



Mais Língua Online Level 5

E-book



Videoaula 1

SONG

Let's listen to the song "Payphone" by Maroon 5 and do the exercise:

PAYPHONE by Maroon Five

I'm at a payphone trying to call home All of my change, I spent on you Where have the times gone? Baby, it's all wrong, where are the plans we made for two?

Yeah, I, I know it's hard to remember
The people we used to be
It's even harder to picture
That you're not here next to me
You say it's too late to make it
But is it too late to try
And in that time that you wasted
All of our bridges burnt down

I've wasted my nights
You turned out the lights
Now I'm paralyzed
Still stuck in that time when we called it
love
But even the sun sets in paradise

If happy ever after did exist
I would still be holding you like this
All those fairy tales are full of it
One more stupid love song, I'll be sick
Ohhh

You turned your back on tomorrow
Cause you forgot yesterday
I gave you my love to borrow



But you just gave it away
You can't expect me to be fine
I don't expect you to care
I know I said it before
But all of our bridges burnt down

I've wasted my nights
You turned out the lights
Now I'm paralyzed
Still stuck in that time when we called it love

But even the sun sets in paradise

If happy ever after did exist
I would still be holding you like this
All those fairy tales are full of it
One more stupid love song, I'll be sick
Now I'm at a payphone

Now baby don't hang up So, I can tell you what you need to know Baby, **I'm begging** just please don't go So, I can tell you what you need to know



A - Classify the following sentences from the song according to the verb tense. mais lingua The auxiliary verbs and main verbs are in bold.

PS (Present Simple) PC (Present Continuous) PS (Past Simple) PP (Present Perfect) F (Future – Will):

1)	I'm at a payphone trying to call home. ()		
2)	All of my change, I spent on you. ()		
3)	Where have the times gone ? ()		
4)	Where are the plans we made for two? ()		
5)	I know it's hard to remember ()		
6)	The people we used to be.()		
7)	It's even harder to picture. ()		
8)	You say it's too late to make it. ()		
9)	Is it too late to try. ()		
10	All of our bridges burnt down . ()		
11	l' ve wasted my nights. ()		
12	You turned out the lights. ()		
13	Now I' m paralyzed. ()		
14) We called it love. ()			
15) The sun sets in paradise. ()			
16) I'll be sick. ()		
17	You turned your back on tomorrow. ()		
18	You forgot yesterday. ()		
19	I gave you my love to borrow. ()		
20	You just gave it away. ()		
21	I don't expect you to care. ()		
22) I'm begging. (

Videoaula 2



GRAMMAR

Let's imagine you are going to travel to a very different country: Thailand. You have a friend who has already visited the country. You meet him and he gives you some advice about the place. In other words, he tells you what you SHOULD and SHOULDN'T do there.

- The Thais are very respectful of their king and queen.
- The visitors shouldn't make disrespectful comments about the royal family.
- You should stand in silence to listen to their national anthem.
- You should take off your shoes in a temple.
- You shouldn't wear shorts to visit temples.
- You should cover your legs and arms to visit temples.
- You shouldn't shout. It's impolite in Thailand.

You ask your friend:

(The wâi)

A: Should I shake hands with Thais?

B: No, you **shouldn't**. You should greet people with a hands-together gesture, the wâi.

- A: Should I accept food and drink from Thais?
 B: Yes, you should. It's polite to accept.
 - A: What clothes should I take?

B: You should take a modest dress and sandals.





As you can see, the verb **SHOULD** is used to give and ask for advice or to make suggestions. It's a verb that is followed by a second verb in the infinitive (without "to").

AFFIRMATIVE FORM				
In the affirmative form, we use "should" +	In the affirmative form, we use "should" + verb in the infinitive (without "to").			
You should use sunblock. (Você deveria	usar um protetor solar).			
I should use sunblock.	► Eu <u>deveria</u> usar protetor solar.			
You should use sunblock.	Você <u>deveria</u> usar protetor solar.			
She should use sunblock.	► Ela <u>deveria</u> usar protetor solar.			
He should use sunblock.	► Ele <u>deveria</u> usar protetor solar.			
It should use sunblock.	► Ele/ela <u>deveria</u> usar protetor solar.			
We should use sunblock.	Nós deveríamos usar protetor solar.			
You should use sunblock.	Vocês <u>deveriam</u> usar protetor solar.			
They should use sunblock.	► Eles <u>deveriam</u> usar protetor solar.			

NEGATIVE FORM			
In the negative form, we use "should not"	ou "shouldn't" + verb in the infinitive (without		
"to").			
You shouldn't carry a lot of money. (Você i	não deveria levar muito dinheiro).		
I shouldn't carry a lot of money.	► Eu não deveria levar muito dinheiro.		
You shouldn't carry a lot of money.	▶ Você deveria levar muito dinheiro.		
She shouldn't carry a lot of money.	► Ela deveria levar muito dinheiro.		
He shouldn't carry a lot of money.	► Ele deveria levar muito dinheiro.		
It shouldn't carry a lot of money.	► Ele/Ela deveria levar muito dinheiro.		
We shouldn't carry a lot of money.	▶ Nós deveríamos levar muito dinheiro.		
You shouldn't carry a lot of money.	▶ Vocês deveriam levar muito dinheiro.		
They shouldn't carry a lot of money.	► Eles deveriam levar muito dinheiro.		

INTERROGATIVE FORM			
In questions, the structure is "should" + subject + verb in the infinitive (without "to")			
Should I take a passport? (Eu deveria l	evar passaporte?).		
Should I take a passport?	► Eu deveria levar passaporte?		
Should you take a passport?	▶ Você deveria levar passaporte?		
Should she take a passport?	► Ela deveria levar passaporte?		
Should he take a passport??	► Ele deveria levar passaporte?		
Should it take a passport?	► Ele/Ela deveria levar passaporte?		
Should we take a passport?	Nós deveríamos levar passaporte?		
Should you take a passport?	▶ Vocês deveriam levar passaporte?		
Should they take a passport?	► Eles deveriam levar passaporte?		

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Módulo 5

Videoaula 3



Think about the following situations when you travel. Say sentences using SHOULD or SHOULDN'T.

- Always carry your passport in your bag.
- Go out in the sun without sunblock.
- Buy a good guidebook and read it before you leave home.
- Wear comfortable shoes to walk a lot.
- Drink tap water.
- Forget to use insect repellent.
- Have a camera to take nice pictures!
- Take a credit card.



Sometimes we have some health problems. They are very inconvenient especially when we travel. Let's study some of these problems.

Health Problems

a sore throat	a headache	a fever	a stomachache	a cough
a cold	an earache	a toothache	a backache	the flu



a sore throat



a headache





a fever



a stomachache



a cough



a cold



an earache



a backache



a toothache



The flu

Giving Advice

Drink a lot of orange juice.
Try new foods.
Lift heavy things.
Drink hot tea with lemon.
Go to the dentist.

Stay in bed for two days.

Take aspirin and close your eyes.

Buy cough lozenges.

Go to the doctor.





SPEAKING

Already in Thailand, you realize your friend is a <u>hypochondriac</u>. What should she do? Use "You should" or "You shouldn't" and give your friend advice.

Friend: Oh, I'm not feeling well. I have a sore throat. You:		
Friend: I have a backache. What should I do? You:		
Friend: Yesterday I ate Spicy Shrimp Soup. I have a terrible stomacho You:		
Friend: I think I have a fever. I'm really hot. You:		
Friend: I sneeze all the time. I caught a cold. You:		
Friend: I sneeze all the time. I caught a cold. You:		
Friend: I'm exhausted. I have the flu. You:		
Friend: I can't eat candies. I have a toothache. You:		
Friend: I have a terrible headache today. You:	Let's see which illness I	



Módulo 5 Videogula 4



DEFINING AND NON-DEFINING RELATIVE CLAUSES (who/which/where)

- WHY? We use relative clauses in order to explain what a person, animal, thing or place is or does.
- HOW? We use who for a person, which for animals or things and where for places.

Eg.: A barista is a person who works in a café

A latte is a kind of drink which is made with coffee and milk.

A café is a place where you can have a coffee.

EXTRA: You can use that instead of who or which in a defining clause.

Eg.: She's the girl who/that works with me.

It's a cable which/that connects the TV to the computer.

 PARAPHRASING: The relative pronouns can help you describe or explain words that you may not know.

Eg.: It's someone **who** works in a school. (a teacher)

It's something **which** is used to take photos. (a camera)

It's a place where you can see lots of wild animals. (a zoo)



→ There are also some other expressions that can help you explain something you do not know.

Eg.: It's a kind of team game played on a pitch.

It's similar to football.

It's the opposite of boring.

It's like rugby, but you score in two different ways.

For example/ for instance you can kick over the bar for one point or into the net for 3 points.

- **REFERENCING:** Relative pronouns are used to refer to people, things, animals or places. As it can be seen in the examples below:
- o André works at Mais Língua.
- o **He** is gremista.
- o André, who is gremista, works at Mais Língua.
- My car broke down yesterday.
- o It is new.
- o My car, which is new, broke down yesterday.
- I went to Arena do Grêmio.
- o I saw Renato Portaluppi there.
- I went to Arena do Grêmio where I saw Renato Portaluppi.



→ The relative pronouns help you **make a text more interesting** for the target reader.

Eg.: André bought a car at Eurobike.

André, who is a very sexy teacher, bought a car, which was an expensive sportive model, at Eurobike, where he met one of his great students.





Videoaula 5



One minute game, Guess What ou What am I é um jogo muito usado e interessante para praticar *Speaking* e fluência. Usamos definições e em vários momentos, *RELATIVE PRONOUNS*, para descrever funções ou características do que estamos descrevendo.

Nesta aula, o professor ensina a jogar este jogo e abaixo temos os objetos e as frases utilizadas para descrevê-los. Há também uma cartela com várias outras sugestões de cards que será disponibilizada com o homework das aulas 5 e 6 para que vocês possam recortar e jogam com amigos que também estiverem estudando o idioma. Lembrando que sempre se pode utilizar um celular e uma imagem do Google. Jogamos com o que temos disponível! As cartinhas são bastante usadas em aula e funcionam muito bem sempre!

A CAT



It's an animal.

It's an animal which you can have at home as pet. It's not dog.

It's usually smaller than a dog.

SISTER



It's a person.

It's a woman or a girl
It's a person who is a relative of yours.

It's a woman who is of your family and is the daughter of your mother or/and your father.



SHOP



It's a place.

It's a place where you can buy clothes, where you can buy flowers, where you can buy shoes. (Whatever)

It's a place where you buy presents.

GAME

CARD 1

It's a place.

It's a place where people go to have a meal.

They go to eat something different, something good, something delicious.

Normally you go with your family, or sometimes you go alone.

But it's a place where the waiter brings food to the table. Or sometimes you can go and pick up from the tray.

(A restaurant)



Restaurant



CARD 2

It is something which you use to move from one place to another.

It's a means of transportation for one or two persons at most. It's similar to a bike but it has an engine.

(A motorbike)



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Módulo 5

Videoaula 6

Grammar 1: RELATIVE CLAUSES

- → I was born in a town.
- → A man lived in that town.
- → This man sailed the sea.
- → I was born in Rio de Janeiro.
- → A man lived there.
- → This man sailed the sea.

Yellow Submarine by The Beatles

In the town who/ which/ where I was born Lived a man who/ which/ where sailed the sea And he told us of his life In the land of submarines

So we sailed on to the sun 'Till we found the sea of green

And we lived beneath the waves In our yellow submarine

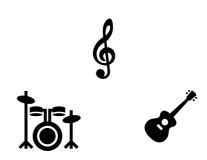
We all live in a yellow submarine Yellow submarine, yellow submarine We all live in a yellow submarine Yellow submarine, yellow submarine

And our friends are all aboard Many more of them live next door And the band begins to play

We all live in a yellow submarine Yellow submarine, yellow submarine We all live in a yellow submarine Yellow submarine, yellow submarine

As we live a life of ease Everyone of us has all we need Sky of blue and sea of green In our yellow submarine

We all live in a yellow submarine Yellow submarine, yellow submarine We all live in a yellow submarine Yellow submarine, yellow submarine





1. UNDERSTANDING THE SONG: Vocabulary.

https://www.youtube.com/watch?v=7i1XD2yN4Ug

Yellow Submarine

The Beatles

In the town where I was born Lived a man who **sailed the sea** And he told us of his life In the land of submarines

So we sailed on to the sun 'Till we **found** the sea of green

And we lived beneath the waves In our yellow submarine

We all live in a yellow submarine Yellow submarine, yellow submarine We all live in a yellow submarine Yellow submarine, yellow submarine

And our friends are all aboard Many more of them **live next door** And the band begins to play

We all live in a yellow submarine Yellow submarine, yellow submarine We all live in a yellow submarine Yellow submarine, yellow submarine

As we live a life of ease

Everyone of us has all we need

Sky of blue and sea of green
In our yellow submarine

We all live in a yellow submarine Yellow submarine, yellow submarine We all live in a yellow submarine Yellow submarine, yellow submarine

Submarino Amarelo

Os Beatles

Na cidade onde eu nasci Viveu um homem que **navegava pelo mar/ partiu para o mar**

E ele nos contou a sua vida Na terra dos submarinos

Então nós navegamos rumo ao sol Até **encontrarmos/ descobrirmos** um mar verde

E nós vivemos sob as ondas Em nosso submarino amarelo

Todos nós vivemos em um submarino amarelo Submarino amarelo, submarino amarelo Todos nós vivemos em um submarino amarelo Submarino amarelo, submarino amarelo

E nossos amigos estão todos a bordo Muitos deles **moram ao lado / são nossos vizinhos**

E a banda começa a tocar

Todos nós vivemos em um submarino amarelo Submarino amarelo, submarino amarelo Todos nós vivemos em um submarino amarelo Submarino amarelo, submarino amarelo

Como vivemos **uma vida de facilidade Cada um de nós** tem o que precisa **Céu azul e mar verde**

Em nosso submarino amarelo

Todos nós vivemos em um submarino amarelo Submarino amarelo, submarino amarelo Todos nós vivemos em um submarino amarelo Submarino amarelo, submarino amarelo

2. SONG FACTS: Reading practice.

https://www.songfacts.com/facts/the-beatles/yellow-submarine

Paul McCartney wrote the majority of this song. He explained shortly after it was released in 1966: "Yellow Submarine' is very simple but very different. It's a fun song, a children's song. Originally, we intended it to be 'Sparky' a children's record. But now it's the idea of a yellow submarine where all the kids went to have fun. I was just going to sleep one night and thinking if we had a children's song, it would be nice to be on a yellow submarine where all your friends are with a band."

Paul purposely used short words in the lyrics because he wanted kids to pick it up early and sing along.

Grammar 2: Adjectives + verb to be

'Yellow Submarine' **is** very simple but very different.

Yellow submarine is A very simple but very different SONG.

IT is a very simple but very different song.

It's a fun song

It's fun.

The song is fun.

3. PRONUNCIATION:

Now listen to the original version and sing along! <3



Módulo 5

Videoaula 7

1. Grammar point 1: ADJECTIVES

Ironic by Alanis Morissette

An **old** man turned ninety-eight He won the lottery and died the next day It's a **black** fly in your Chardonnay It's a **death row** pardon two minutes too late

Isn't it ironic, don't you think?

It's like rain on your **wedding** day It's a **free** ride when you've already paid It's the **good** advice that you just didn't take

And who would've thought, it figures

Mr. Play It Safe was **afraid** to fly He packed his suitcase and kissed his kids good-bye

He waited his **whole damn** life to take that flight

And as the plane crashed down he thought

Well, isn't this nice

And isn't it ironic, don't you think?

It's like rain on your **wedding** day It's a **free** ride when you've already paid It's the **good** advice that you just didn't take

And who would've thought, it figures



Well, life has a **funny** way of sneaking up on you

When you think everything's **okay** and everything's going **right**

And life has a **funny** way of helping you out when

You think everything's gone **wrong** and everything blows up in your face

A traffic jam when you're already **late**A **no-smoking** sign on your cigarette break
It's like ten thousand spoons when all you
need is a knife

It's meeting the man of my dreams And then meeting his **beautiful** wife And isn't it **ironic**, don't you think? A little too **ironic**, and, yeah, I really do think

It's like rain on your **wedding** day It's a **free** ride when you've already paid It's the **good** advice that you just didn't take

And who would've thought, it figures

Well, life has a **funny** way of sneaking up on you

When you think everything's **okay** and everything's going **right**

And life has a funny way of helping you out



2. EXPRESSIONS/IDIOMS in CONTEXT

→ An old man turned ninety-eight

TURN + AGE

→ It's like rain on your **wedding** day

WEDDING DAY x MARRIAGE

→ It's the good advice that you just didn't take

TAKE + ADVICE

→ And who would've thought, it figures

it/that figures

used to say that something was expected or seems logical 'John called in sick.' 'That figures, he wasn't feeling well yesterday.' (disapproving) 'She was late again.' 'Yes, that figures.'

→ He packed his suitcase and kissed his kids good-bye

PACK + SUITCASE

KISS SOMEONE GOOD-BYE

→ He waited his whole damn life to take that flight

TAKE + FLIGHT

→ When you think everything's okay and everything's going right And life has a funny way of helping you out when

You think everything's gone wrong and everything blows up in your face

GO+ RIGHT/ WRONG



Módulo 5 - Videoaula 8 UNDERSTANDING THE SONG: Vocabulary in CONTEXT.

Ironic by Alanis Morissette
An old man turned ninety-eight
He won the lottery and died the next day
It's a black fly in your Chardonnay
It's a death row pardon two minutes too late
Isn't it ironic, don't you think?

It's **like rain** on your wedding day It's a **free ride** when you've already paid It's the **good advice** that you just didn't take And who would've thought, it figures

Mr. Play It Safe was afraid to fly

He packed his suitcase and kissed his kids good-bye

He waited **his whole damn life** to take that flight

And as the **plane crashed down**, he thought Well, isn't this nice And isn't it ironic, don't you think?

It's **like rain** on your wedding day It's a **free ride** when you've already paid It's the **good advice** that you just didn't take And who would've thought, it figures

Well, life has a funny way of **sneaking up on you**

When you think everything's okay and everything's going right

And life has **a funny way** of helping you out when

You think **everything's gone wrong** and everything blows up in your face

A traffic jam when you're already late A no-smoking sign on your cigarette break It's like ten thousand spoons when all you need is a knife

It's meeting the man of my dreams
And then meeting his beautiful wife
And isn't it ironic, don't you think?

A little too ironic, and, yeah, I really do think

It's **like rain** on your wedding day It's a **free ride** when you've already paid It's the **good advice** that you just didn't take And who would've thought, it figures **Irônico** por Alanis Morissette

Um homem idoso **fez 98 anos** Ganhou na loteria e morreu **no dia seguinte** É uma mosca preta no seu vinho Chardonnay É **um perdão pro corredor da morte** 2 min atrasado

Que irônico, você não acha?

É **como chuva** no dia do seu casamento É uma **rodada gratuita**, quando você já pagou É o **bom conselho** que você não aceitou E quem iria imaginar, é óbvio

O Sr. Precavido tinha medo de voar

Ele fez as malas e deu um beijo de despedida nos filhos

Ele esperou **a maldita vida inteira** para pegar aquele voo

E enquanto **o avião caía**, ele pensou Ora, não é que ótimo? Que irônico, você não acha?

É **como chuva** no dia do seu casamento É uma **rodada gratuita**, quando você já pagou É o **bom conselho** que você não aceitou E quem iria imaginar, é óbvio

Bem, a vida tem uma maneira engraçada de **aprontar com você**

Quando acha que está tudo bem e tudo está dando certo

E a vida tem **um jeito engraçado** de ajudá-lo auando

Você acha que **tudo deu errado**, e tudo explode na sua cara

Um engarrafamento quando já está atrasado Uma placa de proibido fumar na sua pausa pro cigarro

É como dez mil colheres quando você só precisa de uma faca

É encontrar o homem dos meus sonhos E então conhecer a linda esposa dele Que irônico, **não acha?**

Um pouco irônico demais, e, sim, acho mesmo

É **como chuva** no dia do seu casamento É uma **rodada gratuita**, quando você já pagou É o **bom conselho** que você não aceitou E quem iria imaginar, é óbvio



SPEAKING: Translation game:



- 1. A traffic jam when you're already late.
- 2. An old man turned ninety-eight.
- 3. It's like ten thousand spoons when all you need is a knife.
- 4. Isn't it ironic, don't you think?
- 5. Estou atrasado, não acha?
- 6. É muito irônico.
- 7. É como um engarrafamento à noite.
- 8. It's the good advice that you just didn't take
- 9. Tudo que você precisa é um bom livro.
- 10. Eu sempre aceito bons conselhos.

Videoaula 9

1. Let's match the notices to the rules:



NO FOOD OR DRINK TAKEN INTO WORK AREAS







) You should only enter this place if you work there.	
) You shouldn't drive fast. There are people working in the area.	
) You mustn't take food or drink into the work areas.	
) You don't have to pay to enter this place.	
) You can enter this place for free.	
) You may only eat or drink out of the work areas.	
) You should drive carefully. There are people working in the area.	
) You mustn't enter the place if you don't work there.	
) You mustn't use your phone in the cinema.	
) You must turn off your phone before you come in.	100
	7.7.4

RULES

2. Now, let's complete the rules with the **bold modal verbs** above:

■We use	when it's a rule. When it's an obligation to do what is in the sign.
■ We use	when it's a rule. When it's prohibited to do what is in the sign.
■ We use/	when it's a suggestion or recommendation to do what is in the sign.
■ We use	when it's not necessary to do something.
■ We use/	when it's permitted to do something.



Videoaula 10

WHAT ABOUT LEARNING ENGLISH AT MAIS LÍNGUA ONLINE?

A. Read the sentences below about learning English at Mais Lingua Online, and

complete the sentences using MUST, MUSN'T, CAN, MAY, SHOULD, SHOULDN'T, DON'T

	HAVE TO according to what you think it's OK.		
•	You	_ watch at least one class a week.	
-	You	print the material to do the exercises.	
•	You	_do the activities on your computer.	
•	You	_ be rude to your classmates or teachers.	
•	You	pay to have access to all the classes and materials.	
•	You	_ download the e-book and exercise book before watching the	
	class.		

- B. Listening: Now you will listen to teacher Laís talking about Learning English at Mais Lingua Online. Complete the sentences using MUST, MUSN'T, CAN, MAY, SHOULD, SHOULDN'T, DON'T HAVE TO according to what SHE says.
- You _____ watch at least one class a week. You ______print the material to do the exercises. You do the activities on your computer. You be rude to your classmates or teachers. You download the e-book and exercise book before watching the



Audio Script:

class.

Whenever you decide to learn a new thing you should think about at least three things: the time you have to dedicate to it, the problems and difficulties you may face during the journey and the goals you want to achieve in each part of the journey. Learning a new language is no different. And people decide to learn a new language for their own reasons. That's the main reason they should never compare themselves to other people. Everyone has a unique journey.



At Mais Lingua Online we love helping our students during their journeys. So, if I could say something about the course I'd say:
You should watch at least one class a week. The more, the better. But focus on your possibilities.

You don't have to print the materials to do the exercises, but you can if you like studying on paper.

You can do the activities on your computer, if you've got one. I like doing on paper, but I'm a bit old school.

You mustn't be rude to your classmates or teachers, because they will be your partners on your learning journey. You should count on them for encouragement whenever you need some.

You should download the e-book and exercise book before watching the class. Have a look at it. So you can predict a little bit what the class will be about. It helps in the process.

The most important advice is: Respect your time. Respect your journey. It's a unique journey. Don't give up because it may seem hard sometimes. We'll be here for you to help you stand.

C. Now, complete the four sentences **about you** learning English:

	and the second s
i must	KEEP
I DON'T HAVE TO	
I SHOULD	AND
I CAN	LEARN
I SHOULDN'T	

D. Rewrite the sentences using a different modal verb but keeping the same meaning.

NEED TO/ MUST/ HAVE TO/ DON'T NEED TO/ DON'T HAVE TO

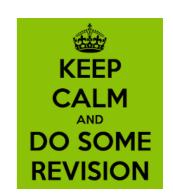
I have to read more if I want to learn vocabulary.		
I don't have to use a dictionary when I'm reading a book in English.		
I must focus on my English studies if I want to move to Canada this year.		



Videoaula 11

Quick Revision!

•	You	needto haveto must	wear a uniform.
•	You	don't have to don't need to	
•	You	mustn't can't	speak Portuguese in class.



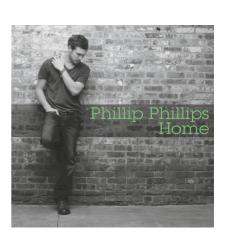
1. **Pre-listening:** Look at the words below. They were taken from a song. What do you think the song is about?

not alone unfamiliar road get lost your home with fear

2. Listening: Now, listen to the song and fill in the double-blanks with the words you hear from the box above:

Home, Home by Phillips Phillips

Hold on to me as we go
As we roll down this 1
And although this wave is stringing us along
Just know you're 2
'Cause I'm going to make this place your home
Settle down, it'll all be clear
Don't pay no mind to the demons
They fill you 3
The trouble it might drag you down
If you 4, you can always be found





Just know you're 2	(Group)
'Cause I'm going to make this place 5	
Settle down, it'll all be clear	
Don't pay no mind to the demons	
They fill you 3	
The trouble it might drag you down	
If you 4, you can always be found	
Just know you're 2	
'Cause I'm going to make this place 5	

3. UNDERSTANDING THE SONG: Vocabulary in CONTEXT:

Home Phillip Phillips

Hold on to me as we go
As we roll down this unfamiliar road
And although this wave is stringing us along
Just know you're not alone
Cause I'm going to make this place your
home

Settle down, it'll all be clear

Don't pay no mind to the demons

They fill you with fear

The trouble it might drag you down

If you get lost, you can always be found

Just know you're not alone Cause I'm going to make this place your home

Settle down, it'll all be clear
Don't pay no mind to the demons
They fill you with fear
The trouble it might drag you down
If you get lost, you can always be found

Just know you're not alone
Cause I'm going to make this place your
home

Lar Phillip Phillips

Acredite/Se apoie em mim enquanto vamos Enquanto descemos por este caminho desconhecido

E embora esta onda esteja **nos amarrando** Apenas saiba que você **não** está **sozinho** Porque eu vou fazer deste lugar o seu **lar**

Acalme-se, tudo vai ficar claro
Não preste atenção aos demônios
Eles enchem você de medo
O problema pode arrastá-lo para baixo
Se você se perder, você sempre pode ser encontrado

Apenas saiba que você não está sozinho Porque eu vou fazer **deste lugar o seu lar**

Acalme-se, tudo vai ficar claro
Não preste atenção aos demônios
Eles enchem você de medo
O problema pode arrastá-lo para baixo
Se você se perder, você sempre pode ser encontrado

Apenas saiba que você não está sozinha Porque **eu vou fazer deste lugar o seu lar**

Módulo 5

Videoaula 12



1. Pre-listening: First, read the definitions for the words 1-5 on the box below. Guess the words.

- 1. a form of play or sport, especially a competitive one played according to rules and decided by skill, strength, or luck.
- 2. the day of the week before Monday and following Saturday
- 3. the world or the state of things as they actually exist, as opposed to an idealistic or notional idea of them. A thing that exists in fact, having previously only existed in one's mind.
- 4. the indefinite continued progress of existence and events in the past, present, and future regarded as a whole
- 5. an intense feeling of deep affection, a great interest and pleasure in something
- 2. Listening: Listen to the song and fill in the blanks with the words you hear.

Just my imagination

The Cranberries There was a 1. _____ we used to play We would hit the town on Friday night And stay in bed until **2**. We used to be so free We were living for the love we had and Living not for 3. It was just my imagination [x3] There was a **4.** _____ I used to pray I have always kept my faith in 5. _ It's the areatest thing from the man above The game I used to play I've always put my cards upon the table Let it never be said that I'd be unstable It was just my imagination [x3] There is a 1. _____ I like to play I like to hit the town on Friday night And stay in bed until **2**. We'll always be this free We will be living for the love we have Living not for 3. It's not my imagination [x3] Not my [x18]





Grammar point: Used to

We use 'used to' + verb to talk about things that happened repeatedly or were true for a long period of time in the past, but are usually not true now. It's common to talk about things that happened when you were a child for example.

- When I was a child, I <u>used to</u> play football in the streets.
- My mom <u>used to</u> be really thin.



For the **negative** and **interrogative forms** we use the auxiliary **DID**, just like the simple past.

She **didn't** <u>use to study</u> hard when she was at school.

I didn't use to like sushi, but now I love it.

Did you use to be shy when you were at school?

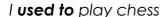
Did your father use to work for a multinational company?

SPEAKING

- What did you use to do when you were a child?
- Did you used to play video games? What games?
- Did you use to help your parents at home with the chores?
- Where did you use to go on the weekends that you don't go anymore?
- Can you remember some happy moments of your childhood, things you used to do,
 used to eat, people you use to see or play with?

Videoaula 13

Quick Revision!



I **used to** watch 'Os trapalhões'



I **used to** play in the streets without much worries. There was no internet, google or any social media.

I am a bit nostalgic because I didn't use to worry that much.

I **used to** watch Tom and Jerry a lot!



GRAMMAR FORM:

+ AFFIRMATIVE FORM: SUBJECT + USED TO + VERB

- **NEGATIVE FORM:** SUBJECT + **DIDN'T USE TO** + VERB

? INTERROGATIVE FORM: DID + SUBJECT + USE TO + VERB

SPEAKING

→ Discussion after listening to the song:

GAME SUNDAYS REALITY TIME LOVE



_	٨	aame	\/OII	1100	+~	nlav.
•	$\overline{}$	aame	VOU	USE	10	DIGV

→	I used to pla	IV	
	1 0300 10 010	I V	

- What did you use to do on **Sundays** when you were a little kid?
- → Lused to _____
- How was the **reality** you used to live? Was it very different from today?

→ _____

• Are you nostalgic about the **time** you were a child?

→ _

• What cartoon did you use to love watching again and again?

7

• **GRAMMAR PRACTICE:** Make sentences in the affirmative (+), negative (-) and interrogative(?) forms according to the symbols:

a. (+) I / live in São Paulo _____

- b. (-) She / like vegetables _____
- c. (?) your mom / sing for you _____
- d. (?) you / write letters _____
- e. (+) Jeff / to play the guitar very well.
- f. (-) They / travel very often _____
- g. (+) My father / have a mustache _____
- h. (?) Where / you / spend your summer vacations _____



nais língua

Módulo 5

Videoaula 14

Conditionals type 1/ First Conditional

Future possible

Next weekend, I **will have** a picnic at the park <u>if it's sunny.</u>
However, I was here wondering... what if it rains???
What **will I do** <u>if it rains on the weekend</u>?? Well, <u>if it rains on the weekend</u>, I **will stay** home and **watch** a film. Maybe that's a good alternative.



If <u>it rains</u> on the weekend (condition), I <u>will stay</u> home and watch a film.

I <u>will have</u> a picnic at the park if <u>it's</u> sunny. (condition)

So, there are conditions for me in case it's sunny or if it rains. As you can see, I will have a picnic or I will stay home watching a film. It depends on the weather.

Let's see some more examples:

- If I don't have time, I won't go to the gym.
- If they study hard, they will succeed.
- If he plays tonight, we will win.
- If it doesn't rain, she will come by bike.

I tried here to show you some examples in order to clarify some important issues. Look, there are two 'clauses', one with the word 'if' and present simple and the other one in the future. These sentences express an idea of a future that is possible, likely to happen.

If the bus **doesn't come** in two minutes, I **will take** a taxi.

Let's analyze this example:

- ✓ What is the condition for me to take the taxi? If the bus doesn't come
- ✓ What will I do in case the taxi doesn't come? I'll take a taxi.





First Conditional /	Conditional Type 1
CLAUSE 1 ,	CLAUSE 2
IF + verb in the present simple form,	WILL + INFINITIVE FORM OF VERB WITHOUT TO
If he plays tonight,	we will win.
If it doesn't rain,	she will come by bike.

Can you see here that this is a possible future situation?

SPEAKING



How about a speaking moment now? Great, let's go!

If I have time this week, I will	(read a g	(read a good book)		
If I have money I will buy	(a/an/some)	(a new car)		
 If teacher Laís comes to my city, I will 	(meet her at the airpor			
I will be very happy if	(I lec	arn English)		
My English will improve if	(I study h	ard every day)		



Conditional Type 1/ First conditional

I won't make dinner tonight, if I get home later than 9pm. We'll order some fast food.

Future tense

Present Simple

I am going to make dinner tonight, if I don't get home later than 9pm. I feel like cooking.

We use the first conditional to talk about the result of an imagined future situation, when we believe the imagined situation is quite likely to happen.

Extra Vocabulary: Confusing Verbs

Make x Do

Make" and "do" are two of the most common verbs in English and two of the most commonly confused ones. They have similar meanings **(fazer)** but they function differently in sentences. Teacher, is there a rule for using them? Yes, kind of.

• We normally use MAKE when we are thinking about creating, producing or building something. The focus is on the result. However, the best way to learn them is by learning the most common combinations with each of them. Let's see some examples:

I'm going to **make dinner** if I don't get home later than 9pm tonight.

- Make dinner/ lunch/ breakfast/ a cake
- ✓ Make friends
- √ Make a mistake
- √ Make a difference
- √ Make noise

- √ Make money
- ✓ Make a suggestion
- ✓ Make progress
- ✓ Make a decision
- ✓ Make a mess



We normally use **DO** when we are talking about **performing or executing** something. The focus is **on the action itself.** However, the best way to learn them is by learning the most common combinations with each of them. Let's see some examples:

What are you **doing** for dinner tonight? I'm cooking for my family tonight. I'm going to **make** some pasta.

- ✓ Do shopping
- ✓ Do nothing
- ✓ Do homework
- ✓ Do business
- ✓ Do you best

- ✓ Do a favor
- ✓ Do exercise
- ✓ Do yoga/ pilates
- ✓ Do the dishes/ the laundry

What's the difference between the two sentences below:

What are you **doing** for you birthday? What are you **making** for you birthday?

Speaking:

- Will you do your homework if you are tired tonight?
- Are you going to make new friends if you travel on your next vacation?
 - Will you make dinner if you arrive home early tonight?
 - Will you do me a favor if I ask you?

Videoaula 16



Conditionals type 2 / Second Conditional

• Imaginary Situations

LISTENING



Listen to Teacher Laís talk about four imaginary situations. Complete with the information missing:

•	If I were an animal I'd be
	If I could go back in time to any time or place, I'd go to
	If I were the president, I'd
	If I had the opportunity to meet anyone for dinner, dead or alive I'd meet



Second conditional

The second type of conditional sentences is used to <u>describe something that is unreal</u>, it's just an imaginary situation. Let's see some examples

- ✓ If I had a lot of money I would travel a lot. (Do I have all this money? No.)
- ✓ If you **studied** hard you **would succeed**. (Do you study hard? No.)
- ✓ If she didn't have to work today she'd go to the cinema. (Does she have to work today? Yes.)

So it describes something that is not true at the present moment, it's called **present unreal**.

Second Conditiona	l / Conditional Type 2
CLAUSE 1,	CLAUSE 2
IF + verb in the past simple form,	WOULD + INFINITIVE FORM OF VERB WITHOUT TO
If I had a lot of money,	we would travel a lot.
If she didn't have to work today,	she <u>would go</u> to the cinema. she' <u>d go</u> to the cinema.

mais língua

SPEAKING



•	If I were an animal
•	If I could go back in time to any time or place,
	If I were the president,
•	If I had the opportunity to meet anyone for dinner, dead or alive



Módulo 5 Videogula 17

SONG TIME!

alone glory bus name stranger us face believe



One of Us

(CHORUS)

If God had a 1 What would it be? And would you call it to His face If you were faced with Him in all His 2? What would you ask if you had just one question?
Yeah, yeah, God is great Yeah, yeah, God is good (Yeah)
What if God was one of 3? Just a slob like one of us Just a stranger on the 4 Trying to make his way home
If God had a 5 What would it look like? And would you want to see If seeing meant that you would have to 6
In things like Heaven and in Jesus and the saints And all the prophets?
And yeah, yeah, God is great Yeah, yeah, God is good (Yeah)
What if God was one of us? Just a slob like one of us Just a 7on the bus Trying to make his way home Just trying to make his way home Back up to Heaven all 8 Nobody calling on the phone 'Cept for the Pope, maybe, in Rome
Yeah, yeah, God is great Yeah, yeah, God is good (Yeah)

Um de Nós

Se Deus tivesse um nome Qual seria? E você o diria diante dEle Se estivesse cara a cara com Ele em toda a Sua glória?

O que você perguntaria, se pudesse fazer só uma pergunta?

Sim, sim, Deus é maravilhoso Sim, sim, Deus é bom (Sim)

E se Deus fosse um de nós? Apenas um desajeitado como um de nós Apenas um estranho no ônibus Tentando ir pra casa

Se Deus tivesse um rosto Como ele seria? E você gostaria de ver Se ver significasse que você teria que crer Em coisas como o Céu, Jesus e os santos E todos os profetas?

Sim, sim, Deus é maravilhoso Sim, sim, Deus é bom (Sim)

E se Deus fosse um de nós?
Apenas um desajeitado como um de nós
Apenas um estranho no ônibus
Tentando ir pra casa
Apenas tentando ir pra casa
De volta para o Céu, sozinho
Ninguém ligando em seu telefone
Exceto, talvez, o Papa, em Roma

Sim, sim, Deus é maravilhoso Sim, sim, Deus é bom (Sim)

(REFRÃO)

iner in to

If you faced God what would you ask if you had just one question?

SPEAKING



First Conditional x Second Conditional Revision

What would you do if you had more time? I would definitely read more. YOU:
What will you do if you have time next Saturday? I'll finish reading my book about Freud and Lacan. YOU:
Where would you go if you could choose any place on earth? I don't know. Maybe I' d go to Cuba or Peru. YOU:
Where will you go if you have money and time on your next vacation? If I have money and time on my next vacation, I'll go to Switzerland. YOU:
If you had a superpower, what would it be? I think I'd become invisible. YOU:
Important Notes:



Módulo 5

Videoaula 18

Revision class!



I'm visiting your city in January:

START REVISING SHOULD x SHOULDN'T	NEED x DON'T NEED TO
My notes:	
MUST × MUSTN'T	HAVE TO x DON'T HAVE TO
My notes:	
bring my passport	
 use insect repellent 	
• rent a car	
 use public transport 	
	and I want to know a little bit about your od memories.
U	SED TO
My notes:	
Did you use to help your parents at ho	ome with the chores?

Where did you use to go on the weekends that you don't go anymore?

Now, let's imagine I'm Genie with a wish!

and I want to know more about you to provide you

	FIRSTCONDITIONAL	X	SECOND CONDITIONAL
Where w	rould you go if you could	d go back	c in time for one hour?
Who wou	uld you meet if you coul	d choose	any person in the world?
Where w	rill vou ao if vou have ma	onev and	time on your next vacation?
		, -	,
What wil	I you do if you have all t	ha tima a	ıvailable next weekend?

MAIS LÍNGUA ONLINE

FINAL EXAM

Reading & Writing

CONTENTS

Modals of obligationShould / need to/ must/ have to

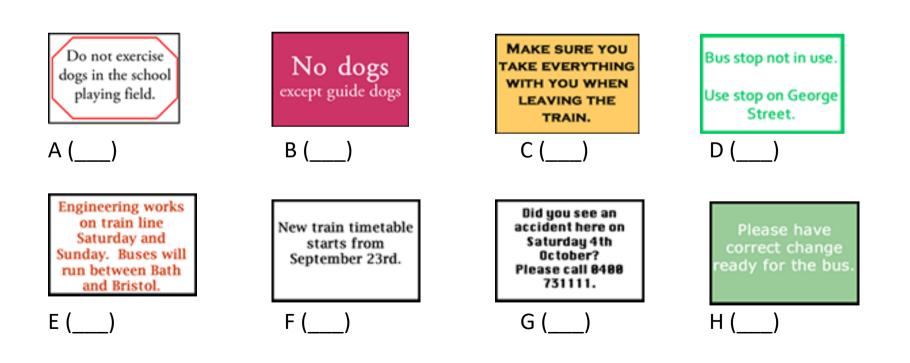


- Defining Relative Clauses (who, which, where)
- Used to
- First Conditional
- Second Conditional

Questions 1-6

Questions 1-6
Which notice (A-H) says this (1-6)? Match the six notices to their six descriptions:

- 1. People who saw a car drive into another car should call this number.
- 2. You cannot let your dog run free here.
- 3. Buses will not wait here.
- 4. Check you have all your bags before you go.
- 5. There are changes at the beginning of autumn.
- 6. Trains will not run at the weekend.



Questions 7-10

There are 4 questions in this quiz. Read the description of some things you can find at a shopping centre. What is the word for each one?

The first letter is already there. There is one space for each word.

7.	lt's	a	place	where	you	can	see	films.

8. It's a person **who** sells products in a shop.

C _____

9. It's a thing which we normally use to carry our products.

S______ B_____

10. It's something **which** we use to go up and down the floors.

E_____ (AmE) or L____ (BrE).

Questions 11-14

Read the information about a school theatre trip.

Choose the best word (A, B or C) for each space. For questions 11-14, mark A, B or C.

- 11. A have to B can C should
- 12. A must B can C shouldn't
- 13. A have B has to C will have
- 14. A rains B will rain C rain

Join us in a school trip to Cambridge

on Saturday 5th June

11_____spend the morning You

shopping, but you 12_____ be back before

noon. We 13_____ a picnic near the

river for lunch if it is sunny. If it 14 , we will

eat in an indoor restaurant near the theatre. In

the afternoon we will see William Shakespeare's

play 'Macbeth'.

Price: £15

Meet at River Road car park: 8.30 a.m.

Return: 6.30 p.m.

Dear Students,

Cambridge trip is very popular. Our

Unfortunately, we could not get enough tickets

to see 'Macbeth'. So, we have tickets for the

play 'As you like it' instead. The tickets are a little

more expensive so the trip will now cost £18 per

person. The other programs are the same.

Arrival and departure times are the same as

well.

Mrs Wentworth

English Teacher

Message 2

Message 1

Questions 15-20

Read the information about a school theatre trip. Complete John's notes.

John's notes:
School Trip
Name of Town: 15
Lunch possibilities:
If sunny:16
If rainy: 17
Name of the Play: 18
Cost: 19
Meeting place: 20
Return time: <u>6:30pm</u>

Writing Task: (Based on TOEFL Writing Task 2 – Essay)

Write at least two paragraphs answering the question below (50-90 words).

If you could move anywhere in the world and have everything you needed for

the rest of your life, where would you move to? Why?







England Asutralia Japan

Write your essay.					

LISTENING & SPEAKING

MODULO 5 FINAL TEST

LISTENING TEST



INSTRUCTIONS FOR THE TEST



- Questions I 5
- Listen to Jenny talking to Mark about buying a computer game.
- For questions I-5, tick A, B or C.
- You will hear the conversation twice.

THIS IS JUST NA EXAMPLE



• 0 The name of the computer game is

- A City 2010
- **B** City 2001
- **C** City 2100

QUESTION I



• The game is **not** good for people under

- A eight.
- **B** ten.
- C twelve.



• Black's PC shop is in

- A Cambridge.
- **B** London.
- C Peterstown



• 13 The address of the shop is

- A 29 Hunter Road.
- B 29 Walker Street.
- C 29 Marsden Street.



• The last day you can get a free game is

- A Monday.
- **B** Thursday.
- C Friday



• 15 The computer game cost

- **A** £26.
- **B** £30.
- **C** £48.

AUDIOSCRIPT

- Listen to Jenny talking to Mark about buying a computer game.
- For questions II-I5, tick A, B or C.
- You will hear the conversation twice.
- Look at questions 11-15 now. You have 20 seconds.
- Now listen to the conversation.
- Jenny Hi, Mark. What are you doing?
- Mark Hello, Jenny. Shopping for a present for my little brother.
- 11
- KET Handbook 2004 Listening Sample Test 1 [Turn over
- Jenny I bought *my* brother a computer game called City two thousand and ten. He plays with
- it for hours.
- Mark How old is he?
- Mark Oh my brother's twelve.
- Jenny That's OK. This game's good for eight to thirteen year olds.

- Mark Great! Where did you buy it?
- Jenny In Black's PC shop. I looked everywhere in Cambridge and Peterstown, but I had to go
- to a shop in London to find it.
- Mark Where is the shop?
- Jenny In Marsden street. You know Hunter Road? Turn left at the end and it's opposite
- · Walker's department store at number twenty nine.
- Mark I can go there next Thursday.
- Jenny That's good. Next week from Monday to Friday you get a second game free!
- Mark Great. How much was your brother's game?
- Jenny I bought two games that day and paid forty-eight pounds altogether, so my brother's
- game was twenty six pounds.
- Mark Oh, less than thirty! That's not bad. Thanks, Jenny.

ANSWER KEY

- || A
- 12 **B**
- 13 C
- 14 C
- 15 **A**

SPEAKING TEST



SPEAKING TEST PART I

- What's your name?
- How do you spell it?
- Where are you from?
- What do you do?
- Are you married or single?
- Have you got a girlfriend or boyfriend?

SPEAKING PART I

- Do you enjoy studying English?
- Is English going to be importante for you in the future?
- What are your favourite foods?
- What did you do last weekend?
- If you had a lot of money where would you travel to?

SPEAKING PART 2

Part 2 3 - 4 minutes (Prompt card activity)

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered questions, they change roles, as in the example below.

Example

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

Candidate A, here is some information about a museum.
Candidate B, you don't know anything about the museum,
so ask A some questions about it. Now B, ask A your questions
about the museum and A, you answer them.

Candidate A - your answers.

Candidate B - your questions.

SANDON AIR MUSEUM



More than 70 aeroplanes to look at OPEN DAILY 10 am - 6 pm

Shop with books and postcards Large free car park

> Tickets: Adults £8.00 Students £5.00

MUSEUM

- what / see?
- open / weekends?
- student ticket? £?
- + car park?
- buy / postcard?

There is a variety of acceptable questions which may be produced using this material. For example:

What can I see at the museum? Is it open at the weekend? How much is a student ticket? Is there a car park? Can I buy a postcard there?

SPEAKING PART 2

The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a library.

Candidate B, here is some information about a bookshop.
Candidate A, you don't know anything about the bookshop,
so ask B some questions about it. Now A, ask B your questions
about the bookshop and B, you answer them.

Candidate B - your answers.

Candidate A - your questions.

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BOOKSHOP

- address?
- ♦ big / small ?
- closed / Sundays ?
- ♦ sell / travel books ?
- telephone number ?