



mais língua
concept

Mais Língua Online

Level 2

E-book

Módulo 2

Videoaula 1

Nesta primeira semana do **Módulo 2** nós vamos revisar o que de mais importante vocês viram e aprenderam no **módulo 1**: a fazer e responder perguntas sobre a vida pessoal ou profissional de alguém e ainda faremos um trabalho bem especial para melhorarmos nossa compreensão oral, nosso *listening*!

Let's review some question words:

WHAT: Qual, O que

WHEN: Quando

WHERE: Onde

WHY: Por que

HOW: Como

HOW OLD: Quantos anos

WHO: Quem

WHAT TIME: Que horas



Agora que vocês já sabem o que significam estas **question words**, nós vamos revisar como que formamos perguntas utilizando-as:

BE

WHAT/ YOUR NAME?

WHEN/ YOUR BIRTHDAY?

HOW OLD/ YOU?

WHO/ YOUR BEST FRIEND?

WHERE/ YOU/ FROM?

HOW/ YOU/ TODAY?

QUESTION WORD + AM/ARE/IS +
SUBJECT + VERB + (COMPLEMENT)?

DO/DOES

WHAT/ YOU/ LIKE / TO EAT?

WHEN/ YOU / GO / TO THE GYM?

WHERE/ YOUR MOTHER/ LIVE?

WHY/ YOU/ STUDY ENGLISH?

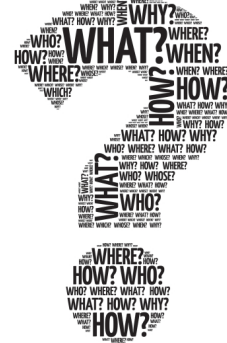
HOW/ YOU / LEARN ENGLISH?

WHO/ YOUR BEST FRIEND/ LOVE?

QUESTION WORD + DO/DOES +
SUBJECT + VERB + (COMPLEMENT)?

LET'S PRACTICE!

1. **WHERE**/ YOU/ **WORK**?
2. **WHERE**/ YOU?
3. **WHERE**/ YOUR BEST FRIEND/ **LIVE**?
4. **WHERE**/ YOUR BEST FRIEND/ NOW?
5. **WHAT TIME** /YOU/ **PLAY** VOLLEYBALL?
6. **WHAT TIME**/ YOUR CLASS?
7. **WHEN**/ YOUR ENGLISH CLASS?
8. **WHEN**/ YOU/ **STUDY** ENGLISH?



Let's match the answer A-H to the questions above!

- A. (___) My English class is on Wednesdays.
- B. (___) I work at Mais Língua.
- C. (___) I always play volleyball on Saturday at 8pm.
- D. (___) It's at 3pm.
- E. (___) I study English on Wednesdays and Fridays.
- F. (___) I'm at work now.
- G. (___) She lives in São Paulo.
- H. (___) She's at work.

Song time!

Let's listen to John Mayer's version of Tom Petty's song Free Falling.

First, listen to the song and fill in the blanks with the **VERBS** from the box below. Be careful because some verbs are in their contracted forms.

Note: The same numbers stand for the same verbs.



am	is	are	loves	miss	move	wanna
----	----	-----	-------	------	------	-------

Free Fallin'

John Mayer

She 1 _____ a good girl, 2 _____ her mama
2 _____ Jesus and America, too

She 1 _____ a good girl, crazy 'bout Elvis
2 _____ horses and her boyfriend, too

Yeah, yeah

It 1 _____ a long day living in Reseda
There's a freeway runnin' through the yard
And I 4 _____ a bad boy cuz I don't even 5 _____ her
I 4 _____ a bad boy for breakin' her heart

And I 4 _____ free, free fallin', fallin' (x2)

All the vampires walkin' through the valley
They 6 _____ west down Ventura Boulevard
And all the bad boys 7 _____ standing in the shadows
And the good girls 7 _____ home with broken hearts

And I 4 _____ free, free fallin', fallin' (x2)

Free fallin' Now I 4 _____
Free fallin'

I 8 _____ glide down over Mulholland
I 8 _____ write her, her name in the sky
I 8 _____ free fall out into nothin'
Oh, I 4 _____ gonna leave this world for a while

Now I 4 _____ free, free fallin', fallin'
Free fallin', Fallin'

Módulo 2

Videoaula 2

YAY! Iniciamos esta aula 2 fazendo uma retomada da música do **John Mayer** trabalhada na aula anterior (Free Fallin'). Na aula passada nós apenas trabalhamos o listening para identificar os VERBS da música. Hoje nosso foco será no **significado da música** em si e vamos trabalhar a **estrutura gramatical** dela também.

Free Fallin'

She's a good girl, **loves** her mama
Loves Jesus and America, too
 She's a good girl, crazy 'bout Elvis
Loves horses and her boyfriend, too

Yeah, yeah

It's a long day living in Reseda
 There's a freeway runnin' through the yard
 And I'm a bad boy cuz I don't even **miss** her
 I'm a bad boy for breakin' her heart

And I'm free, free fallin', fallin'
 And I'm free, free fallin', Fallin'

All the vampires walkin' through the valley
 They **move** west down Ventura Boulevard
 And all the bad boys **are standing** in the shadows
 And the good girls **are** home with broken hearts

And I'm free, free fallin', fallin' (x2)

Free fallin' Now I'm
 Free fallin'

I **wanna** glide down over Mulholland
 I **wanna** write her, her name in the sky
 I **wanna** free fall out into nothin'
 Oh, I'm gonna **leave** this world for a while



Now I'm free, free fallin', fallin' (x2)

Queda Livre

Ela **é** uma boa garota, **ama** sua mãe
Ama Jesus e a América também
 Ela **é** uma boa garota, louca pelo Elvis
Ama cavalos e o seu namorado também

Yeah, yeah

É um longo dia vivendo em Reseda
 Há uma estrada passando pelo jardim
 E eu **sou** um cara mau porque eu nem **sinto** falta dela
 Eu **sou** um cara mau por partir o coração dela

E eu **estou** livre, em queda livre
 E eu **estou** livre, em queda livre

Todos os vampiros caminhando pelo vale
 Eles **vão** para o oeste de Ventura Boulevard
 E todos os caras maus **permanecem** nas sombras
 Todas as boas garotas **estão** em casa com seus corações partidos

E eu estou livre, em queda livre (x2)

Em queda livre, agora eu estou
 Em queda livre,

Eu **quero** deslizar até Mulholland
 Eu **quero** escrever o nome dela no céu
Quero cair direto no nada
 Oh, vou **deixar** esse mundo por enquanto

Agora eu estou livre, em queda livre (x2)

Listening Activity: Number the sentences as you listen to the song:

Free Fallin'

- () **Loves** horses and her boyfriend, too
 () She's a good girl, crazy 'bout Elvis
 () **Loves** Jesus and America, too
 (1) She's a good girl, **loves** her mama

Yeah, yeah

- () I'm a bad boy for breakin' her heart
 () There's a freeway runnin' through the yard
 () And I'm a bad boy cuz I don't even **miss** her
 () It's a long day living in Reseda

And I'm free, free fallin', fallin'
 And I'm free, free fallin', Fallin'

- () And all the bad boys **are standing** in the shadows
 () They **move** west down Ventura Boulevard
 () All the vampires walkin' through the valley
 () And the good girls **are** home with broken hearts

And I'm free, free fallin', fallin' (x2)

Free fallin' Now I'm
 Free fallin'

- () Oh, I'm gonna **leave** this world for a while
 () I **wanna** write her, her name in the sky
 () I **wanna** free fall out into nothin'
 () I **wanna** glide down over Mulholland

Now I'm free, free fallin', fallin'
 Free fallin', fallin'



KEY: 4,3 2,1 4,2,3,1 3,2,1,4 4,2,3,1

Grammar Activity:

Vamos pegar algumas frases da música e transformá-las em affirmative, interrogative e/ou negative sentences:

1. She's a good girl. (+)

(-) _____

(?) _____

2. She **loves** her mama. (+)

(-) _____

(?) _____

3. It's a long day living in Reseda. (+)

(-) _____

(?) _____

4. I'm a bad boy. (+)

(-) _____

(?) _____

5. I don't even **miss** her. (-)

(+) _____

(?) _____

6. They **move** west down Ventura Boulevard. (+)

(-) _____

(?) _____

7. The good girls **are** home with broken hearts. (+)

(-) _____

(?) _____

8. I **wanna** write her name in the sky. (+)

(-) _____

(?) _____

KEY

1. She's a good girl. (+)
She isn't a good girl. (-)
Is she a good girl? (?)
2. She **loves** her mama. (+)
She doesn't love her mama. (-)
Does she love her mama? (?)
3. It's a long day living in Reseda. (+)
It's not a long day in Reseda. (-)
Is it a long day in Reseda? (?)
4. I'm a bad boy. (+)
I'm not a bad boy. (-)
Am I a bad boy? (?)
5. I don't even **miss** her. (-)
I even miss her. (+)
Do I even miss her? (?)
6. They **move** west down Ventura Boulevard. (+)
They don't move west down Ventura Boulevard. (-)
Do they move west down Ventura Boulevard? (?)
7. The good girls **are** home with broken hearts. (+)
The good girls aren't home with broken hearts. (-)
Are the good girls home with broken hearts? (?)
8. I **wanna** write her name in the sky. (+)
I don't wanna write her name in the sky. (-)
Do I wanna write her name in the sky? (?)

Módulo 2

Videoaula 3

Frequency adverbs

Let's imagine you go to a nutritionist, because you need to go on a diet.

Você pode precisar responder algumas perguntas, como por exemplo:

How often do you...?

- **How often do you exercise?** Com que frequência você se exercita?
- **How often do you eat out?** Com que frequência você come fora?
- **How often do you eat fat food?** Com que frequência você come comida gordurosa?
- **How often do you drink water?** Com que frequência você bebe água?



Na hora de responder, vamos usar **frequency adverbs** or **frequency expressions**, e precisamos observar a posição que usaremos cada um na frase.

FREQUENCY ADVERBS – NORMALMENTE ANTES DO VERBO PRINCIPAL.

I **ALWAYS EXERCISE** IN THE EVENING. (SEMPRE)

SHE **USUALLY EXERCISES** ON THE WEEKEND. (GERALMENTE)

THEY **SOMETIMES EXERCISE** IN THE PARK. (AS VEZES)

I **HARDLY EVER EXERCISE** IN THE MORNING. (QUASE NUNCA)

WE **NEVER EXERCISE**. (NUNCA)

FREQUENCY EXPRESSIONS – NORMALMENTE NO FINAL DA FRASE.

I EXERCISE **EVERY DAY**. (TODO DIA)

HE EXERCISES **TWICE A WEEK**. (DUAS VEZES POR SEMANA)

THEY EXERCISE **EVERY OTHER DAY**. (DIA SIM, DIA NÃO)

SHE EXERCISES **ONCE A MONTH**. (UMA VEZ POR MÊS)

DO YOU EXERCISE **THREE TIMES A WEEK**? (TRÊS VEZES POR SEMANA)

IMPORTANT!

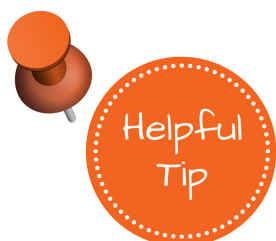
Sometimes, you can change the position of the adverb or expression. If put them in the beginning of the sentence you have to use comma(,).

- **Sometimes**, I exercise on the weekends.
- **Once a week**, I go to the cinema.
- She goes to the gym **sometimes**.

LET'S PRACTICE!

Now, match the questions to the most suitable answer.

- | | |
|---|---|
| 1. How often do you exercise? | (___) I eat fruit twice a day. |
| 2. Do you smoke? How often? | (___) I eat fish twice a week. |
| 3. How often do you eat fruit and vegetables? | (___) I hardly ever eat junk food. |
| 4. How often do you drink water? | (___) I drink a bottle of water once a day. |
| 5. How often do you drink alcoholic drinks? | (___) I usually go to bed late. |
| 6. How often do you eat junk food? | (___) I sometimes exercise. |
| 7. How often do you eat meat? | (___) I always drink alcoholic drinks on the weekend. |
| 8. How often do you eat fish? | (___) I eat vegetables every day. |
| 9. Do you sleep well? | (___) I eat meat every other day. |
| 10. How often do you go to bed late? | (___) I sometimes sleep well. |
| | (___) I drink alcoholic drink every weekend. |
| | (___) I never smoke. |



Quando queremos usar os advérbios na forma negativa da frase, temos que cuidar para manter na posição correta, que é antes do verbo, logo após o verbo auxiliar.

How often do you eat fish?
I don't **usually** eat fish.
He doesn't **usually** eat fish.

Módulo 2

Videoaula 4

Brent's Interview

Teacher André: So, here we are with my friend Brent. Hi Brent, how you're doing?

Brent: Hi André, I'm doing great!

Teacher André: Cool!

Brent: What's going on today?

Teacher André: Yeah, hum.. We are a bit curious, right, because of the American style of life. I've heard... Do you speak Portuguese Brent?

Brent: *Eu falo "Portaño!"*.

Teacher André: Very good, that's right. (eu ouvi dizer) *Que se fala muito que o americano tem um estilo de vida nada saudável*, not healthy. They say American are not healthy. Is it true?

Brent: Well, there many Americans that don't live a very healthy lifestyle. It's true, but like many things we have the extremes in the USA.

Teacher André: Extremes, like people that are unhealthy and people that are healthy.

Brent: Yes!

Teacher André: Are you healthy or unhealthy?

Brent: I think I would be in the very healthy category.

Teacher André: Really? Okay.

Brent: I think

Teacher André: Can I ask some questions about your lifestyle?

Brent: Sure, let's do it.

Teacher André: Okay. So, how often do you eat fast food?

Brent: I rarely eat fast food,

Teacher André: Rarely, really? And how often do you exercise?

Brent: I always exercise.

Teacher André: Always exercise?!

Brent: Once every day.

Teacher André: What exercise do you normally do?

Brent: Uh.. lately I've been doing a lot of bike riding.

Teacher André: Bike riding...

Brent: But, I also go to the gym. Two or three times a week. Also I do exercises at the exercise station. Push ups, pull ups, sit ups...

Teacher André: Nice! This is very healthy.

Brent: Yeah, I often incorporate exercise, by making it a practical thing. Going to and from lunch, work...

Teacher André: You walk to these places as well... usually?

Brent: Yeah, uh, I walk if I'm out of my bike.

Teacher André: Alright. How often do you eat out?

Brent: I would say... well when I'm away from home, I eat out more frequently, sometimes every day.

Teacher André: Really? And do you eat healthy?

Brent: Yeah, I eat quite healthy. I mean, I enjoy eating healthy, some. If I'm home, I'm cooking a lot. And I mean it pretty healthy.

Teacher André: Really? How often do you cook?

Brent: Every day.

Teacher André: Wow, that's amazing. And how often do you drink coffee?

Brent: Coffee once in a while.

Teacher André: *Ouvi dizer*, I heard that Americans drink a lot of coffee.

Brent: Oh yeah, coffee is a regular part of most Americans' morning.

Teacher André: How often do you drink?

Brent: I don't frequently drink coffee. I prefer tea. Like a green tea or herbal tea.

Teacher André: Are you American or British?

Brent: Yeah, some would say that I might be British, but, or they just say "you're not American!"

Teacher André: Alright. And how often do you drink alcoholical drinks?

Brent: I would say once or twice a week.

Teacher André: Once or twice a week?

Brent: Perhaps more frequently in summertime.

Teacher André: Summertime you drink more. Okay. And how often do you go out with friends?

Brent: Oh boy, uh... Maybe two or three times a week.

Teacher André: Oh, very often. That's good! And, this is... I think it's a very healthy lifestyle you have. Isn't it?

Brent: I'd say overall.

Teacher André: And how often do you travel?

Brent: I travel quite frequently.

Teacher André: Do you like Brazil?

Brent: I love Brazil!

Teacher André: And Rio Grande do Sul?

Brent: Especially Rio Grande do Sul!

Teacher André: Oh really? Cool! And do you drink chimarrão?

Brent: I like to drink chimarrão when my friends offer it to me, but normally it's not something that I prepare myself. But uh...It's a nice social drink. That's for sure!

Teacher André: And how often do you eat churrasco?

Brent: Churrasco! I'm always hoping for that invitation. So, I'd say maybe an average, once a week or twice a month right now.

Teacher André: So, what about having some chimarrão now? Let's go! Let's drink some chimarrão!

100%	Always	I always exercise in the morning
70%	Usually	She usually goes to work on foot.
55%	Often	They often drink orange juice during lunch.
30%	Sometimes	I sometimes go to the cinema with my friend.
15%	Rarely	He rarely eats fast food.
0%	Never	We never forget to do homework.

Módulo 2

Videoaula 5

O verbo '**can**' é um pouco diferente dos outros que estudamos até agora. Ele pode funcionar como verbo auxiliar, ou seja, ele tem a forma **afirmativa, negativa e usamos ele mesmo para fazer as perguntas**. Can significa 'poder, conseguir', mas pra isso ele **não pode** ser usado **sozinho, precisa de outro verbo** para poder fazer sentido.

Affirmative (can)	"I believe I can fly!"
Negative (can't / cannot)	"Oh, I just can't wait to be king!" "You cannot defeat me!"
Interrogative (Can..?)	Can you dance?



O can é invariável, isto é, não muda sua forma independente do sujeito.

I can/can't
You can/can't
He can/can't
She can/can't
It can/can't
We can/can't
They can/can't

Podemos usar **can** nas seguintes situações: habilidade, permissões, proibições, pedidos.

Habilidade – quando queremos dizer que temos (ou não) a habilidade de fazer algo.	Can Adele sing ? (Adele consegue cantar?) I can't speak French. (Eu não consigo falar francês.) Buzz Lightyear can fly ! (Buzz Lightyear consegue voar!)
Permissão/Autorização – vamos usar para pedir permissão para fazer algo como faríamos no português. Também podemos usar na forma afirmativa para expressar que temos permissão para algo.	Can I drive your car? (Posso dirigir seu carro?) Can I go out to play? (Posso sair para brincar?) Can I help you? (Posso te ajudar?) I can drive my dad's car. (Eu posso dirigir o carro do meu pai – tenho)

Módulo 2

Videoaula 6

Na aula anterior, aprendemos o verbo **can** para expressar nossas habilidades e permissões. Hoje vamos ver como usar com proibições (autorizações, placa e sinais...)

Proibição – usado na forma negativa (can't/cannot) vai expressar que não temos a autorização ou permissão.	I can't drive my father's car. (Eu não posso dirigir o carro do meu pai – não tenho a autorização para...) I can't go out tonight. (Eu não posso sair hoje à noite.) You can't park here. (Você não pode estacionar aqui.)
Permissão/Autorização – vamos usar para pedir permissão para fazer algo como faríamos no português. Também podemos usar na forma afirmativa para expressar que temos permissão para algo.	Can I drive your car? (Posso dirigir seu carro?) Can I go out to play? (Posso sair para brincar?) Can I help you? (Posso te ajudar?) I can drive my dad's car. (Eu posso dirigir o carro do meu pai – tenho)

Make sentences using can't/cannot about the pictures:
(answer key at the bottom of page 2)

1. smoke here:



2. use a cellphone in a gas station:



3. park on Monday at 9a.m.



▪ Now, check the option that is **true for you**:

✓ Can you drive?	Yes, I can.	No, I can't.
✓ Can you speak a foreign language?	Yes, I can.	No, I can't.
✓ Can your mother speak English?	Yes, she can.	No, she can't.
✓ Can teacher Alejandra speak slowly?	Yes, she can.	No, she can't.
✓ Can you run 5km?	Yes, I can.	No, I can't.
✓ Can you speak in public?	Yes, I can.	No, I can't.
✓ Can you stay up all night?	Yes, I can	No, I can't.



Answer key

1. You can't smoke here.
2. You can't use a cellphone in a gas station.
3. You can park on Monday at 9a.m.

Módulo 2

Videoaula 7

Nessa aula vamos estudar o tempo verbal **present continuous**, que vamos usar especialmente para falar sobre algo que estamos fazendo agora.



Look at this woman!

She **is wearing** a white shirt, blue jeans and brown shoes.

(Ela **está vestindo** uma camisa branca, jeans azuis e sapatos marrons.)

How to use present continuous:

She **is wearing** a shirt.

Verb to be + verbo principal+ing

A regra geral é bem simples, adicionar **ing** após o verbo principal, assim como no exemplo acima.

I'**m eating** a sandwich.

(Eu **estou comendo** um sanduíche.)

They'**re watching** TV.

(Eles **estão assistindo** TV.)

A regra vai mudar um pouco nos seguintes casos:

- quando temos verbos que acaba com a letra **-e**, tiramos o **-e** e adicionamos **-ing**
 dance**e** – She is danc**ing**.
 take**e** – We're tak**ing** a bus.
- quando o verbo é monossilábico e termina em **consoante + vogal + consoante**, a última letra será duplicada.
get – They're get**ti**ng up.
Run – I'm run**ni**ng.

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
She's wearing a red dress. They're drinking chimarrão.	She's not wearing a red dress. They're not drinking chimarrão.	Is she wearing a red dress? Are they drinking chimarrão?

Let's study some clothes vocabulary to practise present continuous:

Vocabulary

A uniform

A suit

A tie

Jeans

Shorts

Pants or trousers

A t-shirt

A shirt

A skirt

A dress

A jacket

A coat

A sweater

Sandals

Shoes

Tennis shoes

Boots

Socks

A scarf

A cap

A hat

Sunglasses

Flip-flops

Now imagine you are with a friend at the beach and you get lost.

(Agora imagine que você está com um/a amigo/a na praia e você se perde)

Describe that you are with these clothes: (answer key on page 3)



Por que em algumas roupas não usamos o artigo a(um/a) antes da palavra?

Isso acontece porque algumas palavras são consideradas plurais.

Jeans, pants ou trousers

Socks

Shoes

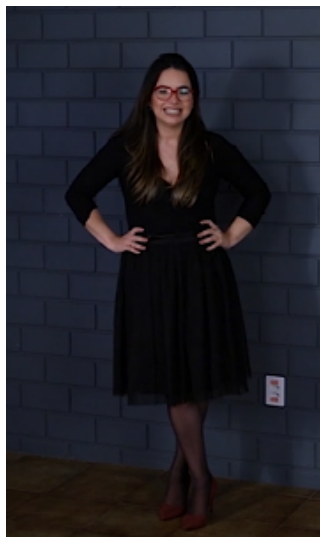
Boots

Tennis shoes

Sunglasses

Todas essas peças de vestuário têm 'duas partes', duas pernas (jeans, pants, trousers); dois pés (socks, shoes, boots, tennis shoes); duas lentes (sunglasses).

Now, write the teacher's name according to the pictures.



Teacher _____ is wearing earrings, a necklace, a black sweater, blue jeans and burgundy sneakers.

Teacher _____ is a blue cap, sunglasses, a black scarf, a black jacket, a tartan shirt, blue jeans and brown boots.

Teacher _____ is a woollen hat, a black coat, a pair of jeans, boots and earrings.

Teacher _____ is glasses, a black blouse, a black skirt, black pantyhose and burgundy high heeled shoes.

I'm wearing a red t-shirt, blue shorts and yellow flip-flops.

Answer key page 17

Camilla André Alejandra Lais

Answer key page 18

Módulo 2

Videoaula 8

Como aprendemos o **present continuous** na última aula usando vários exemplos com roupas, você pode pensar que usamos essa estrutura só pra descrever o que as pessoas estão vestindo. Mas, não é somente para isso! Podemos usar também pra outras coisas, como por exemplo, para falar do que as pessoas **estão fazendo no momento**.

You **are studying** English **now**.
(Você **está estudando** inglês **agora**.)

I **am speaking** English **at the moment**.
(Eu **estou falando** inglês **no momento**.)

A woman **is waiting** for the bus.
(Uma mulher **está esperando** pelo ônibus)



Quando respondemos perguntas de YES/NO QUESTIONS não podemos contrair o **verb to be** quando a **resposta for afirmativa**. Na negativa é possível, como poemos ver nos exemplos abaixo:

- Is your dad working?
Yes, he is.
- Are your parents travelling?
No, they're not. / No, they aren't.
- Is teacher Ale alone in the studio?
No, she's not. No, she isn't.
- Are Gustavo and teacher Ale eating a burger now?
No, they're not. / No, they aren't.
- Are the birds singing?
Yes, they are.

Now answer some questions about you.

1. Are you watching this video and eating a snack? _____
2. Are you watching this video alone? _____
3. Are people speaking near you? _____
4. Are the birds singing? _____
5. Are you listening to music? _____
6. Is your mom cooking? _____
7. Is your best friend working? _____
8. Are your siblings watching TV? _____
9. Is your family sleeping? _____
10. Is your pet playing? _____



Precisamos cuidar bastante uma diferença entre o **present continuous** (que também pode ser chamado de **present progressive**) e outro presente que já aprendemos que é o **present simple**. Analise os exemplos:

I **am listening** to music in the car. (**present continuous/progressive**)

Isso quer dizer que estou fazendo isso agora, neste momento.

I **listen** to music in the car. (**present simple**)

Isso quer dizer que é um hábito que eu faço, faço com uma certa frequência.

LET'S LOOK AT ANOTHER EXAMPLE:

Teacher André **goes** to Concept by car.

But today, he's **taking a bus**. His car is in the garage.

É importante prestar atenção em algumas expressões que aparecem nas frases, e que podemos usar, que nos mostram se usamos **present continuous** ou **present simple**.

Look at the examples below:

- **every day**

I study English **every day**. (present simple)

- **now**

I'm studying Spanish **now**. (present continuous)

- **twice a week**

I walk in the park **twice a week**. (present simple)

- **at the moment**

I am running **at the moment**. (present progressive)

- **usually**

I **usually** eat lunch at home. (present simple)

- **now**

I am eating lunch at a restaurant **now**. (present continuous)



Ou seja, com **advérbios de frequência** (*usually, always, never, twice a week*) normalmente usamos **present simple**. E quando usamos **now** ou **at the moment**, usamos o **present continuous**.



Módulo 2

Videoaula 9

Let's start this class with a story:

A woman and a man are married. Her name is **Della** and his name is **Jim**. They are very poor, but they are in love. It's Christmas time. **Jim** has a job, but **Della** doesn't. **Della** has \$1,87 to buy a present for **Jim**. **Jim** loves two things in the world: his gold watch from his grandfather, and **Della's** beautiful hair.

One day before Christmas, **Della** goes to the hair dresser and sells her hair. With the money, she buys a chain for **Jim's** watch. When **Jim** gets home from work, **Jim** sees **Della's** short hair and gets very sad. **Della** gives **Jim** the present: a chain for his watch, but **Jim** doesn't have the watch anymore. **Jim** sold the watch to buy two hair combs for **Della**.

What do you think about this story? Do you see any problem in it?

Será que podemos fazer algo para melhorá-la?

O que podemos usar nesse caso são os **subject pronouns and object pronouns**.

Os **subject pronouns** que podemos usar nesse caso é **he**, para substituir o nome do Jim; e **she**, para substituir o nome da Della. Vamos usa-los quando eles **estiverem antes do verbo** (*quando for o sujeito da frase – quem faz a ação*). Quando temos que substituir os nomes de Della e Jim depois do verbo (ex: **Della** gives **Jim** a present) usamos os **object pronouns** que é um pouco diferente. Esses sempre usamos depois que **estiverem depois do verbo** (*quando for o objeto da frase – à quem a ação está sendo feita*).

Subject pronouns	Object pronouns
I	Me
You	You
He	Him
She	Her
It	It
We	Us
You	You
They	Them

Então a frase "**Della** gives **Jim** a present" – trocando Della e Jim pelos pronomes corretos ficaria "**She** gives **him** a present"

Vamos fazer mais algumas trocas para ficar bem claro quando usamos **subject** ou **object** pronoun

+ Della has \$1,87 to buy a present for Jim. > She has \$1,87 to buy a present for him.

+ Della goes to the hairdresser and sells her hair. > She goes to the hairdresser and sells it.

+ Della buys a chain for Jim's watch. > She buys a chain for it.

+ When Jim gets home from work, Jim sees Della's short hair.

↳ When he gets home from work, he sees it.

+ Jim sold the watch to buy two hair combs for Della.

↳ He sold the watch to buy them for her.

+ Della and Jim don't have money. > She and he don't have it. OR They don't have it.

+ This is a beautiful love story for the readers. > It is a beautiful love story for them.

+ This is beautiful love for you and me. > It is a beautiful love story for us.

+ This story touches me. > It touches me.

Módulo 2

Videoaula 10

Nessa aula, vamos aprender *verb patterns* (*padrões verbais*). Para que precisamos saber disso? Então, nesse nível já conseguimos falar as coisas que gostamos, ou não gostamos de fazer, certo?

Mas e se você quiser falar, por exemplo, “**Eu amo cantar!**” Perceba que há dois verbos na frase (amo + cantar). Como falamos isso no inglês?

✚ I **love singing**

Conjugamos **o primeiro verbo normal** como já havíamos aprendido, e o **segundo verbo adicionamos -ing**.

Os verbos que iremos estudar hoje que segue a mesma regrinha, usamos para expressar opiniões e sentimentos:

- ✚ **Like** (don't/doesn't like) - (gostar/não gostar)
- ✚ **Love** (don't/doesn't love) – (amar/não amar)
- ✚ **Hate** (don't/doesn't) – (odiar/não odiar)
- ✚ **Don't/doesn't mind** – (não se importar)

Vamos ver mais alguns exemplos:

✚ What do you **like doing** at weekends?

- I **love eating** in a restaurant.
- I **like walking** in the park.
- I **don't like studying**.
- I **hate doing** housework.
- I **don't mind getting** up early.

✚ What does your best friend **like doing** at the weekends?

- She **likes going** to the cinema.
- She **doesn't like waking** up early.
- She **hates buying** groceries.
- She **doesn't mind walking** the dog.

Answers:

Tem dois jeitos de responder perguntas com esse padrão verbal:

- ✚ Do you **like playing** computer games?
 - Yes, I do.
 - Yes, I like **it** very much.

No último exemplo, usamos o verbo principal – *like* -, e o segundo verbo é substituído pelo pronome *it*.

Obs: Nesses últimos exemplos, os verbos foram conjugados na terceira pessoa do singular, por isso o uso do -s e doesn't.

Now, make sentences with the following verbs about **you** and **your best friend**:

Example: doing exercise

I **hate doing** exercise.

My best friend **doesn't mind doing** exercise.

1. Doing exercise

2. Going to the cinema

3. Dancing

4. Playing tennis

5. Studying

6. Swimming

7. Doing housework

8. Eating Japanese food

9. Reading the newspaper

Módulo 2

Videoaula 11

Nesse ponto dos estudos, é completamente normal os alunos começarem a se confundir com dois tópicos que já aprendemos até agora que são: *present simple* usando *do/does* e *present simple* do *verb to be* (*am/is/are*). Por exemplo, alguns alunos colocam o *verb to be* em frases nas quais não deveria ser usado.

✚ What do you do on Friday?

(O que você faz na sexta?)

✚ I **am study** English. ✖

(Eu sou/estou estudo inglês)

✚ What do you do on Friday?

(O que você faz na sexta?)

✚ I **study** English. ✔

(Eu estudo inglês)

O exemplo está errado, pois quando adicionamos o *verb to be*, que significa ser/estar, estamos dizendo “Eu sou estudo inglês”. Ou seja, o *verb to be* com esse significado vai estar sempre sozinho. Pensando assim, é bem simples de saber quando usamos um ou outro.

Agora você deve estar se perguntando, é possível o *verb to be* estar seguido de outro verbo? SIM! Porém é outro tempo verbal (*present continuous*), e o verbo é mudado adicionando-se -ing. (I am studying English – Eu estou estudando inglês) (Dê uma conferida nas aulas 7 e 8 do módulo 2 para revisar o *present continuous*). Mas nessa aula vamos focar em quando usar *verb to be* (*am/is/are*) ou o *present simple* (*do/does*).

When do we use verb to be?

Como explicado acima, *be* significa ser/estar, então vamos usá-lo sempre acompanhado de palavras ou expressões ligadas a pessoa, como por exemplo: adjetivos, informações, lugares, ou de um verbo com -ing. Ele normalmente aparece sozinho na frase.

✚ I **am** 28. (informação)

✚ I **am** beautiful. (adjetivo)

✚ He **is** at school. (lugar)

✚ They **are** studying. (present continuous)

✚ **Are** they thirsty? (adjetivo)

✚ You **aren't** my student. (informação)

✚ **Is** Gustavo at the studio? (lugar)

✚ **Is** he watching TV now? (present continuous)

Módulo 2

Videoaula 12

Estudamos na última aula quando usamos verb to be no presente, hoje vamos ver a outra forma do presente usando outros verbos e seus auxiliares do/does.

Aqui será uma breve revisão do present simple, se você quer revisar mais sobre isso assista as aulas 9 e 10 do módulo 1.

Quando formos fazer uma frase na forma afirmativa no presente simples, que não seja verb to be ou um modal, a conjugação fica bem mais simples, usando apenas o sujeito e o verbo principal. Vamos precisar do auxiliar somente na forma negativa e interrogativa. Veja os exemplos a seguir:

+

- + I **study** English.
- + She **studies** French.
- + They **study** in Canoas.

-

- + I **don't study** English.
- + She **doesn't study** French.
- + They **don't study** in Canoas.

?

- + **Do** you **study** English?
- + **Does** she **study** French?
- + **Do** they **study** in Canoas?

ATTENTION!!!

Não usamos o verb to be com outros verbos no present simple.

- + I **m work** every day. (Eu estou trabalho todos dias.) ✖
- + She **isn't work** here. (Ela não está trabalha aqui.) ✖
- + **Are** they **work**? (Eles estão trabalham?) ✖

Os exemplos acima mostram uma confusão do uso do present simple. Se usamos o verb to be com outro verbo, ele precisa estar conjugado com -ing, além disso, não usamos *am/is/are* seguido de um verbo, que nem visto nos exemplos.

Outra coisa que devemos cuidar são as short answers. Quando respondemos perguntas com *do/does*, temos que usar os mesmos na resposta. A mesma coisa acontece com o verb to be.

- + **Does** she go to work by car?
 - ✓ Yes, she **does**.
 - ✓ No, she **doesn't**.

- + **Are** you a doctor?
 - ✓ Yes, I **am**.
 - ✓ No, I **m not**.

Módulo 2

Videoaula 13

WEATHER

What's the **weather** like in Brazil during the summer?

CLIMA (período maior)

How's the **weather** now?

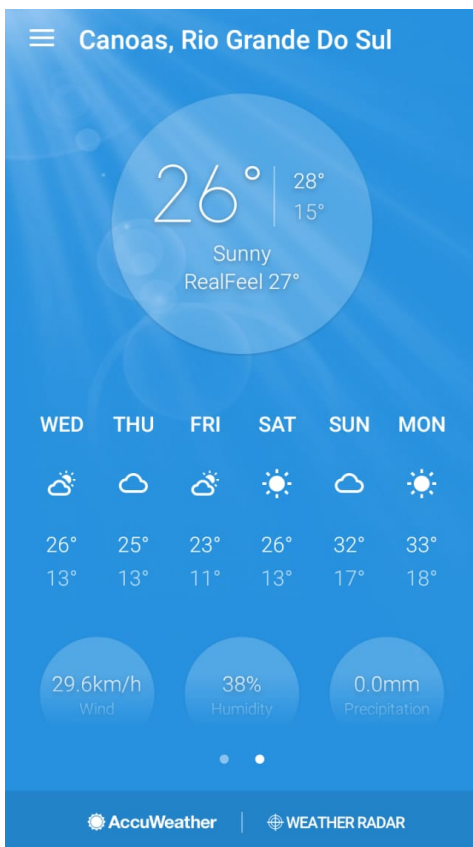
TEMPO (período menor)



WEATHER FORECAST = PREVISÃO DO TEMPO

(The Weather Channel, Accuweather)

Turn on the TV! I need to watch the weather forecast!



- **ACCUWEATHER**

REAL FEEL = SENSAÇÃO REAL (TÉRMICA)

SUNNY = ENSOLARADO

WIND = VENTO

HUMIDITY = UMIDADE

PRECIPITATION = PRECIPITAÇÃO



• THE WEATHER CHANNEL

FEELS LIKE = “SENTE COMO”

FAIR = TEMPO BOM (SUNNY/NOT RAINING)

HIGH: MÁXIMA

LOW: MÍNIMA

SUNSET = PÔR DO SOL

• THE WEATHER CHANNEL

TODAY = HOJE

HOURLY = DE HORA EM HORA

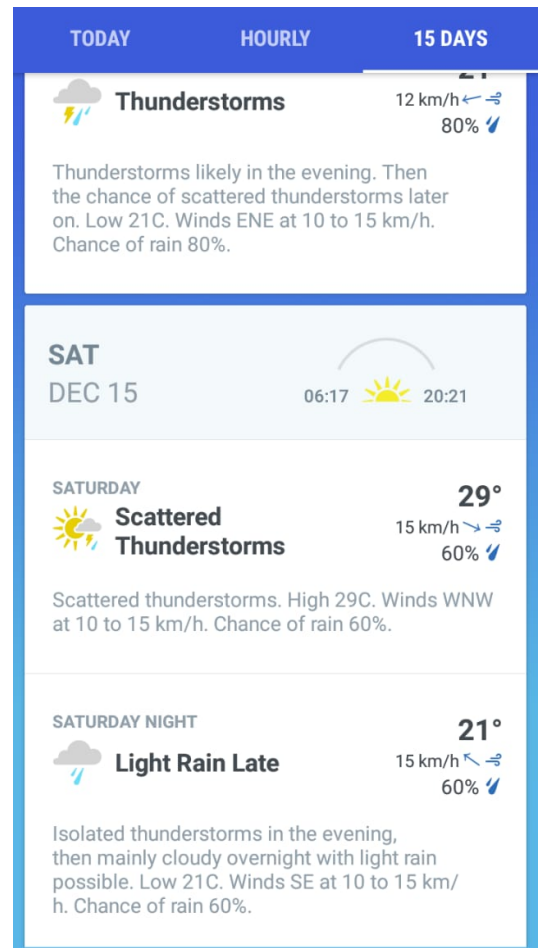
15 DAYS = PRÓXIMOS 15 DIAS

THUNDERSTORMS: TEMPESTADES/ TROVOADAS

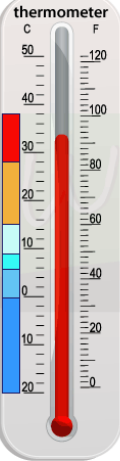
SCATTERED THUNDERSTORMS: TROVOADAS

DISPERSAS

LIGHT RAIN LATE: CHUVA LEVE MAIS TARDE



TEMPERATURE – VERB TO BE



The Temperature
English Vocabulary

° F = degrees Fahrenheit (United States)
° C = degrees Celsius (Rest of the World)

Color	Temperature
Red	hot
Orange	warm
Light Blue	cool
Medium Blue	chilly
Dark Blue	cold
Very Dark Blue	freezing

When we talk about the temperature we use:
It + is/was + adjective
 It is warm today.
 It was cold yesterday.
 It will be hot tomorrow.

Water freezes at 0°C (32°F)
 Water boils at 100°C (212°F)





www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

- IT **IS** HOT.
- IT **WAS** HOT.
- IT **WILL BE** HOT /IT'S **GOING TO BE** HOT.
- DEGREES = GRAUS.
- Conversão C pra F = $n^{\circ} \times 1,8 + 32$.
- $100^{\circ} \times 1,8 = 180 + 32 = 212$.

- **HOT** = Quente desagradável (30C)
- It **is** hot / I'm feeling hot
- **WARM** = Quente agradável (20C)
- It **is** warm/ I'm feeling warm
- **COOL** = Fresquinho (18C)
- It **is** cool / I'm feeling cool
- **CHILLY** = Frioquinho (15C)
- **COLD** = Frio desagradável (5C)
- **FREEZING** = Congelando (abaixo de 0C)

VOCABULARY

- **SEASON** = TEMPORADA / ESTAÇÕES DO ANO
- **WINTER** (Winter is coming)
- **SUMMER** (When I met you in the summer – Calvin Harris)
- **SPRING**
- **FALL / AUTUMN**
- **DRY SEASON** = TEMPORADA DE SECA



- **DROUGHT SEASON** = TEMPORADA DE CHEIA/INUNDAÇÃO

WEATHER– PRESENT CONTINUOUS

- **RAIN** = Chuva / **RAINY** = Chuvoso = IT **IS RAINING** = Está chovendo.
- **SNOW** = Neve / **SNOWY** = “Nevado/Nevoso” = IT **IS SNOWING** = Está nevando.

Others

- **SUN** = Sol / **SUNNY** = Ensolarado = IT **IS SUNNY** = Está ensolarado.
- **WIND** = Vento/ **WINDY** = Ventoso = IT **IS WINDY** = Está com vento.
- **CLOUD** = Nuvem / **CLOUDY** = Nublado = IT **IS CLOUDY** = Está nublado.
- **FOG** = Neblina/ **FOGGY** = Nebuloso = IT **IS FOGGY** = Está nebuloso. (NO CHÃO)
- **MIST** = Nevoeiro (Cerração) / **MISTY** = Enevoadado = IT **IS MISTY** = Está enevoadado. (SAUNA)

WEATHER– MORE VOCABULARY

- **FAIR** = SUNNY AND WITHOUT RAIN
- **RAIN** = Constante e estável
- **SHOWERS/ISOLATED SHOWERS** = Intensa e rápida (pancada de chuva)
- **DRIZZLE** = Garoa / chuvisco (gotas são menores) (light rain)
- **STORM** = Tempestade
- **THUNDERSTORM** = Tempestade com trovoadas e raios
- **SCATTERED THUNDERSTORM** = Tempestades esparsas com trovoadas e raios
- **LIGHTNING** = Relâmpagos/Raios
- **THUNDER** = Trovão
- **WET** = MOLHADO/ÚMIDO (a wet day)
- **HUMID** = ÚMIDO (It's very humid today = hot and wet)
- **DRY** = SECO/ÁRIDO (We have a dry summer)



Módulo 2

Videoaula 14

Complete the song with present continuous of the words in the brackets and choosing the best option of vocabulary.

SINGING IN THE RAIN

Gene Kelly



I'm (1) _____ (sing) in the ☐ RAIN ☐ SUN ☐ SNOW
 Just (2) _____ (sing) in the ☐ RAIN ☐ SUN ☐ SNOW
 What a glorious feeling
 I'm happy again.

I'm (3) _____ (laugh) at ☐ SUN ☐ DARK ☐ CLOUDS
 So ☐ SUN ☐ DARK, ☐ CLOUDS up above
 The ☐ SUN ☐ DARK, ☐ CLOUDS is in my heart

And I'm ready for love.

Let the stormy, ☐ SUN ☐ DARK ☐ CLOUDS chase. Everyone from the place
 Come on with the ☐ RAIN ☐ SUN ☐ SNOW I have a smile on my face

I walk down the lane With a happy refrain

Just (4) _____ (sing),
 (5) _____ (sing) in the ☐ RAIN ☐ SUN ☐ SNOW

(6) _____ (dance) in the ☐ RAIN ☐ SUN ☐ SNOW
 La ri la ri la, I'm happy again!

I'm (7) _____ (sing)
 and (8) _____ (dance) in the ☐ RAIN ☐ SUN ☐ SNOW

I'm (9) _____ (dance)
 and (10) _____ (sing) in the ☐ RAIN ☐ SUN ☐ SNOW

Módulo 2

Videoaula 15

LISTENING

1) Listen to Teacher Laís talking about her “Typical Monday”. Number the activities as you listen to them:

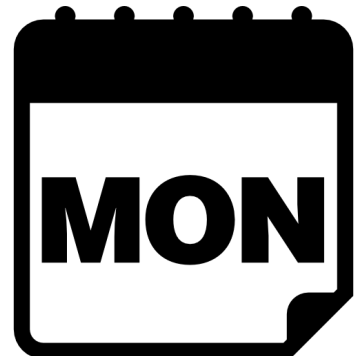
- | | |
|-----------------------------|------------------------------|
| (___) Go back home | (___) Prepare breakfast |
| (___) Go to bed | (___) Start work at school |
| (___) Have breakfast | (___) Take a shower |
| (___) Have lunch | (___) Take Augusto to school |
| (___) Have snacks or dinner | (___) Wake up |
| (___) Leave work | (___) Work from home |

2) Now, listen to the audio again and fill in the blanks with the actions below:

breakfast have lunch school start work take my shower wake up

A Typical Monday

I 1_____ every day at about 8.30 am because my “alarm baby” wakes up at this time. Then, I change his diapers while my husband prepares our 2_____. We usually drink some fruit juice. We sometimes eat some scrambled eggs for breakfast, because my baby loves it. Then I take Augusto to 3_____ by car. After that, I come back home because on Mondays I work from home in the morning. Then I have my psychoanalyst appointment at midday. After that, I 4_____ at home or in a restaurant near the school. I usually eat some healthy meal on Mondays, because on weekends we tend to overeat! After lunch I go to Mais Língua school. When I get there, I prepare my “chimarrão”, a typical hot drink we have here in the south of Brazil, and I 5_____ at about 2.30pm. I leave work at 6.30 when my husband and I pick up our baby from school. We go back home, we have some delicious snack or dinner together and enjoy our time! We play with Guto and sometimes watch something nice on TV. At 9.30 pm I 6_____ with Augusto and my husband puts him to bed after that. We go to bed a bit later, at 11pm or midnight.



Activity 2: KEY 1) wake up 2) breakfast 3) school 4) have lunch 5) start work 6) take my shower	7. Start work at school 8. Leave work 9. Go back home 10. Have snacks or dinner 11. Take a shower 12. Go to bed	Activity 1: KEY 1. Wake up 2. Prepare breakfast 3. Have breakfast 4. Take Augusto to school 5. Work from home 6. Have lunch
--	--	--

Módulo 2

Videoaula 16

EVERYDAY VOCABULARY

MORNING ROUTINE

Wake up
Get up
Brush your teeth
Take a shower
Get dressed
Have breakfast
Go to work
Leave home
Take the bus/ train
Study

AFTERNOON ROUTINE

Start work
Have a black coffee
Have snacks
Go to the gym
Clean the house
Do the dishes
Do the laundry
Do the ironing

EVENING ROUTINE

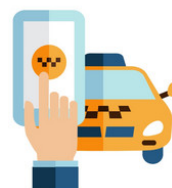
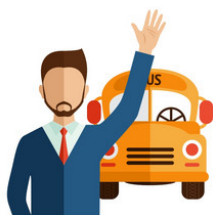
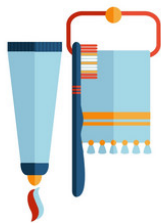
Leave work
Go back home
Do homework
Go shopping for food/
for clothes
Have dinner
Have some tea
Go to bed

LEISURE ACTIVITIES

- | | |
|---------------------|---|
| 1) Read | (___) TV/ a movie/ a TV series/ an online class |
| 2) Watch | (___) volleyball/ football/ basketball/ chess/ |
| 3) Play | cards/ videogame/ online games |
| 4) Go | (___) music/ an audiobook/ a podcast |
| 5) Listen to | (___) a book/ the news/ the paper |
| | (___) to the gym/ shopping/ dancing/ |
| | fishing/ bike riding/ jogging/ running |

KEY

- | | |
|----|---|
| 1) | Read a book/ the news/ the paper |
| 2) | Watch TV/ a movie/ a TV series |
| 3) | Play volleyball/ football/ basketball/ chess/ cards/ videogame/ online games |
| 4) | Go to the gym/ shopping/ dancing/ fishing/ bike riding/ jogging/ running |
| 5) | Listen to music/ an audiobook/ a podcast |



1) John_____

2) John_____

3) John_____

4) John_____

5) John_____

6) John_____

7) John_____

8) John_____

9) John_____

10) John_____

11) John_____

12) John_____

13) John_____

14) John_____

15) John_____

16) John_____

What about you? Write down 5 activities you do after you wake up on a typical Monday.



1 I wake up at _____

2 _____

3 _____

4 _____

5 _____

6 _____

Módulo 2

Videoaula 17



mais língua

#SUNDAYFUNDAY (Magic!)



Another manic ☐ Monday ☐ Tuesday ☐ Wednesday,
Praying for the week to go by
While Jimmy's at the (1) _____
Smoking on a Cuban Delight

*Now money, money, we all got to make it, yeah
But right now, I could use a vacation*



(CHORUS)

I wish it was ☐ Friday ☐ Saturday ☐ Sunday (#SundayFunday!)
A Monday-to-Monday Sunday funday
(Sunday funday)

Another torture ☐ Monday ☐ Tuesday ☐ Wednesday
I cannot seem to open my eyes
While Suzie's at the (2) _____
Getting ready for Jimmy tonight

*Now money, money, we all got to make it, yeah
But right now, I just need a vacation*
(CHORUS)



We don't wanna work no more
(Life is just too short)

*Now money, money, we all got to make it, yeah
But baby, this should be a vacation*
(CHORUS)



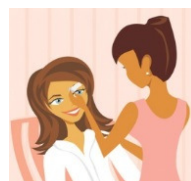
Said, we don't wanna work no more (Sunday funday)
Life is just too short (Sunday funday)



Golf course



Supermarket



Day Spa



Gym

MAIS LÍNGUA ONLINE

Módulo 2

Class 18



CONTENTS



GRAMMAR

Frequency Adverbs

Can x can't

Present continuous

Present Simple x
Continuous

Verb patterns (+ing)

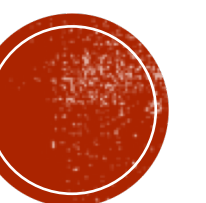
Be x Do?

VOCABULARY

Verb phrases

Weather

Clothes



ANDRÉ



LAÍS



ALEJANDRA

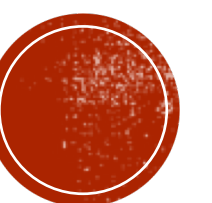


CAMILA

JOE



FRIENDS



READING & WRITING

1. MATCH NOTICES A-E TO SENTENCES 1-5.

1. (____) YOU CAN BRING PETS TO THE PLACE.

2. (____) YOU CANNOT TAKE PICTURES IN HERE.

3. (____) YOU CAN SMOKE IN HERE.

4. (____) YOU CANNOT SMOKE IN HERE.

5. (____) YOU CANNOT TURN RIGHT.

A



C



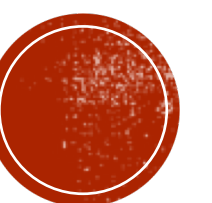
B



D



E



READING & WRITING

2. LOOK AT THE CHART BELOW ABOUT ALEJANDRA AND LAÍS. THEN COMPLETE THE GAPS ABOUT THEM:

always usually often sometimes hardly ever never ✓✓✓✓✓ ✓✓✓✓ ✓✓✓ ✓✓ ✓ -		
Watch TV series	✓✓	----
Clean the house	✓	✓✓✓✓
Work at weekends	✓✓✓✓✓	✓✓✓✓✓
Exercise	✓✓✓	✓✓✓✓
Sleep for eight hours	----	✓

1. Laís. _____TV series.
2. Alejandra _____ the house.
3. Laís and Alejandra..... at weekends.
4. Alejandra..._____ for eight hours.
5. Laís...._____.... for eight hours.



READING & WRITING

3. READ ABOUT TEACHER CAMILA. CHOOSE THE BEST WORD TO EACH SPACE.



Camila garcia (ex) is an English teacher. She (1) _____ at mais língua almost every day. She loves (2) _____ videogames in her house. She plays games at least three times a week. She has a dog called Marvin. It's a Yorkshire. She (3) _____ now, and Marvin is sleeping. She doesn't mind (4) _____, but she really enjoys cooking. She (5) _____ every night. She makes delicious chocolate cakes!

EX. A) BE

B) ARE

C) IS

1. ☐ A) IS WORKING.

☐ B) WORKS

☐ C) IS WORK

2. ☐ A) PLAYING.

☐ B) PLAY

☐ C) IS PLAYING

3. ☐ A) IS TEACH

☐ B) TEACHES

☐ C) IS TEACHING

4. ☐ A) DO HOUSEWORK

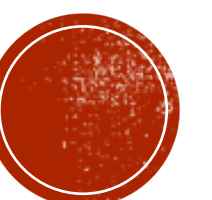
☐ B) DOING HOUSEWORK

☐ C) IS DO

5. ☐ A) COOK

☐ B) IS COOKING

☐ C) COOKS



MAIS LÍNGUA ONLINE

Módulo 2

Class 19



CONTENTS



GRAMMAR

Frequency Adverbs

Can x can't

Present continuous

Present Simple x
Continuous

Verb patterns (+ing)

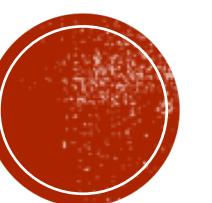
Be x Do?

VOCABULARY

Verb phrases

Weather

Clothes



ANDRÉ



LAÍS



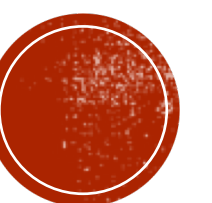
ALEJANDRA



CAMILA

JOE

FRIENDS



LISTENING



4. YOU WILL HEAR A CONVERSATION BETWEEN TEACHER ANDRÉ AND HIS FRIEND BRENT. FOR EACH QUESTION CHOOSE THE CORRECT ANSWER A, B OR C.

I – HOW IS BRENT?

- A. HE'S SAD. ☐ B. HE'S GREAT. ☐ C. HE'S NOT BAD ☐

II – IS BRENT HEALTHY OR UNHEALTHY?

- A. VERY HEALTHY. ☐ B. NOT HEALTHY ☐
C. HE DOESN'T SAY. ☐

III. HOW OFTEN DOES HE EAT FAST FOOD?

- A. EVERY DAY ☐ B. VERY OFTEN ☐ C. RARELY ☐

VI – HOW OFTEN DOES HE EXERCISE?

- A. ALWAYS. ☐ B. USUALLY ☐ C. RARELY ☐

V – CAN BRENT COOK?

- A. NO, HE CAN'T COOK. ☐
B. YES, HE COOKS A LOT. ☐
C. YES, BUT HE RARELY COOKS. ☐

VI. HOW OFTEN DOES HE DRINK COFFEE?

- A. ALWAYS. ☐ B. EVERY DAY. ☐ C. SOMETIMES ☐

MAIS LÍNGUA ONLINE

FINAL EXAM – SPEAKING



Class 20

CONTENTS



GRAMMAR

Frequency Adverbs

Can x can't

Present continuous

Present Simple x Continuous

Verb patterns (+ing)

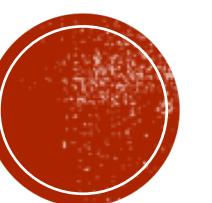
Be x Do?

VOCABULARY

Verb phrases

Weather

Clothes

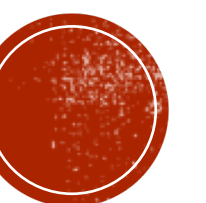


SPEAKING

HELLO, I'M TEACHER LAÍS AND I'LL BE YOUR EXAMINER.

PART 1: PERSONAL INFORMATION

1. What's your name?
2. Are you a student or do you work now?
3. Can you spell your last name?
4. Where are you from?
5. How often do you study English?



POSSIBLE ANSWERS

PART 1: PERSONAL INFORMATION

1. It's **Laís**/ My name's **Laís Viana**/ I'm **Laís**.
2. I work now./ I am a student./ I study **English** now./ I am a student and a **teacher**.
3. Yes, sure. It's **V-I-A-N-A**.
4. I'm **from Brazil**. / I'm **Brazilian**./ I'm from **the south of Brazil**.
5. I study English **every day**/ **twice a week**/ **three times a week**/ **every other day**.

PART 2: information card activity

Prompt cards are used to stimulate questions and answers of a non-personal kind. The teacher reads out instructions and shows **an information card** to the student. In **part 2**, the student has to answer questions the teacher asks based on the card received. The teacher is going to do the first as an example for you.

information card

1. WHAT/ SURNAME?
2. WHERE/ FROM?
3. WHAT/ HIS POLITICAL VIEW?
4. WHO/ HIS FATHER?
5. WHAT / HE/ WEARING/ IN THE PHOTO?

Born: Leonardo Wilhelm DiCaprio
November 11, 1974 (age 44)
Los Angeles, California, U.S.

Occupation: Actor, Film producer

Years active 1989–present

Political party: Democratic

Parent(s):
George DiCaprio
Irmelin Indenbirken

Now: DiCaprio is set to star the film *Roosevelt*; Martin Scorsese will direct and Paramount Pictures will distribute,



Source: https://en.wikipedia.org/wiki/Leonardo_DiCaprio

POSSIBLE ANSWERS

1. It's Wilhelm DiCaprio. / His surname is Wilhelm DiCaprio.
2. He's American. / He's from the U.S. /He's from Los Angeles.
3. He is a Democrat. / He supports the Democatric Party./ He's Democratic.
4. It's George DiCaprio./ His father's George DiCaprio.
5. He's wearing **a black suit./ a black tuxedo/ black pants and a black jacket/ formal clothes/ smart clothes/ a white shirt/ a bow tie.**

PART 3: prompt card activity

Now, the teacher shows **a question card** to the student. Then, the student has to make questions using the prompts. The teacher is going to do the first as an example for you.

prompt card

1. WHEN/ BIRTHDAY?
2. WHAT/ OCCUPATION?
3. WHAT/ MOTHER'S NAME?
4. HOW OLD?
5. WHAT LANGUAGES/ CAN/ SPEAK?

Born: Leonardo Wilhelm DiCaprio
November 11, 1974 (age 44)
Los Angeles, California, U.S.

Occupation: Actor, Film producer

Years active 1989–present

Political party: Democratic

Parent(s):
George DiCaprio
Irmelin Indenbirken

Languages: English, German.

Source: https://en.wikipedia.org/wiki/Leonardo_DiCaprio



ANSWERS

1. WHEN'S **HIS/ LEONARNO DICAPRIO'S** BIRTHDAY?
2. WHAT'S **HIS/ LEONARNO DICAPRIO'S** OCCUPATION?
3. WHAT'S **HIS/ LEONARNO DICAPRIO'S** MOTHER'S NAME?
4. HOW OLD IS **HE/ LEONARDO DICAPRIO**?
5. WHAT LANGUAGES CAN **HE/ LEONARDO DICAPRIO** SPEAK?