

**GUARDA NACIONAL  
REPUBLICANA**

**ESCOLA DA GUARDA**



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**INGLÊS**

**CURSO DE FORMAÇÃO DE GUARDAS**

# **TÍTULO**

**INGLÊS**

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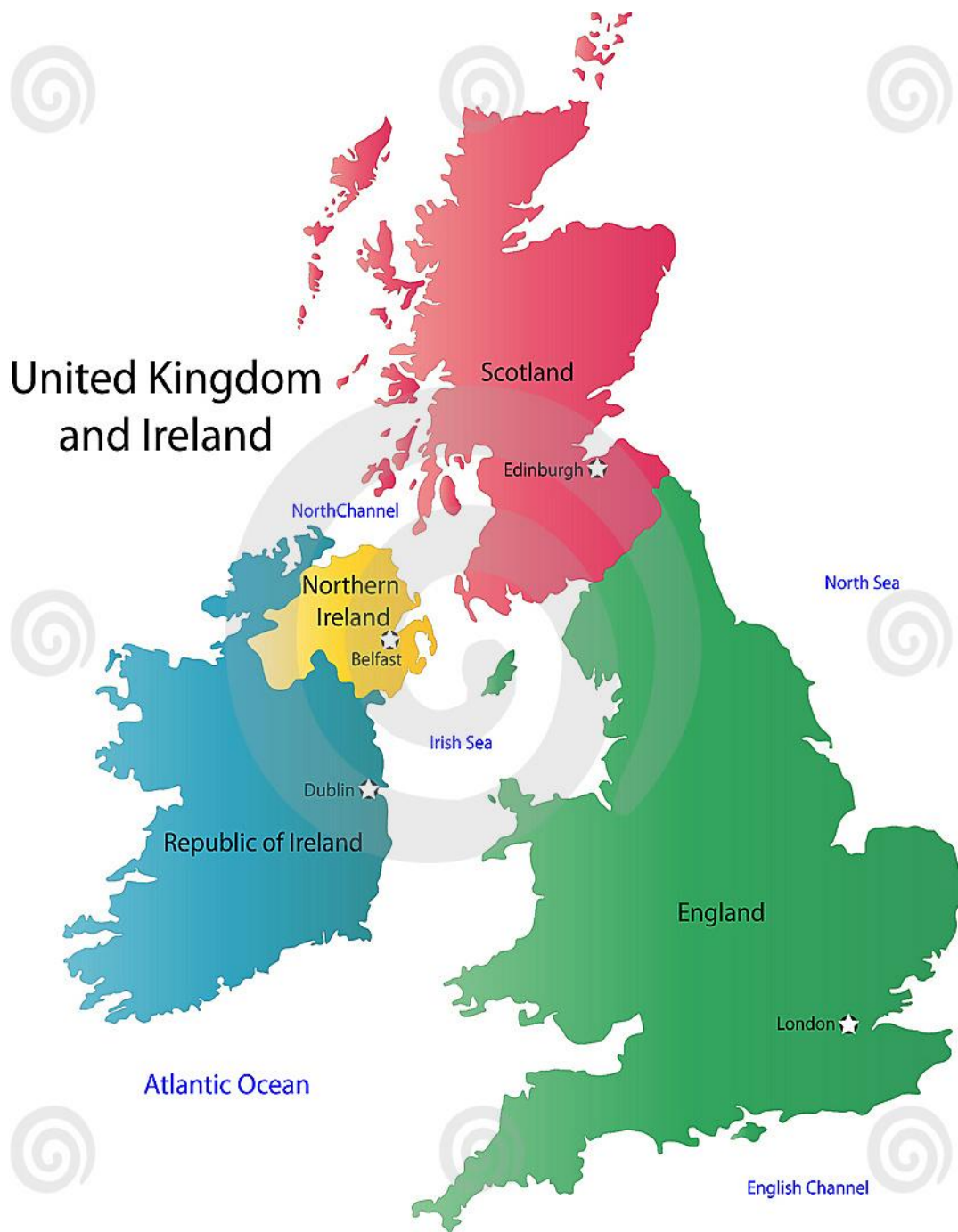
Henrique Augusto Fernandes de Melo Gomes  
Major-General



## MAPA DA LÍNGUA INGLESA NO MUNDO



O mapa acima mostra todos os países no mundo, nos quais o Inglês é falado como primeira língua. Para além da Inglaterra, a terra-mãe da língua Inglesa, o Inglês também é falado nos EUA e Canadá, na Irlanda, assim como na Austrália. Para além disso, o Inglês é também a língua oficial (por vezes entre outras línguas) de Anguilla, Antigua e Barbuda, Bahamas, Bermudas, Belize, Dominica, as Ilhas Malvinas, Gibraltar, Granada, Jamaica, Nova Zelândia, Santa Helena e Trindade e Tobago.



# The British Isles

The British Isles are made up of The United Kingdom (England, Scotland, Wales and Northern Ireland) and The Republic of Ireland.

**The United Kingdom**  
 capital city: London  
 money: pounds sterling

**Northern Ireland**  
 capital city: Belfast  
 patron saint: Saint Patrick  
 languages: English, Irish Gaelic

**Republic of Ireland**  
 capital city: Dublin  
 patron saint: Saint Patrick  
 languages: English, Irish Gaelic

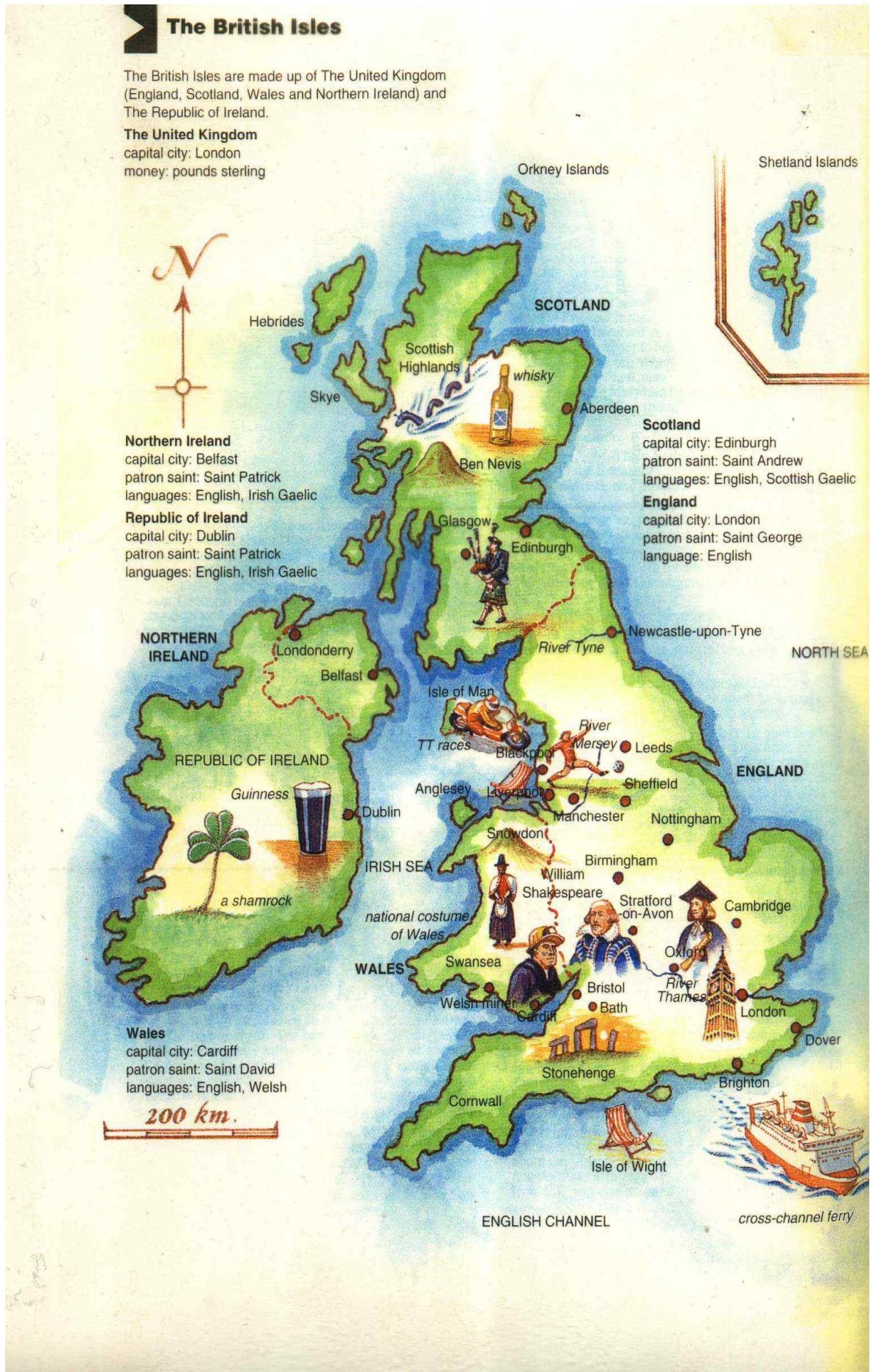
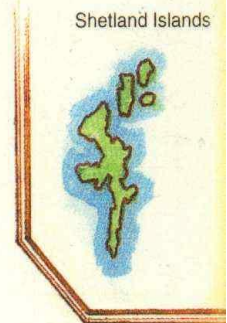
**Scotland**  
 capital city: Edinburgh  
 patron saint: Saint Andrew  
 languages: English, Scottish Gaelic

**England**  
 capital city: London  
 patron saint: Saint George  
 language: English

**NORTHERN IRELAND**  
 Londonderry  
 Belfast

**REPUBLIC OF IRELAND**  
 Guinness  
 Dublin  
 a shamrock

**Wales**  
 capital city: Cardiff  
 patron saint: Saint David  
 languages: English, Welsh



## GREETINGS AND FAREWELLS

Read the following dialogue carefully.

**David:** Good morning, Peter!

**Peter:** Hello, David. How are you?

**David:** Fine, thank you.

**Philip:** Good morning. I'm Philip Moretti.

**Peter:** Oh, are you Italian?

**Philip:** No, I'm not. I'm English, but my surname is Italian. My father is Italian. He's from Rome.

**Peter:** I'm Peter! Peter Arnold! This is my friend David.

**Philip:** Hello, David.

**David:** Hello, Philip.

**Peter:** Goodbye.

**David:** Goodbye. See you later.

**Philip:** Goodbye.


A - Identify these sentences as true (T) or false (F).

1. Philip is Italian. \_\_\_\_\_
2. His father is from Naples. \_\_\_\_\_
3. Philip's surname is Matos. \_\_\_\_\_
4. David's surname is Arnold. \_\_\_\_\_

## GREETINGS



This is how you greet someone.

Good Morning!		Good Evening!	
Good Afternoon!			
FORMAL	INFORMAL	FAMILIAR	
A - How do you do? B - How do you do?	A - How are you? B - I'm fine, thanks! - Very well, thank you! - Not very well, I'm afraid!	A - Hello! B - Hi!	





<p>Bye-Bye!          Goodbye!          (Have fun! / Enjoy yourself!)          (Have a nice day / weekend!))</p>	<p>See you!          See you later!                   <b>Good Night!</b>          See you tomorrow!          See you soon!          See you at the cinema / work / the café / the          pub!</p>
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**B - Complete this dialogue.**

**Mrs. Moretti:** \_\_\_\_\_ Ruth!

**Ruth:** Good afternoon! \_\_\_\_\_ Mrs. Moretti?

**Mrs. Moretti:** Please, please... don't be so formal!

I'm \_\_\_\_\_, thank you! And you?

**Ruth:** I'm \_\_\_\_\_!

**Mrs. Moretti:** Are you a student?

**Ruth:** Yes, yes! I like studying very much!

Well, I'm afraid I have to go now...

**Mrs. Moretti:** \_\_\_\_\_ Ruth!

**Ruth:** \_\_\_\_\_! Have a \_\_\_\_\_!

**Mrs. Moretti:** \_\_\_\_\_

# CLASSROOM LANGUAGE

When you are having an English class there are some words or expressions you must know, in order to understand what your teacher says and to answer her / him:

## AT THE BEGINNING OF THE CLASS

**TEACHER:**  
Good morning / Good afternoon!

**STUDENTS:**  
Good morning / Good afternoon!

**CLASS DELEGATE:**  
Class, stand up!  
Miss /Mrs. /Mr/. .... may we sit down?

**TEACHER:**  
Yes, you may.

**STUDENT:**  
I'm sorry I'm late. May I come in?

**TEACHER:**  
Yes, you may.

## AT THE END OF THE CLASS

**CLASS DELEGATE:**  
Class, stand up!  
May we go out / leave?

**TEACHER:**  
Yes, you may.

## PERSONAL IDENTIFICATION: NAME / SURNAME

### NAMES / SURNAMES

#### I

QUESTION (?)			ANSWER		
What is What's	your	name / surname?	My	name / surname	is...
	his		His		
	her		Her		
What are	your	names /surnames?	Our	names /surnames	are...
	their		Their		

**A) Answer the questions.**

- 1) What's your name?  
\_\_\_\_\_ Ian.
- 2) What's your surname?  
\_\_\_\_\_ Watson.
- 3) What's his name?  
\_\_\_\_\_ Bruce.
- 4) What is her name?  
\_\_\_\_\_ Julie.
- 5) What are their surnames?  
\_\_\_\_\_ Burton and Smith.

**B) Make questions.**

- 1) \_\_\_\_\_?  
My name is Ruth.
- 2) \_\_\_\_\_?  
My surname is Simpson.
- 3) \_\_\_\_\_?  
Their names are Jim and Tom.
- 4) \_\_\_\_\_?  
Her surname is Foster.
- 5) \_\_\_\_\_?  
Their surname is Wilson.

**II**

QUESTION (?)			ANSWER		
Is	your	name / surname...?	Yes,	it	is.
	his		No,		isn't.
	her		Yes,	they	are.
Are	your	No,	aren't.		
	their	names /surnames...?			

**C) Follow the model and answer the questions.**

Q: Is her name Kate? A: No, it isn't.	<b>Helen</b>
Q: Are their surnames Foster and Watson? A: Yes, they are.	<b>Foster and Watson</b>

1. Is his name Bob? (Bob) \_\_\_\_\_
2. Are their names Miriam and Mike? (Mary and Jeremy)  
\_\_\_\_\_
3. Is her surname Wilson? (Simpson)  
\_\_\_\_\_
4. Are their surnames Brown and Davies? (Brown and Davies)  
\_\_\_\_\_

**Read this dialogue.****At the Police Station**

**Policeman:** Your name, please.

Thief: Smith.

**Policeman:** First name.

Thief: John.

**Policeman:** How old are you?

Thief: I am 23 years old.

**Policeman:** Are you sure that is your real name and age?

Thief: Yes, sir, I am.

**Policeman:** What a coincidence! Guess how many people have that name in the U.K.? Well, never mind... Now tell me: What have you got in that sack?

Thief: I have not got anything, sir.

**Policeman:** Then, what are those? These are: a tape recorder, a radio, some video cassettes, a watch... Well, Mr. Smith: have you got anything to say?

Thief: Yes, sir. All the objects belong to the house on the West Street.

**Policeman:** Ok. So, they are not your objects. G-u-a-r-d!!!! We have another guest! Show him his 'room'.

**AGE****How do we ask people's age?**

QUESTION		ANSWER	
How old	are	you?	I am
	is	he?	He
		she?	She
	are	it?	It
they?		We	are
		You	
They			
		23 years old.	

QUESTION			ANSWER		
Are	you	23 years old?	Yes,	I	am.
Is	he she it		No,	he she it	is.
Are	they			we you they	are

**A - Complete the sentences according to the table.**

JOHN	Mr. SIMPSON	Mrs. SIMPSON	PETER and FRED	LUCY
15	35	32	16	27

1. Is John fourteen years old? \_\_\_\_\_.
2. Is Lucy twenty-five years old? \_\_\_\_\_. She is twenty-seven years old.
3. \_\_\_\_\_ Mrs. Simpson? She is \_\_\_\_\_.
4. \_\_\_\_\_? He is thirty-five years old.
5. \_\_\_\_\_ Peter and Fred \_\_\_\_\_? Yes, \_\_\_\_\_.

**B - Look at the table and complete the dialogues.**

NAME	AGE	PLACE OF BIRTH
Bruce	14	Liverpool
Edna	12	Liverpool
Susan	11	London
Mike	13	Ottawa

- 1 You: What's your name? Bruce: \_\_\_\_\_  
You: How old are you? Bruce: \_\_\_\_\_
- 2 You: \_\_\_\_\_? Edna: My name's Edna.  
You: \_\_\_\_\_? Edna: I'm from Liverpool.
- 3 You: \_\_\_\_\_? Susan: \_\_\_\_\_ Susan.  
You: \_\_\_\_\_? Susan: \_\_\_\_\_ old.
- 4 You: What's \_\_\_\_\_? Mike: \_\_\_\_\_  
You: Where \_\_\_\_\_? Mike: \_\_\_\_\_

# PERSONAL PRONOUNS (SUBJECT FORM)

## A - Read the following sentences and underline the nouns.

1. Peter is a young boy.
2. Their friends love music.
3. Mary has got two sisters.
4. Ben and Jim go to school.
5. The bus stations are dangerous places.
6. The dog is very sleepy today.

## B - Now pay attention to this sentence.

Mary	likes	English.
Subject	Verb	Object

## C - According to the example, complete the chart with the sentences given.

	<b>Subject</b> (sujeito)	<b>Verb</b> (verbo)	<b>Object / Complement</b> (complem. directo / nome predicativo do sujeito)
1			
2			
3			
4			
5			
6			

<b>SUBJECT FORM</b>			
<b>SINGULAR</b>		<b>PLURAL</b>	
English	Portuguese	English	Portuguese
<b>I</b>	Eu	<b>We</b>	Nós
<b>You</b>	Tu	<b>You</b>	Vós
<b>He</b>	Ele	<b>They</b>	Eles/Elas
<b>She</b>	Ela	↓ (pessoas, coisas, animais ou ideias)	
<b>It</b>	Ele/Ela (coisa, animal ou ideia)		

**D - Rewrite the sentences using the personal pronouns.**

1. Peter is a young boy.

2. Their friends love music.

3. Mary has got two sisters.

4. Ben and Jim go to school.

5. The bus stations are dangerous places.

6. The dog is very sleepy today.

**VERB 'TO BE' - SIMPLE PRESENT****Remember the example:** 'Peter is a young boy.'**The verb used is the verb 'to be' (ser ou estar)**

Affirmative Form		Negative Form		Interrogative Form
I am	= I'm	I am not	= I'm not	Am I?
You are	= You're	You are not	= You're not (You aren't)	Are you?
She is	= She's	She is not	= She's not (She isn't)	Is she?
He is	= He's	He is not	= He's not (He isn't)	Is he?
It is	= It's	It is not	= It's not (It isn't)	Is it?
We are	= We're	We are not	= We're not (We aren't)	Are we?
You are	= You're	You are not	= You're not (You aren't)	Are you?
They are	= They're	They are not	= They're not (They aren't)	Are they?

**Pay attention!**1. A **forma negativa** constrói-se acrescentando 'not' ao verbo.Ex. I am a student. ⇒ I am not a student.2. A **forma interrogativa** constrói-se invertendo a ordem do verbo e do sujeito da frase afirmativa.Ex. He is a doctor. ⇒ Is he a doctor?

Complete these sentences with the simple present of the verb 'to be' (AM, IS or ARE).

1. How \_\_\_\_\_ you?
2. What \_\_\_\_\_ your name?
3. This \_\_\_\_\_ my father.
4. \_\_\_\_\_ you a new pupil?
5. I \_\_\_\_\_ English.
5. The Smiths \_\_\_\_\_ Canadian.
6. Miss Ramos \_\_\_\_\_ (not) a pupil.
7. Peter, \_\_\_\_\_ you happy?
8. We \_\_\_\_\_ (not) Portuguese pupils.
9. \_\_\_\_\_ he French?

## VERB 'THERE TO BE' - SIMPLE PRESENT

This verb means “**haver / existir**” in Portuguese, and it has only two persons in English: a singular one (**there is**) and a plural one (**there are**).

AFFIRMATIVE FORM	
SINGULAR	PLURAL
There is (there's) a book on the table.	There are some books on the table.
<b>There is / are +...</b>	

NEGATIVE FORM	
SINGULAR	PLURAL
There is not (there isn't) a book on the table.	There are not (there aren't) any books on the table.
<b>There is / are + not + ...</b>	

INTERROGATIVE FORM	
SINGULAR	PLURAL
Is there a book on the table?	Are there any books on the table?
<b>Is / Are there +...</b>	



**A) Complete the sentences using the verb 'there to be'.**

1. \_\_\_\_\_ a coat on the bed.
2. \_\_\_\_\_ some shirts in the wardrobe.
3. \_\_\_\_\_ a computer in the room.
4. \_\_\_\_\_ twenty chairs in the classroom.
5. \_\_\_\_\_ a car in the garage.

**B) Change the following sentences to the negative and to the interrogative forms.**

1. There are three girls in the house.

Interrogative:

\_\_\_\_\_

Negative:

\_\_\_\_\_

2. There is a painting in the living-room.

Interrogative:

\_\_\_\_\_

Negative:

\_\_\_\_\_

**VERB 'TO HAVE GOT' - SIMPLE PRESENT**

<b>Affirmative Form</b>	<b>Negative Form</b>	<b>Interrogative Form</b>
I have got = I've got	I have not got = I haven't got	Have I got...?
You have got = You've got	You have not got = You haven't got	Have you got...?
She has got = She's got	She has not got = She hasn't got	Has she got...?
He has got = He's got	He has not got = He hasn't got	Has he got...?
It has got = It's got	It has not got = It hasn't got	Has it got...?
We have got = We've got	We have not got = We haven't got	Have we got...?
You have got = You've got	You have not got = You haven't got	Have you got...?
They have got = They've got	They have not got = They haven't got	Have they got?

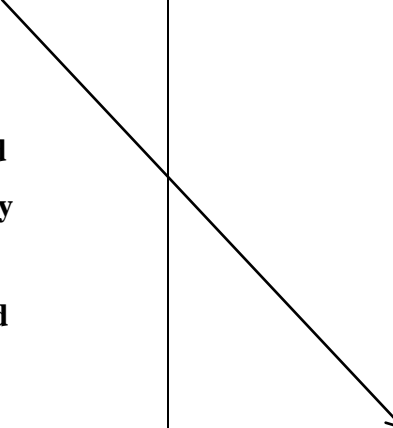
**A) Complete the sentences with the right forms of the verb 'to have got'.**

1. Paul \_\_\_\_\_ a nice parrot.
2. I \_\_\_\_\_ a new English teacher.
3. They \_\_\_\_\_ a good guitar.
4. This is our classroom; we \_\_\_\_\_ our schoolbags in here.
5. Mr and Mrs. Smith \_\_\_\_\_ an old car.

## PERSONAL IDENTIFICATION: ORIGIN

**A - Match the country with the corresponding nationality.**

<b>Portugal</b>	<b>Italian</b>
<b>Spain</b>	<b>Belgian</b>
<b>France</b>	<b>Brazilian</b>
<b>England</b>	<b>German</b>
<b>Germany</b>	<b>Welsh</b>
<b>Italy</b>	<b>Swiss</b>
<b>Scotland</b>	<b>Canadian</b>
<b>Wales</b>	<b>Spanish</b>
<b>China</b>	<b>Portuguese</b>
<b>Ireland</b>	<b>Australian</b>
<b>Switzerland</b>	<b>English</b>
<b>Brazil</b>	<b>American</b>
<b>Canada</b>	<b>Chinese</b>
<b>Japan</b>	<b>Scottish</b>
<b>Austrália</b>	<b>Russian</b>
<b>Belgium</b>	<b>Greek</b>
<b>Rússia</b>	<b>French</b>
<b>USA</b>	<b>Irish</b>
<b>Greece</b>	<b>Japanese</b>



## How do we ask people's origin?

NATIONALITY				
QUESTION			ANSWER	
What nationality	are	you?	I	am...
		they?	We	are...
			They	
	is	she?	She	is...
he?		He		

COUNTRY						
QUESTION				ANSWER		
Where	are	you	from?	I	am	from...
		they		We	are	
		They		is		
	is	she			She	
he		He				

### B - Complete these sentences with the nationality adjectives.

1. He's from London.

He's \_\_\_\_\_.

2. She's from Madrid.

She's \_\_\_\_\_.

3. They are from New York.

They are \_\_\_\_\_.

4. He's from Paris.

He's \_\_\_\_\_.

5. We are from Moscow.

We are \_\_\_\_\_.

6. He's from Rome.

He's \_\_\_\_\_.

# POSSESSIVE ADJECTIVES

Pay attention to the following sentence.

I am English, but my surname is Italian.

The word I is a Personal Pronoun and the word my is a Possessive Adjective.

**Pay attention!**

**Personal pronouns** substitute nouns;  
**Possessive adjectives** indicate possession and come before the noun.

SINGULAR		PLURAL	
English	Portuguese	English	Portuguese
<b>my</b>	o(s) meu(s) ; a(s) minha(s)	<b>our</b>	o(s) nosso(s) ; a(s) nossa(s)
<b>your</b>	o(s) teu(s) ; a(s) tua(s)	<b>your</b>	o(s) vosso(s) ; a(s) vossa(s)
<b>his</b>	o(s) seu(s) ; a(s) sua(s) - dele	<b>their</b>	o(s) seu(s) ; a(s) sua(s) deles; delas (s)
<b>her</b>	o(s) seu(s) ; a(s) sua(s) - dela		
<b>its</b>	o(s) seu(s) ; a(s) sua(s) - dele; dela (coisa, animal ou ideia)		

A) Match the personal pronoun with the corresponding possessive adjective.

<b>I</b>	<b>Its</b>
<b>He</b>	<b>Their</b>
<b>They</b>	<b>Your</b>
<b>It</b>	<b>Our</b>
<b>She</b>	<b>His</b>
<b>You</b>	<b>Her</b>
<b>We</b>	<b>My</b>

B) Complete the sentences with the most appropriate possessive adjective.

1. We are in \_\_\_\_\_ classroom.
2. They are doing \_\_\_\_\_ homework.
3. I am playing \_\_\_\_\_ guitar.
4. She is sitting in \_\_\_\_\_ car.
5. He is in \_\_\_\_\_ bedroom.
6. You, please, open \_\_\_\_\_ books.
7. The dog is in \_\_\_\_\_ kennel.
8. They are near \_\_\_\_\_ school.

**C) Fill in the blanks with the possessive adjectives.**

1. He is Peter; this is \_\_\_\_\_ dog.
2. She is a pupil; that is \_\_\_\_\_ school.
3. We are English; \_\_\_\_\_ parents are English too.
4. They are my cousins; \_\_\_\_\_ names are Roger and Simon.
5. It is my cat; \_\_\_\_\_ name is Black.
6. I'm Portuguese; \_\_\_\_\_ country is lovely.

**NUMERALS: CARDINALS AND ORDINALS**

CARDINALS		ORDINALS		CARDINALS		ORDINALS	
1	One	1°	first, <i>1st</i>	18	Eighteen	18°	eighteenth, <i>18th</i>
2	Two	2°	second, <i>2nd</i>	19	Nineteen	19°	nineteenth, <i>19th</i>
3	Three	3°	third, <i>3rd</i>	20	Twenty	20°	twentieth, <i>20th</i>
4	<u>Four</u>	4°	fourth, <i>4th</i>	21	Twenty-one	21°	twenty-first, <i>21st</i>
5	<u>Five</u>	5°	fifth, <i>5th</i>	22	Twenty-two	22°	twenty-second, <i>22nd</i>
6	<u>Six</u>	6°	sixth, <i>6th</i>	23	Twenty-three	23°	twenty-third, <i>23rd</i>
7	<u>Seven</u>	7°	seventh, <i>7th</i>	24	Twenty-four	24°	twenty-fourth, <i>24th</i>
8	<u>Eight</u>	8°	eighth, <i>8th</i>	30	Thirty	30°	thirtieth, <i>30th</i>
9	<u>Nine</u>	9°	ninth, <i>9th</i>	40	Forty	40°	fortieth, <i>40th</i>
10	Ten	10°	tenth, <i>10th</i>	50	Fifty	50°	fiftieth, <i>50th</i>
11	Eleven	11°	eleventh, <i>11th</i>	60	Sixty	60°	sixtieth, <i>60th</i>
12	Twelve	12°	twelfth, <i>12th</i>	70	Seventy	70°	seventieth, <i>70th</i>
13	Thirteen	13°	thirteenth, <i>13th</i>	80	Eighty	80°	eightieth, <i>80th</i>
14	Fourteen	14°	fourteenth, <i>14th</i>	90	Ninety	90°	ninetieth, <i>90th</i>
15	Fifteen	15°	fifteenth, <i>15th</i>	100	A / One hundred	100°	A / One hundredth, <i>100th</i>
16	Sixteen	16°	sixteenth, <i>16th</i>	200	Two hundred	200°	Two hundredth, <i>200th</i>
17	Seventeen	17°	seventeenth, <i>17th</i>	1000	A / One thousand	1000°	One thousandth, <i>1000th</i>

**PAY ATTENTION!**

- ◆ Repare que os numerais sublinhados estão na base de formação de outros numerais.

Ex.: six → sixteen → sixty

- ◆ Para formamos o numeral ordinal, acrescentamos *th* ao respectivo cardinal.

Ex.: six - sixth

**Exceção:** os numerais *one, two, three* e todos os seus compostos.

Ex.: one - first / two - second / three - third

- ◆ Nos numerais compostos, só o último é que passa a ordinal.

Ex.: forty-four → forty-fourth

**Write in full.**

2- \_\_\_\_\_

40- \_\_\_\_\_

3rd- \_\_\_\_\_

41- \_\_\_\_\_

7- \_\_\_\_\_

44th- \_\_\_\_\_

9th- \_\_\_\_\_

47- \_\_\_\_\_

10th- \_\_\_\_\_

50- \_\_\_\_\_

15th- \_\_\_\_\_

58th- \_\_\_\_\_

21st- \_\_\_\_\_

80- \_\_\_\_\_

23- \_\_\_\_\_

90th- \_\_\_\_\_

25th- \_\_\_\_\_

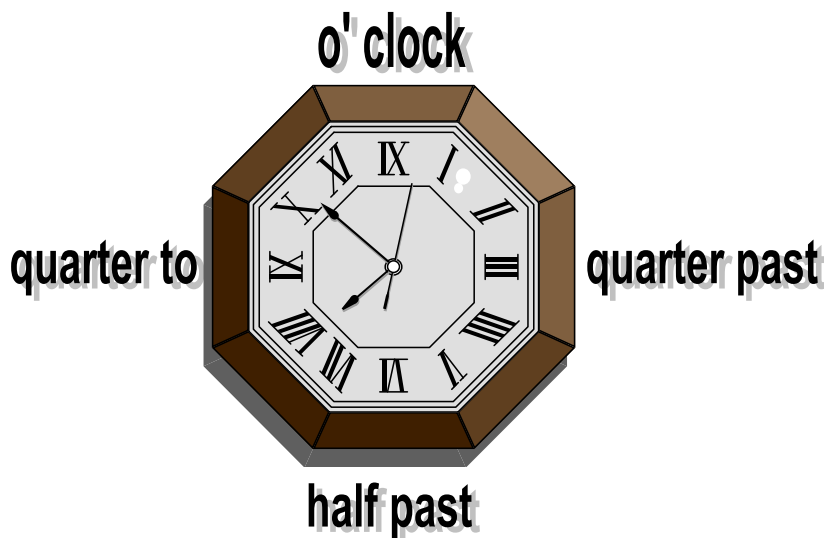
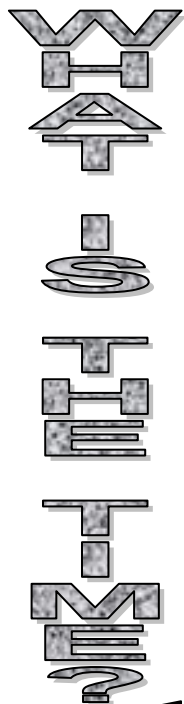
99- \_\_\_\_\_

30th- \_\_\_\_\_

100- \_\_\_\_\_

32nd- \_\_\_\_\_

103rd- \_\_\_\_\_

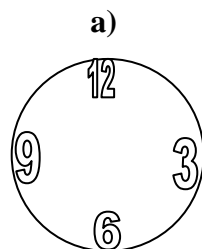


**PAY ATTENTION!**

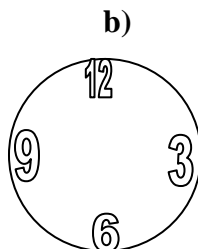
- ◆ Repare que apenas a hora exacta é seguida da expressão *o' clock*. → Ex.: It's nine o'clock.
- ◆ Normalmente, dizemos primeiro os minutos e depois as horas. → Ex.: It's ten past nine.
- ◆ Com as horas utiliza-se a preposição *at* (às .... horas) → Ex.: My English lesson is **at** half past two.
- ◆ Para distinguirmos as horas da manhã das horas da tarde ou da noite, usam-se as abreviaturas *a.m.(ante-meridiem)* e *p.m. (post-meridiem)*, respectivamente. → Ex.: I wake up at eight a.m.

**A - Draw the hands on the watches.**

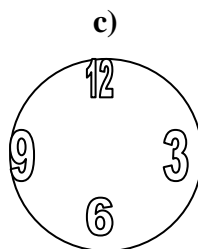
It is...



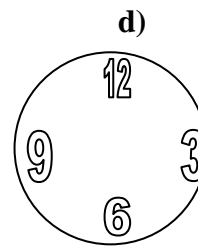
two o'clock



twenty-five past four



half past ten



quarter to five

**B - Match the question with the correct answer.**

1 - What time is it?	Yes, it is.
2 - Is it three o'clock?	No, it isn't. It is at half past four.
3 - What time is your Portuguese class?	It's half past six.
4 - Is your training at four o'clock?	It is at nine o'clock in the morning.

**C - Write true (T) or false (F) according to the given time.**

1	15:15	It's five o'clock.	
2	12:40	It's twenty to one.	
3	5:00	It's a quarter past three.	
4	10:55	It's five to eleven.	
5	6:30	It's half past six.	

**D - Write the following times in full.**

1 - 9:05 .....

2 - 11:15 .....

3 - 8:55 .....

4 - 12:00 .....

5 - 15:30 .....

**FAMILY MEMBERS****A - Read this text about the British Royal Family.**

Queen Elizabeth II has got has got four children: three sons (Prince Charles, Prince Andrew and Prince Edward) and one daughter (Princess Anne).

Prince Charles has got two sons, Prince William and Prince Henry.

Princess Anne has got two children: a son, Peter, and a daughter, Zara.

Prince Andrew has got two daughters, Princesses Beatrice and Eugenie.

Prince Edward has got one daughter, Lady Louise.



**B - Answer these two questions about the text.**

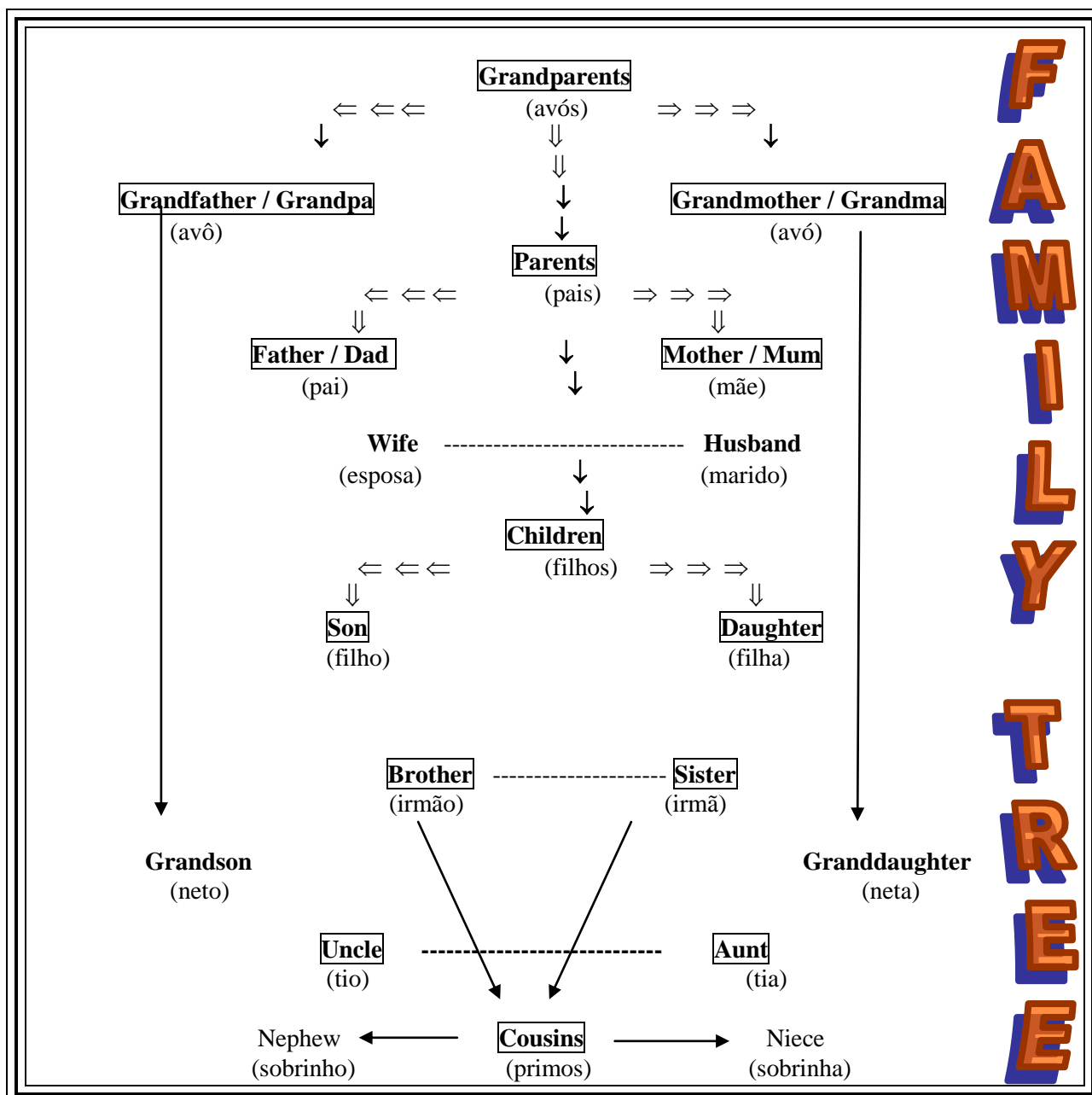
1. How many grandchildren has the Queen got?

\_\_\_\_\_

2. How many aunts and uncles has Prince William got?

\_\_\_\_\_

**Here you have the family members (relatives).**



# POSSESSIVE CASE

**Pay attention to these sentences.**

1. Prince Charles is **Queen Elizabeth's son**.  
(Prince Charles is the son of Queen Elizabeth.)
2. William and Henry are **Charles and Diana's sons**.  
(William and Henry are the sons of Charles and Diana.)

**PAY ATTENTION!**

**O caso possessivo exprime uma acção de posse:**

Eg. 'the son **of** Diana' ⇒ Diana's son

## CARACTERÍSTICAS

1. A ordem das palavras na frase é diferente: o possuidor (Diana) surge antes do objecto possuído (son);
2. A desinência <'s> é aposta ao possuidor, substituindo a preposição **of**.

Ex.: (the brother **of** William).

William's brother

(the Palace **of** the Queen)

the Queen's Palace

3. O caso possessivo só se utiliza quando o possuidor é um ser animado; não se utiliza com seres inanimados.

Ex.: Ted's friend / The dog's nose

The leg of the table / The page of the book

4. Quando o possuidor é representado por mais de uma palavra, é a última que toma a desinência do caso possessivo.

Ex.: Charles and Diana's sons

5. Quando o objecto possuído representa casa, igreja, loja, teatro, monumento, etc., que sejam familiares ou conhecidos é omitido no caso possessivo.

Ex.: We are at my parents' (house).

I must go to the baker's (shop).

## Possessive Case – FORMAÇÃO

**Possuidor + <s> ⇒ Substantivos no singular;**

Ex.: Diana's son / The dog's house

⇒ **Substantivos no plural não terminados em <s>**

Ex.: the children's toys / the men's hobbies

⇒ **Nomes próprios singulares terminados em <s>**

Ex.: James's car / Charles's house

**Possuidor + <'> ⇒ Nomes próprios da História antiga terminados em <s>;**

Ex.: Socrates' work / Jesus' life

⇒ **Substantivos no plural terminados em <s>;**

Ex.: The girls' school / My parents' car

Rewrite the following sentences using the **possessive case**.

**Ex.: The car of Tim is old  
→ Tim's car is old**

1 – The dress of Kate is new. \_\_\_\_\_

2 – The house of Michael is nice. \_\_\_\_\_

3 – The legs of those dogs are short. \_\_\_\_\_

4 – The books of the boys are on the table. \_\_\_\_\_

5 – The school of the children is old. \_\_\_\_\_

6 – The bed of Charles is on the right. \_\_\_\_\_

7 – The babies of these women are very beautiful. \_\_\_\_\_

8 – The family of Mr. and Mrs. Parker is very big. \_\_\_\_\_

# JOBS - OCCUPATIONS AND PROFESSIONS

## A - Read this information about Joselito.



Hi! I'm Mexican...  
 My name is Joselito and I have got an English friend; her name is Shakira. You know her, don't you? She's so beautiful! I'm in love, you know?  
 Her favourite singer is Enrique Iglesias and she loves that actor ... What is his name? Mel Gibson ... Of course I hate him...  
 What is my job? Oh, I'm a very important artist.

## B - Answer these questions about him.

1. What nationality is he? \_\_\_\_\_.
2. Where is Shakira from? \_\_\_\_\_.
3. Is Joselito in love? \_\_\_\_\_.
4. What is his job? \_\_\_\_\_.

## This is how we ask people's jobs.

QUESTION				ANSWER	
1) What	is	your	job?	I am	a teacher.
		her		We are	students.
		his		She is	an actress.
		their		He is	a policeman.
				They are	soldiers.
2) What	do	you	do?	We study.	
		they		She teaches.	
	does	she			
	he				

Repare que antes da profissão se coloca o artigo indefinido **a/an** que, em Inglês, só se usa no singular.

# DEFINITE AND INDEFINITE ARTICLES

DEFINITE ARTICLES		INDEFINITE ARTICLES	
SINGULAR	PLURAL	SINGULAR	PLURAL
The		a / an	(NÃO TEM)

A – usa-se antes de palavras começadas por consoante ou 'h' aspirado.

AN – usa-se antes de palavras começadas por vogal ou 'h' mudo.

A - Write A or An .

B - Complete the sentences with A or An:

1. \_\_\_\_\_ doctor

2. \_\_\_\_\_ farmer

3. \_\_\_\_\_ engineer

4. \_\_\_\_\_ astronaut

5. \_\_\_\_\_ architect

6. \_\_\_\_\_ secretary

1. I'm \_\_\_\_\_ student and he's \_\_\_\_\_ engineer.

2. She is \_\_\_\_\_ nurse and you are \_\_\_\_\_ artist.

3. She is \_\_\_\_\_ actress and he is \_\_\_\_\_ lawyer.

4. I'm \_\_\_\_\_ teacher and you are \_\_\_\_\_ policeman.

5. She is \_\_\_\_\_ typist and he is \_\_\_\_\_ taxi-driver.

6. You are \_\_\_\_\_ footballer and she is \_\_\_\_\_ hairdresser.

C - Translate the following jobs:

ENGLISH	PORTUGUESE	ENGLISH	PORTUGUESE
policeman			mulher – polícia
farmer		waiter	
	músico		actor
fireman			médico
actress		nurse	
mechanic			carteiro
	futebolista	driver	
hairdresser			arquitecto
	jardineiro	waitress	

# THE PLURAL OF THE NOUNS: REGULAR AND IRREGULAR

Read the text carefully.

## PETER'S SCHOOL

It's 9 o'clock. Everybody is in the classroom.

There are twenty-five pupils in Peter's class: twenty boys and five girls. They are from different parts of England. There are two Irish girls and a Scottish girl too.

It is a very large classroom. There are two big windows. There are desks and chairs for all the pupils and a blackboard behind the teacher.

The first lesson of the day is English.

A - Now underline all the nouns in the plural.

B - Pay attention to these sentences.

1. There is **a window** in the classroom.      2. There are **two windows** in the classroom.  
     (there is + sing.)                                      (there are + plural)

# PAY ATTENTION!

## REGULAR PLURALS

◆ Normalmente forma-se o plural dos nomes acrescentando <-s> **ao singular**.

<b>Ex.:</b> day	⇒	days
dog	⇒	dogs
house	⇒	houses

◆ Os nomes que terminam em <-o, -ch, -sh, -s, -ss ou -x> formam o plural acrescentando <- es> **ao singular**.

<b>Ex.:</b> tomato	⇒	tomatoes	church	⇒	churches
brush	⇒	brushes	kiss	⇒	kisses
box	⇒	boxes	virus	⇒	viruses

- ◆ Os nomes terminados em <-y> **precedido de consoante** formam o plural retirando o <-y> e acrescentando <-ies> **ao singular**.

**Ex.:** baby ⇒ babies  
country ⇒ countries

- ◆ Os nomes terminados em <-y> **precedido de vogal** formam o plural acrescentando <-s> **ao singular**.

**Ex.:** boy ⇒ boys  
day ⇒ days

- ◆ Os nomes terminados em <-f> **ou <-fe>** formam o plural substituindo as referidas terminações por <-ves>.

**EX.:** calf ⇒ calves      half ⇒ halves  
knife ⇒ knives      leaf ⇒ leaves  
life ⇒ lives      loaf ⇒ loaves  
self ⇒ selves      scarf ⇒ scarves  
thief ⇒ thieves      wife ⇒ wives

### IRREGULAR PLURALS

**Ex.:** ox → oxen      MAN → MEN  
goose → geese  
tooth → teeth      CHILD → CHILDREN  
mouse → mice  
foot → feet      PERSON → PEOPLE

♠ **Alguns nomes são uniformes quanto ao número.**

◆ **alguns dos nomes que são sempre plural:**

clothes – Police – trousers – glasses – scissors – jeans – shorts

◆ **alguns dos nomes que são sempre singular:**

1. nomes como: money, hair, news, information, furniture, etc.
2. nomes de certos pratos: spaghetti, ravioli, fish & chips, etc.
3. nomes de certas disciplinas: Mathematics, Physics, Politics, Linguistics, etc.

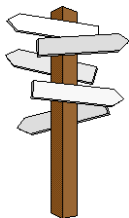
**A) Rewrite the following sentences in the plural.**

1. I've got a book. \_\_\_\_\_.
2. There is a map in my classroom. \_\_\_\_\_.
3. He is a student. \_\_\_\_\_.
4. The farmer has got a box. \_\_\_\_\_.
5. There is a watch on the table. \_\_\_\_\_.

**B) Rewrite the following sentences in the singular.**

1. They are in their bedroom. \_\_\_\_\_.
2. The women are in the garden. \_\_\_\_\_.
3. They have got two cars. \_\_\_\_\_.
4. The girls are near the piano. \_\_\_\_\_.
5. The men are mathematicians. \_\_\_\_\_.





## GIVING DIRECTIONS

### Can you tell me the way to....?

Read the following text carefully.

The Mussatas come from Angola and are spending their holidays in the North of Portugal. They are in a very famous hotel in Oporto, wandering around the city. Meanwhile they are lost...

Mr Mussata: Excuse me, sir! Can you tell me the way to Clérigos Tower?

Policeman: Of course, sir. It's in Clerigos street; go straight down 31 de Janeiro street, as far as the traffic lights.

There you are in Praça da Liberdade. Cross it and go straight up. That is Clerigos street. In the middle of it is Clerigos Tower.

Mrs. Mussata: Thanks a lot! You're very kind!

Mr. Mussata: Thank you and good-bye!

Policeman: You're welcome. Goodbye! Enjoy your stay!

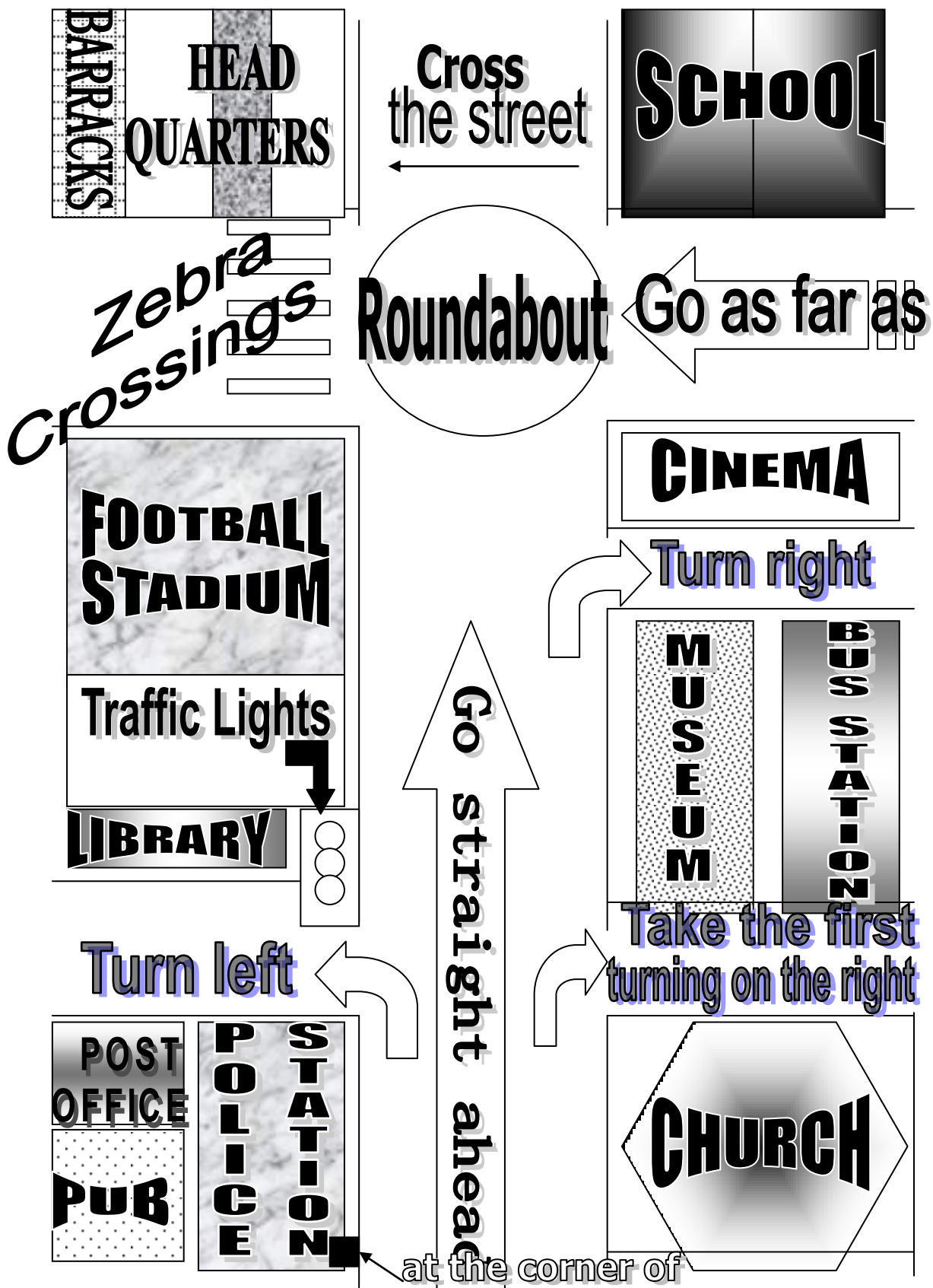


#### USEFUL VOCABULARY

Street (St)	Avenue (Ave.)	Lane
Road (Rd)	Park	Square (Sq)
Garden	Bridge	Station

- 1 - at the end of
- 2 - go straight ahead
- 3 - at the beginning of
- 4 - go straight up /down

PAY ATTENTION TO THE FOLLOWING MAP AND THE GIVEN DIRECTIONS



**A - Translate the vocabulary.**

ENGLISH	PORTUGUESE
Traffic lights / signs	
Zebra / Pedestrian Crossings	
Church	
Headquarters	
Roundabout	
Go as far as	
Library	
Bridge	
Far from here	
Street	
At the beginning of	
Turn right	
Cross the street	
Bus Station	
Go straight ahead / Go straight on	
At the corner of	
Take the first turning on the right	
Turn left	
Barracks	
Post Office	
Fire station	
Building	
Subway / Underground	
Market place	
Square	
Statue	
Pavement / sidewalk	

**B - Match the words on the left with those on the right.**

1. main street / road	a) colisão	1. headlight	a) ter uma avaria
2. start off	b) abrandar	2. bonnet	b) capot
3. gather speed	c) rua / estrada principal	3. boot	c) marcha - atrás
4. overtake	d) sinalizadores de mudança de direcção	4. number plate	d) farol
5. slow down	e) cinto de segurança	5. wheel	e) pneu
6. motorway / highway	f) acelerar	6. tyre	f) atestar o depósito
7. side street / street	g) volante	7. horn	g) roda
8. collision	h) arrancar	8. have a flat tyre	h) ter um furo (pneu)
9. steering wheel	i) pára-brisas	9. have a breakdown	i) bomba de gasolina (estação de serviço)
10. windscreen	j) rua	10. petrol / gas station	j) matrícula
11. safety belt / seat belt	l) ultrapassar	11. fill up with petrol / gas	l) buzina
12. indicator	m) auto-estrada	12. backwards	m) porta - bagagem

**C - Look at the map on page 30! Help these people with the directions they need.**

**1. You are outside the Pub.**

**2. You are outside the Post Office.**

**Jean:** Excuse me, can you tell me the way to the Cinema, please?

You: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Jean: **Thank you. Goodbye!**

You: **You're welcome. Goodbye!**

**Maria:** Excuse me, how can I get to the School, please?

You: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Maria: **Thank you very much.**

You: \_\_\_\_\_.

**Mark:** Excuse me, can you tell me where the Library is, please?

You: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Mark: **Thanks a lot. Bye.**

You: \_\_\_\_\_.

**Karin:** Excuse me, I'm afraid I'm lost. Is the Bus Station far from here?

You: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Karin: **Thank you so much. Bye-bye.**

You: \_\_\_\_\_.

# CONSOLIDATION TEST 1

## I - READING COMPREHENSION

Read the following text very carefully.

*Mark Curtis is an American boy from New York. He is 13 years old. He is a student at Manhattan Junior School. His father's name is William. His mother is from Belgium. Mark hasn't got brothers or sisters.*

*There are three pets in their house: two dogs and a cat*

*Mark's address is 798, 9th. Floor, 15th Avenue, New York. His phone number is 345660.*

**A - Write True (T) or False (F) according to the text.**

- |                              |       |                                 |       |
|------------------------------|-------|---------------------------------|-------|
| 1. His name is James.        | _____ | 5. Mark has got three brothers. | _____ |
| 2. His surname isn't Curtis. | _____ | 6. There is a cat in the house. | _____ |
| 3. He is American.           | _____ | 7. He lives in London.          | _____ |
| 4. His mother is Canadian.   | _____ |                                 |       |

**B - Answer the questions about Mark.**

1. Where is he from?

\_\_\_\_\_

2. Is he English?

\_\_\_\_\_

3. What is his father's name?

\_\_\_\_\_

4. How many pets are there in Mark's house?

\_\_\_\_\_

**C - Fill in Mark's Identity Card.**

FIRST NAME: _____
SURNAME: _____
AGE: _____
NATIONALITY: _____
COUNTRY: _____
ADDRESS: _____
PHONE NUMBER: _____

**II – GRAMMAR****A - Complete the sentences with the possessive adjectives.**

1. Mike likes \_\_\_\_\_ dog very much.
2. His parents love \_\_\_\_\_ house.
3. We love \_\_\_\_\_ school.

**B - What time is it?**

- 1 - 12:00 \_\_\_\_\_ 2 - 15:15 \_\_\_\_\_  
 3 - 20:30 \_\_\_\_\_ 4 - 19:50 \_\_\_\_\_

**C - Write the numerals in full.**

- 1 - 3rd → ..... 2 - 56 → .....  
 3 - 12th → ..... 4 - 29 → .....

**D - Answer the questions about the family members.****Your .....**

- 1 - mother's husband is your \_\_\_\_\_
- 2 - father's sister is your \_\_\_\_\_
- 3 - parents' daughter is your \_\_\_\_\_

**E - Complete with the simple present of the verb 'to have got'.**

1. I..... a new friend.
2. Mark..... (not) a parrot.
- 3..... (they) a book?
- 4..... (she) a pen?

**III - TEXT PRODUCTION**

Miss Angela Johnson is Mark's teacher. This is her Identity Card. Write about her.

<b>FIRST NAME:</b> Angela	-----
<b>SURNAME:</b> Johnson	-----
<b>AGE:</b> 32	-----
<b>NATIONALITY:</b> Australian	-----
<b>COUNTRY:</b> Australia	-----
<b>ADDRESS:</b> 376, Oak Rd. Sidney	-----
<b>PHONE NUMBER:</b> 047326385	-----

Here you have some more exercises so that you may practise what you have learnt so far:

**1. – Complete the following conversation:**

A. – I \_\_\_\_\_ Mary Brown. How \_\_\_\_\_ you do?

B. - \_\_\_\_\_ you do?

A. - \_\_\_\_\_ American?

B. – No, \_\_\_\_\_ not American.

A. - \_\_\_\_\_ you from Liverpool?

B. – No, \_\_\_\_\_. I'm \_\_\_\_\_ London.

**2. – Build up sentences. Give the right form of the verb.**

a) trees / the / have got / 10 / garden. \_\_\_\_\_

b) an / they / umbrella / have got / not. \_\_\_\_\_

c) classroom / have got / tables / 13 / the. \_\_\_\_\_

d) have got / cat / 2 / ears / a. \_\_\_\_\_

e) a / days / have got / 7 / week. \_\_\_\_\_

f) not / January / days / 28 / have got. \_\_\_\_\_

**3. - Ask questions for the following answers:**

a) No, he isn't a teacher. \_\_\_\_\_

b) No, it isn't interesting. \_\_\_\_\_

c) He is Jack London. \_\_\_\_\_

d) She's a journalist. \_\_\_\_\_

e) They're the Smiths. \_\_\_\_\_

f) No, she isn't a pupil. \_\_\_\_\_

g) Yes, they've got a car. \_\_\_\_\_

h) No, they aren't French. \_\_\_\_\_

i) That's a blackboard. \_\_\_\_\_

j) Yes, she is. She is a nurse. \_\_\_\_\_

k) No, he isn't. He isn't a doctor. \_\_\_\_\_

l) No, there aren't any boys in the picture. \_\_\_\_\_

m) Yes, there's a picture on the wall. \_\_\_\_\_

n) Yes, there are three windows in the room. \_\_\_\_\_

o) No, there isn't a woman at the window. \_\_\_\_\_

p) No, she hasn't any money. \_\_\_\_\_

q) Yes, they've got a new scooter. \_\_\_\_\_

r) Yes, there's a vase on the table. \_\_\_\_\_

s) No, there isn't any fruit in the bowl. \_\_\_\_\_

**4. – Insert a or an:**

a) I've got \_\_\_\_\_ pen.

b) There is \_\_\_\_\_ glass on the table.

c) There is \_\_\_\_\_ Englishman in the room.

d) There is \_\_\_\_\_ European car in front of the hospital.



**I – READING COMPREHENSION**

Read the text carefully.

Hello! I'm Ruth Rendell. I'm sixteen and I'm from Southwick. I'm a student at St. Patrick's School. I've got lots of friends there. I'm tall and slim. I've got big green eyes and short straight red hair. I've got a large family: two twin brothers and a sister. Their names are Roger, William and Sarah. They are younger than me. They're very clever and funny! When they go to school they pay attention to the traffic lights and they always cross the streets at the zebra crossings.

My father, John Rendell, is an architect and my mother, Jane Rendell, is a journalist. Kathy and Sven, their best friends, live in a big apartment just opposite our house. My parents like them very much because they are friendly and talkative. I love animals, you know? I've got three pets: a dog, a cat and a parrot. The dog is very lazy. And ...that's all about me.

A) **Match the questions with the right answers.**

1. Is Ruth from London?	A) It's opposite the Rendells' house.
2. Is she tall and slim?	B) Yes, she is.
3. Has she got two sisters?	C) No, she hasn't.
4. What is Mr. Rendell's job?	D) Yes, she has.
5. Where is Kathy and Sven's apartment?	E) No, she isn't. She's from Southwick.
6. Has she got pets?	F) He is an architect.

B) **Answer the questions about the text.**

1. What is Ruth's surname?

---

2. How old is she?

---

3. What does she do?

---

4. What are her eyes like?

---

5. Who are Kathy and Sven?

---

**C – Make questions for these answers.**

1. \_\_\_\_\_?  
Ruth is English.

2. \_\_\_\_\_?  
Yes, she has. (a large family)

3. \_\_\_\_\_?  
Sven is tall and strong. He has got an oval face and short wavy blond hair.

4. \_\_\_\_\_?  
His sisters' names are Sarah and Ruth.

5. \_\_\_\_\_?  
Yes, she has. (a dog, a cat and a parrot)

**II – Grammar****A – Complete the chart either with the plural or the singular of these nouns.**

SINGULAR	PLURAL
child	
	brothers
	people
box	
	thieves
woman	

**B – Translate the following jobs.**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
(enfermeira) (motorista)

3. \_\_\_\_\_ 4. \_\_\_\_\_  
(polícia) (doméstica)

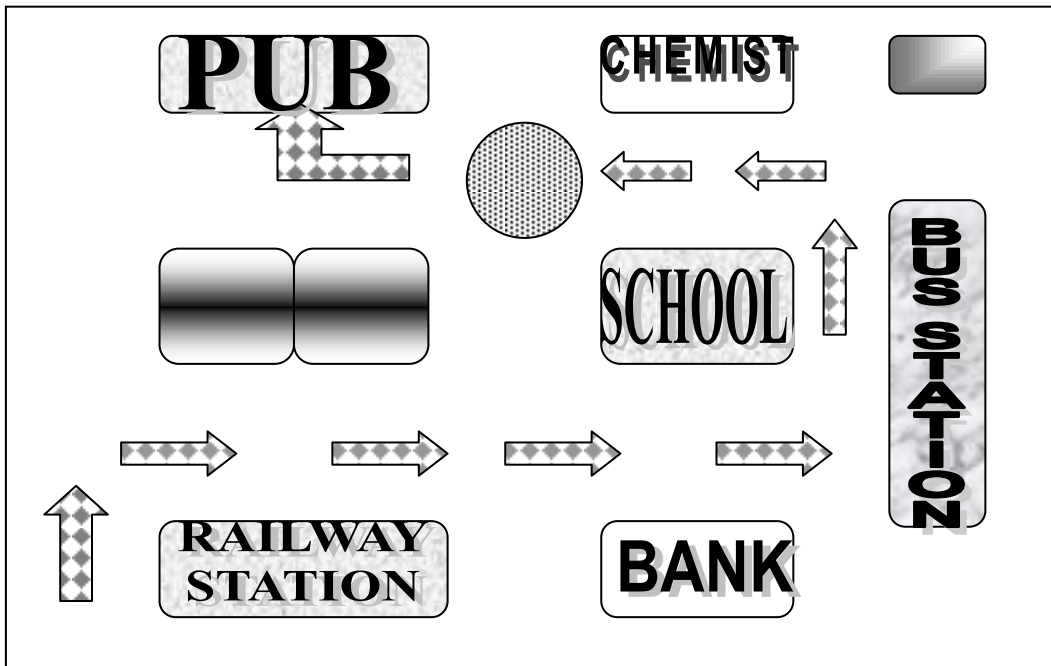
5. \_\_\_\_\_ 6. \_\_\_\_\_  
(bombeiro) (marinheiro)

**D – Write the appropriate preposition of place.**



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

**E – Write the direction indicated in the map.**



Blank writing area with horizontal lines for student responses.

**F – Rewrite the sentences using the personal pronouns.**

1. Tom and I are watching a football match.

---

2. Frank loves his brother.

---

3. Paul and Jane like snakes.

---

**III – TEXT PRODUCTION**

**Describe the Prime Minister of Portugal. (Don't forget to include three psychological features as well.)**


## THE HUMAN BODY

Read this dialogue.

What does Dracula look like?

**Ruth:** What book is that?

**Philip:** A book about Dracula and Frankenstein.

**Ruth:** Who are they?

**Philip:** They're monsters from horror films.

**Ruth:** What does Dracula look like?

**Philip:** Read the story and find out!

**Dracula** is a character in a book by Bram Stoker (1897). It is about a very bad person in the country of Transylvania. He has got two long teeth and he bites people in the neck. He has got a white face and black hair. He wears a big black cloak. He doesn't like garlic, water or the sun. He drinks blood and turns people into bats. He is not a real person.

**Frankenstein** is another bad person. He is a character in a book by Mary Shelley (1818). Frankenstein is a doctor. Doctor Frankenstein takes bones from a graveyard and makes a monster. The monster is very big. It has got stitches on its face and it kills people. It's a very ugly monster.

A) If the following sentences about the text are false correct them.

1. Dracula has got five long teeth.

---

2. Dracula drinks water.

---

3. Dracula is a real person.

---

4. Doctor Frankenstein is a monster.

---

5. Frankenstein's monster is very big.

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ENGLISH	PORTUGUESE	
SKIN		
CHIN		
CHEST		
EYEBROW		
THUMB		
LIPS		
MOUTH		
BACK		
ELBOW		
HEEL		
NECK		
SHOULDER		
ARM		
HAND		
FINGER		
BELLY/TUMMY		
LEG		
KNEE		
FOOT		
EYELASH		
WRIST		
NAVEL		
ANKLE		
NAIL		
TOE		

# ADJECTIVES DESCRIBING PEOPLE: PHYSICAL FEATURES

**PAY ATTENTION!**

### FACE



round



oval



long

### MOUSTACHE



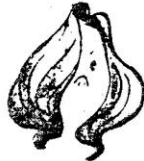
### BEARD



### HAIR



short



long



straight



curly



wavy



fringe



pigtails



GLASSES

### HAIR (colour)



red



fair

### MOUTH



big



small

### EYES



big



small



round



almond

### NOSE



big



small



long

### EARS



big



small



TALL



SHORT



THIN



FAT



MEDIUM SIZE

OTHER USEFUL ADJECTIVES				
AGE	BEAUTY		HEIGHT	WEIGHT
	WOMAN	MAN		
young	beautiful	handsome	tall	fat
middle-aged	pretty	good-looking	medium height	thin
old	ugly		short	slim

## PAY ATTENTION!

◆ Para a descrição física utilizam-se os verbos 'to be' e 'to have got'.

Ex.: **I am young. I have got long curly blond hair and small dark brown eyes. I am thin and pretty. I have got an oval face (= My face is oval) and a small nose. My mouth is small too. I wear glasses. I haven't got a beard but I have got freckles.**

◆ Regra geral: a posição correcta do adjectivo na frase é antes do nome:

Ex.: **I have got a dark skin.**

↓ ↓

Adj. + Noun

◆ Os adjectivos obedecem a uma determinada ordem na frase: (tamanho + tipo + cor)

1 2 3

Ex.: **She has got short straight brown hair.**

1 2 3



**A - Match the opposites.**

<b>Tall</b>	<b>Light</b>
<b>Young</b>	<b>Ugly</b>
<b>Fat</b>	<b>Cheap</b>
<b>Pretty</b>	<b>Small</b>
<b>Big</b>	<b>Strong</b>
<b>Weak</b>	<b>Dry</b>
<b>Dark</b>	<b>Fast</b>
<b>Expensive</b>	<b>Thin</b>
<b>Slow</b>	<b>Old</b>
<b>New</b>	<b>Short</b>
<b>Wet</b>	<b>Old</b>

**DESCRIBING PEOPLE: PSYCHOLOGICAL FEATURES**

<b>intelligent</b>	<b>clever</b>	<b>forgetful</b>	<b>funny</b>	<b>shy</b>
<b>selfish</b>	<b>bad-tempered</b>	<b>happy</b>	<b>ambitious</b>	<b>friendly</b>
<b>sad</b>	<b>creative</b>	<b>hardworking</b>	<b>lazy</b>	<b>talkative</b>

**B – What do you look like? Describe yourself! (physical and psychological features)**

I am \_\_\_\_\_

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Look at the table.

Names→	JULIE	ROY	MICHAEL AND JOAN
Age	11	16	14
Height	medium height	tall	short
Weight	thin	slim	fat
Eyes	big brown	small green	big blue
Hair	short curly	short straight	medium wavy

A) Answer these questions:

1. Q: How old is Julie?

2. Q: Is Julie thin?

A: \_\_\_\_\_.

A: \_\_\_\_\_.

3. Q: What are Roy's eyes like?

4. Q: Have Michael and Joan got short curly hair?

A: \_\_\_\_\_.

A: \_\_\_\_\_.

B) Ask questions for the answers given:

1. Q: \_\_\_\_\_? 2. Q: \_\_\_\_\_?

A: No, he isn't. He is 16 years old.

A: Yes, he is. (tall and slim)

3. Q: \_\_\_\_\_? 4. Q: \_\_\_\_\_?

A: They are fourteen.

A: No, they aren't. They are short and fat.

C - Underline the correct opposite to the adjectives given and translate it.

1) <b>fat</b>	⇒ hot - calm - thin	⇒ _____
2) <b>slow</b>	⇒ fast - cheap - dry	⇒ _____
3) <b>long</b>	⇒ small - sad - short	⇒ _____
4) <b>clean</b>	⇒ dirty - open - last	⇒ _____
5) <b>closed</b>	⇒ old - ugly - open	⇒ _____
6) <b>easy</b>	⇒ difficult - expensive	⇒ _____
7) <b>cold</b>	⇒ full - dry - hot	⇒ _____
8) <b>happy</b>	⇒ unhappy - bad - light	⇒ _____
9) <b>empty</b>	⇒ young - full - bad	⇒ _____
10) <b>dry</b>	⇒ soft - wet - low	⇒ _____
11) <b>bad</b>	⇒ good - best - first	⇒ _____
12) <b>old</b>	⇒ young - dirty - bad	⇒ _____
13) <b>new</b>	⇒ old - pretty - dum	⇒ _____
14) <b>low</b>	⇒ slow - high - wet	⇒ _____

## SIMPLE PRESENT TENSE

Read the text carefully.

### SOLDIER MARTIN'S DAILY ROUTINE

Soldier Martin is a very busy man. He is in the army. He usually gets up at 6 o'clock. Then he brushes his teeth, combs his hair and helps to tidy the barrack where he sleeps before breakfast. He eats cornflakes, a cheese toast and he drinks a glass of juice and a cup of coffee.

After breakfast he does physical exercises for 30 minutes. He has classes. He learns how to drive tanks and electronics. His favourite lesson is electronics.

Major Harding teaches soldiers how to use the radio and how it works. At half past twelve he has lunch.

In the afternoon he sometimes studies his lessons and does his homework.

He doesn't go home everyday because he has to stay in the headquarters.

In the evening he has dinner and after that he never goes out for a drink...instead he watches TV for a while, plays cards with his friends or chats with them.

At ten o'clock he goes to bed.

**A – Identify these sentences as TRUE (T) or FALSE (F).**

1. Martin is an Officer.
2. He has two things for breakfast.
3. He does physical exercises for half an hour.
4. He doesn't like electronics very much.
5. In the afternoon he plays football.
6. He always goes home in the evening.
7. After dinner he never goes to the cinema.
8. He goes to sleep at 10 o'clock.

B – Read the text again and underline all the verbs in the text.

**PAY ATTENTION!** ♦ O *Simple Present* é utilizado para:

1 - exprimir acções habituais (acções que ocorrem sempre ou repetidamente)

→ Ex.: I *get up* at 7:30 everyday. / I *work* in a bank.

2 - referir verdades universais (situações que não se alteram)

→ Ex.: The Earth *is* round.

♦ Como se forma o *Simple Present*?

**REGRA GERAL: 3ª p. s. (she, he, it) + <-S>**

**Todas as outras pessoas = Infinitivo**

EXCEPCÕES

Verbos terminados em:

<-O>, <-SS>, <-SH>, <-CH> e <-X> ⇒ + <-ES> (3ª P. SING.)

Ex. She / He / It goes, kisses, washes, teaches, fixes...

Verbos terminados em:

CONSOANTE + Y ⇒ - <-Y> + <-IES> (3ª P. SING.)

Ex. She / He / It (study) studies...

Verbos terminados em:

VOGAL + Y ⇒ + <-S> (3ª P.SING.)

Ex. She / He / It says ...

EXCEPCÕES

SIMPLE

**Affirmative** ⇒ She *speaks* English.  
They *speak* English.

**\*Interrogative** ⇒ Does she speak English?  
Do they speak English?

**\*Negative** ⇒ She does not (doesn't) speak English.  
They do not / (don't) speak English.

\* Formas interrogativa e negativa:

PRESENT

**Verbo Auxiliar 'to do' (= do / does) + verbo principal no Infinitivo**

**EXCEPCÕES:** Verbos 'To be', 'There to be' e 'To have got'

Estes verbos não necessitam do auxiliar 'To do' para formarem a interrogativa e a negativa.

Is she at home? / She isn't at home.  
EX.: Are there any doubts? / There aren't any doubts.  
Has he got a 'Ferrari'? / He hasn't got a 'Ferrari'.

**A – Complete the sentences using the simple present of the verbs in brackets.**

1. Sometimes students ..... (to make) a lot of noise.
2. I ..... (not / to live) in London. I live in Lisbon.
3. The sea ..... (to cover) two thirds of the world.
4. Loud music ..... (to give) me a headache.
5. She ..... (to wash) her face every morning.
6. .... (you / to come) from U.S.A.?
7. Paul ..... (not / to work) on Sundays.
8. .... (Mark / to watch) TV on Saturdays?
9. We ..... (not / to go) home during basic training.
10. .... (they / to play) the guitar?

**B - Fill in the gaps with the verbs given in the simple present.**

Andrew and Paul \_\_\_\_\_ (not / to go) to school by bus everyday. Most mornings Andrew \_\_\_\_\_ (to walk) and Paul \_\_\_\_\_ (to go) by bicycle.

They \_\_\_\_\_ (not / to write) to their penfriend very often, but she \_\_\_\_\_ (to write) them every week.

**C – Build up sentences making the necessary changes.**

1. John / good books / to read → \_\_\_\_\_
2. to receive / she / many letters / not → \_\_\_\_\_
3. at the Pub / to meet / we / usually → \_\_\_\_\_
4. alone / he / to travel / never → \_\_\_\_\_
5. Frank / to drink / not / beer → \_\_\_\_\_

**C – Rewrite these sentences in the interrogative and negative forms.**

1. She is very beautiful.

2. Paul writes with his left hand.

3. They have got blue eyes.

4. Jenny likes her dog.

**PAY ATTENTION!**

- ◆ Quando utilizamos o *Simple Present* para exprimir hábitos, normalmente recorremos a **advérbios** que indicam a **frequência** com que realizamos essas acções; estes designam-se por *Adverbs of Frequency*.

ADVERBS OF FREQUENCY			
Usually	Frequently	Generally	Once a week
Always	Never	Sometimes	Twice a week
Often	Rarely	Every month	Several times a week
Everyday	Every week	Every Year	Once in a while

◆ **Posição dos *Adverbs of Frequency* na frase (quando formados por uma única palavra):**

- depois do verbo 'to be' ⇒ Ex.: They are **always** late for lunch.
- antes de todos os outros verbos ⇒ Ex.: They **usually** drink mineral water.

≈ **Afirmativa:** entre o sujeito e o verbo ⇒ Ex.: John **never** goes to Hyde Park.

≈ **Interrogativa:** entre o sujeito e o verbo principal ⇒ Ex.: Does Miriam **often** clean the room?

≈ **Negativa:** entre a partícula 'not' e o verbo principal ⇒ Ex. We do not **often** go to the cinema.

◆ **Posição dos *Adverbs of Frequency* na frase (quando formados por mais de uma palavra):**

- normalmente no final da frase ⇒ Ex.: I visit my grandmother **once a week**.

**Make sentences using the adverbs of frequency in brackets.**

1. Julie / to prepare / her lesson / in the afternoon (always)

.....

2. Miriam / to go / to the dentist / (once a month)

.....

3. I / to play / football / at school (often)

.....

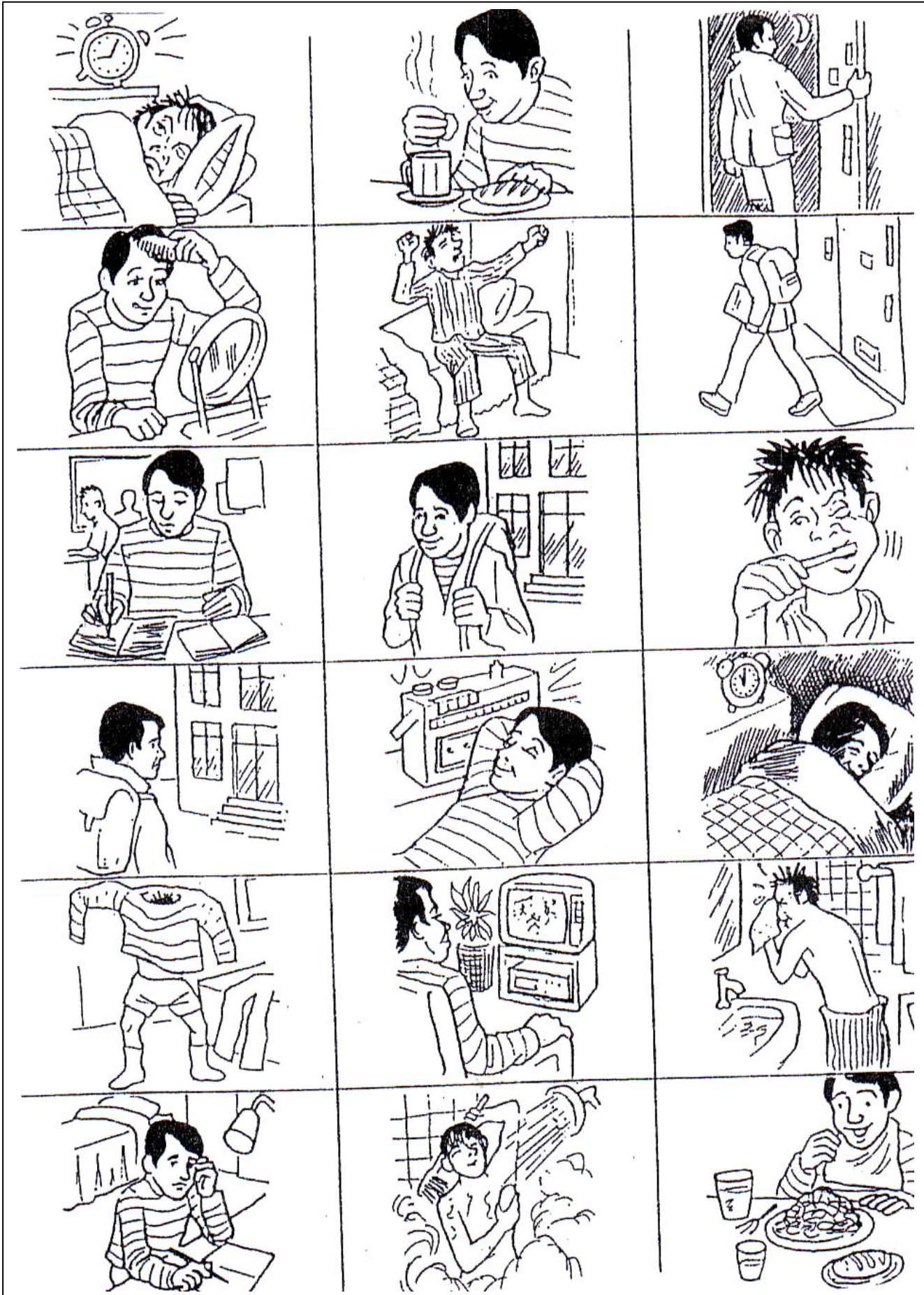
4. Paul and Simon / to study / together (sometimes)

.....

5. Lucy / to drive / her father's car (rarely)

.....

**DAILY ROUTINE****1. to wake up****10. to have classes****2. to get up****11. to go home****3. to brush the teeth****12. to listen to the radio****4. to have a shower****13. to do the homework****5. to comb the hair****14. to have dinner****6. to get dressed****15. to watch TV****7. to have breakfast****16. to go out for the evening****8. to leave the house****17. to wash the face****9. to arrive at school****18. to go to bed**





**A - Write the corresponding number on each picture on the previous page.**

**B - Based on the pictures, write a text about Peter's Daily Routine.**

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Look at this table carefully.

	<b>Get up</b>	<b>Have for breakfast</b>	<b>Go to school /work</b>	<b>Have lunch</b>	<b>Activities in the afternoon</b>
<i>Anthony</i>	8.00	Bread and milk	Foot	Canteen	Study and play computer games
<i>Maggie</i>	7.40	Cornflakes	Bus	At home	Do homework and have Gym lessons
<i>Betty and Susy</i>	7.45	Bacon and eggs	Car	Snack bar	Study and watch TV
<i>Mr. Hamilton</i>	7.30	White coffee and eggs	Tube	Restaurant	Work

**C - Answer the questions about Maggie.**

1. What time does Maggie get up?

---

2. What does she have for breakfast?

---

3. How does she go to school?

---

4. Where does she have lunch?

---

5. What does she do in the afternoon?

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**D - Ask and answer about Betty, Susy and Mr. Hamilton.**

1. \_\_\_\_\_

They get up at 7.45.

2. \_\_\_\_\_

They go to school by car.

3. Where does he have lunch?

\_\_\_\_\_

4. \_\_\_\_\_

No, they don't. They study and watch TV in the afternoon.

5. Does he have milk and bread for breakfast?

\_\_\_\_\_

6. \_\_\_\_\_

By tube.



POLICE WORK

**Read the following dialogue.**

POLICEMAN: Excuse me, Sir, is this car insured?

DRIVER: Of course, Officer! I wouldn't be so stupid as to drive a car without insurance!

POLICEMAN: May I see it, Sir?

DRIVER: Yes, here you are.

POLICEMAN: This insurance expired three months ago...

DRIVER: I can't believe it!!! I remember renewing it last month! Wait a minute...that's the old insurance document I gave you. Here is the new one. Sorry about that.

POLICEMAN: This gets better all the time! According to this document, the car is insured, but you're not insured to drive it.

DRIVER: Ah, yes! You see, my driving licence was suspended for a month, so I took out the insurance in my wife's name. Now I have my licence back. Look, here it is, Officer.

POLICEMAN: I'm afraid we will have to go to the Police Station and sort this out.

Identify these sentences as T (true) or F (false); correct the false sentences.

1 -The driver's car is not insured. \_\_\_\_\_

2 - He renewed the insurance document three months ago. \_\_\_\_\_

3-The driver's wife is not insured to drive the car. \_\_\_\_\_

4 - She doesn't have a driving licence. \_\_\_\_\_

## TRAFFIC SIGNS





When pedestrians don't use the pedestrian crossings they are called "jaywalkers".

- There must be a school near here, look at that sign indicating children.  
Slow down, George, if there's any traffic coming from the left you

must give way.  
You mustn't blow your horn here, that "H" stands for hospital.  
It's a one-way street, so we'll have to go round to the other end, if we want to drive in.  
You can't park here. That's a "no waiting" sign!











junction ahead

 <p>two-way traffic</p>	 <p>children</p>	 <p>cross roads</p>
 <p>bend to the right</p>	 <p>pedestrian crossing</p>	 <p>traffic signals</p>
 <p>road works</p>	 <p>level crossing without barrier ahead</p>	 <p>other danger</p>



## A - What do these traffic signs mean? Tick the correct answer.

1		<ul style="list-style-type: none"> <li>1- No U turns</li> <li>2- Other danger</li> <li>3- No cycling</li> </ul>
2		<ul style="list-style-type: none"> <li>1- No through road</li> <li>2- Ahead only</li> <li>3- Traffic signs</li> </ul>
3		<ul style="list-style-type: none"> <li>1- End of highway</li> <li>2- Two-way traffic</li> <li>3- Children</li> </ul>
4		<ul style="list-style-type: none"> <li>1- Roundabout</li> <li>2- Parking place</li> <li>3- Zebra crossing</li> </ul>
5		<ul style="list-style-type: none"> <li>1- No entry</li> <li>2- Bend to the right</li> <li>3- Roundabout</li> </ul>
6		<ul style="list-style-type: none"> <li>1- Traffic lights</li> <li>2- Two-way traffic</li> <li>3- One-way traffic</li> </ul>
7		<ul style="list-style-type: none"> <li>1- Junction ahead</li> <li>2- NO waiting</li> <li>3- Crossroads</li> </ul>
8		<ul style="list-style-type: none"> <li>1- All vehicles prohibited</li> <li>2- No waiting</li> <li>3- Road works</li> </ul>

B - Match each of the words on the left with their more everyday translations from the list on the right.

### An excellent transport

1. to prosecute	A) a young person under the age of 18
2. a penalty	B) to get off a bicycle or a horse
3. a purchase	C) to bring a legal case against
4. a trespasser	D) not to do something
5. to refrain	E) to forbid something
6. to alight from	F) a means of transport
7. to prohibit	G) a punishment
8. an auditorium	H) something which has been bought
9. to dismount	I) to get off a means of public transport
10. a minor	J) large place where an audience sits
11. a vehicle	L) someone who goes on private land without permission

C – Match the words from the list with the explanations.

street sign   pavement   pedestrian crossing   post-box   gate   subway

- a) This is a safe place to go from one side of the street to the other. \_\_\_\_\_
- b) This is where people walk in the street. \_\_\_\_\_
- c) This closes the opening in an outside wall. \_\_\_\_\_
- d) This helps you know where you want to go. \_\_\_\_\_
- e) This is where you put your letters in the street. \_\_\_\_\_
- f) This is a way of crossing under the road. \_\_\_\_\_

D - Matching exercise

ENGLISH	PORTUGUESE	ENGLISH	PORTUGUESE
To be in a hurry	Apanhar boleia	To stay alert	Condutor imprudente
Don't give way	Não obedecer	Long drive	Soltar o stress
Exceed the speed limit	Estar com pressa	Reckless driver	Manter-se alerta
Don't obey	Exceder a velocidade	Let off steam	Viagem longa
To get a lift	Não dar passagem		

# CRIME



## A) Crimes, people who do them and verbs.

CRIME		PERSON		VERB
Portuguese	English	Portuguese	English	
	robbery		a robber	to rob somebody or a place
	murder		a murderer	to murder somebody
	burglary		a burglar	to break into a house / flat
	mugging		a mugger	to mug somebody
	car theft		a car thief	to steal a car
	drug dealing		a drug dealer	to sell drugs
	terrorism		a terrorist	to attack somebody
	shoplifting		a shoplifter	to steal things from a shop
	arson		an arsonist	to set fire to
	kidnapping		a kidnapper	to kidnap
	smuggling		a smuggler	to smuggle

*There was a burglary at the school last night.  
John West murdered his wife.  
There are a lot of muggings in the city centre.*

→ A robber robs a person or a place.

Ex.: *That bank was robbed yesterday. / My sister was robbed in the city centre.*

→ A thief steals something.

Ex.: *Somebody stole my bike* [Not somebody robbed my bike]

*I was robbed in the city centre yesterday.* [Not I was stolen]

## B) THE LAW

- 1 - *A student was arrested for shoplifting this morning.*
- 2 - *The Police (always Plural) came to the school and spoke to his teacher.*
- 3 - *The student has to go to court next week.*
- 4 - *If he is guilty he will have to pay a fine.*
- 5 - *If he is innocent he can go home.*
- 6 - *I don't think he will go to prison.*

### C) OTHER CRIME PROBLEMS

⇒ *Some vandals broke the windows in the telephone box.* [A vandal breaks and smashes things]

⇒ *We have a lot of vandalism in my town.*

⇒ *A lot of young people take drugs nowadays. Some of them are drug-addicts.*

⇒ *Is football hooliganism a problem in your country?*

[A football hooligan is a person who goes to a football match and makes trouble.]

#### A) What do we call...?

1. A person who steals cars? \_\_\_\_\_
2. A person who kills someone? \_\_\_\_\_
3. A person who steals things from shops? \_\_\_\_\_
4. A person who robs people's houses and flats? \_\_\_\_\_
5. A person who attacks someone in the street and steals their money? \_\_\_\_\_
6. A person who sells dangerous drugs? \_\_\_\_\_

#### B) Fill in the gaps in these sentences.

1. There were a lot of football h....., near the stadium.
2. The police officer a..... a girl for shoplifting.
3. Some v..... destroyed all the flowers in the park.
4. He had to pay a f..... of £50 for parking his car in the wrong place.
5. There are a lot of b..... in this part of the city, so always close the windows.
6. The Police made a mistake; she was i.....She didn't steal the money.
7. People who t..... drugs often do other crimes.
8. A group of t..... has attacked the airport.
9. He murdered his wife. He was in p..... for 20 years.



**C) What do you think should happen to these people? Choose from the list A till I on the right.**

1. A man murdered his wife and 3 children.	a – fine of£100
2. A student with no money stole a book from a bookshop.	b – 30 years in prison
3. A woman sold some drugs to a teenager.	c – 6 months in prison
4. Some terrorists attacked a bus and killed five people.	d – death
5. A woman parked her car and blocked the traffic.	e – in prison for life
6. A teenager broke some trees in the park.	f - must do community work
7. A man who drank too much alcohol drove his car and crashed.	g – must not drive his car for a year
	h – a fine of £50.

Here is some vocabulary related to the **POLICE WORK**.

**Trial** – the legal process in court whereby an accused person is investigated, or tried and then found guilty or not guilty.

**Case** – a crime that is being investigated.

**Evidence** – information used in a court of law to decide if the accused is guilty or not.

**Proof** – evidence that shows conclusively if something is a fact or not.

**Verdict** – the decision: guilty or not guilty.

**Judge** – the person who leads a trial and decides on the sentence.

**Jury** - a group of twelve citizens who decide if the accused is guilty or not.

**Fine** – a sum of money.

**Crime** – to do something illegal.

**Lawyer** - a person who defends or prosecutes someone in court.