ENGLISH

Module 02 - Book 02

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Palavra dos professores-autores

Caro estudante,

Você está iniciando o módulo 02 do curso de Inglês do Programa e-Tec Idiomas Sem Fronteiras. A finalidade deste curso é possibilitar a continuação do que foi aprendido no módulo 1 e a apresentação de novos conteúdos. A cada aula, buscamos continuar o desenvolvimento das habilidades de *Listening*, *Speaking*, *Reading* e *Writing* de forma gradual, eficaz e interativa.

Bons estudos!

Professores-autores.

Apresentação do caderno

Prezados(as) estudantes,

Neste caderno, você continuará acompanhando o seriado *Almost Bikers*, e verá a reviravolta na história de Carlton e seu pai. A partir da situação em cada episódio, serão trabalhados os aspectos: comunicativo, gramatical, fonético-fonológico, lexical e transversal.

Ao longo destas seis aulas, você estudará que o *Present Continuous* também pode ser utilizado para referir-se a futuro e *Modal verbs* para expressar habilidades e obrigações. Além disso, você estudará palavras que expressam *contrast and result,* e também como fornecer informação adicional sobre pessoas, coisas e lugares. No conteúdo lexical, você estudará vocabulário referente ao ambiente de trabalho, adjetivos considerados positivos, negativos e neutros, além de alguns dos mais importantes feriados canadenses e expressões relacionadas a dinheiro. Você também estudará, entre outros aspectos de pronúncia, a terminação *-ed* em adjetivos e a forma reduzida de *Have to*.

Com este conteúdo, você amplia seu conhecimento sobre a língua inglesa e tem mais ferramentas necessárias para desenvolvê-la de forma global.

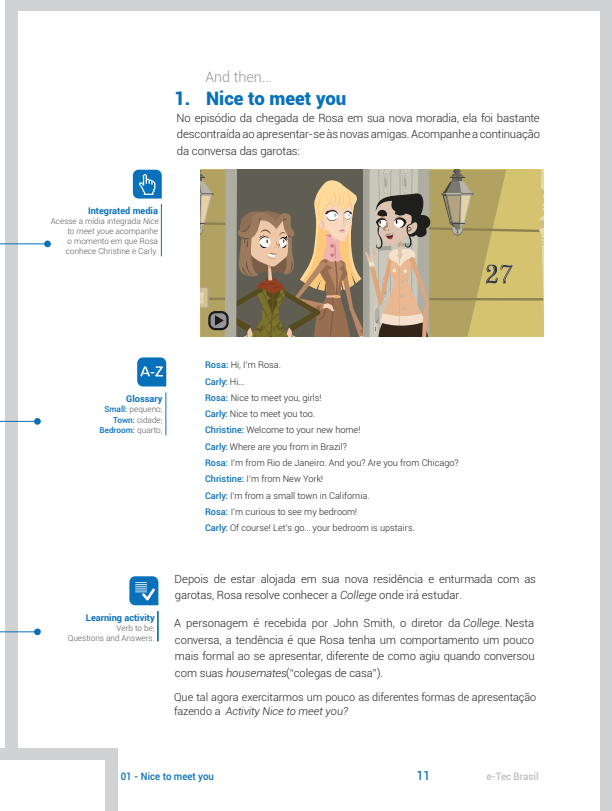
Go ahead and keep on studying!

Navegação e estrutura

Integrated media:
Apresenta ou amplia informações sobre o conteúdo visto na aula. Ele pode ser um vídeo ou uma mídia interativa. Para o Caderno Interativo fica disponível um *player* de vídeo que permite o estudante visualizar a história no mesmo arquivo.

Glossary:
Explica o significado de algum vocábulo ou expressão.

Learning activity:
Direciona o estudante a realizar a atividade proposta no caderno de conteúdo.



And then...

1. Nice to meet you

No episódio da chegada de Rosa em sua nova moradia, ela foi bastante descontraída ao apresentar-se às novas amigas. Acompanhe a continuação da conversa das garotas:

Integrated media
Acesse a mídia integrada *Nice to meet you*e acompanhe o momento em que Rosa conhece Christine e Carly.

Glossary
Small: pequeno;
Town: cidade;
Bedroom: quarto;

Rosa: Hi, I'm Rosa.
Carly: Hi...
Rosa: Nice to meet you, girls!
Carly: Nice to meet you too.
Christine: Welcome to your new home!
Carly: Where are you from in Brazil?
Rosa: I'm from Rio de Janeiro. And you? Are you from Chicago?
Christine: I'm from New York!
Carly: I'm from a small town in California.
Rosa: I'm curious to see my bedroom!
Carly: Of course! Let's go... your bedroom is upstairs.

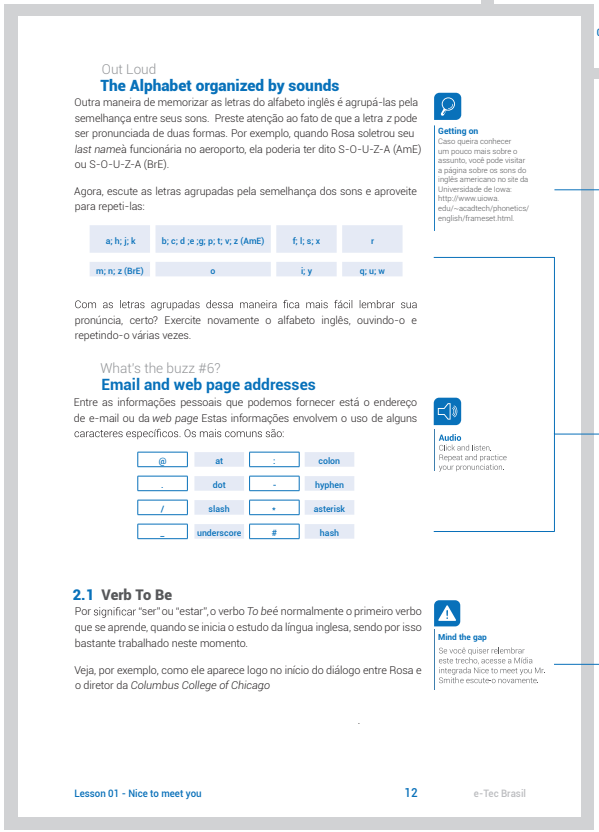
Learning activity
Verb to be;
Questions and Answers.

Depois de estar alojada em sua nova residência e enturmada com as garotas, Rosa resolve conhecer a *College* onde irá estudar.

A personagem é recebida por John Smith, o diretor da *College*. Nesta conversa, a tendência é que Rosa tenha um comportamento um pouco mais formal ao se apresentar, diferente de como agiu quando conversou com suas *housemates*("colegas de casa").

Que tal agora exercitarmos um pouco as diferentes formas de apresentação fazendo a *Activity Nice to meet you?*

01 - Nice to meet you 11 e-Tec Brasil



Out Loud

The Alphabet organized by sounds

Outra maneira de memorizar as letras do alfabeto inglês é agrupá-las pela semelhança entre seus sons. Preste atenção ao fato de que a letra *z* pode ser pronunciada de duas formas. Por exemplo, quando Rosa soletrou seu *last name*à funcionária no aeroporto, ela poderia ter dito S-O-U-Z-A (AmE) ou S-O-U-Z-A (BrE).

Agora, escute as letras agrupadas pela semelhança dos sons e aproveite para repeti-las:

a; h; j; k	b; c; d ;e ;g; p; t; v; z (AmE)	f; l; s; x	r
m; n; z (BrE)	o	i; y	q; u; w

Com as letras agrupadas dessa maneira fica mais fácil lembrar sua pronúncia, certo? Exercite novamente o alfabeto inglês, ouvindo-o e repetindo-o várias vezes.

What's the buzz #6?

Email and web page addresses

Entre as informações pessoais que podemos fornecer está o endereço de e-mail ou da *web page* Estas informações envolvem o uso de alguns caracteres específicos. Os mais comuns são:

@	at	:	colon
.	dot	-	hyphen
/	slash	*	asterisk
_	underscore	#	hash

Getting on
Caso queira conhecer um pouco mais sobre o assunto, você pode visitar a página sobre os sons do inglês americano no site da Universidade de Iowa: http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html.

Audio
Click and listen;
Repeat and practice your pronunciation.

2.1 Verb To Be

Por significar "ser" ou "estar", o verbo *To be*é normalmente o primeiro verbo que se aprende, quando se inicia o estudo da língua inglesa, sendo por isso bastante trabalhado neste momento.

Veja, por exemplo, como ele aparece logo no início do diálogo entre Rosa e o diretor da *Columbus College of Chicago*

Mind the gap
Se você quiser relembrar este trecho, acesse a Mídia integrada Nice to meet you Mr. Smithe escute-o novamente.

Lesson 01 - Nice to meet you 12 e-Tec Brasil

Getting on:
Acrescenta informações sobre o conteúdo. Pode encaminhar o estudante para uma mídia interativa, para um site ou para um conteúdo textual.

Audio:
Indica a disponibilidade, no Caderno Interativo, do estudante interagir através do recurso de áudio.

Mind the gap:
Salienta alguma informação relevante para o desenvolvimento do conteúdo.

Objetivos:
Lista os objetivos a serem atingidos pelos estudantes ao longo da aula.

Here we go!
Essa expressão quer dizer "Aqui vamos nós!" e é utilizada quando se está prestes a fazer algo empolgante. Aqui são apresentados os conteúdos linguísticos e lexicais.

Previously on All About You...
Utilizada para indicar que se está dando sequência a uma narrativa. Aqui você pode observar uma situação na qual os conteúdos da aula aparecem de forma natural e ter contato com alguns conteúdos gramaticais básicos.

Lesson 01 - Nice to meet you

Objetivos

- Cumprimentar e despedir-se, utilizando as expressões de saudação e despedida adequadas;
- Utilizar expressões de cortesia para fazer pedidos e agradecimentos, empregando-as de acordo com as situações apresentadas;

Here we go!

1. Family Matters

Rosa chegou aos Estados Unidos e foi recebida por Amanda, que a levou até sua nova *home* para conhecer suas *roommates*. Este é um momento em que Rosa, de uma forma bastante espontânea, demonstra sua alegria ao ver suas novas amigas pela primeira vez abraçando-as. E, justamente por ser a primeira vez que se encontram, as garotas utilizam estruturas referentes a saudações e apresentações.

Previously on *All About You...*

2. Nice to meet you

No episódio da chegada de Rosa em sua nova moradia, ela foi bastante descontraída ao apresentar-se às novas amigas. Acompanhe a continuação da conversa das garotas:

Lesson 01 - Nice to meet you. e-Tec Brasil

3. Getting the hang of it

What's the buzz?

3.1 Subject Pronouns

Quando precisamos nos referir às pessoas sem utilizar o nome, fazemos uso dos pronomes pessoais. Observe o exemplo abaixo:

Out Loud

3.2 The Alphabet organized by sounds

Outra maneira de memorizar as letras do alfabeto inglês é agrupá-las pela semelhança entre seus sons. Preste atenção ao fato de que a letra *z* pode ser pronunciada de duas formas. Por exemplo, quando Rosa soletrou seu *last name* à funcionária no aeroporto, ela poderia ter dito S-O-U-Z-A (AmE) ou S-O-U-Z-A (BrE).

Catching a Glimpse

4. No hugging, please!

Brazil and the United States are different not only in terms of their languages, but also in their customs. One important area in which the two countries are different is *physical contact* Brazilian people are often very affectionate: they touch, hug and/or kiss people when they meet. American people usually only hug and/or kiss family members and close friends. If you watched the episode, you probably noticed how uncomfortable Carly felt when Rosa hugged her the moment they first met.

5. That's a wrap!

Aqui termina a Aula 01. Esperamos que você, acompanhando Rosa em seu encontro com suas *housemates* Carly, Christine e Amanda e em sua experiência na *Columbus College of Chicago* tenha se familiarizado com os conteúdos linguísticos e lexicais apresentados, pois todos são fundamentais no idioma inglês. O verbo *To bee* os *possessive adjectives*, por exemplo, estarão quase sempre presentes nos contextos comunicativos de que você vai participar. Já o *alphabet* será necessário em caso de dúvidas quanto à forma como determinadas palavras, especialmente os nomes próprios, são escritas. O nome dos *countries* e *nationalities*, bem como o modo de ler endereços eletrônicos, também serão muito importantes quando você for se apresentar. E não esqueça: nessa hora, *no hugging, please!*

Lesson 01 - Nice to meet you e-Tec Brasil

Getting the hang of it:
Em português getting the hang of it equivale a "Pegar o jeito da coisa". Aqui estão as explicações referentes ao principal conteúdo gramatical.

What's the buzz?
Expressão que equivale ao nosso "O que é que está rolando?", utilizada para perguntar sobre as informações mais recentes a respeito de um assunto interessante. Nessa parte da aula, é apresentado o vocabulário referente ao tema abordado.

Out loud:
A expressão significa "em voz alta" e aborda sons do inglês que, por serem diferentes do português, precisam ser trabalhados com mais cuidado. É um momento para você praticar sua oralidade e repetir os sons que, em geral, você não está acostumado a emitir.

Catching a glimpse:
A expressão quer dizer "ver algo por um breve instante; ter um vislumbre" e aqui você conhece alguns aspectos sócio-histórico-culturais e geográfico-ambientais de países de língua inglesa. Neste módulo, as informações são relativas aos Estados Unidos.

That's a wrap!
Utilizada na indústria cinematográfica, essa expressão significa que as filmagens do dia estão encerradas e que tudo está OK. Esse é o tópico final, o fechamento da aula, onde é feita uma breve recapitulação do conteúdo.

Lesson 07 - Thinking about the next step

Objetivos

- Conhecer a estrutura dos verbos no *Present Continuous*, conjugando-os adequadamente.
- Expressar ações no futuro, utilizando o tempo verbal *Present Continuous*.
- Conhecer vocabulário relativo à entrevista de emprego, aplicando-os de acordo com o contexto.
- Conhecer a pronúncia adequada de *Is he, Is she* e *Is it,* identificando seu uso no momento da fala.

Here we go

1. The sad truth

Carlton discovered that there was a whole scheme planned by Sarah and Jason. Thankfully he has a friend in Canada he can share his burden with. He intends to talk to Sarah, to straighten things up. In this lesson you are going to review the structure of the *Present Continuous* and study its use to express planned future events. After that, you are going to study vocabulary related to a job interview and some verbs frequently used in this situation.

In the Out loud section you are going to study the pronunciation of the verb *Is* with the subjects *he*, *she* and *it* in Yes-no questions and interrogative sentences starting with a question word.

Warming up

2. What is Carlton doing next?

Carlton meets the beggar and now he knows the truth about the fake funeral and the people involved. He is sitting with Bruno, and while they have a beer he tells his friend everything. Listen and read to their conversation:

Integrated media
Acesse a mídia *Finding out the truth* e acompanhe a conversa entre Carlton e Bruno.

Carlton: ... and then the funeral was over. After that, I signed some papers and left. The next day, I discovered that everything was a lie. The person in the coffin was actually a beggar, can you believe it? Poor guy, they took advantage of him.

Bruno: Gee, that's crazy! And did you find out what really happened to your father?

Carlton: Not yet... That's what worries me the most. I hope he is OK.

Bruno: Me too, man. And what about those papers you signed?

Carlton: I don't know, I just signed them. The girl said it was to allow the cremation. It was another lie, obviously.

Bruno: What are you gonna do now? Call the police?

Carlton: Not yet. First I wanna talk to her, I know where she works. Tomorrow I'll catch her by surprise. She won't be able to escape. I wanna know about my father and this whole scheme.

Bruno: Do you want me to go with you?

Carlton: Thanks, Bruno. I'd rather do it on my own. You are helping me a lot, letting me stay here for a few days. I'm running out of money and I have no idea what's coming next.

Bruno: Be cool, man. You can stay as long as you need.

A-Z

Glossary
Beggar: a person who lives on the streets and begs for money and food
To allow: to give someone permission to do something
To run out (of): to finish or use so there is nothing left

In this conversation, Carlton and Bruno used *Going to* and *Will* to talk about the future, to express what Carlton intends to do. Besides these two verb tenses, we can also use the *Present Continuous* to talk about the future. In the next topic you are going to review the structure of the *Present Continuous*.

Audio

3. Getting the hang of it

3.1 Present Continuous - Structure

O *Present Continuous*, estudado na *Lesson 09* do Módulo 01, expressa ações em andamento no momento presente. Nesta aula, você verá que ele também é utilizado para nos referirmos ao futuro. Ele é bem semelhante ao *Going to*, mas com algumas particularidades.

Primeiro, relembre que as frases afirmativas são formadas utilizando o presente do *Verb To Be* e o verbo principal na forma gerúndio (*-ing*):

SUBJECT	VERB TO BE	MAIN VERB + ING	COMPLEMENT
I	**am**	runn**ing** out of	money.
You	**are**	help**ing**	me a lot.
He	**is**	stay**ing**	in Bruno's apartment.
She		ly**ing**	to her friends.
It		rain**ing**	a lot.
We	**are**	work**ing**	very hard.
You		study**ing**	for the final exams.
They		hav**ing**	a beer.

É possível fazer a contração do sujeito com o verbo *To Be*. Neste caso, as frases da tabela anterior ficariam assim:

I **am running** out of money.	I'**m running** out of money.
You **are helping** me a lot.	You'**re helping** me a lot.
He **is staying** in Bruno's apartment.	He'**s staying** in Bruno's apartment.
She **is lying** to her friends.	She'**s lying** to her friends.
It **is raining** a lot.	It'**s raining** a lot.

Audio

We **are working** very hard.	We'**re working** very hard.
You **are studying** for the final exams.	You'**re studying** for the final exams.
They **are having** some beer.	They'**re having** some beer.

Para colocar o verbo principal na forma gerúndio, acrescenta-se o sufixo *-ing*. Para muitos verbos, não há mudança na forma base. Veja alguns exemplos:

go	go**ing**
help	help**ing**
rain	rain**ing**

Mind the gap
Existem algumas exceções para essa regra, são elas:
see - seeing
pee - peeing

Quando o verbo terminar em **e** (não pronunciado), a letra **e** será suprimida para então acrescentarmos a terminação *-ing*:

hav**e**	hav**ing**
hop**e**	hop**ing**
invit**e**	invit**ing**

Quando o verbo for monossílabo e terminar na sequência CVC (Consoante-Vogal-Consoante), a última consoante será duplicada para então acrescentarmos a terminação *-ing*.

run - ru**nn**ing
← CVC

let	let**t**ing
shop	shop**p**ing

Quando o verbo tiver duas sílabas e a última sílaba for tônica e terminando em CVC, a última consoante também será duplicada antes de acrescentarmos a terminação *-ing*:

Audio

begin - begi**nn**ing

CVC

admit	admi**tt**ing

Quando o verbo terminar em *-ie*, estas letras serão substituídas por *y* antes de acrescentarmos a terminação *-ing*:

die	dying
lie	lying

Alguns verbos terminados em ***e*** ou ***y***, ou monossílabos, fogem a estas regras e não são acrescidos de *-ing*. Por serem considerados verbos "especiais", não são utilizados na forma de gerúndio:

VERBOS QUE INDICAM ESTADO MENTAL OU EMOCIONAL			
believe	doubt	enjoy	imagine
hate	know	like	love
prefer	remember	want	satisfy

VERBOS QUE INDICAM POSSE			
belong	own	owe	possess

VERBOS RELACIONADOS A SENTIDOS			
appear	hear	look	see
smell	taste	feel	seem

VERBOS QUE INDICAM REAÇÕES			
agree	deny	disagree	promise
satisfy	surprise	realize	understand

Audio

OUTROS VERBOS			
consist	depend	deserve	fit
need	matter	concern	be

As frases negativas são formadas acrescentando-se a partícula *not* ao verbo *To Be*:

SUBJECT	VERB TO BE + NOT	MAIN VERB + ING	COMPLEMENT
I	**am not**	runn**ing** out of	money.
You	**are not**	help**ing**	me a lot.
He	**is not**	stay**ing**	in Bruno's apartment.
She		ly**ing**.	
It		rain**ing**.	
We	**are not**	work**ing**	very hard.
You		study**ing**	for the final exams.
They		hav**ing**	a beer.

Perceba que podemos fazer a contração do verbo *To Be* com a partícula *not*, com exceção de frases onde o sujeito é ***I***. Desta forma, as frases da tabela anterior ficariam assim:

I am **not** runn**ing** out of money.	I'**m not** runn**ing** out of money.
You are **not** help**ing** me a lot.	You are**n't** help**ing** me a lot.
He is **not** stay**ing** in Bruno's apartment.	He is**n't** stay**ing** in Bruno's apartment.
She is **not** ly**ing** to her friends.	She is**n't** ly**ing** to her friends.
It is **not** rain**ing** a lot.	It is**n't** rain**ing** a lot.
We are **not** work**ing** very hard.	We are**n't** work**ing** very hard.
You are **not** study**ing** for the final exams.	You are**n't** study**ing** for the final exams.
They are **not** hav**ing** a beer.	They are**n't** hav**ing** a beer.

As *yes-no questions* são formadas a partir da inversão sujeito - verb *To Be*. Já as short ans*wers* utilizam apenas o verbo *To Be* na forma afirmativa e na forma negativa acrescenta-se o *not* (de forma abreviada) ao verbo.Veja:

Audio

Yes-no questions	Affirmative short answers	Negative short answers
Am I running out of money?	Yes, you **are**.	No, you **aren't**.
Are you helping me a lot?	Yes, I **am**.	No, I'**m not**.
Is he staying in Bruno's apartment?	Yes, he **is**.	No, he **isn't**.
Is she lying to her friends?	Yes, she **is**.	No, she **isn't.**
Is it raining a lot?	Yes, it **is**.	No, it **isn't.**
Are we working very hard?	Yes, you **are**.	No, you **aren't**.
Are you studying for the final exams?	Yes, we **are**.	No we **aren't.**
Are they having a beer?	Yes, they **are**.	No, they **aren't**.

Já para formar as *wh-questions*, basta incluir o pronome interrogativo no início da pergunta:

What are you doing?
Where are you staying?
Why is she lying?

Após relembrar a estrutura do *Present Continuous*, pratique este conteúdo com as atividades *What's going on?* e *Regan on the phone*.

Learning activity
What's going on?
Regan on the phone

No tópico a seguir você estudará o uso do *Present Continuous* para expressar futuro.

3.2 Present Continuous - Future

Audio

Para expressar o *Future Simple* em inglês, podemos utilizar *Going to* e *Will*, conforme já visto na *Lesson* 01 deste módulo. Veja que no diálogo entre Bruno e Carlton, o universitário pergunta ao amigo:

What are you gonna do now? Call the police?

Mind the gap

Veja a seguir algumas *Time expressions* que você poderá utilizar associado aos verbos no *Present Continuous*.

Tomorrow
Next week
In an hour
Soon
In the near future
Eventually; finally
Later this evening.

Agora, você verá que o *Present Continuous*, além de expressar ações em andamento no momento da fala, também refere-se a um futuro planejado. O exemplo anterior poderia ser feito utilizando o Present Continuous, sem perder o sentido de futuro planejado:

What are you doing now? Call the police?

O *Present Continuous*, nesse caso, expressa futuro. Seu uso é mais comum com verbos de movimento e com *Time expressions*:

I'm driving to school **tomorrow.**

Are you coming to visit us **next weekend?**

He isn't playing tennis with us on **Saturday.**

Utilizamos o *Present Continuous* principalmente para nos referirmos a preparativos e planos fixos. O futuro com *Going to* também expressa esta ideia, mas com mais ênfase na intenção. Veja os exemplos:

Audio

Present Continuous	Going to
I'm buying a house.	I'm going to buy a house.
Existe a pretensão de comprar uma casa.	Já está decidido e planejado. Nesta frase, o foco está no planejamento.
What are you doing tonight?	Are you going to do anything about the legal documents you received?
Pergunta sobre o planejamento.	Pergunta sobre a intenção.
I'm seeing my dermatologist tomorrow.	I'm going to ask her to help me.
Ênfase no planejamento.	Ênfase na intenção.

Ainda que o *Present Continuous* e o *Going to* sejam semelhantes, para descrever eventos que fogem ao nosso planejamento (como variações climáticas ou alterações no preço de produtos) utiliza-se o *Going to*. Observe os exemplos da tabela:

Going to	Present Continuous
According to the weather forecast, it **is going** to rain later today.	It **is** rain**ing**.
Prices are **going to** rise before the holidays.	Prices **are** ris**ing** every week after the last economic crisis.

Estudar o *Present Continuous* lhe auxiliará nos momentos em que precisar referir-se a eventos futuros. Verifique sua compreensão deste conteúdo realizando as atividades *Future forms in daily life* and *Present Continuous*. No próximo tópico você estudará o vocabulário relacionado à entrevista de emprego.

Learning activity
Future forms in daily life
Present Continuous

3.3 Job interview

Audio

Mr. Tennant recebe a ligação de uma candidata à vaga de garçonete, que tem sua entrevista agendada para o dia seguinte. Veja a conversa entre eles:

Integrated media
Acesse a mídia *Setting a Job interview* e acompanhe Joshua marcando uma entrevista.

Joshua: Joshua Tennant speaking!

Amy: Good morning! I saw the ad about a vacancy for a waitress... are you still hiring?

Joshua: Yes, we are. What's your name?

Amy: Amy Tyler.

Joshua: One minute, please. Late again, Sarah.

Sarah: I'm very sorry Mr. Tennant. It won't happen again.

Joshua: Go, customers are waiting.

Joshua: So, Ms. Tyler, I'll schedule your interview for tomorrow at 6:00 PM. Is that OK?

Amy: No problem, Mr. Tennant. Thank you.

Joshua: OK, don't forget to bring your résumé. Have a nice day!

Glossary
Vacancy: a job that is free for someone
To schedule: to plan a date for an event

Nesta conversa, Mr. Tennant e Amy utilizam palavras relacionadas à entrevista de emprego. Quando você *apply for a job*, ou seja, candidata-se a um emprego, é importante estar familiarizado com o vocabulário. Acompanhe outras palavras a seguir:

CANDIDATE	A person who is applying for a job or elected to a position.

SELECTION PROCESS	The act of choosing the employee(s) out of a big group of candidates.
RÉSUMÉ	A brief written account of one's personal, educational and professional experience, prepared by the applicant.
INTERVIEW	A formal meeting at which a person who is applying for a job is asked questions to check whether he/she would be suitable for the job.
EMPLOYEE	The person who works at a certain place.
EMPLOYER	The person who is responsible for the workers, pays their salary and manages their activities.
HUMAN RESOURCES DEPARTMENT (H.R.)	The department of a business organization responsible for hiring, firing and training the employees.
JOB APPLICATION	A formal document the applicant must fill in, to inform the employer his personal information and availability.

Audio

Além desse vocabulário, alguns verbos são frequentemente relacionados a esta situação. Observe:

TO SET AN APPOINTMENT	To arrange a time to meet a professional.
If you want to talk to Mr. Tennant in the evening, you have to set an appointment.	

TO APPLY FOR	To officially ask for something.
Amy wants to apply for the job as a waitress.	

TO GO THROUGH A SELECTION PROCESS	To follow the required steps in order to get a job.
I went through a selection process, but unfortunately they chose another candidate.	

TO HAVE AN APPOINTMENT	To have a day and time to meet a professional.
I have an appointment with Dr. Schwartz tomorrow. It's about my training program.	

Audio

TO BE SELECTED/ APPROVED	To be chosen to work for someone.
I'm so happy I was selected for the job.	

TO PRESENT	To orally share your ideas, so other people can be involved in the project.
I need to present a slide show to my co-workers next week.	

Learning activity
Setting a job interview

A partir do estudo deste vocabulário é possível que você consiga se comunicar em uma situação de entrevista. Para verificar sua compreensão acerca deste conteúdo, pratique-o realizando a atividade *Setting a job interview*. No tópico a seguir você estudará a pronúncia de *Is he...?, Is she...?* e *Is it...?*

Out loud

3.4 Is he...?, Is she...? e Is it...?

Em frases interrogativas que iniciam com *Is he...?*, *Is she...?* ou *Is it...?*, que são comuns ao *Present Continuous*, é possível fazer a ligação entre o verbo auxiliar e o pronome. Escute uma pergunta pronunciada de forma lenta e pouco natural:

Is he staying in Bruno's apartment?

Esta não é a velocidade normal de fala, pois a tendência é juntarmos sons que se assemelham ou eliminar letras que não são pronunciadas. Neste caso, *Is* e *he* são pronunciados como se fossem uma única palavra. A letra **s** em *Is* adquire som de "z", e a letra "h" de *he* é eliminada. Escute:

Is he?

Is he?

Escute novamente a frase completa, desta vez com as palavras *Is he* pronunciadas como se fossem apenas uma, ou seja, encadeadas:

Is he staying in Bruno's apartment?

O mesmo acontece se após o verbo *Is* tivermos o pronome *it*. Escute a pergunta de forma pausada:

Audio

Is it raining a lot?

Produzindo a ligação do verbo *Is* com o pronome *it*, temos o **s** do verbo adquirindo som de "z". Escute:

Is it?

Is it?

Escute a frase completa, com as palavras *Is* e *It* pronunciadas de forma encadeada:

Is it raining a lot?

Is it raining a lot?

Escute uma frase com o pronome *she*, também pronunciada de forma lenta e pouco natural:

Is she lying to her friends?

Podemos juntar o verbo *Is* com o pronome *she*, e neste caso a letra "s" em *Is* é eliminada na fala. Escute:

Is she?

Is she?

Escute agora a frase completa, e perceba como as palavras *Is* e *she* são pronunciadas como se fossem apenas uma:

Is she lying to her friends?

Is she lying to her friends?

Mind the gap
A pronúncia de *Is he, Is she* ou *Is it* também vale em perguntas que iniciam com pronomes interrogativos ou no *Present Simple* do Verbo *To be.*

Além de uma pronúncia correta das palavras, para uma fala fluente é importante que você pronuncie as palavras em sequência e não separadamente. Pronunciar palavras de forma encadeada frequentemente resulta em uma melhor compreensão auditiva, pois torna-se mais fácil a identificação de sons que somos capazes de produzir.

Catching a glimpse

4. Get ready for a job interview

Integrated media
Acesse a mídia *Get ready for a job interview* e acompanhe o texto.

When we apply for a job, there are some aspects to take into consideration. You may be getting ready for your very first interview after the selection process, or you may be an experienced professional searching for a better opportunity. Either way, candidates should pay attention to these *dos* and *dont's* during a job interview:

- When you arrive, greet the members of the staff and the interviewer with courtesy. You have only one chance to make a good first impression!

- Make sure you know how to get to the interview, and arrive at least ten minutes before your appointment. If anything happens and you are running late, do phone the company.

- Bring your résumé, and some extra copies if possible. If you have a portfolio, bring samples of your former productions.

- Your résumé itself will not make them hire you. No matter how experienced and qualified you are for the position, you will need to show the interviewer your best features.

- When asked questions, always answer truthfully, never lie. Do not include irrelevant information. When asked about former jobs, emphasize the positive characteristics of your colleagues and employers.

- Stress your achievements, but do not congratulate yourself. Show that you know how to work in group, and no success comes from individual performance.

- Last, but not least, show your interviewer that you have enough information about the company, and that you are interested in contributing to the work.

5. That's a wrap!

In this lesson you reviewed the structure of the *Present Continuous*, and studied that it is also used to express a planned future. Although the *Present Continuous* and *Going to* may be interchangeable, you cannot use the *Present Continuous* to describe events like weather changes or price increase. Besides that, you studied vocabulary related to a job interview and some verbs frequently associated with this situation. In the Out loud section you studied the pronunciation of Is he...?, Is she...? and Is it...?, for interrogative sentences in the Present Continuous, as if they were only one word in interrogative sentences.

Hope you started off with the right foot. Keep yourself motivated and move on to Lesson 8!

Lesson 08 - Past, present and future abilities

Objetivos

- Reconhecer os usos dos verbos modais *can* e *could*, utilizando-os de acordo com o contexto.
- Conhecer a estrutura do *To be able to,* empregando-os para expressar habilidade ou possibilidade.
- Conhecer o vocabulário relativo ao *Work environment*, reconhecendo sua escrita e sua pronúncia.
- Identificar os usos dos adjetivos terminados em *-ed* e *-ing*, empregando-os de acordo com o contexto.
- Conhecer a pronúncia dos adjetivos terminados em *-ed*, identificando a maneira adequada de produzi-los.

Here we go!

1. Abilities and adjectives

In this lesson you are going to review the structure of the affirmative, negative and interrogative sentences with the modal verbs *Can* and *Could*, and also review in which situations to use each one of them. After that, you are going to study the structure and use of *To be able to*, used to express ability in the present, past and future. In order to improve your vocabulary, in this lesson you are going to study the words and expressions related to the work environment. Besides that, you are going to study adjectives ending in *-ed* and *-ing*. In the Out loud section you are going to study the

pronunciation of the *-ed* ending of the adjectives, which can have three distinct sounds (t, d and id).

Warming up

2. Could I have a pay raise?

Sarah goes into Mr. Tennant's office to ask him for a pay raise. He is not very receptive to her request, and they end up having an argument. Mr. Tennant ends the argument threatening to fire Sarah, because he can no longer stand her attitudes. Read and listen to their conversation:

Integrated media
Acesse o conteúdo *Pay rise?* e acompanhe a conversa de Sarah com Mr. Tennant.

Glossary
Pay raise: an increase in the salary
Overdue: not done or happening when expected
Mug: a large cup with no saucer, used for hot drinks
Lack: synonym for absence

Sarah: Mr. Tennant...

Mr. Tennant: What now, Sarah? Can't you see I'm busy?

Sarah: I was wondering if you could give me a pay raise . Life is getting more and more expensive, my bills are all overdue...

Mr. Tennant: Are you crazy? And why do you think you deserve a pay raise?

Sarah: Why? Working here is hard! This place is always crowded. It's stressful and tiring. Besides, the working conditions are awful...

Mr. Tennant: Hard? I've always been flexible with you, Sarah! You miss work and you take long lunch breaks!

Sarah: I just want a decent salary!

Mr. Tennant: Well, you won't have it unless you deserve it.

Sarah: Damn!

Mr. Tennant: I can't believe it! You broke my favorite mug!

Sarah: I'm sorry, Mr. Tennant!

Mr. Tennant: That's enough! I'm sick and tired of your lack of commitment! Go back to work right now or you'll be fired!!!

In the conversation, Sarah and Mr. Tennant use some modal verbs to express requests and probabilities. In the next topic you are going to review how to make sentences using the structure of the modal verbs *Can* and *Could*.

Audio

3. Getting the hang of it

3.1 Can and Could - structure

Conforme estudado na *Lesson* 02 do Módulo 02, os *Modal verbs* são um grupo de verbos especiais em inglês, que possuem características bem distintas. Esses verbos não recebem "s" na terceira pessoa do singular e, acrescidos da partícula *not*, formam sua negativa. Observe a tabela a seguir e veja como são formadas frases afirmativas e negativas com os verbos modais *Can* e *Could*:

Modal verb	Affirmative sentence	Negative sentence
Can	I **can** type very fast.	I **can't** believe it.
	My brother **can** swim.	My brother **can't** speak French.
Could	I was wondering if you **could** give me a pay raise.	We **couldn't** roller skate.
	My best friend **could** climb a tree.	My best friend **couldn't** use the computer.

Perceba que os verbos principais, que vêm logo após o verbo modal, estão na forma infinitiva, sem a partícula *to*.

Os *modal verbs* são o próprio auxiliar da frase interrogativa fazendo a inversão do sujeito-verbo modal, tanto nas interrogações, que pedem uma resposta mais completa, quanto nas *yes-no questions*. Observe os exemplos:

Audio

Questions	Answers
Can you type fast?	Yes, I learned it when I was younger. Yes, I can.
Could she somersault?	No, she doesn't like it. Yes, she could.

Já para formar as *wh-questions*, basta incluir o pronome interrogativo no início da pergunta:

Wh-question	Answers
When can you meet us?	Tomorrow after work.
Why could he go and I couldn't?	Because he has a driver's licence and you don't.

Learning activity
She can, but I couldn't
Small talks

Depois de revisar a estrutura de *Can* e *Could*, pratique este conteúdo com as atividades *She can, but I couldn't* e *Small talks*. No tópico a seguir você revisará as situações de uso dos modais *Can* e *Could*.

3.2 Can and Could - uses

Os modais *Can* e *Could* são utilizados para diversas situações específicas. Na tabela que segue você irá acompanhar alguns de seus usos:

Can	Permissão	You can use my pen if you need.
	Proibição	You can't go farther into the ocean.
	Sugestão	You can talk to more people to get different opinions.
	Oferta de ajuda	Can I help you?
	Habilidade (presente)	He can give a great presentation.

Could	Possibilidade	Instant messengers could help students interact.
	Habilidade (passado)	Bruno couldn't answer Carlton.
	Permissão (mais cordial que *Can*)	Could you turn on the projector, please?

Audio

Após revisar os usos de *Can* e *Could*, pratique este conteúdo com a atividade *What do they express?* No tópico a seguir você estudará a estrutura e uso do *To be able to* para nos referirmos à habilidade no futuro.

Learning activity
What do they express?

3.3 To be able to - Structure and use

Conforme já estudado, *Can* e *Could* são utilizados para descrever habilidade no presente e passado, respectivamente. Como os verbos modais não podem ter sua estrutura modificada, utilizamos *To be able to* para nos referirmos à *habilidade no presente, passado ou futuro*. *To be able to* não é um verbo modal, mas ele será estudado nesta aula por semelhança de sentido.

Para expressar habilidade no presente, formamos as frases afirmativas conjugando o *Verb To Be* para compor *To be able to*. Observe os exemplos e veja como fica a estrutura:

Verb to be

I **am** **able to** carry lots of glasses at once.

able to — main verb

He **is able to** work and listen to music at the same time.

They **are able to** talk about religion and politics without getting mad at each other.

Para formar as frases negativas, basta acrescentar a partícula *not* ao *verb To Be*:

I'**m not** able to wake up early.

He **isn't** able to forgive her for what she did.

They **aren't** able to raise a child.

Audio

Já as *yes-no questions* são formadas a partir da inversão do sujeito e do *Verb To Be*, e as *short answers,* por sua vez, utilizam somente o *verb To Be*. Observe:

Yes-no questions	Affirmative short answers	Negative short answers
Are you able to drive?	Yes, I am.	No, I'm not.
Is he able to play football?	Yes, he is.	No, he isn't.
Are they able to sleep with all this noise?	Yes, they are.	No, they aren't.

Para expressar habilidades no passado, formamos frases afirmativas a partir da conjugação do *Verb To Be*. Acompanhe os exemplos:

Verb to be

I **was** **able to** play the piano when I was a child.

able to main verb

They **were able to** persuade the group to their own advantage.

She **was able to** catch the train on time.

Como já fora visto nas sentenças anteriores, as frases negativas são formadas acrescentando a partícula *not* ao verbo *To Be,* que, nesse caso, se encontra no passado:

I **wasn't** able to play the flute when I was a child.

They **weren't** able to stick to the plan.

Por fim, seguindo a mesma estrutura das frases no presente, as *yes-no questions* são formadas a partir da inversão sujeito - *verb To Be*, e as *short answers* utilizam apenas o *Verb To Be*:

Yes-no questions	Affirmative short answers	Negative short answers
Were you able to play any instrument as a child?	Yes, we were.	No, we weren't.
Was he able to talk to his supervisor without getting angry?	Yes, he was.	No, he wasn't.

Em resumo, *To be able to* e os modais *Can* e *Could* são **intercambiáveis** quando se trata de **habilidade**. Acompanhe os exemplos do *Can* e *To be able to* no presente na tabela que segue:

Audio

MODAL VERBS	TO BE ABLE TO
Can	**Present**
I can sing very well.	I'm able to sing very well.
I can't dance in public.	I'm not able to dance in public.
Can you speak Mandarin?	Are you able to speak Mandarin?
Yes, I can.	Yes, I am.
No, I can't.	No, I'm not.

Agora, veja os exemplos da tabela com *Can* e *To be able to* no passado:

Could	**Past**
I could roller skate as a child.	I was able to roller skate as a child.
I couldn't use the computer.	I wasn't able to use to the computer.
Could you play the guitar when you were five?	Were you able to play the guitar when you were five?
Yes, I could.	Yes, I was.
No, I couldn't.	No, I wasn't.

To be able to também poderá expressar habilidade no passado quando conjugado no *Present Perfect Simple*. Com esse tempo verbal podemos utilizar os advérbios *always*, *never* e *ever,* que são os mais frequentes. Acompanhe os exemplos:

Be no particípio

I've **always** been able to keep my calm in moments of distress.

Verb to have — able to — main verb

Audio

He's **never** been able to tell the truth.
Have you **ever** been able to juggle career and love life?

Para formar as frases negativas, é importante lembrar que é necessário acrescentar a partícula *not* ao auxiliar do *Present Perfect Simple*:

I haven't been able to finish the abstract.
She hasn't been able to perform the surgery.

Já as *yes-no questions* são formadas a partir da inversão auxiliar (*have/has*) - sujeito, e as *short answers* são formadas utilizando apenas o auxiliar:

Yes-no questions	Affirmative short answers	Negative short answers
Have you been able to find a holiday spot?	Yes, I have.	No, I haven't.
Has she been able to finish the work on time?	Yes, she has.	No, she hasn't.

To be able to também poderá expressar habilidade no futuro, utilizando *Will* ou *Going to*. Acompanhe os exemplos:

Will	Going to
I will be able to buy everything I want.	I'm going to be able to buy everything I want.
I won't be able to meet you on Saturday.	I'm not going to be able to meet you on Saturday.
Will you be able to come to the party?	Are you going to be able to come to the party?
Yes, I will.	Yes, I am.
No, I won't.	No, I'm not.

When will you be able to fix the roof?	When are you going to be able to fix the roof?
Hmm... maybe when you make a reasonable offer.	Next month, when I hire a new brick layer.

Audio

Com este conteúdo é possivel que você já consiga manifestar aquilo que consegue ou não fazer utilizando o *To be able to* no presente, passado e futuro. Para verificar sua aprendizagem, pratique este conteúdo com as atividades *Being able to rewrite sentences*, *Choose the right past form* e *Ability in the future*. Depois de verificar seu conhecimento, siga para o tópico a seguir, onde você estudará o vocabulário referente ao ambiente de trabalho.

Learning activity
Being able to rewrite sentences
Choose the right past form
Ability in the future

What's the buzz?

3.4 Work vocabulary

No episódio desta aula, Mr. Tennant ameaçou despedir Sarah, relembra a frase que ele utilizou:

Go back to work right now or you'll be fired!!!

Nesta frase Mr. Tennant utilizou o verbo *To fire*, um dos mais comuns para referir-se à demissão de um funcionário. Dentro do ambiente de trabalho, existe uma gama de vocabulário que se faz necessário conhecer. Acompanhe a tabela a seguir e veja algumas palavras relacionadas ao dia-a-dia de uma empresa:

Getting on
Acesse a mídia *To boot* para conhecer outras palavras relacionadas a demissão.

TO FIRE	To tell someone they are no longer part of the working team.
Sarah will be fired if she doesn't do her job.	
OVERWORK	To do too much work.
Mr. Tennant will probably get sick through overwork.	
SHIFT	A period of work.
Sarah always works the day shift.	
SALARY	The money you receive for the work you perform.
I always deposit 10% of my salary in my savings account.	

Mind the gap
Wage refers to the amount of money workers get per hour, while *salary* refers to an agreed and fixed annual amount of money.

Audio

RAISE	A percentage of money which is added to your salary.
Sarah asked Mr. Tennant for a raise.	
NOVICE	A person who is beginning to learn how to do something.
Julian is the school novice.	
PROBATION	A period of time when students learn their future career.
Bruno may get probation this semester.	
TRAINEE	A person who is learning and practicing the skills of a particular job.
Mr. Tennant hired a new trainee to work in the kitchen.	
INTERN	A young doctor who is completing his training by residing in a hospital.
Marianne is the new intern at Saint John's Hospital.	
APRENTICE	A person who has agreed to work for an expert during a period of time, often for low money.
In many places, law requires that companies hire at least 5% of their staff as apprentices.	
LEARNER	A beginner.
Amélie is the new learner at the diner.	
IMPROVER/ PROBATIONER	A person who is in his/her probation period.
If Bruno gets his probation, he will be a probationer.	

Learning activity
Talking about work

Conhecer o vocabulário relacionado ao ambiente de trabalho possibilita que você se comunique de maneira adequada nesta situação. Para verificar a aprendizagem deste conteúdo, realize a atividade *Talking about work*. No tópico a seguir você estudará os adjetivos terminados em *-ed* e *-ing*.

3.5 -ed/-ing adjectives

Sarah foi até o escritório de Mr. Tennant pedir um aumento de salário, mas os dois acabaram discutindo e ele ameaçou demiti-la. Acompanhe, mais uma vez, esse momento de grande tensão:

Sarah: It's stressful and tiring. Besides, the working conditions are awful ...

Mr. Tennant: Hard? I've always been flexible with you, Sarah! You miss work and you take long lunch breaks!

Sarah: I just want a decent salary!

Mr. Tennant: Well, you won't have it unless you deserve it.

Sarah descreveu suas atividades como *tiring*, e Mr. Tennant disse que estava *tired* da atitude de sua funcionária. *Tiring* e *tired* são dois exemplos de adjetivos terminados, respectivamente, em *-ing* e *-ed*. Os adjetivos terminados em *-ed* são utilizados para descrever como nos sentimos, enquanto os terminados em *-ing* descrevem coisas e situações.

Encontramos outro exemplo de adjetivo terminado em *-ed* na fala de Jason, explicando à Sarah porque não pode devolver a moto:

The bike doesn't belong to him anymore.
And besides, I couldn't give it back, I already
have someone interested in buying it.

Audio

Nesta frase, Jason diz que já tem alguém interessado (*interested*) em comprar a moto, ou seja, o adjetivo refere-se ao estado da pessoa em relação ao objeto. Veja na tabela alguns exemplos de *-ed* e *-ing adjectives* formados a partir de seus respectivos verbos:

Getting on
Acesse a mídia *characteristics* e veja como, usando a união do adjetivo e do substantivo, é possível descrever características físicas de pessoas, animais e objetos.

Verbs	-ed adjectives	-ing adjectives
annoy	annoyed	annoying
bore	bored	boring
confuse	confused	confusing
disappoint	dissapointed	disappointing
relax	relaxed	relaxing
satisfy	satisfied	satisfying
shock	shocked	shocking
terrify	terrified	terrifying
worry	worried	worrying

Glossary
Annoy: synonym for irritate
Bore: to make someone feel bored
Confuse: to stop someone from understanding something
Disappoint: synonym for frustrate
Relax: to feel comfortable and without worries
Satisfy: to please someone by giving them what they want
Shock: an unpleasant surprise
Terrify: scare
Worry: to think about something bad or a problem that might happen

Observe o uso de alguns destes adjetivos terminados em *-ed* ou *-ing* nas frases a seguir:

The movie was **boring**, so everyone was bored.
The trip was really **disappointing**, it rained all the time and there was no wi-fi.
Her children were **terrified** of the Halloween characters.

Mind the gap
Não há uma única regra para formação dos adjetivos terminados em -ed e -ing. Caso você precise de algum exemplo que não consta nesta aula, consulte um dicionário.

Os adjetivos terminados em *-ed* e *-ing* nos possibilitam falar como nos sentimos em relação a algo ou alguém, além da situação em si. Pratique este conteúdo com a atividade *The best adjective form*. No tópico a seguir você estudará a pronúncia dos adjetivos terminados em *-ed*.

Learning activity
The best adjective form

Out loud

3.6 Pronunciation of -ed adjective endings

Os adjetivos terminados em *-ed*, que descrevem como a pessoa está em relação a algo ou alguém, possuem três pronúncias distintas. A terminação *-ed* pode ser pronunciada com som de **t**, **d** ou **id**. Além disso, a letra **e** da terminação *-ed* nunca é pronunciada. Escute os verbos na tabela a seguir:

T sound	D sound	ID sound
relaxed	tired	crowded
shocked	annoyed	interested
embarrassed	bored	disappointed
astonished	confused	satisfied
depressed	pleased	terrified
distressed	engaged	worried

Exercitar a pronúncia dos adjetivos terminados em *-ed* possibilita que você aperfeiçoe seu *listening* e seu *speaking*. Continue seu aprendizado praticando este conteúdo com a atividade *Which is the sound?*.

Audio

Mind the gap

As pronúncias com som de "t", "d" ou "id" da terminação -ed em adjetivos é exatamente igual à pronúncia da terminação -ed dos verbos no *Past Simple*.

Não há uma regra específica sobre a pronúncia da terminação *-ed* em adjetivos. Em caso de dúvida sobre a pronúncia de uma palavra desconhecida, consulte um dicionário.

Learning activity

Which is the sound?

Catching a glimpse

4. Working in Canada

Integrated media
Acesse a mídia *Working in Canada* e acompanhe seu conteúdo

Canadians are not the only ones allowed to work in Canada. If you are a foreign student, you are also eligible to get a work permit. You may work on- or off-campus, as long as your job activities do not exceed twenty hours per week. During winter or summer holidays you can work full time, that is, forty hours per week.

People who have a tourist visa or are in Canada as an exchange student are not eligible to work off-campus. This rule is also valid if you are enrolled in a general interest program or a non-degree program, as well English or French as a second language (ESL/EFL Programs).

If you are a spouse or life partner of a student with a work permit, you are eligible to apply for a job while you are living in Canada. It is required to include evidence of your life in common in your job application.

Graduating students can also profit from Canadian work experience, inside the post-graduation employment program. Students who are enrolled in a program of more than eight months and up to two years may get a work permit according to the length of time they spent in the program. In case the program lasts two years or more, the work permit will not exceed three years. The government allows students to get a work permit only once during their stay in the country as international students.

5. That's a wrap!

In this lesson you reviewed the structure of the affirmative, negative and interrogative sentences with the Modal verbs *Can* and *Could*. You also reviewed that *Can* expresses ability in the present, while *Could* refers to ability in the past. After reviewing these two modal verbs, you studied the structure of *To be able to*, which is used to express ability in the past, present or future.

You studied the adjectives ending in *-ed*, to express how someone feels about someone or something. Besides that, you studied the adjectives ending in *-ing* to describe things or situations. In the Out loud section you studied that the pronunciation of the *-ed* ending in adjectives may have the sound of **t**, **d** or **id**. All these contents are extremely important for your learning process, so do all the activities and move on to *Lesson 09*.

Lesson 09 - Rules? Why do we need them?

Objectives

- Revisar os *modal verbs should*, *must* e *have to*, utilizando-os de acordo com o contexto.
- Conhecer algumas palavras relativas ao ambiente de trabalho, identificando suas definições.
- Reconhecer a pronúncia adequada de Have to, identificando seu uso de acordo com o contexto.

Here we go!

1. Obligations

Talking about obligation and necessity is part of our lives, either in the professional or personal environment. To do so, there are some modal verbs you can use. In this lesson you are going to review the use of *Should*, *Must* and *Have to*, which also refers to obligation. Besides that, you are going to study vocabulary related to the work environment and the pronunciation of *Have to*.

Warming up

2. Rules to live in society

Carlton and Bruno are in front of Sarah's building. She is late, and the landlord asks them who they are waiting for. The landlord makes some comments about the girl, and then he starts talking about the rules in the building. Bruno is a little sarcastic, but the landlord keeps telling them about people's obligations. Read and listen to their conversation:

Integrated media
Acesse o conteúdo *Talking about Sarah* para que possa acompanhar a conversa.

Getting on
Trouble maker: a person who disturbs, usually causing problems.
Resident: a person who lives in a house or city.

Landlord: Any problem, guys ?

Bruno: We're waiting for a girl who lives here, she is a little late...

Landlord: May I ask who it is?

Carlton: Yes, her name's Sarah.

Landlord: Typical... It's not the first time that's happened. Sarah should be more punctual.

Bruno: At least now we know she lives here.

Landlord: Sarah is very hardworking, but her friends are trouble makers. They are always causing problems for the residents. They have to follow the rules in the building.

Carlton: Problems? What else is new...

Landlord: Yeah. Even just being aware that people shouldn't smoke or speak loud in the hallways. They can't listen to loud music until late at night, but they do.

Bruno: Can people have fun in this building?

Landlord: Yes, they can. But they have to respect the quiet hours. The residents might even have pets.

Carlton: C'mon Bruno, take it easy.

In this conversation, the landlord talks about rules using the modal verbs *Should* and *Have to*. In the following topic, you are going to review *Should* and *Must* and study *Have to*, which also describes obligation and necessity.

Audio

3. Getting the hang of it

3.1 Should, Must and Have to - expressing obligation

Conforme estudado na Lesson 02 deste módulo, tanto o verbo modal *Should* quanto *Must* expressam **obrigação**.

Must é mais enfático que *Should*, e geralmente é uma ordem externa expressa por terceiros, como por exemplo, chefe, locais públicos ou família. O verbo modal *Should*, além de ser menos enfático que *Must*, é frequentemente uma obrigação que vem da nossa própria consciência. Observe as frases:

Must	Should
Residents must respect the quiet hours.	I should be more punctual.
Residents must not throw litter in the common areas.	Sarah shouldn't take such long lunch breaks.
Visitors must remain behind the yellow line.	We should always respect our parents.

Para obrigações fortes e impostas por terceiros, além de *Must* podemos utilizar *Have to*. Ele não segue o padrão dos outros modais, pois pode ser conjugado em diferentes tempos verbais.

Veja que o *landlord*, ao encontrar Sarah na frente do prédio, utiliza *Have to* para lembrá-la da obrigação de pagar o aluguel:

What about the money you owe me? You are three months late! You have to pay rent!

Audio

No *Present Simple*, *Have to* flexiona na terceira pessoa do singular nas frases afirmativas. Nas frases negativas, *Have to* não é flexionado e acrescenta-se *don't* ou *doesn't* de acordo com o sujeito:

Mind the gap
Dependendo do contexto em que é aplicado, o verbo *To Have* pode indicar tanto posse como obrigação. Observe os exemplos:
I have a beautiful home. (possession)
She has long hair. (possession)
I have to pay the phone bill tomorrow. (obligation)
She has to study for the test. (obligation)

	Have to - Present Simple
Affirmative	Sarah **has to** pay the rent immediately.
	The residents **have to** follow the rules in the building.
Negative	I **don't have to** work on Sunday.
	He **doesn't have to** take care of that.

Apesar de *Have to* e *Must* serem sinônimos quando nos referimos à obrigação, há uma diferença de sentido dependendo do contexto. Observe as frases a seguir com *Have to* e *Must* na forma negativa:

Don't have to	Mustn't
I don't have to work on Sunday.	I mustn't work on Sunday.
A primeira frase diz que não é necessário trabalhar no domingo, enquanto a segunda diz que realmente não se deve trabalhar (é uma ordem expressa da empresa).	
He doesn't have to take care of that.	He mustn't take care of that.
Na primeira frase, não é necessário que ele cuide disso. Na segunda, ele não deve cuidar disso (por não estar habilitado ou não ter condições).	

Em se tratando de *Have to*, as *yes-no questions* e as *short answers* são formadas com o auxiliar *do* ou *does*, dependendo do sujeito:

Yes-no questions	Affirmative short answers	Negative short answers
Do you have to do it now?	Yes, I do.	No, I don't.
Does he have to ask permission to go?	Yes, he does.	No, he doesn't.

Quando houver uma *wh-question*, o pronome interrogativo é incluído no início da pergunta:

Audio

Wh-question	Answer
Why do they have to follow the rules in the building?	Because otherwise they'll pay a fine.
What does he have to do now?	Well... Now that he's finished his homework, he can take a break.

Have to também pode expressar obrigação no **passado**. Neste caso, *Have to* flexiona nas frases afirmativas, enquanto nas negativas utiliza-se *didn't*. Acompanhe a tabela:

	Past simple
Affirmative	I **had to** tell him how I feel.
	She **had to** leave, she was late for work.
Negative	I **didn't have to** work, but I wanted to help my co-workers.
	She **didn't have to** leave, we keep no secrets from her.

Mind the gap
Os verbos no *Past Simple* não flexionam na terceira pessoa do singular.

Had to equivale a *Have to* e *Must* para expressar obrigação no passado.

Para perguntar sobre obrigações no passado com *Have to*, basta utilizar o auxiliar *Did* no início da frase interrogativa. Na forma interrogativa o verbo não flexiona, e as *short answers* são formadas com o auxiliar *did*:

Yes-no questions	Affirmative short answers	Negative short answers
Did you have to do it now?	Yes, I did.	No, I didn't.
Did he have to ask permission to go?	Yes, he did.	No, he didn't.

Audio

Quando houver uma *wh-question*, o pronome interrogativo é incluído no início da pergunta:

Wh-question	Answer
Why did they have to leave in such a hurry?	Because she got an emergency call.
What did he have to do to solve the problem?	He had to ask an expert to double check the numbers.

Além de expressar obrigação no presente e passado, *Have to* expressa obrigação ou necessidade no **futuro**. Para isso, basta utilizar o auxiliar *Will* nas frases afirmativas e negativas. Observe:

	Future simple
Affirmative	This situation is unbearable. I'll have to do something about it.
	She'll have to decide between her career and personal life.
Negative	They won't have to use the money from their savings account.
	He won't have to do the surgery.

As *yes-no questions* são formadas inserindo o auxiliar *Will* no início da frase interrogativa, e as *short answers* são feitas utilizando *will* ou *won't*:

Yes-no questions	Affirmative short answers	Negative short answers
Will you have to work extra hours?	Yes, I will.	No, I won't.
Will she have to find another place to live?	Yes, she will.	No, she won't.

As *wh-questions* são formadas incluindo o pronome interrogativo no início da pergunta:

Audio

Wh-question	Answer
What will I have to do to make you understand me?	Maybe you could have more patience with me.
When will he have to leave the country?	Next week, unfortunately.

Após revisar *Should* e *Must* para expressar obrigação e estudar o uso de *Have to* para expressar obrigação ou necessidade no presente, passado e futuro, pratique este conteúdo com as atividades *Modals in context*, *Linking sentences*, *True or false*, *Have to - sentences* e *Have to - listening*.

Learning activity
Modals in context
Linking sentences
True or false?
Have to - sentences
Have to - listening

Entre algumas obrigações que desempenhamos diariamente, estão aquelas relacionadas ao trabalho. No tópico a seguir, você estudará vocabulário relacionado a este ambiente.

What´s the buzz?

3.2 Vocabulary in the work environment

Sarah se atrasou para encontrar Carlton porque ficou presa no trabalho. Ela precisou preencher *paper work* para entregar ao Mr. Tennant, com sua carga horária e função desempenhada. Acompanhe a tabela para ver outras palavras relacionadas ao ambiente de trabalho:

Audio

Dress code	A set of rules specifying what is allowed to wear in the work environment.
To punch the clock	To put a card into a machine that records the time you arrive at and leave work.
Employees only	An area restricted to authorized people only.
Casual friday	One day in the week, usually on Friday, when employees can dress casually. Depending on the company, they can wear T-shirts, sneakers and jeans.
Restricted area/access	An area with access restricted to someone or to a group of people only.
Access card	A plastic card with a magnetic stripe that contains a code to access something or a place.

Learning activity
What's the best definition?

A partir deste vocabulário é possível que você consiga comunicar e entender algumas obrigatoriedades relativas ao ambiente de trabalho. Pratique este conteúdo com a atividade *What's the best definition?*

No tópico a seguir você estudará a pronúncia do verbo *Have to*.

Out loud

3.3 Reduced form: pronunciation of Have to

O verbo modal *Have to*, que se refere à obrigação, tem sua pronúncia suavizada, diferentemente do verbo *Have* que expressa posse.

Escute novamente a fala do *landlord*, conversando com Bruno e Carlton sobre as obrigações dos moradores:

They have to follow the rules in the building.

Perceba que as letras "***ve***" no verbo *Have* assumem o som de **f**, para então se juntarem à preposição *to*, formando uma só palavra ao falar. Escute:

Have to

Isso ocorre em frases afirmativas do *Present Simple* ou *Future Simple*. Escute os exemplos:

Audio

	Affirmative sentences
Present Simple	We **have to** wake up early every day.
	But they **have to** respect the quiet hours.
Negative	This situation is unbearable. I'll **have to** do something about it.
	She'll **have to** decide between her career and personal life.

Escute e observe como as letras "**ve**" em *Have* também adquirem som de "**f**" antes de juntar-se à preposição *to* nas frases *negativas* do *Present Simple*, *Past Simple* ou *Future Simple*:

	Negative sentences
Present Simple	I don't **have to** work on Sunday.
	He doesn't **have to** take care of that.
Past Simple	I didn't **have to** work, but I wanted to help my co-workers.
	She didn't **have to** leave, we keep no secrets from her.
Future Simple	This situation is unbearable. I'll **have to** do something about it.
	She'll **have to** decide between her career and personal life

Audio

A pronúncia suave e conjunta de *Have to* também ocorre em perguntas diretas ou naquelas que iniciam com pronomes interrogativos do *Present Simple*, *Past Simple* ou *Future Simple*:

	Interrogative sentences
Present Simple	Do you have to do it now?
	What does he have to do now?
Past Simple	Did he have to ask permission to go?
	Why did they have to leave in such a hurry?
Future Simple	Will you have to work extra hours?
	What will I have to do to make you understand me?

Learning activity
Which picture?

Pronunciar as palavras de forma contínua e aproximando-se de uma fala fluente e natural, ajudará você a reconhecê-las quando produzidas por outra pessoa, melhorando sua compreensão auditiva e produção oral.

Após estudar este conteúdo, pratique-o com a atividades *Which picture?*

Catching a glimpse

4. Living in a condo

Like Sarah, people all over the world choose to live in a condominium. As in many places, there are rules to be followed regarding the common areas and your own unit.

As the owner of a condo unit, you have to pay the monthly fees, keep your unit according to what is described in the condo declaration and respect the silent hours. If you have animals at home, make sure your pet does not disturb the neighbors. Owners are usually allowed to walk their dogs in the common areas, as long as they pick up their waste. However, before you buy a pet or move into a condo with your animals, check the condo declaration if this is permitted.

Remodeling your unit often requires the technical report of an engineer or architect, for your own safety and to avoid structural damage in the building. Small repairs, such as changing the tiles or fixing the entrance door may be done by a contractor, but it is always a good idea to ask the condo manager first. In case there is a problem with the plumbing or electrical system inside a unit, it is the owner's responsibility to fix it.

Integrated media
Acesse o conteúdo *Living in a condo* para que possas escutar o texto.

For the common areas, the condo manager has to call a condo meeting, where all the owners (or at least 50% in most condominiums) decide how they are going to spend the money. If there is no money in the deposit or savings account, the manager is responsible for presenting price quotes so that the owners can choose the lowest one to start the repairs. All the costs have to be split among the owners, so everyone pays an equal share of money.

Above all, living in a condo requires patience, good manners and common sense. It is like any other kind of society, where people need to interact and think about the others in order to have a peaceful living.

5. That's a wrap

In this episode Bruno and Carton discovered where Sarah lives, moreover, you learned from the landlord that she is a hardworking girl, but her friends are seen as trouble makers and at the end they found out that someone had broken into Sarah's apartment.

In this lesson you reviewed the modal verbs *Should* and *Must*, both used to express obligation. Then you studied that *Have to* is also used to express obligation or necessity in the present, past or future, as well as, its pronunciation in Out Loud section; and vocabulary related to the work environment.

We hope you had the chance to improve your vocabulary and grammar. Keep motivated and move on to Lesson 10!

Lesson 10 - Someone stole the document!

Objetivos

- Desenvolver habilidades em *Reading*, verificando a compreensão do texto proposto.
- Contrastar fatos ações e acontecimentos usando as conjunções concessivas e adversativas (*however*, *although*, *even though*, *despite*, *in spite of*).
- Justificar fatos, ações e acontecimentos, usando as conjunções consecutivas e causais (so, therefore, because (of), due to).
- Conhecer o som de *gh*, *h* e *f*, identificando sua pronúncia.
- Conhecer algum vocabulário relativo a *Money,* aplicando-os de acordo com a situação.

Here we go

1. Consequences and reasons

In this class, Sarah had her apartment broken into, and someone stole the bike document and some money she was saving. From this situation, you are going to study words to express contrast of ideas, like *although*, *however*, *in spite of*, *despite*, *even though* and *whereas*. After that, you are going to study words to express consequence and reason, such as *so*, *therefore*, *due to* and *because of*. You are going to study the pronunciation of *gh* in words like *although*, the initial *h* in *however* and the final *f* in the preposition *of*, as well as vocabulary related to money.

Warming up

2. Someone broke into Sarah's apartment

Sarah is very nervous because someone broke into her apartment and stole the bike document. Bruno considers the possibility that Jason is the one who did it, and Sarah becomes a little suspicious of her boyfriend. Read and listen to their conversation:

Integrated media
Acesse o conteúdo *Becoming Suspicious* para acompanhar a conversa entre Sarah, Carlton e Bruno.

Sarah: Oh my gosh! You're not gonna believe it, they stole the document! They took it with all of Jason's stuff !

Carlton: I told you!

Sarah: Told me what?

Carlton: I'm not stupid, I know what's going on.

Sarah: What do you mean?

Bruno: Sarah, only Jason's stuff is not here?

Sarah: Looks like it.

Carlton: Isn't it weird that they didn't take any of YOUR stuff?

Sarah: Wait a minute... The only thing I had was some money in the... No! They took all my money too!

Bruno: Look, Sarah, do you really trust your boyfriend? Maybe you should consider the idea that HE did it.

Sarah: What? Although Jason is a little crazy, he could never do that after all we've been through! Or could he?

A-Z

Glossary
Gosh: used to express surprise and strong feelings
Stuff: things
Trust: to believe that someone is good and honest

Learning activity
Carlton's doubts

In this conversation Sarah uses *although* to say that Jason may be crazy, but he would never do anything bad. In the following topic you are going to study synonyms of *although* to express contrast. In order to check your reading comprehension, do the activity *Carlton's doubts*.

3. Getting the hang of it

Audio

3.1 Words to express contrast

No diálogo de Sarah com Bruno e Carlton, ela utiliza *although* para dizer que Jason, **apesar** de ser louco, não roubaria o documento:

> Although Jason is a little crazy, he could never do that after all we've been through!

Perceba que *although* inicia a oração, seguido por sujeito e verbo. Ele também pode vir no meio da oração, precedido por uma vírgula, como nesta fala de Jason:

> The betting part is the easiest one, although we need to be careful.

Assim como *although*, temos outras palavras para expressar contraste, que podem estar no início ou no meio da oração. Acompanhe:

However	equivale a "entretanto" em português, e é seguido de sujeito e verbo. Pode vir entre vírgulas ou no início da segunda oração.

> Jason is a little crazy, **however,** he could never do that after all we've been through!

> Jason is a little crazy**. However,** he could never do that after all we've been through!

In spite of	equivalente a "apesar de", e é seguido de verbo no gerúndio (*-ing*) ou substantivo. *In spite of* pode vir no início ou meio da oração.

Mind the gap

Although e *however* são sinônimos de *but*. O que muda é a posição de cada palavra dentro da frase. *Clause* significa oração. Oração é uma frase que contém verbo. Neste caso, temos duas orações, que juntas formam uma frase.

Observe:

In spite of + clause	Clause + in spite of
In spite of having little money, I'm gonna buy a new car.	I'm gonna buy a new car in spite of having little money.
In spite of the weather, we're having a picnic today.	We're having a picnic today in spite of the weather.

Audio

Também podemos utilizar *In spite of + the fact that*:

In spite of the fact that his ankle was sore, he finished the marathon.

Despite	também equivale a "apesar de", e é sempre seguido de verbo no gerúndio (-ing) ou substantivo.

Veja na frase de Jason:

Everything will work out, **despite** what you may think.

Despite pode vir no início ou meio da oração. Veja outros exemplos:

Despite + clause	Clause + despite
Despite being too young, she is going to spend a year abroad.	She is going to spend a year abroad **despite** being too young.
Despite her dysfunctional family, she has a great life.	She has a great life **despite** her dysfunctional family.

Even though	equivale a "apesar de" e "embora". Vem sempre seguido de sujeito e verbo.

Veja o que Jason diz a Chuck and Regan:

Even though we could get lots of money by selling the bike, I've decided to keep it.

Assim como *In spite of* e *Despite*, *Even though* também pode estar no início ou meio da oração. Acompanhe:

Even though + clause	Clause + even though
Even though I was tired, I couldn't sleep.	I couldn't sleep **even though** I was tired.
Even though she didn't have high qualifications, she got the job.	She got the job **even though** she didn't have high qualifications.

Whereas	sinônimo de *While* para comparar situações, equivale a "enquanto" em português. É seguido de sujeito e verbo, pode estar no início ou meio da oração precedido por vírgula.

Audio

Observe:

Whereas + clause	Clause + whereas
Whereas Jason is bad-tempered, Chuck is always in a good mood.	Sarah works at a diner, **whereas** Regan is unemployed.
Whereas Sarah trusted her boyfriend, Bruno suspects that Jason may have stolen the document.	Bruno studies twelve hours a day, **whereas** some of his classmates barely attend the classes.

Após estudar algumas palavras utilizadas para expressar contraste (*although*, *in spite of*, *despite*, *even though* e *whereas)*, pratique este conteúdo com as atividades *Languages in Canada* e *Contrast words*. No tópico a seguir você estudará palavras que expressam consequência e motivo.

Learning activity
Languages in Canada
Contrast words

3.2 Words to express consequence and reason

Para expressar razão, podemos utilizar *so*, que equivale a "então" em português. Veja na frase de Jason, quando ele diz o motivo pelo qual Sarah não fará nada contra ele:

Sarah never had the guts to do anything, **so** she won't do it now.

Observe outros exemplos:

They played all day, **so** they went to bed early.

Greg had some time left, **so** he helped his classmate.

Audio

Utilizamos *so + that* para expressar o motivo de alguma ação. *So that* equivale a "para que" em português. Veja os exemplos:

Jason will keep the bike **so that** he can beat Oxley in the race.

He put his glasses on **so that** he could read the paper.

Mind the gap
Therefore é considerado mais formal que *so*.

Assim como o *so*, podemos utilizar *therefore*, equivalente a "portanto", para expressar razão. Assim, as frases anteriores ficariam desta maneira:

They played all day and **therefore** they went to bed early.

Greg had some time left. **Therefore**, he helped his classmate.

Além de *so* e *therefore* para expressar razão, podemos utilizar *due to*. Veja na fala de Jason:

And **due to** my great intelligence... We're all gonna keep the money from the bets.

Due to é sinônimo de *because of*. *Due to* modifica **substantivos** e *Because of* modifica **verbos** Acompanhe a tabela e perceba que nas frases da esquerda temos *failure* e *development* (substantivos), enquanto nas frases da direita temos *failed* e *developed* (verbos):

Due to	Because of
His **failure** was due to lack of knowledge.	He **failed** because of his lack of knowledge.
The decrease in the city **development** was due to the governmental policies.	The city **developed** because of the governmental policies.

Due to e *because of*, apesar de serem sinônimos, não são intercambiáveis. Caso haja alguma dúvida, podemos substituir essas preposições por *caused by*. Apenas os exemplos anteriores, formados com *due to*, podem ser substituídos por *caused by*:

His failure was caused by lack of knowledge.

The decrease in the city development was caused by the governmental policies.

Audio

A partir deste conteúdo você poderá expressar consequência e reação. Pratique o que você estudou realizando as atividades *Matching* e *Choosing the best group of words*. No tópico a seguir você estudará a pronúncia das letras *gh*, *h* e *f*.

Learning activity
Matching
Choosing the best group of words

Out loud

3.3 Pronunciation of gh, h and f

A terminação *gh* não é pronunciada, como acontece com o numeral *eight*. As palavras *although* e *though* (que faz parte de *even though*), por exemplo, ao serem pronunciadas, é como se terminassem na letra "u". Escute:

although

though

Agora escute algumas frases com *although* e *though*:

Having a pizza is a great idea, although I am on a diet.

Even though I had money, I didn't buy a new pair of shoes.

No caso de *however*, o "h" inicial tem som de "r", como nas palavras *house* e *here*. Escute:

however

Agora escute *however* em uma frase:

Jason is a little crazy. However, he could never do that after all we've been through!

Audio

Por fim, temos a pronúncia da letra "f" na preposição *of*. Neste caso, a letra "f" tem som de "v". Escute:

of

Mind the gap
O som final "v" só é válido para a preposição *of*. No caso da palavra *if*, que é uma conjunção, mantém-se o som de "f". Na preposição *off*, que termina com dois "f", ela é pronunciada com som de "f".

Agora escute *of* em uma frase com *In spite of* e *because of*:

In spite of the fact that the test was hard, he was approved.

She got late because of the traffic jam.

Learning activity
What's the sound?
Write as you listen

Depois de estudar as pronúncias de *gh*, *h* e *f*, pratique este conteúdo com as atividades *What's the sound?* e *Write as you listen*. No tópico seguinte você estudará o vocabulário relacionado a dinheiro.

What's the buzz

3.4 Money

Após ter seu apartamento invadido, Sarah percebe que, além de ter o documento da moto roubado, o suposto ladrão também roubou o dinheiro que ela guardava. Veja novamente o que ela diz:

Wait a minute... The only thing I had was some money in the... No! They took all my money too!

Sarah guardava seu dinheiro em uma jarra, pois considerava mais prático do que guardar na conta do banco. Em relação a dinheiro e onde guardá-lo, há algumas expressões e palavras que podemos utilizar. Observe:

To be in the red	When you spent more money than you had in your bank account.
To be in the black	When you have some money in your bank account.
Deposit account	A bank account where you keep the money you spend regularly.
Savings account	A bank account where you keep the money you are saving for some emergency or a special occasion.
Bank statement	A print record of your financial actions, like the money you deposit or withdraw from your account.

To withdraw	When you take money from your account.
Loan	Money you get from the bank and have to pay back with interest.
Interest	The amount of money you have to pay the bank after getting a loan or the amount of money the bank gives you for keeping your money there.

Audio

A partir deste vocabulário você poderá falar sobre dinheiro. Verifique se você compreendeu este conteúdo realizando a atividade *Vocabulary in action*.

Learning activity
Vocabulary in action

Catching as glimpse

4. Safety tips for travelers

When we are traveling, it is always a good idea to pay attention to our money and luggage. Because of that, we prepared a small list of procedures that are very useful:

- Keep your money in distinguished places. Your cash split in pockets, bag compartments or even shoes are a good way to keep it safe. In case you lose it or get stolen, you still have some money to use. When dealing with credit cards, it is wise to keep them in a safety box - in case there is not one where you are staying, try to find some safe place for them.

Integrated media
Acesse o conteúdo *Safety tips for a travelers* para acompanhar o áudio deste conteúdo.

- Take certified copies of your documents. Tourists should always carry some source of identification with them, in case something happens. Keep the original documents in a safety box or in a safe place.

- When asking for information, get into a shop or restaurant and ask a member of the staff for directions. Do not stop in the middle of the street, with a "tourist look" on your face.

- Do not leave your belongings unattended in bus stations, airports or any public place.

The more you take care of yourself, the better. Traveling is a great opportunity to know other people and cultures, and it is even better when you come back home with only good stories to tell.

5. That's a wrap!

In this episode, Sarah discovered that someone broke into her apartment when Carlton, Bruno and she go upstairs. Moreover, the bike document and some money she was saving were stolen. At first, she didn't want to believe Jason could be the one who did that, but at the end she starts getting suspicious about his attitudes.

Along class, you studied *although*, *however*, *in spite of*, *despite*, *even though* and *whereas*, which are words to express contrast of ideas. After that, you studied how to express consequence and reason with *so*, *therefore*, *due to* and *because of*. You also studied the pronunciation of *gh* in *although* and (even) though, the initial *h* in however and the final *f* in the preposition of, as well as vocabulary related to money.

Do all the activities before you move on to Lesson 11. Hope you have a great time.

Lesson 11 - Canadian holidays

Objectives

- Compreender o uso das *Non-Defining Relative Clauses* e *Defining Relative Clauses*, observando seu contexto de uso.
- Conhecer o nome de alguns feriados do Canadá, observando a pronúncia e seu contexto.
- Identificar o encontro consonantal das letras “t”, “b”, “d”, “p”, “g” and “k”, observando sua pronúncia.

Here we go!

1. Talking about holidays

Bruno and Carlton are in Sarah’s apartment. Sarah tells Carlton some precious information about his father, and Bruno tells them about the first holiday he spent in Vancouver. In this lesson you are going to study how to give additional and detailed information about things, people and places using *Non-Defining* and *Defining Relative Clauses*. For each one, you are going to study the appropriate relative pronouns *who*, *where*, *whose*, *which* and *that*.

After that, you are going to study some of the most important holidays in Canada, their meanings and how the people celebrate them. In the Out loud section you are going to study the pronunciation of a pair of words with the same final and initial consonant.

Warming up

2. Frank's memories

Carlton and Bruno are in Sarah's apartment. Bruno is looking out the window, staring at the view of Stanley Park. Carlton suddenly sees some pictures on the floor, and then Sarah brings a box with Frank's belongings. Read and listen to their conversation:

Integrated media
Acesse a mídia *Frank's box* e assista o momento em que Sarah mostra a Carlton e Bruno alguns pertences de Frank.

Carlton: What's in there?

Sarah: Some memories of Frank that I kept after he passed away.

Bruno: Wow! How cool is that, Carlton! I guess there's a lot of history in this box, eh?

Sarah: You bet! Frank, who was a very lively and cheerful person, always used to tell me stories during breakfast. Look at this one. Here is Frank on Remembrance Day, when people honor the war veterans. His father, whose life was dedicated to military service, was a war hero. His name was Stuart.

Carlton: My grandpa, a war hero?

A-Z

Glossary
To pass away: to die

In this conversation, Sarah talks about Frank and his father, giving additional information about them. In the next topic you are going to study how to do it, using the Non-defining Relative Clauses and the appropriate relative pronouns.

3. Getting the hang of it

Audio

3.1 Non-defining Relative Clauses

Utilizamos **Orações Relativas Não Restritivas** para fornecer informação **adicional** sobre uma pessoa, coisa ou lugar, sem a necessidade de iniciar nova frase. Quando combinamos frases com uma oração relativa, o texto fica mais fluído e não é preciso repetir palavras. Observe a frase em que Sarah fala sobre Frank e sua personalidade vivaz:

Frank, **who was a very lively and cheerful person**, always used to tell me stories during breakfast.

A oração (parte da frase que contém verbo) que traz informação adicional é *who was a very lively and cheerful person*. Sem essa oração, a frase permanece com sentido. Observe:

Frank always used to tell me stories during breakfast.

Em outro momento de sua conversa com Carlton, Sarah conta um pouco mais sobre Frank, desta vez dando detalhes de sua profissão:

Frank, **who was one of the best mechanics in British Columbia**, is still very respected by the club members.

Se retirarmos a informação adicional, a frase fica assim:

Frank is still very respected by the club members.

Sem a oração Relativa Não Restritiva, a frase continua fazendo sentido. Por essa razão é chamada **não restritiva**, ou seja, não restringe nem prejudica a compreensão da frase caso seja eliminada. A oração Relativa Não Restritiva, que vem sempre **entre vírgulas**, serve para fornecer informação adicional.

Integrated media
O pronome *who* foi estudado como *Question word* na A02 do módulo 01. Acesse-o em *Who*.

Nas frases anteriores, a oração Relativa Não Restritiva foi feita utilizando o pronome *who*, que se refere a *pessoas*. O pronome *who*, neste caso, equivale a "que" em português.

Audio

Veja outros exemplos com o pronome *who* e observe como as frases permanecem com sentido sem a informação extra:

Non-Defining Relative Clause with *who*	Without the Non-Defining Relative clause
Bruno**, who is a Brazilian exchange student,** met Carlton on the plane.	Bruno met Carlton on the plane.
Sarah**, who knew Frank pretty well,** works at the diner.	Sarah works at the diner.
Jason**, who is also a biker,** is Sarah's boyfriend.	Jason is Sarah's boyfriend.

Integrated media
O pronome relativo *where* foi estudado como *Question word* na A02 do módulo 01. Acesse-o em *Where*.

Além do pronome relativo *who*, podemos compor *Non-Defining Relative Clauses* com *where*, para nos referirmos a *lugar*. Nessas frases, *where* continua com sentido de *onde*. Da mesma forma como nas frases anteriores, é possível retirar a informação adicional sem que a frase perca sentido. Acompanhe os exemplos da tabela:

Non-Defining Relative Clause with *where*	Without the Non-Defining Relative Clause
Stanley Park**, where people love to hang out with their friends,** is near Sarah's apartment.	Stanley Park is near Sarah's apartment.
Vancouver**, where Carlton is staying for a while,** is a city with lots of historic places.	Vancouver is a city with lots of historic places.
Canada**, where people speak both English and French,** is a North-American country.	Canada is a North-American country.

Integrated media
O pronome relativo *Whose* foi estudado na *Lesson 05* do módulo 01. Acesse-o em *Question word: whose*.

O pronome relativo *whose* também pode compor as *Non-Defining Relative Clauses*. Aqui, *whose* refere-se à posse e equivale a *cujo*, *cuja*, *cujos* ou *cujas*. Na tabela a seguir, você verá exemplos de frases que contém a informação adicional, e também frases sem essa informação extra. Observe que, mesmo sem a informação adicional, as frases permanecem com sentido:

Non-Defining Relative Clause with *whose*	Without the Non-Defining Relative Clause
His father, **whose life was dedicated to military service,** was a war hero.	His father was a war hero.
Frank, **whose belongings were inside a box,** died while he was mountain climbing.	Frank died while he was mountain climbing.
Frank, **whose vest is covered with patches,** loved to ride his motorbike.	Frank loved to ride his motorbike.

Audio

Também podemos ter *Non-Defining Relative Clauses* com o pronome relativo *which*, equivalente a *que*, *o qual*, *a qual*, *os quais* ou *as quais* em português. Acompanhe os exemplos da tabela e observe que, ao retirar a informação adicional, as frases permanecem com sentido:

Non-Defining Relative Clause with *which*	Without the Non-Defining Relative Clause
The diner, **which is run by Mr. Tennant,** offers a delicious breakfast.	The diner offers a delicious breakfast.
Frank's ashes, **which are inside a box,** were with Sarah in her apartment.	Frank's ashes were with Sarah in her apartment.
Sarah's apartment, **which is located in a friendly neighborhood,** has a great view to Stanley Park.	Sarah's apartment has a great view to Stanley Park.

Depois de estudar as *Non-defining Relative Clauses* e os pronomes relativos utilizados em cada uma, pratique este conteúdo realizando as atividades *Matching Relative sentences* e *The missing Relative sentences*.

Learning activity
Matching Relative sentences
The missing Relative sentences

No tópico a seguir, você continuará estudando as orações relativas com as *Defining Relative Clauses*, além dos pronomes relativos utilizados em cada caso.

3.2 Defining Relative Clauses

Audio

Diferente das orações Relativas Não Restritivas, as *Defining Relative Clauses* (orações Relativas Restritivas) fornecem informação *detalhada* sobre coisas, pessoas ou lugares. Na conversa entre Sarah e os rapazes, Carlton pergunta o que há dentro da caixa. Veja novamente o que Sarah responde:

Some memories of Frank **that I kept after he passed away**.

A oração *that I kept after he passed away* refere-se aos objetos de Frank, e sem ela a frase ficaria sem sentido, ou de difícil compreensão fora de um contexto. Observe:

Some memories of Frank.

Integrated media
O pronome *that* foi estudado como pronome demonstrativo na A02 do módulo 01. Acesse-o em *That*.

Na frase anterior utilizou-se o pronome relativo *that*, para nos referirmos aos objetos de Frank. Na tabela a seguir, veja como as frases perdem o sentido ou se tornam de difícil compreensão se retirarmos a *Defining Relative Clause*:

Defining Relative Clauses with *that*	Without the Defining Relative Clause
I finally watched the movie that won the Oscar for best soundtrack.	I finally watched the movie.
She kept the things that mattered to her.	She kept the things.
They bought a TV that came with some technical problems.	She bought a TV.

Para nos referirmos a pessoas, utilizamos o pronome relativo who que, em *Defining Relative Clauses*, equivale a *que* em português. Ao retirarmos a informação contida na Oração Relativa Restritiva, a frase pode até fazer sentido, mas apenas se estiver inserida em um contexto. Acompanhe a tabela:

Defining Relative Clauses with *who*	Without the Defining Relative Clause
He is the guy **who helped me when I arrived here**.	He is the guy.
They are the people **who always hang out in Stanley Park**.	They are the people.
A receptionist is someone **who works in a hotel**.	A receptionist is someone who.

Audio

Nas *Defining Relative Clauses* que se referem a *pessoas*, também é possível utilizar o pronome that ao invés de *who*, sem alterar o sentido da frase. Desta forma, as frases anteriores ficariam assim:

He is the guy **that helped me when I arrived here**.
They are the people **that always hang out in Stanley Park**.
A receptionist is someone **that works in a hotel**.

Para nos referirmos a *lugar* nas *Defining Relative Clauses*, utilizamos o pronome relativo *where*. Neste caso, o pronome continua com seu significado inicial de *onde*. Observe os exemplos da tabela:

Defining Relative Clauses with *where*	Without the Defining Relative Clause
Stanley Park is **where Bruno saw the fireworks on Canada Day**.	Stanley Park is.
Vancouver is the city **where Sarah lives**.	Vancouver is the city.
The B&B House is **where Carlton lost his wallet**.	The B&B House is.

Já para indicar posse nas *Defining Relative Clauses*, utilizamos o pronome relativo *whose*, que significa *cujo*, *cuja*, *cujos* ou *cujas*. Na tabela a seguir, você pode ver exemplos de Orações Relativas Restritivas com o pronome whose, e também as frases resultantes da eliminação da *Defining Relative Clause*. Acompanhe:

Audio

Defining Relative Clauses with *whose*	Without the Defining Relative Clause
Carlton is the guy **whose father died doing extreme sports**.	Carlton is the guy.
Sarah had a neighbor **whose family came from France**.	Sarah had a neighbor.
Frank is the mechanic **whose friends belong to a motorcycle club**.	Frank is the mechanic.

Quando nos referimos a objetos em *Defining Relative Clauses*, utiliza-se o pronome relativo *which*. Ele equivale a *o qual*, *a qual*, *os quais* e *as quais* em português. Acompanhe a tabela a seguir e observe que as frases da segunda coluna precisam de um contexto para fazer sentido:

Defining Relative Clauses with *which*	Without the Defining Relative Clause
This is the box **which contains Frank's ashes**.	This is the box.
That is the park **which is monitored by drones**.	That is the park.
Carlton saw the pictures **which were in the drawer**.	Carlton saw the pictures.

Mind the gap
O pronome relativo *that* pode substituir tanto *who* quanto *which*, mas somente nas *Defining Relative Clauses*.

O pronome relativo *which*, assim como o pronome *who*, pode ser substituído por *that*, sem alterar o sentido da frase. Desta forma, as frases anteriores ficariam assim:

This is the box that **contains Frank's ashes**.
That is the park **that is monitored by drones**.
Carlton saw the pictures **that were in the drawer**.

Learning activity
Where vs. Which
Choosing relative pronouns

Após estudar as *Defining Relative Clauses* e os pronomes relativos utilizados em cada uma, realize as atividades *Where vs. Which* e *Choosing relative pronouns* para praticar este conteúdo.

No tópico seguinte, você estudará algumas das mais famosas festividades celebradas no Canadá e seus significados.

Audio

What's the buzz

3.3 Canadian holidays

Enquanto estavam no apartamento de Sarah, Bruno conta a Carlton sobre sua visita ao Stanley Park, logo após sua chegada ao Canadá. Acompanhe novamente o que ele diz:

Bruno: Look, Carlton! You can see Stanley Park from here. Did you know it was the first place I visited when I came to Vancouver? It was July and they were celebrating Canada Day. The fireworks were awesome!

Em sua fala, Bruno menciona a comemoração do *Canada Day*. Veja o significado desse e outros dias festivos, e como eles são celebrados:

CANADA DAY	In French, FÊTE DU CANADA - Canada Day is a federal statutory holiday, which celebrates the anniversary of the July 1st, 1867. That's when three colonies were united into a single country called Canada. It is frequently referred to as "Canada's birthday". People celebrate the day with fireworks, picnics, barbecues, concerts, parades and fairs.

Integrated media

Acesse a mídia *The first place I visited*, e acompanhe a fala de Bruno.

Os meses do ano foram estudados na A03 do módulo 01. Acesse-os em *Months of the year.*

Os numerais ordinais, utilizados também para expressar datas, foram estudados na A03 do módulo 01. Acesse-os em *Ordinal numbers*.

As preposições e expressões de tempo foram estudadas na A03 do módulo 01. Acesse-as em *Prepositions and expressions of time.*

Audio

REMEMBRANCE DAY	It is a statutory federal holiday, celebrated on November 11th. Special church services are organized, including the playing of "The Last Post" and a reading of the fourth verse of the "Ode of Remembrance": They shall grow not old, as we that are left grow old: Age shall not weary them, nor the years condemn. At the going down of the sun and in the morning, We will remember them. People remember and honor civilians and military personnel who died in armed conflicts. Lots of people wear an artificial red poppy on their clothes, symbolizing the memory of those who lost their lives. There is a two-minute silence at 11am as a sign of respect. After the service, people lay wreaths at local war memorials.
FAT TUESDAY	In French, MARDI GRAS - It is celebrated a day before Ash Wednesday, forty-seven days before Easter. It is the last night to eat richer and fatty food before the ritual fasting of the Lenten season. In some parts of Canada, it is called Pancake Day, and the pancakes are traditionally eaten with maple syrup.
LABOR DAY	A federal statutory holiday, celebrated on the first Monday of September. Many people see it as an opportunity to take the last summer trip, while students enjoy the parties before the new academic year starts. Now it is part of a long weekend for most Canadians, but it was originally a chance for workers to campaign for better working conditions.
THANKSGIVING DAY	It has been celebrated on the second Monday of October since 1957. People give thanks to good harvests and fortune in the past year. They often use this three-day weekend to visit their family of have their relatives over. The special meal includes roast turkey, pumpkin pie and pecan nuts. Fans of Canadian Football spend a great amount of time watching the Thanksgiving Day Classic matches.
BOXING DAY	Celebrated on December 26th, when people enjoy post-Christmas sales. Nowadays, the stores provide a whole week sales between Christmas and New Year's, not only a single day. In some areas the Boxing Day starts on Dec 27th. While most women run to the stores, which open earlier than usual, men take the opportunity to spend the day watching sports on television.

Learning activity
Holiday activities

Com este conteúdo é possível que você identifique alguns feriados canadenses e como são celebrados. Para verificar se você compreendeu as informações apresentadas, realize a atividade *Holiday activities*.

No tópico a seguir você estudará a pronúncia de palavras que terminam e iniciam com a mesma consoante.

Audio

Out Loud

3.4 Word couples with the same final and initial consonant - part I

Na seção anterior, você leu sobre o *Fat Tuesday*. Perceba que *Fat* termina com a letra "t", a mesma que inicia a palavra *Tuesday*. Para que a fala fique mais natural e fluida, o "t" final de *Fat* é omitido, e pronuncia-se *Fat Tuesday* como se fosse uma única palavra. Escute:

Fat Tuesday

O mesmo acontece quando as consoantes "b", "d", "p", "g" e "k" se encontram no final de uma palavra e início da seguinte. Escute as frases e perceba como as consoantes finais, quando iguais à consoante da palavra seguinte, são omitidas:

Bo**b** **b**rought the money.

Da**d** **d**isagrees.

Reply asa**p**, **p**lease.

The gi**g** **g**ot everyone dancing.

Do you spea**k** **K**orean?

Mind the gap
Asap is an abbreviation for *As soon as possible*.

Além destas consoantes existem outras que, quando no final de uma palavra, podem ser omitidas se forem iguais às da palavra seguinte. Você as estudará na próxima *lesson*.

Exercitar sobre como se pronuncia o encontro de consoantes iguais no final e início de palavras auxilia o aperfeiçoamento do seu *speaking*. Pratique este conteúdo com a atividade *Listen to the links*.

Learning activity
Listen to the links

Catching a glimpse

4. The history of holidays

Integrated media
Acesse a mídia *The history of holidays* e acompanhe o texto.

Holiday originally comes from the Old English word hāligdæg (hālig = *holy*, dæg= *day*). In ancient times, it referred to religious observances. In modern societies, the word *holiday* means a time off work or school, to relax or travel with the family, just like an ordinary weekend. The reduction of common activities depends on personal choices, customs, local laws or the kind of work performed. The meaning of holiday is different, according to the country. In North America, for example, it means days of rest and recreation. However, in the United Kingdom it means any extended period of recreation.

Although many *holidays* are connected to faith or religion, some are unofficial and not marked on the calendar. They are usually celebrated to promote a cause or meant to be funny, with a humorous intent. *Monkey Day*, for example, is a *holiday* celebrated in Canada and other countries like Germany and Mexico. It all started in 2000, when an art student scribbled a monkey on his classmate's calendar as a joke. They celebrated the fake holiday with other students from the university, and then it gained notoriety when a fellow art student included *Monkey Day* in comic strips and promoted it online.

In Canada, statutory holidays are a "paid-day-off", and when you hire an employee, you should always include a clause stating that full salary will be paid, no matter how many holidays there are in the period.

5. That's a wrap

In this lesson you studied the *Non-Defining Relative Clauses*, used to provide additional information about things, people and places. After that, you studied the *Defining Relative Clauses*, which provide detailed information about things, people and places. For both relative clauses, you can use the relative pronouns *who*, *where*, *whose* and *which*. The relative pronoun *that* can replace *who* and *which*, but only in the *Defining Relative Clauses*.

The vocabulary in this lesson was related to holidays and celebrations in Canada. You studied how the people celebrate them, and the meaning of these special days. In the Out loud section, you studied how to pronounce a couple of words that have the same final and initial consonant.

We hope you had the opportunity to improve your grammar and vocabulary, and wish you all the best in the next lesson!

Lesson 12 - Sightseeing in Canada

Objetivos

- Ler e ouvir o texto apresentado, testando a compreensão daquilo que lhe for solicitado.
- Conhecer adjetivos para qualificar pessoas, objetos e lugares, reconhecendo sua grafia e sua pronúncia observando o contexto.
- Revisar o uso do *Present Continuous vs. Going to,* utilizando-os de acordo com o contexto.
- Conhecer algumas palavras que expressam contraste, empregando-as de acordo com o contexto.
- Revisar o uso do *Be able to*, aplicando-o adequadamente, de acordo com o tempo verbal.
- Observar encontros consonantais, reconhecendo a pronúncia adequada.

Here we go!

1. A lot to see!

In this class you are going to study positive, negative and neutral *adjectives* to describe people, places and things. After that, you are going to review that *Present Continuous* and *Going to* can both be used to express future, with a small difference in use. You are going to study *words to express contrast* of ideas, as well as *words of consequence and reason*. You are also going to study *To be able to* to express ability in the present, past and future. In the Out loud section you are going to study *Word couples with the same final and initial consonant*, and how to pronounce them to make your speech more natural.

Warming up

2. A park to relax in

Sarah is at the diner and her co-worker Amélie, who is always looking for a boyfriend, is telling her about a date. Sarah pretends to be interested in the conversation, but her mind is elsewhere. Read and listen to their conversation:

Integrated media
Acesse o conteúdo *A park to relax in* para acompanhar a conversa entre Amélie e Sarah.

Amélie : ...and then Nick finally asked me out on a date. He's so gorgeous !

Sarah: How nice!

Amélie: Yes! We're having a picnic at Stanley Park. He couldn't have chosen a more charming place! Nick is fantastique!

Sarah: Oh! I know where that is. Jason took me there several times. It's very picturesque. There's an extraordinary aquarium and fabulous beaches.

Amélie: This date will be memorable. He's a lovely guy, he's so knowledgeable about everything! (laugh) However, I need you to cover my shift tomorrow.

Sarah: No way. I have an appointment tomorrow I can't postpone.

Amélie: What? I can't believe you'll do that to me, Sarah! I always help you when you need, and you can never do anything for me!

Sarah: OK! OK! Go on your date. I gotta go now.

Learning activity
Dating Mike

In this conversation, the girls use adjectives to describe Amélie's date and the park they are going to, like *gorgeous*, *fantastique* and *picturesque*. In order to practice reading comprehension, do the activity *Dating Mike*. In the next topic, you are going to study some adjectives to describe people, places and things.

3. Getting the hang of it

3.1 Adjectives

Na conversa entre Sarah e Amélie, as meninas utilizaram os adjetivos *gorgeous* e *fantastique* para descrever o rapaz com quem Amélie ia se encontrar, e *picturesque* para referir-se ao Stanley Park. Acompanhe na tabela a seguir outros adjetivos considerados positivos para descrever pessoas, lugares ou coisas:

Audio

Mind the gap
Em inglês, os adjetivos vêm sempre antes dos substantivos.

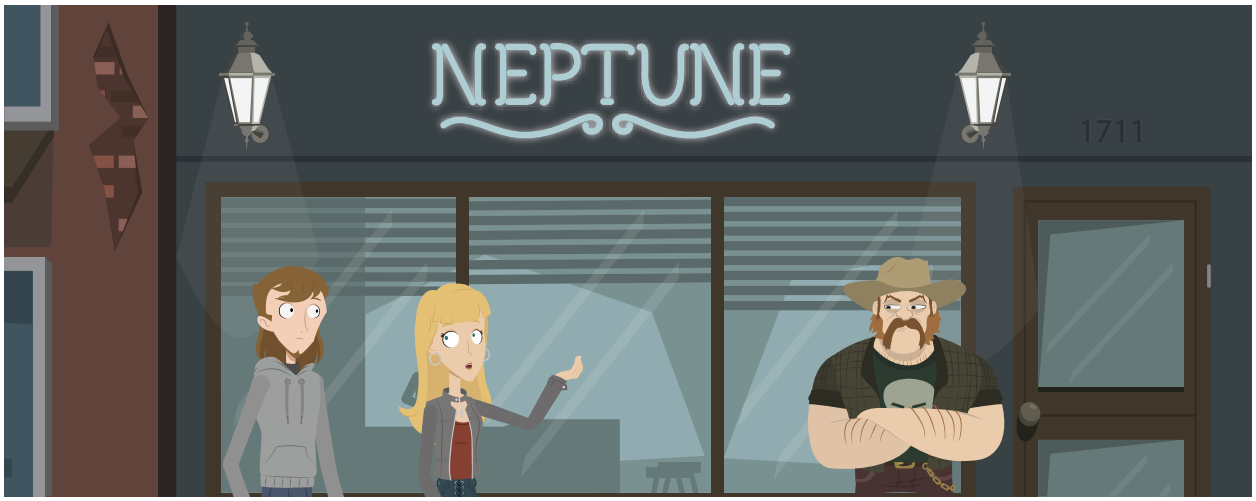
Picturesque	Stanley Park is a picturesque place.
Impressive	The sunset in north Canada is very impressive.
Outstanding	That's an outstanding hill of this town.
Gorgeous	The flowers are gorgeous in the spring.
Remarkable	The Rocky mountains in Alberta are remarkable.
Astonishing	It was an astonishing arrival.
Exquisite	The French cuisine has some exquisite dishes.
Charming	Carlton is not handsome in an obvious way, but he can be very charming.
Exceptional	Bruno's ability to speak in public is exceptional.
Fascinating	Bruno is a fascinating young man.
Fabulous	The beaches at Stanley Park are fabulous.
Extraordinary	There is an extraordinary aquarium at Stanley Park.

A-Z

Glossary
Picturesque: attractive to look at
Impressive: something that causes admiration
Outstanding: synonym for spectacular
Gorgeous: synonym for beautiful/handsome
Remarkable: synonym for extraordinary
Astonishing: synonym for surprising, impressive
Exquisite: beautiful, elegant, fine
Charming: a special quality that makes someone or something attractive
Exceptional: unusual, unlike most others
Fascinating: very interesting
Fabulous: synonym for incredible
Extraordinary: synonym for marvelous, exceptional

Audio

Depois que Sarah se despede de Amélie, ela vai ao bar com Carlton, procurar por Jason. Ao chegarem lá, Carlton fica um pouco apreensivo. Veja o diálogo entre os dois:



Integrated media
Acesse a mídia *Unusual place* e acompanhe a fala de Carlton e Sarah.

Sarah: This is the place. Jason and the guys must be here .

Carlton: Hmm, how unusual. It doesn't look like a bikers' bar. It's very weir...

Carlton ia dizer que o bar era *weird*, mas por conta do mal encarado que estava na frente do bar, ele imediatamente trocou por *fascinating*. *Weird* é um adjetivo considerado negativo, utilizado para descrever coisas, pessoas ou lugares. Acompanhe a tabela a seguir para ver outros adjetivos:

A-Z

Glossary
Gloomy: unhappy and hopeless
Uncanny: strange or mysterious in an unsettling way; difficult or impossible to explain
Eerie: strange and frightening
Creepy: synonym for eerie
Filthy: very dirty
Odd: synonym for weird

Gloomy	Carlton had a gloomy expression on his face during his father's funeral.
Uncanny	Mr. Smith's uncanny resemblance to a movie character is scary.
Eerie	Carlton had the eerie feeling that something was not right.
Creepy	The funeral home is creepy, especially at night.
Filthy	The table is filthy with bread crums and spilled coffee.
Odd	He doesn't act normal, he is so odd!

Além de adjetivos positivos e negativos, temos também adjetivos considerados neutros para descrever coisas, pessoas ou lugares. Neste caso, as qualidades do objeto, lugar ou pessoa não são positivas nem negativas, apenas especiais. Observe a tabela:

Audio

Different	The weather in Canada is a lot different from the weather in Alaska.
Peculiar	Bruno has a peculiar way to put everyone at ease.
Unique	Everyone has a unique genetic code.
Atypical	The postal service in many countries delivers packages with atypical speed.

A-Z

Glossary
Different: not the same
Peculiar: distinct of others, special
Unique: the only one of its type, unusual or special in some way
Atypical: not usual or normal; unconventional

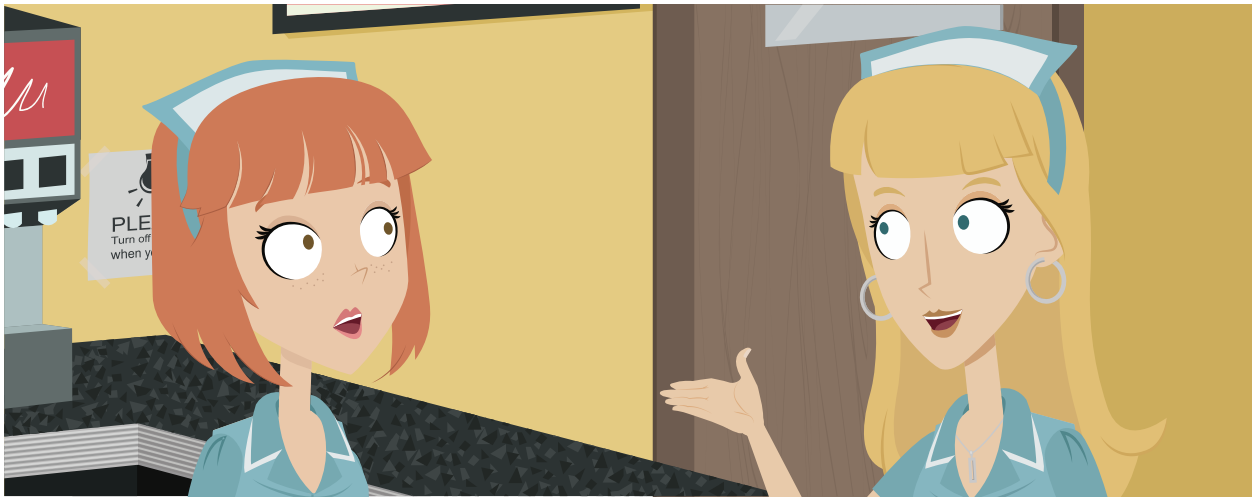
Com este conteúdo é possível que você consiga expressar algumas qualidades referentes a pessoas, objetos ou lugares, destacando seus pontos positivo, negativo ou neutro. Realize as atividades *Impressions about Canada* and *Adjectives in use* para verificar se você compreendeu as informações apresentadas. No tópico a seguir você estudará o uso de *Present Continuous* vs. *Going to* para expressar futuro planejado.

Learning activity
Impressions about Canada
Adjectives in use

3.2 Present Continuous vs. Going to - review

Audio

Amélie conta a Sarah que vai a um *picnic* com um rapaz. Reveja o diálogo entre as duas amigas:



Amélie: ...and then Nick finally asked me out on a date. He's so gorgeous!

Sarah: How nice!

Amélie: Yes! We're having a picnic at Stanley Park. He couldn't have chosen a more charming place! Nick is fantastique!

Getting on

A terminação *-ing* nos verbos foi estudada na aula 09 do módulo 1. Acesse este material em *-ing endings*.

As expressões de tempo (futuro) foram estudadas na A17 do módulo 1. Acesse-as em *Time Expressions - Future*.

Verbos que indicam estado mental ou emocional, posse, reações ou verbos relacionados a sentidos, entre outros, não podem ser acrescidos de *-ing*. Ex.: *imagine, belong, appear, disagree, need*. Acesse em *Verbos relacionados aos sentidos*.

Quando Amélie diz *We're having a picnic at Stanley Park*, ela está se referindo a um plano futuro, está contando a Sarah onde será seu encontro com Nick. Ela poderia ter utilizado o *Going to*, sem alterar o sentido. Neste caso, a frase ficaria assim:

We're going to have a picnic at Stanley Park.

Ao expressarmos futuro planejado, *Present Continuous* e *Going to* são praticamente intercambiáveis. A diferença é que o *Present Continuous* enfatiza preparativos e planejamentos fixos, enquanto *Going to* enfatiza a intenção. Observe os exemplos:

Present Continuous	Going to
I'm doing my homework this evening.	I'm going to study for the test.
I'm not cleaning that.	I'm not going to clean that.
Are you visiting grandma tonight?	Are you going to visit grandma tonight?

Uma vez que o *Present Continuous* também se refere a ações que acontecem no momento da fala, não podemos utilizá-lo para descrever eventos que fogem ao nosso planejamento, como variações climáticas ou alteração na economia de um lugar. Neste caso, utiliza-se *Going to*. Veja os exemplos:

Audio

Present Continuous	Going to
The weather report said it's not raining today.	The weather report said it's not going to rain today.
It's raining.	It's going to rain.
Prices are coming down after Christmas.	Prices are going to come down after Christmas.

Após revisar a diferença de uso entre *Present Continuous* e *Going to* para expressar futuro planejado, realize a atividade *Future small talk* para consolidar este conteúdo. No tópico seguinte você revisará palavras que expressam ideias opostas em frases.

Learning activity
Future small talk

3.3 Words to express contrast

Em sua conversa com Sarah, Amélie fala de Nick com muito entusiasmo e que está ansiosa pelo *picnic* que terão. Veja novamente a fala de Amélie

Amélie diz *However, I need you to cover my shift tomorrow* para expressar a ideia de que, pelo fato de Nick ser adorável e muito inteligente, ela precisa de substituição em seu turno para que possa ir ao encontro. *However* é uma das palavras que podemos utilizar para expressar contraste de ideias, e equivale a expressão *entretanto* em português.

Audio

Outra palavra que expressa contraste é ***but***. Veja na fala de Steve, quando ele fornece informações sobre Jason a Carlton e Sarah:

I don't know where he is, but I've heard he's gonna challenge Oxley again .

Acompanhe a tabela e veja como utilizar *however*, *but* e outras palavras que expressam contraste. Perceba que há mais de um lugar possível para utilizá-las nas frases:

Word	How to use it	Example
however	in the beginning of the second sentence and followed by a comma	I love living here. **However**, there isn't much to do on the weekends.
	In the middle of the sentence, between commas	I love living here, **however**, there isn't much to do on the weekends
but	in the beginning of the second sentence	They've been racing each other for a long time, to see who's the best. **But** Jason has never won.
	in the middle of the sentence, after a comma	They've been racing each other for a long time, to see who's the best, **but** Jason has never won.
although	in the beginning of the sentence	**Although** Canada has very low temperatures in January, lots of tourists enjoy the winter sports.
	in the middle of the sentence, after the comma	Lots of tourists enjoy the winter sports, **although** Canada has very low temperatures in January.
in spite of	in the beginning of the sentence, followed by verb in –ing form	**In spite of being** dangerous, Jason is gonna race against Oxley.
	in the middle of the sentence, after the comma	Jason is gonna race against Oxley, **in spite of being** dangerous.
	in the beginning of the sentence, followed by a noun	**In spite of the work**, Sarah likes to work at the diner.
	in the middle of the sentence, after the comma	Sarah likes to work at the diner, **in spite of the work**.

Mind the gap
In spite of pode ser substituído por *despite*, obedecendo às mesmas regras.

even though	in the beginning of the sentence, followed by subject and verb	**Even though I know** what to do, I'd like your opinion.
	in the middle of the sentence, after the comma and followed by subject and verb	I'd like your opinion, **even though I know** what to do.
whereas	in the beginning of the sentence, followed by subject and verb	**Whereas lemons are** bitter, sugar is sweet.
	in the middle of the sentence, after the comma and followed by subject and verb	Sugar is sweet, **whereas lemons are** bitter.

Audio

Mind the gap
Whereas pode ser substituído por *while*, obedecendo às mesmas regras.

Com este conteúdo é possível que você consiga expressar contraste ao falar sobre características de pessoas, objetos ou lugares. Para verificar o que você estudou, realize a atividade *Linking with Contrast Words*. No tópico seguinte, você revisará as palavras que expressam consequência e razão.

Learning activity
Linking with Contrast Words

3.4 Words to express consequence and reason

Sarah e Carlton foram até o bar para conseguir informações sobre a corrida de moto. Em sua conversa com Steve, Sarah diz:

He certainly wants to get his reputation back, because he lost his last bike to Oxley.

Audio

Nessa frase, Sarah utiliza *because* para explicar o motivo pelo qual Jason quer desafiar Oxley numa corrida. As palavras que expressam consequência e razão podem posicionar-se em diferentes lugares na frase. Acompanhe a tabela para ver alguns exemplos:

Word	How to use it	Example
so	in the middle of the sentence, after the comma	Jason lost his last bike to Oxley, **so** he's challenged him on a race.
so that	in the middle of the sentence, followed by subject and verb	Jason challenged Oxley **so that he can win** his bike back.
therefore	in the middle of the sentence	Carlton and Sarah didn't know where the race was gonna be and therefore they talked to Steve.
	in the beginning of the second sentence and followed by a comma	Carlton and Sarah didn't know where the race was gonna be. Therefore, they talked to Steve.

Mind the gap

Due to acompanha substantivos, enquanto *because of* acompanha verbos.

Para expressar razão, também podemos utilizar *due to*, que é sinônimo de *because of*. Observe:

Due to	Because of
His **success** is **due to** all the help he got from me.	He **succeeded because of** all the help he got from me.

Learning activity

Which word is it?

A partir deste conteúdo, é possível que você consiga expressar consequência e razão. Para verificar se você compreendeu o que estudou, realize a atividade *Which word is it?* No tópico seguinte você revisará *To be able to*, que pode expressar habilidade no presente, passado ou futuro.

3.5 To be able to - use and structure

Audio

Para expressar habilidade no presente, podemos utilizar *To be able to*, que é sinônimo de *Can*. Para formas as frases afirmativas, basta conjugar o verbo *To Be* de acordo com o sujeito e acrescentar o verbo principal. Já para as frases negativas, basta acrescentar a partícula *not*. Acompanhe a tabela:

Affirmative sentences	Negative sentences
I am able to do more than one thing at the same time.	I'm **not** able to do more than one thing at a time.
He is able to drive under any weather condition.	He **isn't** able to drive during a storm.
They are able to speak Mandarin and German.	They are**n't** able to speak any foreign language.

As *yes-no questions* são formadas a partir da inversão verbo *To Be* - sujeito, e as *short answers* são feitas utilizando apenas o verbo *To Be*. Observe:

Yes-no questions	Affirmative short answers	Negative short answers
Am I able to do it all over again?	Yes, you are.	No, you aren't.
Are you able to come again tomorrow?	Yes, I am.	No, I'm not.
Is she able to put up with this situation?	Yes, she is.	No, she isn't.

To be able to também pode expressar habilidade no passado, equivalendo a *Could*. Neste caso, basta conjugar o verbo *To Be* no passado, conforme os exemplos a seguir:

Affirmative sentences	Negative sentences
I **was** able to climb a tree barefoot as a child.	I **wasn't** able to ride a bike as a child.
He **was** able to stay under water for over five minutes.	He **wasn't** able to swim.
They **were** able to leave the house without their mother noticing.	They **weren't** able to sleep after watching a horror movie.

Mind the gap
Podemos utilizar o advérbio de frequência *never* para expressar que nunca tivemos alguma habilidade. Neste caso, o verbo *To be* permanece na forma afirmativa:
I was never able to ride a bike as a child.

Para expressar habilidades que sempre ou nunca tivemos, podemos conjugar *To be able to* no *Present Perfect*. Neste caso, os advérbios de frequência *always* e *never* são os mais utilizados. Acompanhe:

I've **always** been able to deal with short-tempered people.

He's **never** been able to overcome his troubled life.

Learning activity
"Be able to" use it

Retomar os conteúdos desenvolvidos neste módulo auxilia no seu processo de aprendizagem. Neste tópico você revisou como expressar habilidade no presente, passado e futuro utilizando *To be able to*. Verifique sua compreensão realizando a atividade *"Be able to" use it*. No tópico a seguir você estudará a pronúncia de sequência de palavras que terminam e iniciam com a mesma consoante.

Out loud

4. Word couples with the same final and initial consonant - part II

Na *lesson* anterior, você estudou que quando temos um par de palavras na qual a primeira termina com a mesma consoante que inicia a palavra seguinte, há uma eliminação de som para que a fala fique mais natural e fluída. Escute a frase:

His success is due to all the help he got fro**m m**e.

Perceba que *from* termina em "m", a mesma letra que inicia a palavra *me*. Neste caso, a letra "m" de *from* é eliminada na fala, e pronuncia-se *from me* como se fosse uma única palavra. Escute:

from me

O mesmo acontece com as letras "f", "v", "s", "c" e "l". Escute os outros exemplos:

I want hal**f f**or me.	Li**v v**oted to reject the new taxes.	
Basi**c c**olors look better on TV.	A**ll l**ives should be preserved.	Hi**s s**on is very smart.

Além destes casos, existem também aqueles onde a palavra termina com o **som** de consoante, pois a vogal que segue esta consoante é silenciada, por exemplo, a palavra *telephon**e***. Isto será estudado no próximo caderno. Depois de estudar este conteúdo, pratique-o com a atividade *Listen to the link*.

Learning activity
Listen to the link

Catching a glimpse

5. National parks in Canada

National parks are a place for the whole family. With natural surroundings and breathtaking sceneries, they tell the country's history and are home to lots of species.

Integrated media
Acesse a mídia *National parks in Canadá* e escute o texto.

The tourism industry nowadays promotes environment awareness, and encourages tourists to enjoy the parks but also take care of what is considered "a natural jewel". When in a national park, you can walk in amazing forests, watch birds or paddle down rivers that flow through ancient canyons.

Dr. Sun Yat-Sen Classical Chinese Garden can be considered an urban oasis in Vancouver's Chinatown. It is a great place to find inner peace in the winding paths, pagoda, ponds and attractive plants.

The Van Dusen Botanical Garden is perfect for wedding receptions or business conferences. With beautiful indoor spaces and free parking, it also offers visitors accessibility for disabled people.

Most parks have dog off-leash areas, but the dog owners must pick up and dispose of their pets' waste. At Queen Elizabeth Park, for example, dogs can run free from six in the morning to ten at night.

No matter where you decide to go, enjoy the nature and be friendly to the environment.

6. That's a wrap!

In this episode, Amélie is anxious about her date with Jason and keeps talking about it. However, Sarah is not paying much attention to her. Actually because she is worried about all those things that have happened to her. In this lesson you studied positive, negative and neutral *adjectives* to describe people, places or things. After that, you reviewed *Present Continuous* and *Going to*, both used to express planned future with minor differences. You also studied *words to express contrast, consequence and reason*, plus the structure *To be able to* to express ability in the present, past and future. In the Out loud section you studied word couples with the same final and initial consonant, and how to pronounce them to make your speaking more natural. We hope you had the opportunity to improve your grammar and vocabulary, and wish you all the best in the next lesson!

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