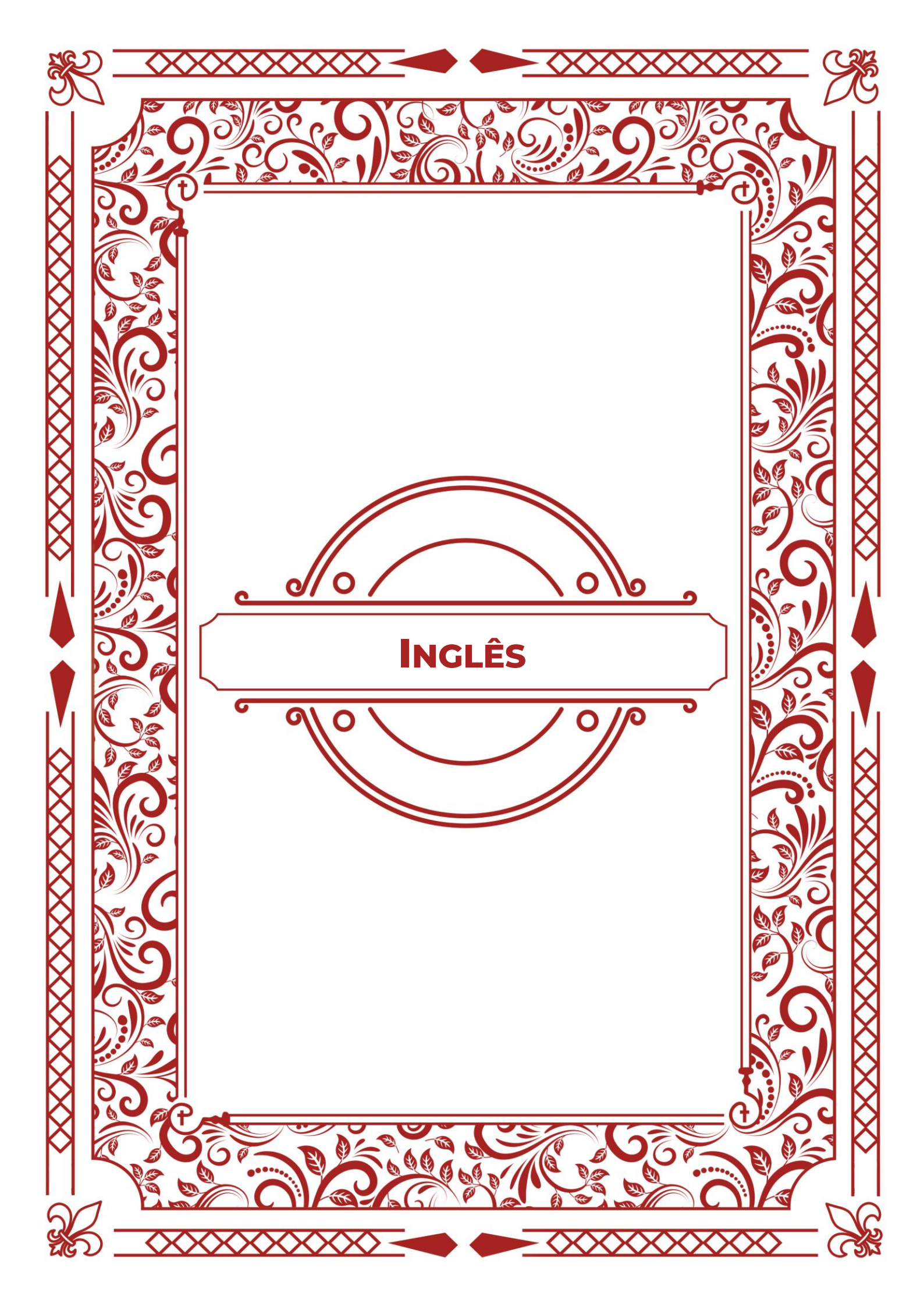

ENSINO FUNDAMENTAL – 8º ANO – INGLÊS VOLUME ÚNICO

Apostila do 8º ano do Ensino Fundamental, escrita pelo Instituto São Carlos Borromeu. O conteúdo é indicado para estudo individual domiciliar, apoio escolar ou como material didático escolar.





INGLÊS



LESSON 03

AGE OF DISTRACTION

Nesta unidade é proposto o aprofundamento sobre a era da distração.

a. Read the text below while you **listen** to the audio in the website

(www.institutosaocarlos.com.br/moodle).

THE AGE OF INFORMATION AND DISTRACTION: NAVIGATING THE DIGITAL WORLD (PART II)

(...) Distraction is all around us. Our phones beep with messages, apps send notifications, and there are endless interesting articles and videos to watch. Staying focused on one task can be tough. It's like trying to read a book with lots of people shouting different things at you.

Information and distraction can have a big impact on how we learn and our relationships with others. When we're distracted, it's hard to study effectively or pay attention in class. Plus, always being on our phones can sometimes get in the way of connecting with friends and family in real life.

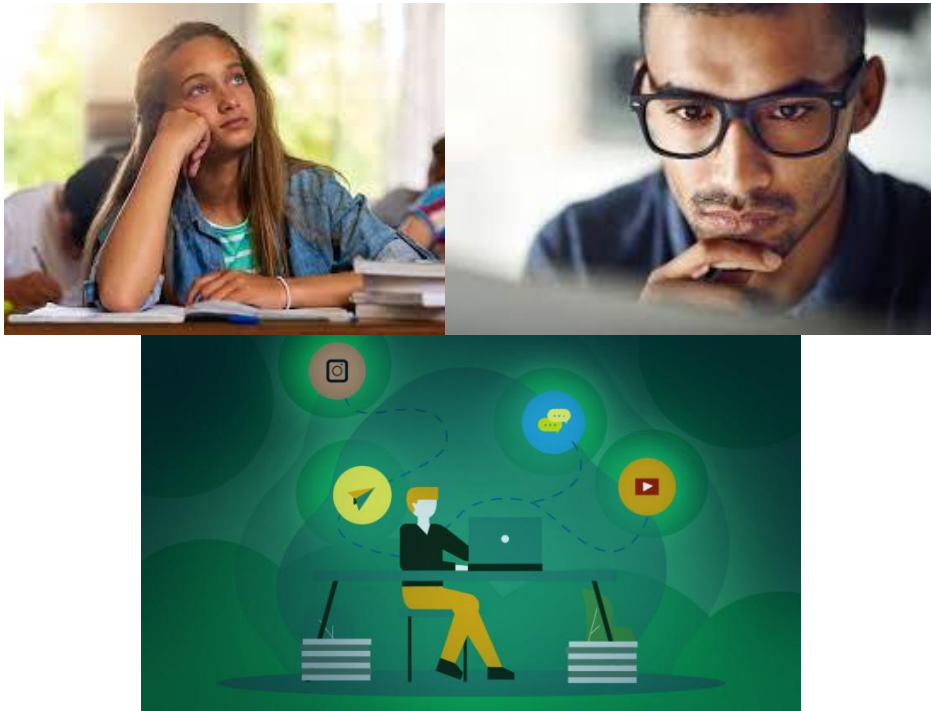
But here's the good news – we can learn to manage the Age of Information. It's all about finding balance. That means setting limits on screen time, turning off notifications when you need to concentrate, and taking breaks to go outside and play. It's also a good idea to have times when you put your phone away and have real conversations with friends and family.

Living in the Age of Information is a pretty cool thing, but it comes with its challenges, especially in staying focused and connected with those around us. By finding a balance and being mindful of our digital habits, we can make the most of this amazing time and have a lot of fun along the way!

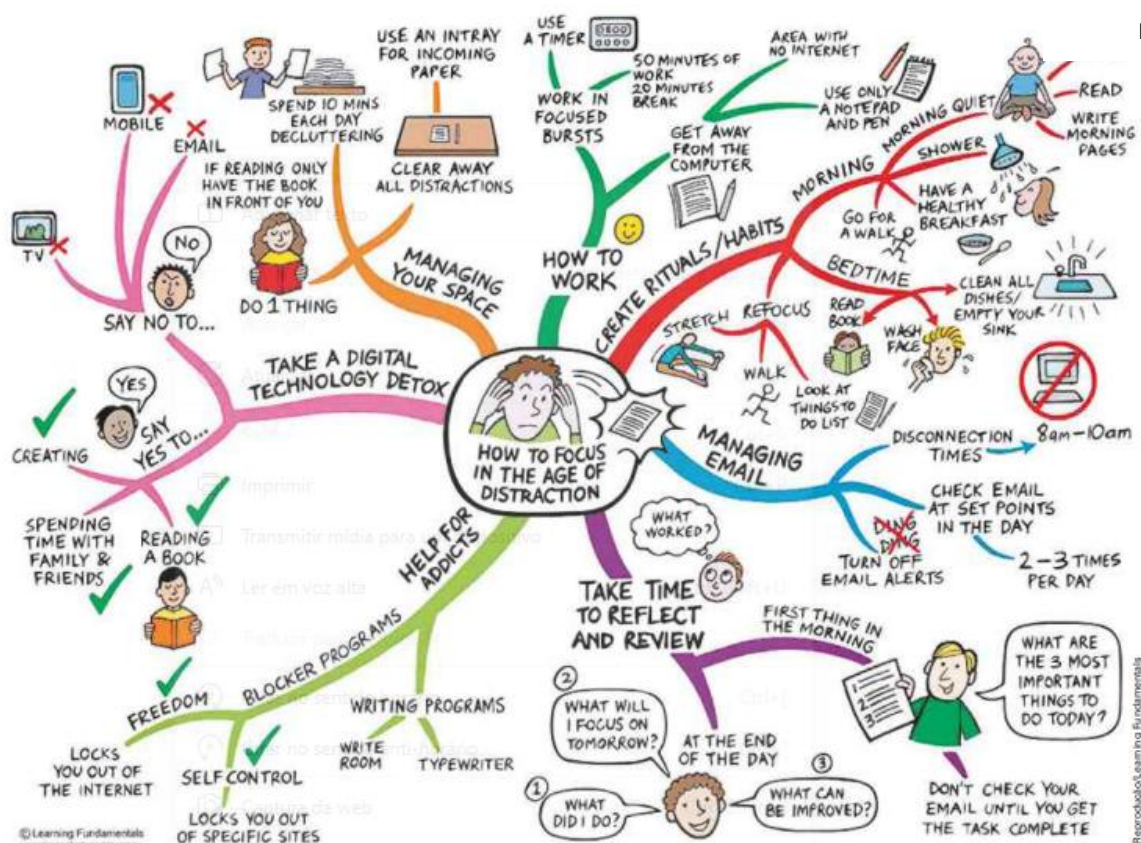
b. Listen to the audios in the website (www.institutosaocarlos.com.br/moodle) and **repeat** them.

TO UNDERSTAND THE TEXT

1. A lot of people get distracted. According to the text, how does it happens?
2. Choose one picture that best expresses the main message of the text and justify.



3. Create your own chart – similar to the charts below – with tips on how to avoid distractions at work and studying.



Adapted from: <<http://learningfundamentals.com.au/resources>>. Accessed in: January 2015.



LESSON 08

REVIEW – LESSONS 01 TO 08

PRACTICING

1. What foreign languages would you like to speak?

Read the text below while you **listen** to the audio in the website and do the exercises 2-5.

LANGUAGE-LEARNING JOURNEY

Learning a foreign language can be a rewarding experience. Here are some tips to help you on your language-learning journey:

SET REALISTIC GOALS

Define clear, achievable language learning goals. Whether it's holding a basic conversation or understanding written texts, having specific objectives will keep you motivated.

CONSISTENCY IS KEY

Regular, short study sessions are more effective than occasional, long ones. Consistency helps reinforce what you've learned.

IMMERSE YOURSELF

Surround yourself with the language as much as possible. Watch movies, listen to music, or follow social media accounts in the language you're learning.

PRACTICE SPEAKING

Don't be afraid to speak! Conversing with native speakers, language exchange partners, or even practicing in front of a mirror can greatly improve your speaking skills.

LEARN VOCABULARY IN CONTEXT

Instead of memorizing isolated words, learn them in sentences or phrases. This helps you understand how words are used in real-life situations.

MAKE FLASHCARDS

Create flashcards with words, phrases, and grammar rules. Review them regularly to reinforce your memory.

READ IN THE LANGUAGE

Start with simple texts and gradually progress to more complex material. Reading exposes you to new vocabulary and improves comprehension.

WATCH SUBTITLED CONTENT

Watch movies or TV shows with subtitles in the language you're learning. It helps with both listening comprehension and vocabulary.

BE PATIENT AND PERSISTENT

Language learning is a gradual process. Celebrate small victories, and don't get discouraged by challenges. Persistence is key.

TRAVEL TO A COUNTRY WHERE THE LANGUAGE IS SPOKEN

If possible, immerse yourself in the culture by traveling to a country where the language is spoken. This accelerates your learning and provides authentic experiences.

2. Listen to the audios in the website and **repeat** them.

3. Based on the text above, mark the correct sentences below:

- a) Some of the specific objectives when learning a foreign language may be to have small conversations or read short texts.
- b) It is advisable to study occasionally over a long period of time.
- c) Speaking without having studied for a long period is not advised.
- d) It is important to learn to use words within contexts of use.

4. According to the text, what are the possibilities for a student to practice their speaking?

5. Mark the correct item that completes each sentence below.

a) In “It helps with both listening comprehension and vocabulary.”, **It** refers to:

I. Watching Subtitled Content

II. listening comprehension

b) In “This helps you understand how words are used in real-life situations”, **This** refers to:

I. Memorizing specific words.

II. Learning Vocabulary in Context

c) In “This accelerates your learning and provides authentic experiences”, **This** refers to:

I. Accelerate the learning process.

II. Immersing in the culture.

6. The text below is about world languages. Complete it with the correct form of the verbs in parentheses. Use the Present Simple or the Present Continuous tense.

Earth’s 7.1 billion people _____ (to live) in 195 independent countries, but they _____ (to speak) more than 5,000 languages. Some countries, such as Japan, _____ (to have) one official language. Other countries _____ (have) many languages, such as India, where 23 are official.

Experts _____ (to believe) that humans may once have spoken as many as 10,000 languages, but that number has dropped by one-half and _____ (to decline). Today with the growing use of the Internet, English _____ (to become) the language of the technology age.

Adapted from: NATIONAL GEOGRAPHIC KIDS.

World Atlas. Fourth Edition. Washington, D.C.: National Geographic Society, 2013, p. 38

7. The following text is about the New Year’s resolutions. Use the verbs in the box below to complete it. Use will as in the example:

~~To shape~~ – To allow – To cultivate – To embrace – To exercise – To learn.

As we embark on a new year, many of us are contemplating resolutions that **will shape** our paths in the coming months. We strive for personal growth, setting achievable goals to positive change. We commit to healthier habits, promising that we _____ regularly and feed our bodies with good foods.

Equally important are the things we won't carry into the new year. We say that won't let fear hold us back; instead, we _____ challenges with courage. We won't live on past mistakes; instead, we _____ from them.

And to finish, we also say that _____ a strong spiritual life, persistence, and gratitude. We _____ bad influences to overshadow our aspirations. With determination and a positive mindset, we promise that will make this new year one of growth, joy, and achievement.

8. On the website you will find flashcards ideas to improve your English learning.

PRAYERS

Listen to the audio on the website and **repeat** the prayers aloud:

THE SIGN OF THE CROSS

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

THE LORD'S PRAYER

Our Father,
Who art in heaven,
hallowed be Thy name;
Thy kingdom come;
Thy will be done on earth as it is in heaven.
Give us this day our daily bread;
and forgive us our trespasses,
as we forgive those who trespass against us;
and lead us not into temptation,
but deliver us from evil.
Amen.

THE HAIL MARY

Hail Mary,
Full of grace,
The Lord is with thee,
Blessed art thou among women,
and blessed is the fruit of thy womb, Jesus.

Holy Mary, Mother of God,
pray for us sinners,
now and at the hour of our death.
Amen.

GUARDIAN ANGEL PRAYER

Angel of God, my Guardian dear, to whom God's love commits me here, ever this
day be at my side, to light and guard, to rule and guide.
Amen.

GLORY BE

Glory be to the Father,
and to the Son, and to the Holy Spirit,
as it was in the beginning,
is now, and ever shall be, world without end.
Amen.



LESSON 11

ABOUT HOBBITS

a) **Read** the quote below while you **listen** to the audio on the website.

THE FELLOWSHIP OF THE RING – PROLOGUE

Hobbits are an unobtrusive but very ancient people, more numerous formerly than they are today (...). They do not and did not understand or like machines more complicated than a forge-bellows, a watermill, or a hand-loom, though they were skilful with tools. (...)

They are quick of hearing and sharp-eyed, and though they are inclined to be fat and do not hurry unnecessarily, they are nonetheless nimble and deft in their movements. They possessed from the first the art of disappearing swiftly and silently, when large folk whom they do not wish to meet come blundering by; and this art they have developed until to Men it may seem magical. But Hobbits have never, in fact, studied magic of any kind, and their elusiveness is due solely to a professional skill that heredity and practice, and a close friendship with the earth, have rendered inimitable by bigger and clumsier races.

For they are a little people, smaller than Dwarves: less stout and stocky, that is, even when they are not actually much shorter. Their height is variable, ranging between two and four feet of our measure. They seldom now reach three feet; but they have dwindled, they say, and in ancient days they were taller. According to the Red Book, Bandobras Took (Bullroarer), son of Isumbras the Third, was four foot five and able to ride a horse. He was surpassed in all Hobbitrecords only by two famous characters of old; but that curious matter is dealt with in this book.

As for the Hobbits of the Shire, with whom these tales are concerned, in the days of their peace and prosperity they were a merry folk. They dressed in bright colours, being notably fond of yellow and green; but they seldom wore shoes, since their feet had tough leathery soles and were clad in a thick curling hair, much like the hair of their heads, which was commonly brown.

Note: Do not worry about understanding all the words and all information in the audio.

b) Listen to the audios on the website and **repeat** them.

TO UNDERSTAND THE TEXT

1. Which book is the recording about?
2. What is being described?
3. What kind of clothing do they wear?
4. What do they call people?
5. What do the creatures being described look like?
6. Find comparative forms in the text and copy them.
6. Do you like fantasy books? Why (not)?
7. What is your favorite story?
8. What do you like about it?
9. Who is the author?
10. Is this book more interesting than the others by the same author?



LESSON 14

ABOUT BEHAVIOR

VOCABULARY

Listen to the audios in the website and repeat them.

a) Behavior: a particular way of acting.

I. Her behavior is often polite.

II. He admitted his behavior was inappropriate.

III. They have some funny behaviors.

b) Polite: socially correct.

I. I'm afraid I wasn't very polite to her.

II. She sent me a polite letter thanking me for my invitation.

III. In France isn't polite keep the hands under the table when using utensils.

c) Rude: not polite; offensive or embarrassing.

I. He's a very rude man.

II. It's rude not to say "Thank you" when you are receive a present.

III. He's got no manners, he's rude to everyone.

d) Quiet: who/ what does not talk much.

I. Please, be quiet.

II. She was quiet when she was a kid.

III. He is quiet, he doesn't talk too much.

e) Talkative: talking a lot.

I. She's a talkative person, she loves to talk.

f) Shy; timid: nervous and uncomfortable with other people.

I. He was too shy to ask for a favor.

II. She gave a shy smile.

III. Children are often timid with people they don't know.

g) Lazy: not willing to work or use any effort.

I. Get out of bed, don't be lazy!

II. He's too lazy to walk to work.

h) Hard-working: always doing a lot of work.

I. She was always very hard-working at work.

i) Mean: unkind or unpleasant.

I. Stop being so mean to me!

II. She just said it to be mean.

j) Generous: willing to give money, help, kindness, especially more than is usual or expected.

I. He is a very generous man.

II. It was generous of you to give money to her.

PRACTICING

1. The adjectives "polite" and "rude" are:

a) Opposites.

b) Synonyms.

2. Polite and rude are used to:

a) express an action.

b) describe or give information about things.

3. With adjective is the opposite of:

a) quiet.

- b) lazy.
- c) mean.

4. Complete the sentences:

- a) I'm a _____ person because I like to get to know a person.
- b) I'm a very _____ person. I'm one of those people who are always smiling.
- c) I'm actually a very _____ person. Most of the time I'm happy to sit and observe.
- d) Love is the most _____ of the feelings.

5. What are you like? What about your friend?

6. Do you have friends who are the opposite of you?



LESSON 19

(STRUCTURE)

UNDERSTANDING ENGLISH STRUCTURE, GRAMMAR, AND COMPOSITION

Começamos com a seguinte pergunta:

O que é *Sentença*?

Conforme J. C. Nesfield, “Manual of English Grammar and Composition”, a sentença, seja falada, seja escrita, é uma combinação de palavras.

Com base nessa definição, podemos formular algumas questões para *homework*.

Pesquise se:

1. Existem princípios que regem a combinação das palavras?
2. Existe uma ciência, ou mais, que explica esses princípios?

Voltando ao senhor Nesfield, vejamos o seguinte exemplo:

“Fire burns.”

O que é “fire” nesta sentença? Vejamos a explicação de Nesfield, “Here ‘fire’ is the thing talked about. The word ‘fire,’ though it names the thing, does not make a sentence. It is a *name*, and nothing more. It is only by adding such a word as ‘burns’ to the word ‘fire,’ that is, by saying what the thing (fire) does, that we can make a sentence.”

O que isso quer dizer?

Precisamos levar em consideração alguns elementos necessários, imprescindíveis, para a composição de sentenças.

Vimos acima que foi necessário transformar aquelas duas palavras em sujeito e predicado. Ou seja, “A sentence is a combination of words, in which something is *said* about something else.”

Nota. Entretanto, imaginemos uma situação em que alguém quer anunciar um incêndio de forma que comunique a ideia de emergência, de cuidado, de necessidade de evacuar a área, a pessoa ao gritar: “Fogo!”, estará cumprindo uma função comunicativa com uma sentença de uma palavra apenas.

Voltemos,

Aquilo que é dito, sobre alguma outra coisa, pode ser:

1. An Assertion;
2. A Command;
3. A Question;
4. A Wish;
5. An Exclamation.

Assim, nós temos cinco tipos diferentes de sentenças, cada uma com suas funções específicas de propósito de comunicação e forma e natureza própria de se estruturar.

GLOSSARY

Assertive, is a sentence that states a fact. Simple statements. They state, assert, or declare something and they are called declarative .

Chiefly, principalmente.

Rely on, depender.

Efforts, esforços.

Task, tarefa.

Thy, é o mesmo que **your**. Este termo caiu em desuso na fala e é usado raramente na escrita.

Foolish, tolo, estúpido.

Exemplos:

Segundo Nesfield, “(a) **Assertive**, affirming or denying. (*Indicative Mood*.)

‘A man’s success *depends* chiefly on himself.’ (*Affirmative*.)

‘He *did* not *get* much help from others.’ (*Negative*.)”

O que é Modo Indicativo? É um modo verbal que expressa a ideia de certeza, de verdade, de algo certo que acontecerá porque sempre acontece (a não ser que ocorra alguma mudança), ou seja, expressa fatos verossímeis.

“(b) **Imperative**, commanding or prohibiting. (*Imperative Mood*.) ‘*Rely* chiefly on your on efforts.’ (*Command, Advice*.) ‘*Do not rely* much on the help of others.’ (*Prohibition*.)

O que é Modo Imperativo?

É um modo verbal que expressa a ideia de comando, sugestão, conselho, proibição, desejo, ordem, pedido. Ou seja, apesar do conceito ser nomeado “Imperativo”, que vem de “império”, e império expressa a ideia de “dominação”, “controle”, “poder” etc., o

modo imperativo não representa um ideal de autoritarismo, despotismo, controle psicológico através da linguagem.

“(c) **Interrogative**, asking a question. (*Indicative Mood*.)

‘Have you *finished* that task?’

“(d) **Optative**, expressing a wish. (*Subjunctive Mood*.)

‘Thy kingdom *come*, thy will *be done*.’

O que é Modo Subjuntivo?

É um modo verbal que expressa a ideia de incerteza, de desejo, de imprecisão, de expectativa, de hipótese, de suposição, de fatos inverossímeis, de objetos da imaginação.

“(e) **Exclamatory**, expressing some emotion. (*Subjunctive Mood*.)

‘What a foolish fellow you have been!’

Lembra dos dois elementos fundamentais da sentença? Sujeito e Predicado. E, em que eles consistem? Eles são a expressão daquilo que é dito sobre algo mais.

SUJEITO E PREDICADO

Voltemos nossa atenção para o senhor Nesfield, “Every sentence, when it is expressed in full, consists of two parts, a Subject and a Predicate.

“In a very short sentence like ‘fire burns’, the word ‘fire’ (which is called a Noun) expresses the whole of the Subject, and the word ‘burns’ (which is called a Finite Verb) expresses the whole of the Predicate.

“However long a sentence may be, it can always be divided into the same two parts as the shortest sentence.”

Exemplos:

1. “Fire burns”

Fire, é o sujeito; burns, é o predicado.

2. “A fierce fire burnt down my house.”

A fierce fire, é o sujeito; burnt down my house, é o predicado.

3. “A fierce fire, breaking out yesterday, completely burnt down my house.”

A fierce fire, breaking out yesterday, é o sujeito; completely burnt down my house, é o predicado.

4. “A fierce fire, suddenly breaking out yesterday afternoon, completely burnt down my house and many others in the same street.”

A fierce fire, suddenly breaking out yesterday afternoon, é o sujeito; completely burnt down my house and many others in the same street, é o predicado.

5. “A fierce fire, suddenly breaking out yesterday afternoon at four o’clock, completely burnt down my house and all the other houses in the same street except five.”

A fierce fire, suddenly breaking out yesterday afternoon at four o’clock, é o sujeito; completely burnt down my house and all the other houses in the same street except five, é o predicado.

Assim sendo, o Sujeito de uma sentença, como explica J. C. Nesfield, é uma ou mais palavras que denotam sobre o que estamos a expressar.

E o Predicado, é uma ou mais palavras pelas quais expressamos alguma coisa sobre a coisa denotada pelo Sujeito.

Note. “In grammar the Subject is not ‘what we speak about,’ but ‘the word or words denoting what we speak about.’ Grammar deals exclusively with words, and this fact has to be recognised in all the definitions”, says Nesfield.

EXERCISES

Análise as sentenças abaixo separando o sujeito do predicado reescrevendo-os como nos cinco exemplos anteriores:

1) Small things become strong by being united among themselves.

2) The king directed them to a certain place.

3) A chariot will not go on a single wheel.

4) Why are rice-grains lying here in this lonely place?

5) We must be cautious in our movements.

6) Flying along as fast as they could, the pigeons passed out of sight with the net about them.

7) Even mad elephants can be held fast by a rope made of thin blades of grass.

CONCLUSÃO

Subject: the word or words denoting what we speak about.

Predicate: the word or words by which we say something about the thing denoted by the subject.

Clause: a sentence that is part of a larger sentence.

Finite Verb: any part of a verb that is limited to number and person.

Non-finite parts of a verb: those parts of a verb that are not limited to number or person, viz. The Infinitive, the Participle, and the Gerund.

Extension of Finite Verb: an adverb or adverb-equivalent that extends the meaning of a Finite verb.



LESSON 22

ASKING QUESTIONS



Wh - Questions – English Grammar Lessons

https://youtu.be/x_4AjSwTXdc?si=LNtqiVcxkRZuUz-g

There are two common patterns for asking questions with WH-question words.

1. WH- word + do + subject + verb?
2. WH- word + be + subject + verb?

Listen to the video (from 1:30 to 3:00) and write two examples for each pattern.

1. _____
2. _____
3. _____
4. _____

Watch the video from 3:41 and try to match the words that complete the sentences.

Now, let's see how these question words work in a conversation:

Person A: Hey!

Person B: Hi!

Person A: Are you listening to music? Who's this?

Person B: Yes, this is Vivaldi. He was an Italian composer.

Person A: Who are your favorite musicians?

Person B: I really like Beethoven and Johann Bach.

Person A: What kind of musical instrument do you like?

Person B: I like the piano. I can play a little.

Person A: Where do you usually listen to music?

Person B: I listen to music in the living room with the whole family.

Person A: When do you listen to music the most?

Person B: I listen to music the most in the afternoon and weekends.

Person A: Why do you like Beethoven?

Person B: I like him because of his talent.

Person A: How do you feel when you listen to his music?

Person B: I feel amazed.

- Circle the WH- question words and complete the table:

WH- QUESTION WORD	MEANING
	It's used to ask about time.
	It's used to ask about people.
	It's used to ask about the way of something, manners.
	It's used to ask about reason.
	It's used to ask about places.
	It's used to ask about type.

EXERCISES

1. Story Completion: Below is the beginning of a short story. Read the story carefully.

Story Beginning:

"Jamie was walking home from school when he noticed something unusual. There was a small, mysterious box lying on the sidewalk. Curious, Jamie picked up the box and decided to take it home."

Before writing, think about these questions:

Who was the box to?

Where did he take the box?

What did he find inside it?

How did he feel when he opened it?

Why was he surprised?

2. Incomplete Sentences: there are several incomplete sentences. Complete each sentence using an appropriate WH-question word (Who, What, Where, When, Why, or How).

1. Jamie wondered ____ had left the box on the sidewalk.
2. He carefully opened the box to see ____ was inside.
3. Inside the box, he found a note that said, "Meet me at the old oak tree at 4 PM."
Jamie wondered ____ he needed to meet there.
4. Jamie thought about ____ he should go to the old oak tree.
5. When Jamie arrived at the old oak tree, he was surprised to see ____ was waiting for him.
6. They told Jamie the reason ____ they had left the box.



LESSON 28

MAKE X DO



s verbos "make" e "do" são confusos para os alunos de inglês porque ambos traduzimos como "fazer". Mas o uso de cada um deles vai depender do contexto da frase, de modo geral usamos "do" para fazer tarefas, atividades e trabalhos, enquanto "make" para algo que produzimos, criamos ou construímos.

USOS COMUNS DE “MAKE”

1. Comida ou bebida:

- “She made a cake.” (Ela fez um bolo.)
- “Can you make a cup of coffee?” (Pode fazer uma xícara de café?)



2. Produção ou construção:

- “He made a model airplane.” (Ele fez um modelo de avião.)
- “They made a movie.” (Eles fizeram um filme.)



3. Decisões ou planos:

- “We need to make a decision.” (Precisamos tomar uma decisão.)
- “She made plans for the weekend.” (Ela fez planos para o fim de semana.)



4. Causar uma reação:

- “That joke made me laugh.” (Aquela piada me fez rir.)
- “The news made him angry.” (A notícia o deixou bravo.)



5. Compor ou formar:

- “He made a list of things to do.” (Ele fez uma lista de coisas a fazer.)
- “The team made an excellent effort.” (O time fez um esforço excelente.)

6. Fazer dinheiro:

- “She makes a good salary.” (Ela ganha um bom salário.)



Mais exemplos:

- “Can you make a reservation for dinner?” (Pode fazer uma reserva para o jantar?)

- “He made a new friend at the party.” (Ele fez um novo amigo na festa.)

USOS COMUNS DE “DO”

1. Trabalho e tarefas:

- “I need to do my homework.” (Preciso fazer minha tarefa de casa.)
- “She did the laundry.” (Ela lavou a roupa.)

2. Atividades gerais:

- “What are you doing this weekend?” (O que você vai fazer neste fim de semana?)
- “She does yoga every morning.” (Ela faz yoga toda manhã.)

3. Ações não específicas:

- “I don’t know what to do.” (Não sei o que fazer.)
- “She can do everything.” (Ela pode fazer tudo.)

4. Ações repetitivas:

- “He does the same thing every day.” (Ele faz a mesma coisa todos os dias.)
- “They did their exercises.” (Eles fizeram os exercícios deles.)

Mais exemplos:

- “I need to do the dishes.” (Preciso lavar a louça.)
- “Can you do me a favor?” (Pode me fazer um favor?)

EXPRESSÕES COM “MAKE”

- | | |
|-----------------------|-------------------------|
| • Make a mess | • Fazer bagunça |
| • Make a mistake | • Cometer um erro |
| • Make an effort | • Fazer um esforço |
| • Make an appointment | • Marcar um compromisso |
| • Make a difference | • Fazer a diferença |
| • Make noise | • Fazer barulho |
| • Make a phone call | • Fazer uma ligação |
| • Make money | • Fazer dinheiro |

EXPRESSÕES COM “DO”

- | | |
|------------------|----------------------|
| • Do the dishes | • Lavar a louça |
| • Do homework | • Fazer tarefa |
| • Do a favor | • Fazer um favor |
| • Do business | • Fazer negócios |
| • Do your best | • Fazer o seu melhor |
| • Do the laundry | • Lavar a roupa |
| • Do research | • Fazer pesquisa |
| • Do exercise | • Fazer exercício |

PRACTICE EXAMPLES

1. “She _____ (make/do) delicious cakes for birthday parties.”
2. “He needs to _____ (make/do) his homework before going out.”
3. “Can you _____ (make/do) me a favor?”
4. “They _____ (make/do) a lot of noise last night.”

PRACTICE

1. Match the sentences on the left with the appropriate response on the right.

- | | |
|--|----------------------------|
| 1. She wants to _____ a suggestion. | a. the dishes. |
| 2. They always _____ their best. | b. breakfast for everyone. |
| 3. He forgot to _____ his homework. | c. a lot of mistakes. |
| 4. Can you _____ the laundry today? | d. a suggestion. |
| 5. I usually _____ my bed after waking up. | e. their best. |
| 6. We need to _____ a decision soon. | f. the laundry. |
| 7. She often _____ a cake on Sundays. | g. his homework. |
| 8. He tends to _____ a lot of mistakes. | h. the bed. |

2. Complete the dialogues using “make” or “do.”

Dialogue 1: Weekend Plans

A: What are you planning to _____ this weekend?

B: I need to _____ some house chores, but I also want to _____ a trip to the beach.

A: That sounds fun! I need to _____ a grocery run and _____ dinner for my family.

Dialogue 2: School Work

A: Have you _____ your science project yet?

B: No, I still need to _____ some research. Have you _____ your part?

A: Yes, I just need to _____ a few adjustments.

Dialogue 3: Daily Routine

A: What do you usually _____ in the morning?

B: I usually _____ breakfast, then I _____ a quick workout.

A: Sounds productive! I usually _____ my bed and then _____ some reading before starting my day.



LESSON 29

FUTURE PROGRESSIVE TENSE

O tempo verbal *Future Progressive* muitas vezes não é tido como um tempo importante em inglês, porém ele é muito usado e pode nos ajudar a soar mais natural. Veremos agora exemplos de como usá-lo em frases afirmativas, negativas e interrogativas.

AFFIRMATIVE FORM

Subject + will + be + verb-ing

Para exemplificar, vamos usar uma mesma frase inicial e mudar somente a ação, descrevendo o que cada pessoa estará fazendo amanhã às 10 da manhã.

At 10am tomorrow,

- I will be sleeping
- you will be cooking
- it will be raining
- she will be studying
- he will be working
- we will be traveling
- they will be eating breakfast

Podemos usar a contração, principalmente na fala:

- I'll be sleeping
- you'll be cooking
- it'll be raining
- she'll be studying
- he'll be working
- we'll be traveling
- they'll be eating breakfast

Em português frases assim podem causar estranhamento mas são completamente comuns e corretas em inglês.

NEGATIVE FORM

Subject + will + not(won't) + be + verb-ing

Vejamos agora alguns exemplos de frases negativas, lembrando que a forma contraída de **will not** é **won't**.

When John gets home,

- I won't be sleeping
- you won't be cooking
- it won't be raining
- she won't be studying
- he won't be working
- we won't be traveling
- they won't be eating breakfast

Next, the **question**:

Vamos pensar em um mesmo começo de frase, como fizemos anteriormente:

When she arrives at the party,

- will I be cooking?
- will you be dancing?
- will she be singing?
- will he be eating?
- will we be drinking?
- will it be snowing?
- will they be talking?

EXERCISES

1. Make future continuous 'yes / no' questions.

When the boss comes,

- A. _____ (I / sit) here?
- B. _____ (John / us) the computer?
- C. _____ (Jane and Luke / discuss) the new project?
- D. _____ (we / work) late?
- E. _____ (you / talk) on the phone?

- F. _____ (she / send) an email?
G. _____ (they / have) a meeting?
H. _____ (he / eat) lunch?
I. _____ (you / type)?
J. _____ (he / make) coffee?

2. Write sentences in the future progressive tense using the words given below:

- A. (I / study / for the exam / tomorrow evening)
B. (John and Sarah / cook / dinner / when you arrive)
C. (You / drive / to the airport / at this time tomorrow)
D. (The boys / play / football / on Saturday afternoon)
E. (She / wait / for the bus / when you come)



LESSON 36

LET'S REVIEW

1. Write questions in the future using the prompts given.

- a) When the teacher arrives, _____ (we / study)?
- b) By this time tomorrow, _____ (you / travel) to London?
- c) When she gets home, _____ (he / cook) dinner?
- d) At 5 PM next Friday, _____ (they / play) football?
- e) When the boss comes, _____ (I / sit) here?

2. Decide if the following nouns are countable (C) or uncountable (U).

- _____ Water
- _____ Apple
- _____ Sugar
- _____ Music
- _____ Books

3. Fill in the blanks with “a,” “an,” “some,” or the plural form of the noun.

- A. I would like _____ (apple).
- B. Can I have _____ (water), please?
- C. She has _____ (book) in her bag.
- D. We need _____ (milk) for the recipe.
- E. There is _____ (sugar) in the bowl.

4. Replace the noun in parentheses with the correct object pronoun.

- a) The teacher gave _____ (Maria) some homework.
- b) They found _____ (the book) very interesting.
- c) Tom and I are discussing _____ (the project).
- d) Can you tell _____ (Mary and me) about your day?

5. Choose the correct word to complete each sentence (as or like).

- a) She sings _____ an angel.
- b) He works _____ a teacher at the school.
- c) It tastes _____ chocolate, but it isn't.
- d) _____ you know, the exam is next week.
- e) He's tall _____ his brother.

6. Fill in the blanks with the correct preposition.

- a) England is famous _____ its rainy weather.
- b) I'm very bad _____ music.
- c) My niece is afraid _____ dogs.
- d) He's proud _____ his new project.

7. Complete the sentences using the simple past tense.

- A. She (watch) _____ a movie last night.
- B. They (play) _____ soccer on Saturday.
- C. The cat (sleep) _____ on the couch all day.
- D. I (read) _____ a great book last week.

8. Choose the correct form (present simple or present continuous).

- a) She _____ (see) the doctor now.
- b) This coffee _____ (not / taste) right.
- c) What _____ (you / think) about this?
- d) She _____ (have) a headache.
- e) I _____ (not / see) anything; I can't work the telescope.

9. Complete the sentences using "make" or "do."

- a) She needs to _____ her homework before going out.
- b) Can you _____ me a favor?
- c) The kids _____ a lot of noise during class.
- d) We need to _____ a decision soon.
- e) I always _____ my bed after waking up.

10. Fill in the blanks with the correct reflexive pronoun.

- a) She looked at _____ in the mirror before the interview.
- b) I learned by _____ how to play the guitar.
- c) They cleaned the house _____ before the guests arrived.
- d) You all should help _____ to the food at the buffet.

e) He found _____ thinking about the problem for hours.

11. Complete each sentence with the correct form (gerund or infinitive) of the verb in parentheses.

A. She enjoys _____ (read) books in her free time.

B. He avoided _____ (talk) about his problems.

C. I hope _____ (see) you at the party next week.

D. I need _____ (call) my friend later today.

E. She promised _____ (help) me with the homework.

F. They considered _____ (move) to another city.



Nossa Senhora Auxiliadora, rogai por nós!

Santíssima Virgem Maria a quem Deus constituiu
Auxiliadora dos Cristãos,
nós vos escolhemos como Senhora e
Protetora desta casa.

Dignai-vos mostrar aqui Vosso auxílio poderoso.
Preservai esta casa de todo perigo: do incêndio, da
inundação, do raio, das tempestades,
dos ladrões, dos malfeitores, da guerra e de todas as
outras calamidades que conheceis.

Abençoi, protegei, defendei, guardai como coisa vossa
as pessoas que vivem nesta casa.

Sobretudo concedei-lhes a graça mais importante,
a de viverem sempre na amizade de Deus,
evitando o pecado.

Dai-lhes a fé que tivestes na Palavra de Deus,
e o amor que nutristes para com Vosso Filho Jesus e
para com todos aqueles pelos quais
Ele morreu na Cruz.

Maria, Auxílio dos Cristãos, rogai por todos que
moram nesta casa que Vos foi consagrada.

Amém.