ()
3. She works for an insurance company. ()
4. We're currently travelling around Australia. ()
5. She's taking the train to university until she can buy a car. ()
6. John's looking after his grandparents this week. ()
7. I'm studying in Berlin this year. ()
8. They always travel to the beach in July. ()
9. Water boils at 100 degrees C. ()

Temporary and Long-term Activities



This is Susan, your cousin from another country. She's in Brazil now, but temporarily. Answer the questions below about her.

- 1) What's Susan's occupation?
- 2) What's she doing here in Brazil?
- 3) How long is she staying here?
- 4) Where does she live?
- 5) Where is she staying?
- 6) What's she doing in her spare time here?
- 7) What places is she visiting in Brazil?



Conversation Practice

1- You and a friend from class are cousins. One of you lives in another country. Telephone him/her and give some up-to-date news about friends in common and members of the family. Say where you both are living permanently or at the moment, where you work, and what you two are doing in your spare time. You can write your conversation. Then present in class.



2- You work at an international job agency as a consultant, in Brazil. A person from another country calls to get information about temporary job opportunities. Give details of what kind of jobs are available at the moment, in what cities, what are the working hours, and how much the wage is.

3- You are from Canada but now you are living in Nepal. You got a temporary job and now you are talking on the phone to your friend back in Canada about what kind of activities you are performing in your job, where you are living, what places you are visiting and what you are doing in your free time in Nepal. Give details about life there. Read about Nepal [here](#).



Appendix




Prices

Appendix 01 - unit 01



Vocabulary - Currencies & Talking about prices in dollars & cents

 1. Read below a list that talks about the 8 most tradable currencies in the world (according to the website [Investopedia](https://www.investopedia.com)). Then, discuss the following questions with your colleagues:

- Do you know any of them?
- Do you use any of them in your everyday life?
- Do you know how to convert currencies?



The 8 most tradable currencies in the world

1. US Dollar (USD)



2. European Euro



3. Japanese Yen



4. British Pound (GBP)



5. Swiss Franc



6. Canadian Dollar



7. Australian/ New Zealand dollar



8. South African Rand



Prices

Appendix 01 - unit 01



Additional Practice - Let's learn a little bit more about currencies?

1. **Click here** to learn more more about currencies around the world. On this website you can find the currency & their official code just by looking for the name of the country.
2. **Click here** to watch an interesting video talking about the history of money and prices.



Listening Practice - Saying the prices in dollars and cents

1. **Watch this video** to learn how to say the prices using dollars and cents. Then, practice with a partner using the pictures below. Use the prompt from the example to structure your questions/ answers:

Example:

A: How much is it?/ How much does it cost?

B: It's/ It costs



Extra!! American Currency

\$.01 = a penny = 1 cent

\$.005 = a nickel = 5 cents

\$.10 = a dime = 10 cents

\$.25 = a quarter = 25 cents

\$.50 = a half dollar

\$1.00 = a dollar

\$5.00 = five dollars



Prices

Appendix 02 - unit 01



Vocabulary - Useful sentences involving prices & shopping

Asking the price

1. How much is it/ this/ that/ that one?
2. How much are they/ these/ those/ those ones?
3. How much does it cost?

Saying the price

1. It's \$5.
2. They're \$10
3. They cost
4. It costs ...

Asking for things

1. Can I have/ Could I have a big one?
2. Can I have/ Could I have this/ that/ these/ those chocolate(s), please?
3. I would/ I'd like a box of chocolate.

1. **Work in pairs.** Take a look at the Grocery shop list below and using the sentences you have just learned create a dialogue where you are going to ask for the price of the items you have on your list.

Grocery Shop List



1. Milk
2. 1 dozen eggs
3. Fish
4. Cheddar cheese
5. Potatoes
6. Rice
7. Beans
8. Pasta
9. Orange Juice
10. Mangoes
11. Cake
12. Coffee

Food & Drink

Appendix 03 - unit 02



Vocabulary - Building New Vocabulary

1. **Label the pictures using the words from the box.** Try to use your previous knowledge of the language to help you in the activity. You can also talk to a partner.

apple / lettuce / milk / beef / tea / water / orange juice / coffee / bread / butter / cookies / salt / sugar / cheese yogurt / cereals / beer / oil / eggs / banana / potatoes / tomatoes / pasta / soft drink / cake / pie





1. **Now, decide to which categories** the food items and drinks above belong:

Breakfast

Meat Dishes

Fish Dishes

Pork Dishes

Pork Dishes

Chicken Dishes

Vegetable Dishes

Soups

Desserts

Lunch

Dinner

Snack

Food & Drink

Appendix 04 - unit 02



Grammar Focus - some, any, no

1. **Do you know how to use *some, any and no* properly?** Take a look at the chart below and listen to the explanation of your teacher. You can also take notes if you want to.

Affirmative

We have got some vegetables/eggs/sugar/oil.

Question

Have you got any vegetables/eggs/sugar/oil?

Negative

I haven't got any vegetables/eggs/sugar/oil.

I have no vegetables/eggs/sugar/oil.

2 Now read the dialogue and highlight the parts where *some, any and no* appear. Do you understand why they are used? After discussing it with your teacher, practice the conversation with a partner.

Wife: Dear, are you going to the supermarket this afternoon?

Husband: In half an hour. Have you got the shopping list, dear?

Wife: Not yet. Let's see... Do we have any sugar?

Husband: We have some, but I'll buy more. And also some more coffee and milk.

Wife: What about eggs and bread?

Husband: We don't have any. We also need cheese and some vegetables, like onions and carrots.

Wife: Oh, the Wilsons are coming for dinner tomorrow. We'll need pasta, tomatoes, and chicken.

Husband: Any special item for dessert?

Wife: Bring some peaches in syrup, please. Oh, I almost forgot to tell you, we need two extra light bulbs for the kitchen.

Husband: Is that all?

Wife: I think so.



Location

Appendix 05 - unit 03



Grammar Focus - Prepositions of Place

1. **Building knowledge.** Together with your teacher and colleagues, work on the meaning of the prepositions of place listed below.

Next to

The woman is next to the tree.



Opposite

The hospital is on the opposite side.



Behind

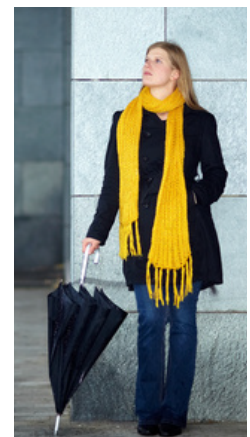
The man is behind bars.

Over

The city center is over the bridge.

Under

The girls are under the umbrella.



Outside

The kids are playing outside.

Inside

The family is inside the car.

On/At the corner

Sara is waiting on/at the corner of the street.



Location

Appendix 06 - unit 03

1. **Listening practice.** Use the prepositions from the box to complete the extracts from the selected songs.

Over **Outside** **Between**
Next to **Under** **Opposite** **Behind**

1. _____ me
Imagine Dragons

"Oh, I always let you down
You're shattered on the ground
But still I find you there
_____ me And oh, stupid
things I do I'm far from good,
it's true But still I find you
_____ me"

2. _____s attract
Paula Abdul

"I take two steps forward, I
take two steps back
We come together 'cuz
_____s attract
And you know it ain't fiction
just a natural fact
We come together 'cuz
_____s attract"

3. _____ the raindrops
Lifehouse

"Walking _____ the raindrops/ Riding the aftershock beside you/ Off into the
sunset/ Living like there's nothing left to lose/ Chasing after gold mines/ Crossing
the fine lines we knew/ Hold on and take a breath/ I'll be here every step/Walking
_____ the raindrops with you"



Location

Appendix 06 - unit 03

4. _____ blue eyes

Limp Bizkit

"No one knows what it's like To
be the bad man To be the sad
man _____ blue eyes
And no one knows what it's like
To be hated To be fated To
telling only lies"

5. _____ the rainbow

Glee

"Somewhere _____ the rainbow
Way up high,
There's a land that I dreamed
of
Once in a lullaby.
Somewhere _____ the rainbow
Skies are blue,
And the dreams that you dare
to dream
Really do come true".

6. _____ the sea

Disney

"Darling it's better Down where it's
wetter Take it from me Up on the
shore they work all day Out in the
sun they slave away While we
devoting Full time to floating
_____ the sea"

7. _____

Calvin Harris




"Oh, oh, oh, oh
I'll show you what it feels like
Now I'm on the _____
Oh, oh
We did everything right, now
I'm on the _____
Oh, oh
I'll show you what it feels like"



Location

Appendix 07 – unit 03

1. **Click on the links below to listen to the songs used in Appendix 06.**

-  1. Next to me - Imagine Dragons
-  2. Opposites Attract - Paula Abdul
-  3. Between the Raindrops - Lifehouse
-  4. Behind Blue Eyes - Limp Bizkit
-  5. Over the Rainbow - Glee
-  6. Under the Sea - Disney
-  7. Outside - Calvin Harris

Weather & Seasons

Appendix 08 - unit 04



Vocabulary - Building New Vocabulary: Seasons

Summer



Sun



Flip Flops



Beach



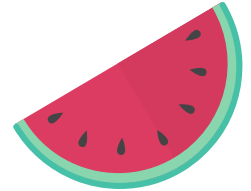
Swimsuit



Sunglasses



Pool



Fresh Fruits



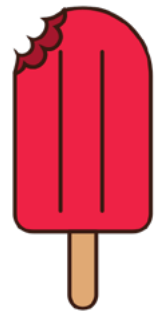
Cold Water



Outdoor Activities



Vacation



Popsicle

Weather & Seasons

Appendix 08 - unit 04



Vocabulary - Building New Vocabulary: Seasons

Autumn



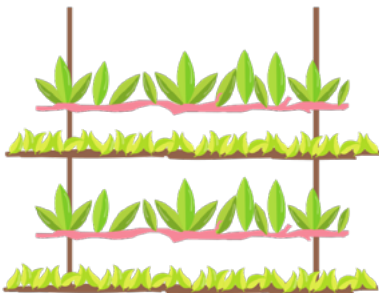
Leaves



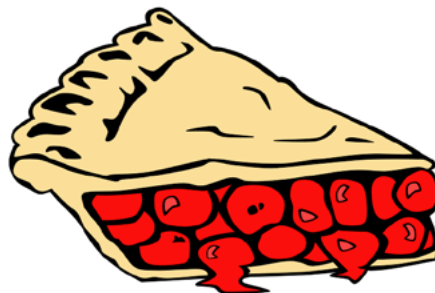
Cozy



Jacket



Orchard



Pie



To Reap



Nuts



Pine Cone



Persimmon

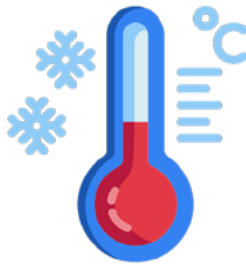
Weather & Seasons

Appendix 08 - unit 04



Vocabulary - Building New Vocabulary: Seasons

Winter



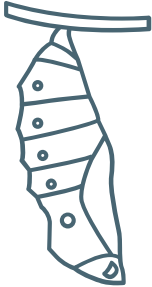
Below Zero



Blanket



Blizzard



Cocoon



Cold



Earflap Hat



Fireplace



Fleece/ Wool



Hot Chocolate



Snow



Gloves

Weather & Seasons

Appendix 08 - unit 04



Vocabulary - Building New Vocabulary: Seasons

Spring



Flowers



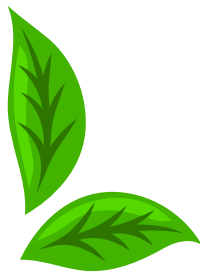
Blossom



Baby Animals



Galoshes



Green



Grass



Nest



Rain



To sprout



Umbrella



To Hatch



Winter in Rondônia:





Now discuss about the following questions with all your colleagues:

- 1) Do you think it's important to know how to describe the weather of Rondônia and Brazil? Why?
- 2) In what occasions do you think you'll need/want to talk about your reality and how you live?

Weather & Seasons

Appendix 10 - unit 04



Vocabulary - Talking about the weather



Cloudy



Windy



Cold



Degree



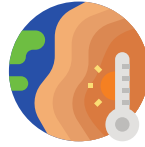
Dry



Freezing



Greenhouse Effect



Heat Wave



Hail



Hurricane



Land Breeze



Landfall



Lightning



Moist



Mist



Overcast



Ice



Polar



Rain



Rainbow



Sandstorm



Sea Breeze



Snow



Snowfall



Sunset



Storm



Smog



Thunderstorm



Sleet



Flooded

Past Events (1)

Appendix 12 - unit 05



Grammar Focus - Past Simple

Regular Verbs + Verb To Be

Affirmative

Anna called me yesterday.

Wallace was happy on his bday.

Negative

Anna didn't call me yesterday.

Wallace wasn't happy on his bday.

Interrogative

Did Anna call me yesterday?

Was Wallace happy on his bday?

Past Time + Time Adverbials

Yesterday, the day before, ago, last week, last month, last year, last summer

1. I **visited** a friend yesterday.
2. They **worked** the day before Christmas
3. We **traveled** together 2 years ago.
4. He **arrived** last week
5. The party **was** last month
6. They **studied** together last year
7. We **dated** last summer



1. **Identify the infinitive form** of the verbs highlighted in the examples:

visited: _____
worked: _____
traveled: _____
arrived: _____
was: _____
studied: _____
dated: _____



2. **Can you think of any other examples of regular verbs in English?** Discuss it with your class and make a list.

Past Events (1)

Appendix 13 – unit 05



Additional Practice

1. **Click on the links below** to practice the past simple with regular verbs.



QUIZ TIME



[Click here](#) to solve a crossword on regular verbs in the past.



[Click here](#) to choose the most suitable verb for each sentence



[Click here](#) to divide the verbs into regular and irregular ones.



[Click here](#) to choose the correct form of the verbs in the past.



2. **Watch this video** and learn more on the pronunciation of /-ed/ in regular verbs in English. Then, practice pronouncing the verbs below.

■ Walked	■ Washed	■ Melted
■ Glanced	■ Called	■ Used
■ Arrived	■ Played	■ Pushed
■ Ordered	■ Missed	■ Studied
■ Handed	■ Sliced	■ Closed
■ Tasted	■ Fixed	■ Needed
■ Wanted	■ Promised	■ Helped

Past Events (1)

Appendix 14 – unit 05



Conversation Practice

1. **Work in pairs.** Walk around the class and spend 2 or 3 minutes asking and answering the questions below with a colleague. Interview at least three different people.

Question Bank:

1. Did you cook yesterday?
2. Did you visit any relatives recently?
3. Did you travel on your holidays?
4. Did you wash the car last week?
5. Did you talk to your friends yesterday?
6. Did you listen to music yesterday?
7. Did you play any sports last week?
8. Did you study for the test last Friday?
9. Did you plant a tree when you were a kid?
10. Did you surf the internet last night?

Interesting findings & new words












Past Events (1)

Appendix 15 – unit 05



Vocabulary - Regular Verbs in English

Base Form - Simple Past

-  Accept - Accepted
-  Achieve - Achieved
-  Add - Added
-  Admire - Admired
-  Admit - Admitted
-  Adopt - Adopted
-  Advise - Advised
-  Agree - Agreed
-  Allow - Allowed
-  Announce - Announced
-  Appreciate - Appreciated
-  Approve - Approved
-  Argue - Argued
-  Arrive - Arrived
-  Ask - Asked
-  Assist - Assisted
-  Attack - Attacked
-  Bake - Baked

Base Form - Simple Past

-  Beg - Begged
-  Behave - Behaved
-  Boil - Boiled
-  Borrow - Borrowed
-  Brush - Brushed
-  Bury - Buried
-  Call - Called
-  Challenge - Challenged
-  Change - Changed
-  Chase - Chased
-  Cheat - Cheated
-  Cheer - Cheered
-  Chew - Chewed
-  Clap - Clapped
-  Clean - Cleaned
-  Collect - Collected
-  Compare - Compared
-  Complain - Complained















Past Events (1)

Appendix 15 – unit 05



Vocabulary - Regular Verbs in English

Base Form - Simple Past

-  Confess - Confessed
-  Construct - Constructed
-  Control - Controlled
-  Copy - Copied
-  Count - Counted
-  Create - Created
-  Cry - Cried
-  Cycle - Cycled
-  Damage - Damaged
-  Dance - Danced
-  Deliver - Delivered
-  Destroy - Destroyed
-  Divide - Divided
-  Drag - Dragged
-  Earn - Earned
-  Employ - Employed
-  Encourage - Encouraged
-  Enjoy - Enjoyed

Base Form - Simple Past

-  Establish - Established
-  Estimate - Estimated
-  Exercise - Exercised
-  Explain - Explained
-  Expand - Expanded
-  Fry - Fried
-  Gather - Gathered
-  Greet - Greeted
-  Guess - Guessed
-  Hate - Hated
-  Help - Helped
-  Hope - Hoped
-  Identify - Identified
-  Interrupt - Interrupted
-  Introduce - Introduced
-  Irritate - Irritated
-  Joke - Joked
-  Jump - Jumped



















Past Events (1)

Appendix 15 – unit 05





















Vocabulary - Regular Verbs in English

Base Form - Simple Past

 Kick - <u>Kicked</u>
 Kiss - <u>Kissed</u>
 Kill - <u>Killed</u>
 Laugh - <u>Laughed</u>
 Lie - <u>Lied</u>
 Like - <u>Liked</u>
 Listen - <u>Listened</u>
 Love - <u>Loved</u>
 Marry - <u>Married</u>
 Measure - <u>Measured</u>
 Move - <u>Moved</u>
 Murder - <u>Murdered</u>
 Need - <u>Needed</u>
 Obey - <u>Obeded</u>
 Offend - <u>Offended</u>
 Offer - <u>Offered</u>
 Open - <u>Opened</u>
 Paint - <u>Painted</u>

Base Form - Simple Past

 Park - <u>Parked</u>
 Phone - <u>Phoned</u>
 Pick - <u>Picked</u>
 Play - <u>Played</u>
 Pray - <u>Prayed</u>
 Print - <u>Printed</u>
 Pull - <u>Pulled</u>
 Punch - <u>Punched</u>
 Punish - <u>Punished</u>
 Purchase - <u>Purchased</u>
 Push - <u>Pushed</u>
 Question - <u>Questioned</u>
 Race - <u>Raced</u>
 Relax - <u>Relaxed</u>
 Remember - <u>Remembered</u>
 Reply - <u>Replied</u>
 Retire - <u>Retired</u>
 Return - <u>Returned</u>



















Past Events (1)

Appendix 15 – unit 05







Vocabulary - Regular Verbs in English

Base Form - Simple Past

-  Rub - Rubbed
-  Scold - Scolded
-  Select - Selected
-  Smoke - Smoke
-  Snore - Snored
-  Stare - Stared
-  Start - Started
-  Study - Studied
-  Talk - Talked
-  Thank - Thanked
-  Travel - Travelled
-  Trouble - Troubled
-  Type - Typed
-  Use - Used
-  Visit - Visited
-  Wait - Waited
-  Walk - Walked
-  Want - Wanted

Base Form - Simple Past

-  Warn - Warned
-  Wink - Winked
-  Worry - Worried
-  Yell - Yelled

Past Events (2)

Appendix 16 - unit 06



Vocabulary - Regular Verbs in English

Base Form - S. Past - Participle

	Beat - <u>Beat</u> - Beaten
	Become - <u>Became</u> - Become
	Begin - <u>Began</u> - Begun
	Bend - <u>Bent</u> - Bent
	Bet - <u>Bet</u> - Bet
	Bite - <u>Bit</u> - Bitten
	Bleed - <u>Bled</u> - Bled
	Blow - <u>Blew</u> - Blown
	Break - <u>Broke</u> - Broken
	Breed - <u>Bred</u> - Bred
	Bring - <u>Brought</u> - Brought
	Build - <u>Built</u> - Built
	Buy - <u>Bought</u> - Bought
	Catch - <u>Caught</u> - Caught
	Choose - <u>Chose</u> - Chose
	Come - <u>Came</u> - Came
	Cost - <u>Cost</u> - Cost
	Cut - <u>Cut</u> - Cut

Base Form - S. Past - Participle

	Do - <u>Did</u> - Did
	Dig - <u>Dug</u> - Dug
	Draw - <u>Drew</u> - Drawn
	Dream - <u>Dreamt</u> / -ed - Dreamt/ -ed
	Drink - <u>Drank</u> - Drunk
	Drive - <u>Drove</u> - Driven
	Eat - <u>Ate</u> - Eaten
	Fall - <u>Fell</u> - Fallen
	Feed - <u>Fed</u> - Fed
	Feel - <u>Felt</u> - Felt
	Fight - <u>Fought</u> - Fought
	Find - <u>Found</u> - Found
	Fly - <u>Flew</u> - Flown
	Forget - <u>Forgot</u> - Forgotten
	Forgive - <u>Forgave</u> - Forgiven
	Freeze - <u>Froze</u> - Frozen
	Get - <u>Got</u> - Got
	Give - <u>Gave</u> - Given

Past Events (2)

Appendix 16 - unit 06



Vocabulary - Regular Verbs in English

Base Form - S. Past - Participle

	Go - <u>Went</u> - Gone
	Grow - <u>Grew</u> - Grown
	Have - <u>Had</u> - Had
	Hear - <u>Heard</u> - Heard
	Hide - <u>Hid</u> - Hidden
	Hit - <u>Hit</u> - Hit
	Hold - <u>Held</u> - Held
	Hurt - <u>Hurt</u> - Hurt
	Keep - <u>Kept</u> - Kept
	Know - <u>Knew</u> - Known
	Lay - <u>Laid</u> - Laid
	Lead - <u>Led</u> - Led
	Leave - <u>Left</u> - Left
	Lend - <u>Lent</u> - Lent
	Lose - <u>Lost</u> - Lost
	Make - <u>Made</u> - Made
	Mean - <u>Meant</u> - Meant
	Meet - <u>Met</u> - Met

Base Form - S. Past - Participle

	Pay - <u>Paid</u> - Paid
	Put - <u>Put</u> - Put
	Read - <u>Read</u> - Read
	Rise - <u>Rose</u> - Risen
	Run - <u>Ran</u> - Run
	Say - <u>Said</u> - Said
	See - <u>Saw</u> - Seen
	Sell - <u>Sold</u> - Sold
	Send - <u>Sent</u> - Sent
	Sit - <u>Sat</u> - Sat
	Sleep - <u>Slept</u> - Slept
	Speak - <u>Spoke</u> - Spoken
	Spend - <u>Spent</u> - Spent
	Take - <u>Took</u> - Taken
	Teach - <u>Taught</u> - Taught
	Tell - <u>Told</u> - Told
	Think - <u>Thought</u> - Thought
	Understand - <u>Understood</u> - Understood

Past Events (2)

Appendix 16 – unit 06



Vocabulary - Regular Verbs in English

Base Form - S. Past - Participle



Wear - Wore - Worn



Win - Won - Won



Write - Wrote - Written

Past Events (2)

Appendix 17 – unit 06



Additional Practice

1. **Click on the links below** to practice the past simple with regular verbs.



QUIZ TIME



Click here to complete the chart with the correct form of the verbs.



Click here to answer the quiz on irregular verbs in English.



Click here to choose the correct form of each verb in the past



Click here to match the verbs to their correct form in the past

Past Events (2)

Appendix 18 – unit 06



Conversation Practice

1. **Work in pairs.** Walk around the class and spend 2 or 3 minutes asking and answering the questions below with a colleague. Interview at least three different people.

Question Bank:

1. What did you bring in your bag today?
2. What time did you get up today?
3. What did you do last night?
4. What did you have for dinner yesterday?
5. How did you celebrate your birthday last year?
6. Where did you go on the weekend?
7. What was the last book you read?
8. How many hours did you sleep last night?
9. What was the last thing you ate?
10. When was the last time you spoke to your parents?

Interesting findings & new words

Personal Belongings

Appendix 19 – unit 07



Grammar Focus - Possessive Adjectives & Pronouns

1. **Fill in the gaps** using the correct form of the Possessive Adjective.

1. I am so so happy with _____ job.
2. The children lost _____ way home.
3. Peter is showing _____ house to Susan.
4. I have a pet. _____ name is Toby.
5. There is a mouse in _____ (we) bedroom.
6. Is that _____ (you) house?
7. We bought _____ new car yesterday.
8. The cat is hungry. This is _____ food.
9. I live in Paris with _____ family.
10. Don't put _____ (you) trainers on the bed.

2. **Fill in the gaps** using the correct form of the Possessive Pronoun.

1. Is this cup _____? (your/ yours)
2. The coffee is _____. (my/ mine)
3. The new car is _____. (their/ theirs)
4. Is the flat _____? (her/ hers)
5. The red bike is _____. (our/ ours)
6. Are these phone _____? (their/ theirs)
7. Are those children _____? (your/ yours)

Clothes

Appendix 20 – unit 08



Vocabulary - Clothes



T-Shirt



Pants



Sweatshirt



Scarf



Socks



Blouse



Bikini



Pajamas



Gloves



Winter Cap



Joggers



Jeans



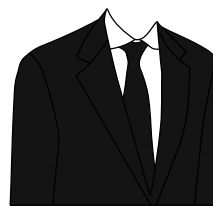
A-Shirt



Evening Gown



Coat



Suit



Jacket



Hat



Skirt



Dress



Underwear



Purse



Earrings



Ring

Clothes

Appendix 21 - unit 08



Writing Practice - What are they wearing?

1. Look at the pictures below and describe what people are wearing on them.









Future Plans

Appendix 22 - unit 09



Writing Practice

What are you planning for your birthday party / wedding anniversary / next vacation? Write a text about it. Include when it's going to be, where, who is going to be with you, what you are going to do etc.

Blank lined area for writing practice.



Grammar Focus - Future with "be going to"

Complete the sentences. Follow the example.

Example: There are sharks in the water. They **are going to attack** you. (attack)

1. There's a bear in the forest. It _____ these berries. (eat)
2. Look out! The tree _____ . (fall on)
3. Don't smoke. The engine _____ . (explode)
4. Be careful! The crocodile _____ you. (swallow)
5. The weather is great today on the beach. I _____ my swimsuit. (put on)
6. I see a cloudy sky. It _____ . (rain)
7. The man proposed his girlfriend. They _____ soon. (marry)
8. I'm very hungry, mom. What _____ we _____ for dinner? (have)

Future Plans

Appendix 23 - unit 09



Conversation Practice

People generally make resolutions on New Year's Day. What are your plans for next year? Make at least 8 resolutions. Write about them and then tell them to a partner to get some new ideas.

A large writing area consisting of 20 horizontal light blue lines, bounded by two vertical red lines on the left and right sides.

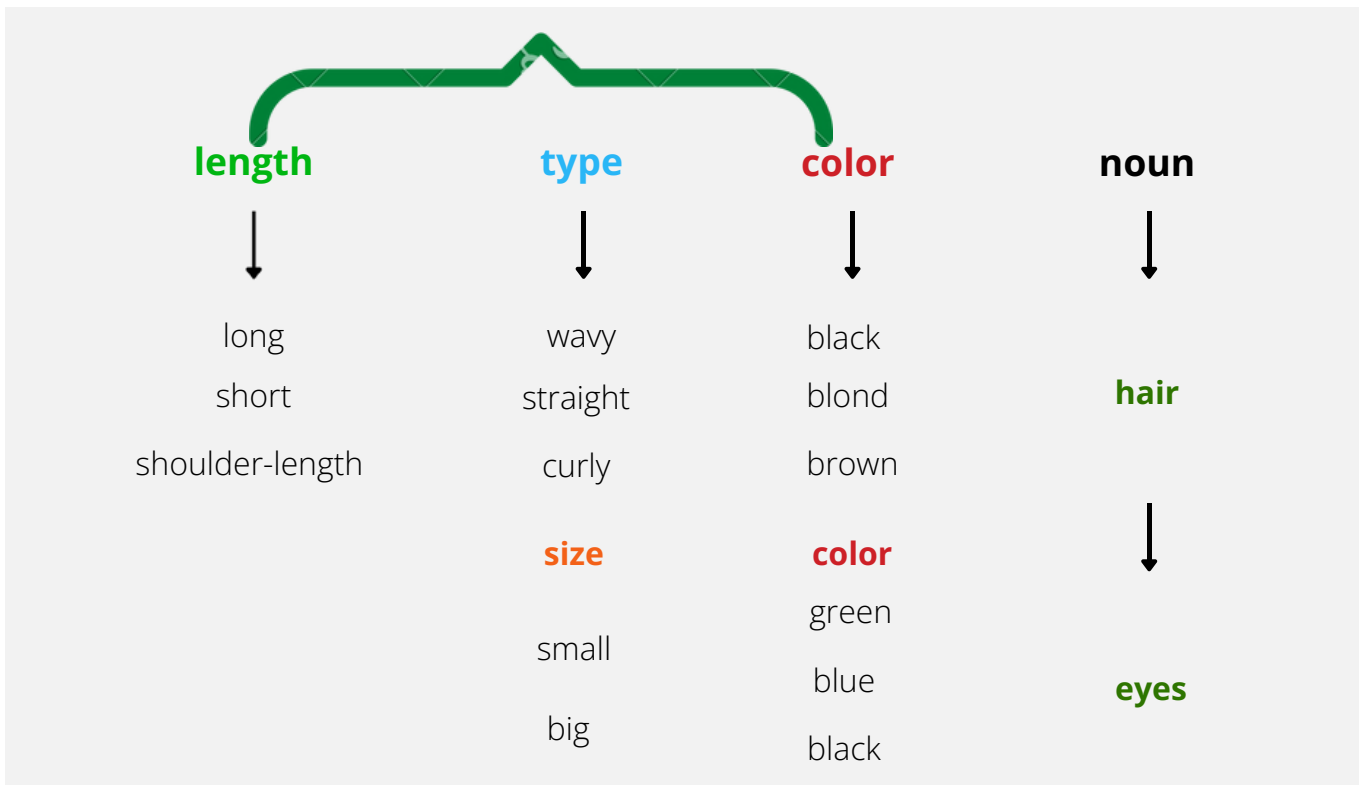
Personal Appearance

Appendix 24 - unit 10



Vocabulary Practice

1. Order of adjectives to describe hair and eyes



Describe the following people, following the example:



He is bald and he has blue eyes, a mustache and a beard.



Personal Appearance

Appendix 25 - unit 10









Personal Appearance

Appendix 26 – unit 10

2. How to express height and weight in English

Height

1 foot (ft.) = 12 inches (in.)
1 foot = 30.48 cm
1 inch = 2.54 cm
70 inches x 2.54 cm = 177.8 cm (or 1.77 m)
70 inches = 5.83 ft = 1.77 m

Weight

1 pound (lb.) = 16 ounces (oz.)
1 kilogram (kg) = 1000 grams (g)
1 pound = 0.45 kilograms
100 lbs = 45 kg

How tall is your brother?

- My brother is **six feet three inches** (6.3 ft) tall. = My brother is **one point ninety-two** (1.92 m) tall.

How tall are you?

- I am **five-eleven** (5' 11" = five feet eleven inches). = I am **one fifty-five** (1.55 m).

How much does your son weigh?

- He weighs 160 **lbs** (one hundred sixty pounds). = He weighs **72.5 kg** (seventy-two and a half kilograms).

Watch these videos to learn a little more about to express height and weight:

 **Video 1** - How to Express Height in English



 **Video 2** - How to Measure Ounces and Pounds



Culture note: Americans do not use the metric system, but the Imperial System. So they use feet and inches to talk about height. Canadians also use the Imperial System, although officially they use the metric system.

Personal Appearance

Appendix 27 - unit 10

3. Watch this video to learn the appropriate ways to talk about people's skin color.

After watching the video, do the quiz on the same page.



Conversation Practice

Ask and answer these questions with a partner:

- a) How tall are you?
- b) What color are your eyes? What color is your hair?
- c) Who do you take after in your family? How are you alike?
- d) What does your teacher look like?
- e) Who's got very short hair in your family?
- f) Does anyone in your class look like someone famous?
- g) Are any of your friends over six feet tall?
- h) Do you know any twins? Do they look alike?



In conversation...

Don't confuse these questions:

What's she like? =

What kind of person is she?

What does she look like? =

Can you describe her?

Personal Appearance

Appendix 28 - unit 10



Grammar Focus

Identify people with more details

- Lindsay is the dark-haired woman **in the pink T-shirt.**
- Paul is the man **in the red sweatshirt.**
- David is the man **with a beard and a mustache, wearing the dark blue polka dot shirt.**
- Jessica is the woman **with the curly hair and a pearl necklace.**
- Monica is the woman **in the blue hijab.**



Vocabulary Practice



She wears braces.



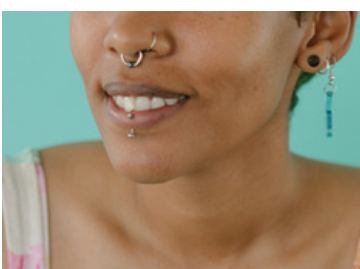
She wears braids.



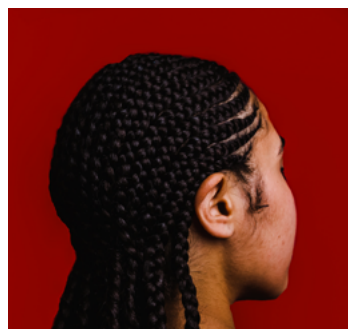
She's with a ponytail.



She's got freckles on her face.



She wears piercings.



She wears her hair in cornrows.

Dates and Arrangements

Appendix 29 - unit 11



Vocabulary Practice

How to make invitations:

1) Do you want to ... ?

- Do you want to go to the beach with me this afternoon?
- Do you want to eat pizza tonight?
- Do you want to play chess instead of checkers?

2) Would you like to ... ?

- Would you like to have some Coke?
- Would you like to play soccer with us this Sunday?
- Would you like to order now?

3) Let's...?

- Let's dance this song?
- Let's start a new diet together?
- Let's tell Mike the truth or not?

4) Why don't we ...? -

- Why don't we go to the mall in two hours?
- Why don't we paint the house next month?
- Why don't we have a drink or two after work today?

5) How about ...?

- How about going out tonight?
- How about trying Indian food this time?
- How about playing soccer with us on Sunday?

How to accept invitations:

- Sure.
- What time?
- I'd love to, thanks.
- Sounds good.
- Sounds great.
- That sounds great, thank you.
- What a great idea, thank you.
- That sounds like fun.
- That would be nice, thank you.
- Sure, that would be great.
- I'd love to, thanks.
- That's a great idea.

Dates and Arrangements

Appendix 30 - unit 11



Vocabulary Practice

How to refuse invitations:

- I can't. I have to work.
- I have to work.
- I have classes at night.
- I have to get up early the next morning.
- I need to stay home with my new puppy.
- My favorite TV show is on that night.
- My parents are visiting me that night.
- I am not feeling well.
- I can't find a baby sitter.
- I have an appointment this afternoon.
- I'm busy tomorrow.
- I have a test tomorrow.
- Well, I'd love to, but I already have plans.
- I'm really sorry, but I have something else to do.
- Maybe another time.
- Thanks for your invitation but I am kinda busy.
- I am afraid I am busy tomorrow.
- Sorry but I can't accept your invitation.
- I have other plans for tonight.



Conversation Practice

Now, it's your turn to practice. With a partner, make, accept and decline invitations. Write your dialogue here.

Virtual Communication

Appendix 31 - unit 12



Writing Practice - Social media and responsible online citizenship

How to use WhatsApp responsibly

Best practices:

- **Communicate with known contacts:** Only send messages to those who have contacted you first or have requested you contact them on WhatsApp. It's best to give contacts your phone number so they can message you first.
- **Ask for permission** and respect boundaries: You should get permission from contacts before you add them to a group. If you add someone to a group and they remove themselves, honor their decision.
- **Use group controls:** We've created an admin only message setting for WhatsApp groups. If you're an admin, you can decide if all participants or only group admins can send messages within the group. Using this feature can help cut down unwanted messages in groups.
- **Think twice before** forwarding messages: We created a label for all forwarded messages and limit the number of times you can forward messages as a way to encourage users to reconsider before sharing. If you aren't sure whether something's true or don't know who wrote the message, we don't recommend forwarding it.

Practices to avoid

- **Unwanted messages:** If a contact asks you to stop messaging them, you should remove the contact from your address book and refrain from contacting them again.
- **Automated or bulk messages:** Don't bulk message, auto-message, or auto-dial using WhatsApp. WhatsApp uses both machine learning technology and reports from users to detect and ban accounts that send unwanted automated messages. Also, don't create accounts or groups in unauthorized or automated ways, or use modified versions of WhatsApp.
- **Using contact lists that aren't yours:** Don't share phone numbers without consent or use data obtained from illicit sources to message users on WhatsApp or add them to groups.
- **Over-using broadcast lists:** Messages sent using a broadcast list will only be received when users have added your phone number to their contact list. Please keep in mind, frequent use of broadcast messages may lead people to report your messages, and we ban accounts that are reported multiple times.



Source: https://faq.whatsapp.com/1325842477576427/?locale=en_US
Access in August, 2022.

Virtual Communication

Appendix 32 - unit 12



Vocabulary Practice

A Telephone Call

- JOHN:** Hi, Alice, it's John. How are you?
- ALICE:** Oh, hi, John! I was just thinking about you.
- JOHN:** That's nice. **I was wondering if you'd like to go to a movie tonight.**
- ALICE:** Sure, I'd love to! What's playing?
- JOHN:** I was thinking about that new comedy *Lights Out*. **What do you think?**
- ALICE:** Sounds great!
- JOHN:** OK, **I'll pick you up** around 7:30. The movie starts at 8:00.
- ALICE:** See you then. Bye!

LANGUAGE NOTES

- **Hi, Alice, it's John:** Hi, ____, it's ____ is a casual and friendly way to say hello on the phone. Although "it's" means "it is," it is used to mean "I am" here.
- **Oh, hi, John!** Notice the rising intonation here. Alice is excited to hear from John and is very pleased that he called her.
- **I was wondering if you'd like to ...** This is a polite and indirect way of asking "Do you want to ...?" John is nervous and does not want to appear too direct or bold. Notice how the question goes up at the end, which shows that he is not overly confident.
- **Sure! I'd love to** means "Yes, I would love to." Notice that Alice is very enthusiastic and friendly. She wants John to feel comfortable about asking her out on a date.
- **I was thinking about ... / What do you think?** Again, John does not want to appear too bold. He wants to give Alice a chance to suggest a movie.
- **Sounds great!** Is an informal way of saying "That is a good plan."
- **I'll pick you up** is an informal way of saying "I'll come to your house so that we can go together."

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Vocabulary Bank



VOCABULARY

Vocabulary Bank

Unit 02 - Food and Drink




Palavra/ Expressão


Tradução/ Anotações

 Dessert

 Dinner


 Dish

 Eating habits

 Eggs


 Fish

 dishes


 How many...?


 How Much ...?

 Juice


 Lettuce

 Liter


 Loaf

 Loaves of bread

 Lunch


 Main course


 Meals

 Meat dishes

 Milk

 Oil

 Orange

 Pasta

 Pepper

 Pie

 Pork

 Potatoes

Vocabulary Bank


Unit 04 - Weather & Seasons





Palavra/ Expressão


Tradução/ Anotações

 Heat Wave


 Hot Chocolate


 Hurricane

 Ice Jacket

 Land

 Breeze


 Landfall

 Leaves


 Lightning


 Mist Moist

 Nest


 Nuts

 Orchard

 Outdoor Activities

 Overcast

 Persimmon Pie

 Pine Cone

 Polar

 Pool

 Popsicle

 Rain

 Rainbow

 Sandstorm

 Sea

 Breeze

 Season Sleet

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