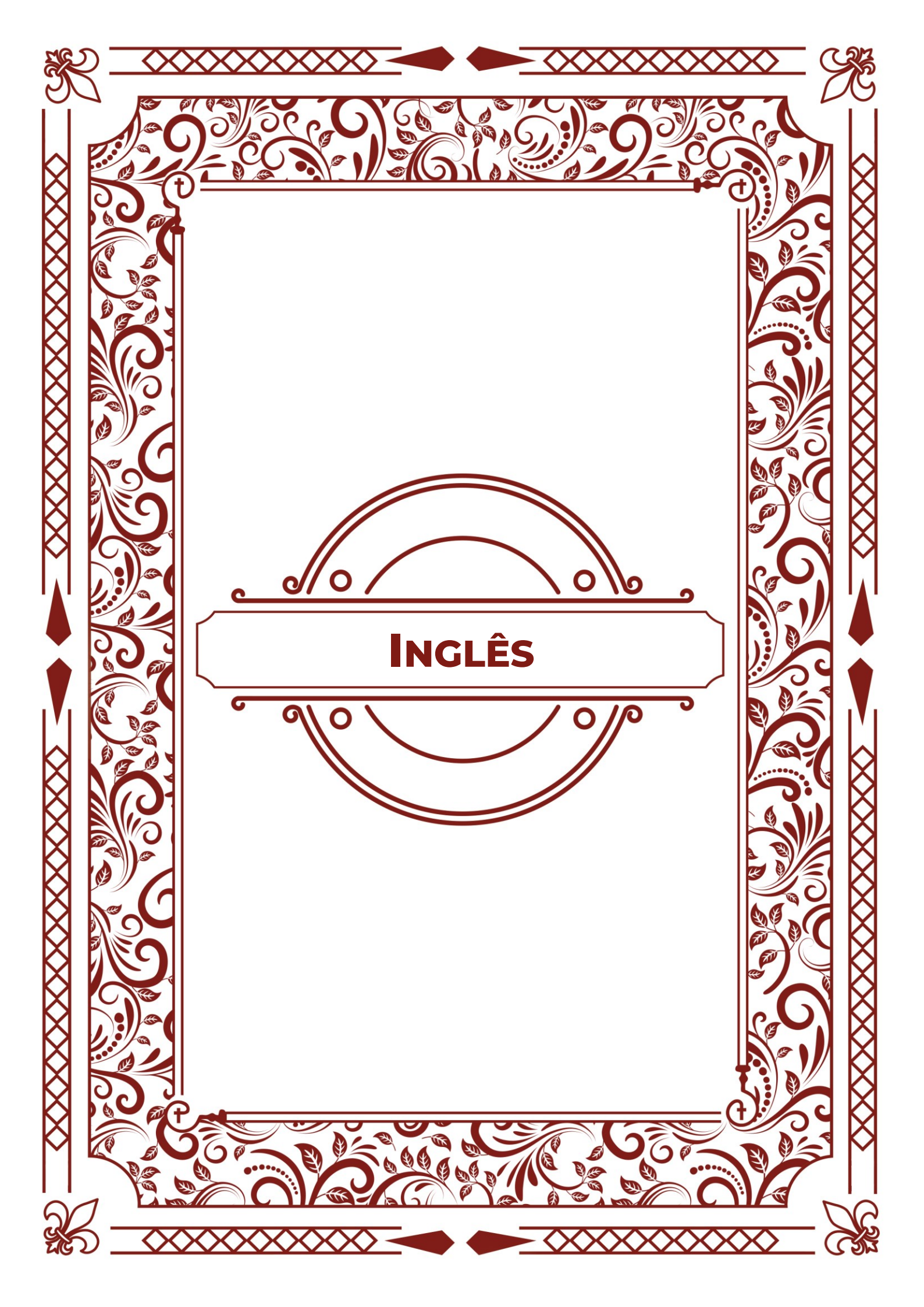

ENSINO FUNDAMENTAL – 9º ANO – INGLÊS VOLUME ÚNICO

Apostila do 9º 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 02

SIMPLE PAST – REVIEW

Nesta unidade é proposto o estudo de alguns verbos.

STRUCTURE

Neste bloco de atividades é proposta a compreensão das estruturas da língua inglesa por meio de explicações e exemplos.

Simple past

The **Simple Past** is used to indicate past actions that have already been **completed**, that is, to talk about facts that have already **happened**; that began and ended in the **past**.

Observe the sentences below:

- I. In the past, accents **were** mostly isolated within their regions
- II. This **created** a colorful tapestry of accents across the English-speaking world
- III. People **spoke** as they were taught by their families and communities

Affirmative form

I/ She/ He/ it You/ We/ You/

They

To be	Was	Were
To study	Studied	Studied
To work	Worked	Worked
To walk	Walked	Walked
To see	Saw	Saw

Negative form

I/ She/ He/ it You/ We/ You/

They

To be	Wasn't	Weren't
To study	Didn't study	Didn't study
To work	Didn't work	Didn't work
To walk	Didn't walk	Didn't walk
To see	Didn't see	Didn't see

	<i>Negative form</i>	
	I/ She/ He/ it	You/ We/ You/ They
To be	Was I/ she/ he/ it?	Were you/ we/ they?
To study	Did I/ she/ he/ it study?	Did you/ we/ they study?
To work	Did I/ she/ he/ it work?	Did you/ we/ they work?
To walk	Did I/ she/ he/ it walk?	Did you/ we/ they walk?
To see	Did I/ she/ he/ it see?	Did you/ we/ they see?

PRACTICING

1. Complete the sentences below with the correct Simple Past inflection of the verb in parentheses. Pay attention to the form indicated (affirmative, negative or interrogative).

- I _____ the house three times yesterday. (to clean - affirmative form)
- She _____ the windows because it was too hot in here. (to open - affirmative form)
- The class _____ at 8 a.m. (to begin – negative form)
- He _____ to be a doctor when he was a kid. (to want - affirmative form)
- _____ the accident _____ last night? (to happen – interrogative form)
- We _____ at a nice place in LA. (to stay – affirmative form)
- They _____ the party. (to enjoy - negative form)
- My grandmother _____ when I was eight. (to die - affirmative form)
- He _____ to work by bus. (to come – negative form)
- Why _____ you _____ a cab to the airport? (to take – interrogative form)

3. (Marinha/2017) - Which option correctly completes the text below? **Listen** to the audio in the website to identify the correct option.

The Rosetta Stone

"Egyptian hieroglyphic _____ undeciphered until the 19th century. Members of Napoleon's Egyptian expedition of 1799 _____ a black basalt stone, _____ 114 x 72 cm, at Rashid (Rosetta). The stone _____ with three different scripts: hieroglyphic, the derived demotic script, _____ everyday purposes, and Greek. (...)”

(CRYSTAL, David. The Cambridge Encyclopedia of Language, 3rd edition, Cambridge University Press, 2010.)

- a. remained - discovered - measuring - was carved - used for
- b. remained - had discovered - measuring - carved - used to
- c. had remained - had discovered - measured - is carved - using to
- d. had remained - discovered - measured - was carved - uses for
- e. could remain - discovered - measuring - would carve - uses for

4. (UFRR) Complete the dialogue by choosing the right option. After, **listen** to the audio in the website and **repeat** the dialogue.

A: Where did you _____ yesterday?

B: Well, I _____ downtown.

A: What did you _____ there?

B: I _____ shopping. Actually, I _____ some food in the supermarket and I _____ to take my husband's shoes to the shoemaker.

A: Oh, Did you _____ Fred there?

B: Yes, I _____ him. He _____ about you.

A: So, what did you _____?

B: I _____ you _____ fine.

A: Thanks.

- a. go - went - do - went - buy - had - see - saw - asked - say - said – were
- b. go - went - do - went - bought - had - see - saw - asked - say - said – were
- c. go - went - did - went - buy - had - see - saw - asked - say - said – were
- d. went - go - did - go - buy - have - saw - saw - ask - say - said – were
- e. went - went - do - go - buy - had - saw - see - asked - said - say – was

5. (IESES/2017) Which alternative is incorrect?

- a. You didn't walk yesterday.
- b. Did you walk yesterday?
- c. You walked yesterday.
- d. Did you walked yesterday?vel

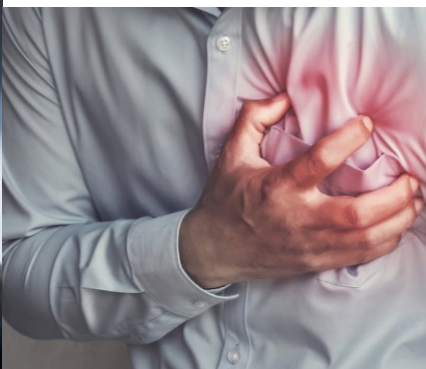


LESSON 05

HELP ME!

WARM-UP!

1. Observe the pictures below:



- a) What do the pictures show?
- b) Do you know the name of these health problems?
- c) Do you suffer ou suffered fom any of these problems? If so, which ones (s)?

LISTENING AND READING

1. **Read** the text below while you **listen** to the audio on the website.

HOW TOO MUCH SCREEN TIME CAN AFFECT YOUR HEALTH

In the contemporary era, we spend a lot of time on electronic devices like phones and computers. While these gadgets* make life easier, scientists are looking into how spending too much time on screens can affect our health.

Using screens for a long time can make your eyes feel tired and strained*. You can get headaches, or your vision could get blurry*. The light from screens, especially the blue light, can also mess with your body's natural sleep rhythm.

Staring at screens before bedtime can make it hard to fall asleep. The light from screens can trick your body into thinking it's daytime, making it tough for you to get a good night's sleep. Not getting enough sleep can cause problems like feeling grumpy* or having trouble thinking clearly.

Using phones and computers for a long time can also give your body aches*. Sitting in one position for too long, especially if you're hunched* over a screen, can lead to neck and back pain. This is sometimes called “tech neck” or “text neck.”

Spending too much time on social media or other online activities cannot be good for your mood. Some studies say that people who use screens a lot can feel more stressed, anxious, or sad. It's important to find a balance between online and offline activities.

For kids, using screens too much can be a concern. It can affect how they learn to talk and play with others. Some studies suggest that too much screen time for young kids could be linked to having trouble paying attention or making friends.

While the scientific community continues to explore the long-term consequences of screen time, it is crucial for individuals to be mindful of their digital habits and incorporate measures to mitigate potential health risks. Adhering to the 20-20-20 rule (taking a 20-second break every 20 minutes, looking at something 20 feet away) and limiting screen time, especially before bedtime, are recommended strategies to promote ocular and overall health.

In short, while screens are a big part of our lives, it's important to be mindful of how much time we spend on them. Taking breaks, especially looking away from the screen every now and then, and not using screens too close to bedtime can help keep your eyes,

body, and mind in good shape. Scientists are still learning more about this, so it's good to stay updated on how screens can affect our health.

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

Gadget: a small device or machine with a particular purpose.

Strained: injured by too much use or effort.

Blurry: difficult to see clearly.

Grumpy: easily annoyed and complaining.

Aches: a continuous pain that is unpleasant but not very strong.

Hunched: bending your back and shoulders into a rounded shape.

TO UNDERSTAND THE TEXT

1. Based on the text, mark the correct statement about screens on bedtime:

- a) Using screens before bed does not affect sleep, the problem is just going to bed late.
- b) Using screens before bed can make it difficult to sleep well.
- c) Using screens before bed causes bad mood.

2. What is the central concern of scientists mentioned in the text?

3. What are the effects of blue light on sleep?

4. What body aches can be caused after a long time in front of screens?

5. What is the relationship between learning and the use of screens discussed in the text?

6. What is the function of the quotation marks (“ ”) in the text?

7. In your opinion, is the text recommendation provided clear and easy to understand?

8. What about you, do you follow any recommendation about screen usage?



LESSON 10

WEATHER AND NATURAL DISASTERS

VOCABULARY

WEATHER: SPECIFIC EVENT OR CONDITION THAT
HAPPENS OVER A PERIOD OF HOURS OR DAYS

Read the words in the illustration below while you **listen** to the audio on the website and **repeat** them.



NATURAL DISASTERS

NATURAL DISASTERS



tornado



volcano



earthquake



tsunami



drought



avalanche



dust storm



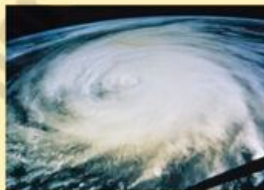
forest fire



thunderstorm



snowstorm



hurricane



windstorm



hailstorm



flood



sandstorm



sinkhole

PRACTICING

1. Match each disaster below with its corresponding definition:

- a) A violent storm with very strong winds.
- b) A long period during which there is little or no rain.
- c) A large amount of water covering an area that is usually dry.
- d) An extremely large wave caused by the movement of the Earth under the sea.
- e) A sudden violent movement of the Earth's surface, often causing great damage.

f) A fire in a large area, especially one that spreads quickly.

2. What are the most frequent natural disasters in our country?

3. What's the weather like in each picture below?

Illustrações: cTernit/Shutterstock/Glow Images

		
It's <u>freezing</u> and snowy.	It's hot and _____.	It's _____.
		
It's _____.	It's cold and _____.	It's _____.

4. What kind of weather do you prefer? What's the weather like today?

5. What is your favorite season (summer, winter, spring, fall)? Why?

6. Read the **weather forecast** below and do the exercises.

Available at: São Paulo, Brazil 7 Day Weather Forecast - The Weather Network

São Paulo, Brazil Weather

Updated on Mon, Feb 26, 11:15 a.m.

24°C



FEELS LIKE 25

Light rain currently tapering to showers this afternoon.

Wind 16 SE km/h	Humidity 80 %	Visibility 9 km	Sunrise 6:00 AM	UV -
Wind gust 23 km/h	Pressure 101.9 kPa	Ceiling 400 m	Sunset 6:39 PM	

SHORT TERM FORECAST

This Afternoon 12pm – 6pm **27°C**

 Partly cloudy with a few showers in the afternoon. POP 80%. Rain: 1-3 mm.

Tonight 6pm – 6am **21°C**

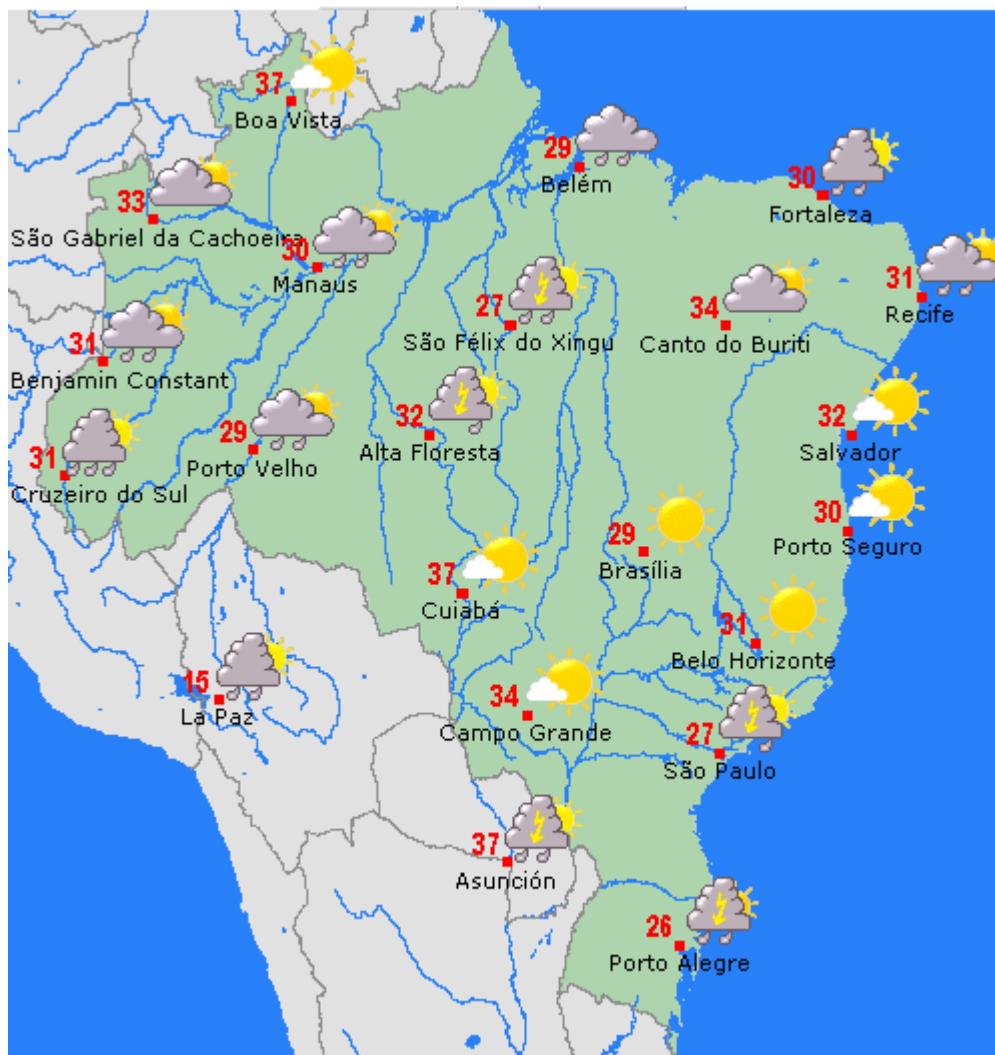
 Cloudy with showers ending in the evening, partly cloudy overnight. POP 40%. Rain: <1 mm.

a) According to the text, what's the weather like in São Paulo at 11:15 am?

b) What will the weather be like in the afternoon?

c) What will the weather be like at night?

7. Look at the following **weather map** of Brazil and answer the questions below:



- a) What is the weather like in Porto Seguro and Cuiabá?
- b) What is the weather like in Recife and Manaus?
- c) What is the weather like in Belo Horizonte and Brasília?



LESSON 15

PAST SIMPLE X PRESENT PERFECT

STRUCTURE

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

SIMPLE PAST – REVIEW

The **Simple Past** is used to indicate past actions that have already been **completed**, that is, to talk about facts that have already **happened**; that began and ended in the **past**.

Observe the sentences below:

- I. In the past, accents **were** mostly isolated within their regions
- II. This **created** a colorful tapestry of accents across the English-speaking world
- III. People **spoke** as they were taught by their families and communities

<i>Affirmative form</i>		
	I/ She/ He/ it	You/ We/ You/ They
To be	Was	Were
To study	Studied	Studied
To work	Worked	Worked
To walk	Walked	Walked
To see	Saw	Saw

<i>Negative form</i>		
	I/ She/ He/ it	You/ We/ You/ They
To be	Wasn't	Weren't
To study	Didn't study	Didn't study
To work	Didn't work	Didn't work

To walk	Didn't walk	Didn't walk
To see	Didn't see	Didn't see

<i>Negative form</i>		
	I/ She/ He/ it	You/ We/ You/ They
To be	Was I/ she/ he/ it?	Were you/ we/ they?
To study	Did I/ she/ he/ it study?	Did you/ we/ they study?
To work	Did I/ she/ he/ it work?	Did you/ we/ they work?
To walk	Did I/ she/ he/ it walk?	Did you/ we/ they walk?
To see	Did I/ she/ he/ it see?	Did you/ we/ they see?

PRESENT PERFECT

The "present perfect" is used to indicate a **link between the present and the past**.
For example:

I. It has happened several times already. → **started to happen in the past and it keeps to happen in the present.**

The time at which the action occurs is prior to the present moment, but is not specified, and we are generally more interested in the outcome than the action itself.

There may be a tense with a similar form in your language, but the meaning is probably NOT the same.

“PRESENT PERFECT” IS USED TO DESCRIBE

a) An action or situation that began in the past and continues in the present.

II. I have lived in Bristol since 1984. (= and I still live.)

b) An action carried out over a period of time and which has not yet been completed.

III. She has been to the cinema twice this week. (= and the week isn't over yet.)

c) An action repeated in an unspecified period between the past and present.

IV. We have visited Portugal several times.

d) An action completed in the recent past, indicated by the term 'just'.

V. I have just finished my work.

e) An action whose period of occurrence is not important.

VI. He has read 'War and Peace'. (= the reading result is important.)

Note: When we want to provide or request details about *when*, *where* and *who*, we use the "simple past".

f) Actions initiated in the past and ongoing in the present

VII. They haven't lived here for years.

VIII. She has worked in the bank for five years.

IX. We have had the same car for ten years.

X. Have you played the piano since you were a child?

g) When referring to an unfinished period of time

XI. I have worked hard this week.

XII. It has rained a lot this year.

XIII. We haven't seen her today.

h) Repeated actions in a non-specific period between the past and present

XIV. They have seen that film six times

XV. It has happened several times already.

XVI. She has visited them frequently.

XVII. We have eaten at that restaurant many times.

i) Actions completed in the very recent past (+just)

XVIII. Have you just finished work?

XIX. I have just eaten.

XX. We have just seen her.

XXI. Has he just left?

j) When the exact period of action is irrelevant or unknown

XXII. Someone has eaten my soup!

XXIII. Have you seen 'Gone with the Wind'?

XXIV. She's studied Japanese, Russian, and English.

"PRESENT PERFECT" FORM

The "present perfect" of any verb is composed of two elements: the appropriate form of the auxiliary verb to have (in the present tense) and the "past participle" of the main verb.

The "past participle" form of a regular verb includes the stem + ed (e.g. played, arrived, looked).

AFFIRMATIVE

Subject + to have + past participle

XXV. She has visited.

NEGATIVE

Subject + to have + not + past participle

XXVI. She has not (hasn't) visited.

INTERROGATIVE

to have + subject + past participle

XXVII. Has she visited?

TO WALK, "PRESENT PERFECT"

Affirmative

I have walked

You have walked.

He/ she/ it has walked

We have walked

You have walked

They have walked

Negative

I haven't walked

You haven't walked.

He/ she/ it hasn't walked

We haven't walked

You haven't walked

They haven't walked

Interrogative

Have I walked?

Have you walked?

Has he/ she/ it walked?

Have we walked?

Have you walked?

Have they walked?

PRACTICING

1. Fill in the blanks with the correct form of the verb in the present perfect or present simple tense:

a) She _____ (read / has read) three books this month.

b) He _____ (finish / has finished) his homework already.

c) They _____ (visit / have visited) the library every Saturday.

- d) The teacher _____ (assign / has assigned) a new book for the class to read.
e) I _____ (buy / have bought) a new novel yesterday.

2. Rewrite the sentences using the correct form of the verb in the present perfect or present simple tense:

a) She reads books every night.

She _____ books every night.

b) We have completed the assigned reading.

We _____ the assigned reading.

3. Watch the video and write down the examples of present perfect. Then, explain the usage.



<https://www.youtube.com/watch?v=553eeL1Dvho>

4. Watch the video one more time and write down the verb forms. Example: eat / ate/ eaten.

5. Watch the video again and write down the answers for the “practice” (4:02).



LESSON 18

ENLARGEMENT AND COMPREHENSION OF VOCABULARY

O QUE É EXCERTO? EM INGLÊS EXCERPT

Excerpt: (noun – substantivo)



It's a passage or quotation from a book, document, film, or the like; extract.

A definição acima é para nos introduzir ao próximo passo, que é a leitura de excertos de textos em inglês para ampliação e compreensão de vocabulário.

Excertos tirados da obra “The Glories of the Catholic Church”, volume I, by Ver. Henry A. Brann, chapter III,

“The Triumphs of the Catholic Church prove her Divine Institution”.

“The triumphs of the Church in every age have been miraculous and prophetic, and consequently prove her divine origin by the double force of a miracle and of a prophecy”.

Análise:

Atenção para o tempo verbal: “have been” (present perfect);

E as palavras chaves: triumph, Church, divine origin, miraculous, prophetic.

Aqui o autor argumenta que a Igreja Católica é de origem divina, uma instituição divina que triunfa no tempo e no espaço, e, sua autenticidade como autoridade divina sobre a terra já havia sido profetizada e acompanhada por milagres.

Continuando:

“(…) Our Lord promised that His Church would be universal, and He commissioned His apostles to preach the gospel everywhere, promising to be with them to the end of time. They were to be witness to the truth of His teaching in every land under the sun. His Church was to last forever, for she was to be founded on a rock, which the powers of

hell should never be able to destroy. He predicted even the difficulties which she was to encounter in her progress through the world”.

Análise:

Atenção ao vocabulário:

would be – seria; commissioned – comissionou, convocou, delegou (comissionar, enviar com uma missão); to preach – pregar, anunciar; witness – testemunha; teaching – ensinamento; last forever – durar para sempre; founded – fundada; which the powers of hell – cujos poderes do inferno; predicted – previu; even – até mesmo; through the world – pelo mundo.

No parágrafo acima o autor apresenta o aspecto profético da realidade da vida da Igreja.

Continuando:

“(…) The apostles and disciples were to be dragged before the courts of justice as criminals, to be beaten in the synagogues, to be summoned before kings and other rulers to answer to the charge of preaching the doctrine of Christ, and on His account the preachers of His creed were to be hated of all men”.

Análise:

Atenção ao vocabulário:

dragged before the courts of justices – arrastados até às cortes de justiça; to be beaten – para serem surrados; to be summoned – para serem convocados; to the charge of preaching – às acusações de pregarem; and on His account – e por causa dEle; creed – credo, crença; to be hated – serem odiados.

No parágrafo acima, o autor continua apresentando e descrevendo o aspecto profético da vida de Sua Igreja (de Nosso Senhor JesusCristo) aqui na terra.

Continuando:

“(…) Miracles were to prove their authority. In the name of Christ they were to cast out devils, speak with various tongues... power of healing the sick. The Holy Ghost, the third person of the divine Trinity, was to be sent to protect, to guide, and to comfort them after Christ had ascended into heaven. The Holy Spirit would teach them all truth. He would be their comforter. After these promises Jesus Christ sent His apostles into the whole world to teach and baptize all nations in the name of the Father, and of the Son, and of the Holy Ghost. The apostles were to teach mankind all things which they had heard from the divine Master, who was to remain with them all days, even to the end of the world. He promised them also success in their mission, in spite of all difficulties which

they were to meet in accomplishing it. 'The gates of hell were never to prevail against them.'

Análise:

Atenção ao vocabulário: to cast out devils – expulsar demônios; Holy Ghost e Holy Spirit se referem à mesma pessoa, o Espírito Santo, terceira pessoa da Santíssima Trindade (neste contexto, não traduzir *ghost* como *fantasma*); was to be sent – era para ser enviado (was, passado de be; sent, passado de send); ascended into Heaven – ascendido ao Céu (Ascensão de Nosso Senhor); to remain with them – permanecer com eles; even to the end – até o fim; in spite of – apesar de ; which – que; accomplishing it – realizar isto (a missão); prevail – prevalecer.

Neste parágrafo o autor apresenta a dimensão miraculosa da Igreja e sua absoluta dependência do Espírito Santo; na qual depende sua existência, seu ser, sua ação e, sua permanência aqui na terra por séculos e séculos.

Continuando:

“(…) The fact that the Catholic religion was thus wonderfully spread over the whole world in a very short time is clearly shown from all these authorities; the fact that it has wonderfully preserved is equally certain. It is still universal. From the rising to the setting of the sun the name of Christ is known, and His Church is engaged in spreading the gospel... Her hierarchy, her patriarchs or archbishops, bishops, vicars apostolic and priests, are in every part of world, civilized or barbarian. The consideration of this fact alone should make the infidel a believer. St. Augustine, even in his remote age, could appeal to the universality of the Church as na argument to prove her divine origin. He beautifully says: ‘The Church can say to her enemies, ‘Look at me; you can see me even if you do not want to see me.’

Análise:

Atenção ao vocabulário:

Thus wonderfully spread – assim maravilhosamente espalhada; whole world – mundo inteiro; rising – nascer; setting – pôr (pôr-do-sol); known – conhecido (known, passado de know); spreading the gospel – espalhar o evangelho;

Aqui o autor segue exaltando o quão miraculosa é a existência da Igreja de Nosso Senhor Jesus, apresentando mais alguns de seus tão convincentes atributos.

Continuando:

“(…) This wonderful growth of Christianity took place in spite of every form of human opposition. Every prejudice in human nature opposed the spread of the gospel, and still opposes its preservation and propagation... Hence St. Chrysostom asks, ‘Was it easy to persuade men to accept the gospel of Christ?’ Certainly not. The apostles taught that a crucified man should be adored as God; and the Gentiles were to believe that one

born of a Jewish woman was the true God. How could the Gentiles believe this, unless the grace of God impelled them?

“(…) The doctrines of Christianity were contrary to all the received opinion of men. Chistianity taught them to adore one God in three persons; that the Son of God had become incarnate; that there was an original sin whose taint had infected all mankind; that there would be a ressurrection of the body, even though it had dissolved into the earth after burial, or into the air after cremation; that there was a sacrament in which the body and blood, soul and divinity of the incarnate God were daily present on the Christian altar; and a sacrifice of the Mass in which a miracle daily took place in the transubstantiation of the bread and wine into the body and blood of the Redeemer. All these mysteries were contrary to the creed of paganismo, above the grasp of human intelligence, and impervious to its attempts to comprehend them. Was it not hard for proud human reason to accept them? They were incomprehensible. They required the submission of intellectual pride, so hard to all, but especially to philosophers and men of learning. Yet these were among the first to become Christian converts.

Análise:

Atenção ao vocabulário:

Growth – crescimento; took place – aconteceu; prejudice – preconceito; hence – por isso, portanto; taught – ensinaram (passado de teach); unless – a não ser que; impelled – impulsionou; whose taint – cuja mancha; even though – embora, apesar de; burial – enterro; impervious – resistente; attempts – tentativas; proud – orgulhoso; pride – orgulho; among – entre.

E, finalmente, o autor apresenta a dimensão mais gloriosa da Igreja, a santíssima presença eucarística de Nosso Senhor; Seu santíssimo corpo, sangue, alma e divindade, em um mistério, Supremo Mistério, Mistério de Amor, além de outros belíssimos mistérios apresentados ao tão orgulhoso intelecto do homem.



LESSON 23

DISCUSSING A TRIP TO THE USA

Characters:

- **Alice** – Eager traveler, excited about new experiences.
- **Bob** - Cautious and prefers to consider all aspects before making decisions.

Alice: Hey Bob, have you ever thought about visiting the USA?



Bob: Hmm, I have, but I'm not sure if it's the right time. Why do you ask?

Alice: I've been reading about all the amazing places to visit, like New York City, the Grand Canyon... It sounds so exciting! Imagine the adventures we could have.

Bob: True, those places are definitely on my bucket list. But traveling to the USA can be quite expensive, you know. Flights, accommodation, food, and all the activities add up quickly.

Alice: I get that. But there are ways to manage costs. We could look for budget-friendly options, like staying in hostels or using Airbnb. Plus, we could save on meals by trying some local street food instead of dining at fancy restaurants all the time.

Bob: That's a good point. But what about the visa process? It can be quite complicated and time-consuming. I've heard some people get denied, and that would be such a disappointment.

Alice: Yeah, the visa process can be tricky, but we can do some research and make sure we have all the necessary documents. If we prepare well in advance, we can increase our chances of getting approved. Plus, I've read some really helpful tips online.

Bob: Preparation is key, I agree. And what about health insurance? We need to make sure we're covered in case of any medical emergencies while we're there.

Alice: Yes, we should definitely get travel insurance. It might be an additional cost, but it's worth it for the peace of mind. We could compare different insurance plans to find one that suits our needs and budget.

Bob: All right, I'm starting to feel a bit more comfortable with the idea. But what about the length of the trip? How much time should we plan to spend there?

Alice: I was thinking about two weeks. That should give us enough time to see a few key places without feeling too rushed. We can create an itinerary that balances sightseeing and relaxation.

Bob: Two weeks sounds reasonable. We could start in New York, spend a few days there, then maybe head to the West Coast for the Grand Canyon and, then, Florida.

Alice: Exactly! And we can always adjust our plans based on how we feel once we're there. So, are you in?

Bob: You know what, Alice? I think I am. Let's start planning our trip to the USA!

Alice: Awesome! It's going to be an unforgettable adventure. Let's get started on our research and make this happen!

EXERCISES

1. Read the sentences from the dialogue below and identify whether the underlined verb is a main verb, auxiliary verb, or modal verb.

- a) I've been reading about all the amazing places to visit.
- b) But traveling to the USA can be quite expensive.
- c) We could look for budget-friendly options.
- d) The visa process can be tricky.
- e) We should definitely get travel insurance.
- f) We can create an itinerary that balances sightseeing and relaxation.

2. Fill in the blanks with the correct modal verb from the list provided: can, could, might, should, must, think about the probability of this happening

- a) If we prepare well in advance, we _____ increase our chances of getting approved.
- b) We _____ plan our trip carefully, sticking to safer neighborhoods.
- c) We _____ always adjust our plans based on how we feel once we're there.
- d) We _____ definitely get travel insurance for peace of mind.
- e) Imagine the adventures we _____ have in the USA!

3. If you could plan a trip, where would you go?

4. What about the itinerary? Which places you can't miss if there's a chance to visit?

5. What if you could live in another place, town or country, where would it be?

6. What would you always carry in your suitcase when traveling?

7. Have you ever traveled abroad? If you have, where did you go?



LESSON 26

MODAL VERBS



verbos modais são verbos auxiliares que expressam necessidade, possibilidade, permissão, habilidade ou obrigação. São usados junto a um verbo principal na frase dando um sentido adicional. Aqui estão alguns exemplos:

1. **Can** – ability or possibility

- Ability: “She can swim.” (Ela pode/sabe nadar.)
- Possibility: “It can rain tomorrow.” (Pode chover amanhã.)

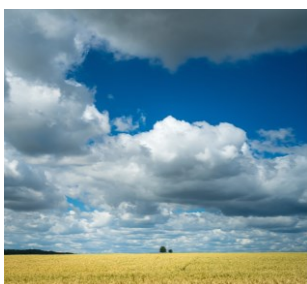
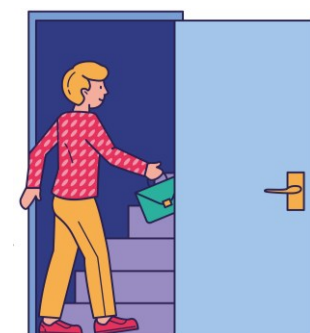


2. **Could** – past ability, polite requests, or possibilities

- Past Ability: “He could run fast when he was young.” (Ele conseguia correr rápido quando era jovem.)
- Polite Request: “Could you help me with this?” (Poderia me ajudar com isso?)
- Possibility: “It could rain later.” (Talvez chova mais tarde.)

3. **May** – permission or possibility

- Permission: “May I leave the room?” (Posso sair da sala?)
- Possibility: “It may rain this evening.” (Pode chover essa noite.)



4. **Might** – low possibility

- “It might rain tomorrow.” (Tem possibilidade de chuva amanhã.)

5. **Must** – necessity or strong obligation

- “You must buckle a seatbelt.” (Você tem que usar o cinto de segurança.)



6. **Shall** – future intention - more formal, often used in legal contexts

- “We shall meet at noon.” (Vamos nos encontrar ao meio-dia.)

7. **Should** – advice or recommendation

- “You should see a doctor.” (Você deveria ir ao médico.)

8. **Will** – future intention or certainty

- “I will call you later.” (Eu ligo para você depois.)

9. **Would** – polite requests, habitual actions in the past, or hypothetical situations

- Polite Request: “Would you like some tea?” (Gostaria de um pouco de chá?)

- Habitual Past Action: “When we were kids, we would play outside every day.” (Quando éramos crianças, nós brincávamos fora todo dia.)

- Hypothetical: “If I were rich, I would travel the world.” (Se eu fosse rico, eu viajaria o mundo.)

REGRAS

1. Não colocamos “s” na terceira pessoa do singular:

- **Incorrect:** “He cans swim.” // “He can swims.”

- **Correct:** “He can swim.”

2. Use o verbo no infinitivo:

- **Incorrect:** “She can to swim.”

- **Correct:** “She can swim.”

3. Não usamos outros auxiliares (como “do/does”) nas perguntas ou negativas:

- **Incorrect:** “Does she can swim?”

- **Correct:** “Can she swim?”
- **Incorrect:** “He doesn’t can swim.”
- **Correct:** “He can’t swim.”

4. Negativas são feitas com “not” após o verbo modal:

- cannot / can’t
- could not / couldn’t
- will not / won’t
- should not / shouldn’t
- must not / mustn’t
- would not / wouldn’t
- may not (não contrai)
- might not (não contrai)

PRACTICE

1. Practice the following dialogues using the correct modal verbs.

Dialogue 1: Making Plans

A: What _____ we do this weekend? (possibilidade)

B: We _____ go to the new amusement park. (possibilidade)

A: That sounds fun, but it _____ be crowded. (possibilidade)

B: True. We _____ go early to avoid the crowds. (recomendação)

Dialogue 2: Asking for Permission

A: _____ I use your laptop for my project? (permissão)

B: Sure, but you _____ return it by tonight. (necessidade)

A: Thank you! _____ I save my files on your desktop? (permissão)

B: Yes, you _____. (permissão)

Dialogue 3: Giving Advice

A: I’m feeling really tired lately.

B: You _____ get more sleep. (recomendação)

A: I know, but I _____ finish my assignments. (necessidade)

B: Maybe you _____ plan your time better. (possibilidade/ habilidade)

2. Rewrite the following sentences using the modal verbs in parentheses.

1. It is necessary for you to wear a helmet. (necessidade)

You _____.

2. It's possible that he will come to the party. (baixa possibilidade)

He _____.

3. It's a good idea for them to check the weather forecast. (recomendação)

They _____.

4. Is it okay if I leave early? (permissão)

_____ I leave early?

5. He has the ability to solve complex problems. (habilidade)

He _____.

3. Complete the sentences with the appropriate modal verb (can, could, may, might, must, should, will, would).

1. You _____ finish your homework before you go out to play.

2. I _____ speak three languages fluently.

3. _____ I borrow your pen, please?

4. They _____ be at the library; they usually study there.

5. If you want to succeed, you _____ work hard.

6. We _____ go to the park later if it doesn't rain.

7. _____ you help me with my project?

8. She _____ not have known about the meeting; I forgot to tell her.



LESSON 30

SAINT JOHN CHRYSOSTOM



amos ler um texto sobre São João Crisóstomo, tenha um dicionário em mãos ou um tradutor on-line para novas palavras, é importante anotá-las e revisá-las posteriormente.

Saint John Chrysostom, born around 349 AD in Antioch (modern-day Turkey), was an early Church Father and Archbishop of Constantinople. He is renowned for his eloquent preaching, influential theological works, and his ascetic lifestyle. His epithet "Chrysostom" means "golden-mouthed" in Greek, reflecting his reputation as a great orator.

John was born to a Christian mother, Anthusa, and a pagan father, Secundus, who died when John was young. It is said that he was bitten by a snake when he was ten years old, leading to him getting an infection from the bite.

His mother ensured he received an excellent education, studying rhetoric under the famous teacher Libanius and theology under Diodore of Tarsus. In his twenties, John chose to dedicate his life to Christianity, initially becoming a monk. He spent six years in a monastery and two additional years as a hermit in the mountains, where he practiced extreme asceticism, which eventually damaged his health, forcing him to return to Antioch.

John was ordained as a deacon in 381 and as a priest around 386 by Bishop Meletius of Antioch. He gained fame for his powerful and insightful sermons, emphasizing moral reform, social justice, and the practical application of Scripture. His homilies often criticized the wealthy and the corrupt, advocating for the poor and calling for personal integrity and spiritual devotion. During the weeks of [Lent](#) in 387, John preached more than twenty homilies in which he entreated the people to see the error of their ways. These made a lasting impression on the general population of the city: many pagans converted to Christianity as a result of the homilies.

In the autumn 397, John was appointed Archbishop of Constantinople, one of the most significant positions in the early Church. As archbishop, he continued his advocacy for the poor, instituted reforms to the clergy, and spoke out against the lavish lifestyles of

the wealthy, including members of the imperial court. Also he founded a number of hospitals in Constantinople.

John's outspoken nature and his reformist agenda led to conflicts with influential figures, including Empress Eudoxia. His criticisms of her and other officials' moral failings led to his deposition and exile. He died in 407 due to the harsh conditions and the arduous journey. His last words are said to have been 'Glory be to God for all things'.

Saint John Chrysostom left a lasting legacy through his theological writings, homilies, and letters. [The Catechism of the Catholic Church](#) cites him in eighteen sections, particularly his reflections on the purpose of prayer and the meaning of the [Lord's Prayer](#). He was declared a Doctor of the Church by the Roman Catholic Church. His feast day is celebrated on January 27 in the Roman Catholic Church.

John Chrysostom's life exemplifies the dedication to faith, the pursuit of social justice, and the power of eloquent and fearless preaching. His contributions significantly shaped Christian thought and practice, and his legacy continues to inspire Christians around the world.

EXERCISES

1. Fill in the Blanks

Words: eloquent, ascetic, rhetoric, orator, homilies, advocate, deposition, arduous, legacy, monastery

- a) Saint John Chrysostom was known for his _____ preaching, which captivated and influenced many.
- b) His _____ lifestyle, characterized by extreme self-discipline, eventually damaged his health.
- c) John studied _____ under the famous teacher Libanius, which helped him become a great speaker.
- d) His epithet "Chrysostom" means "golden-mouthed," reflecting his reputation as a powerful _____.
- e) John's _____ often criticized the wealthy and corrupt, advocating for moral reform.
- f) As Archbishop of Constantinople, he continued to _____ for the poor and instituted reforms.
- g) His outspoken nature led to his _____ and eventual exile.

- h) John endured an _____ journey during his exile, which contributed to his death.
- i) After his death, John Chrysostom left behind a significant _____ through his writings and sermons.
- j) Before becoming a priest, John spent six years in a _____, where he dedicated himself to prayer and study.

2. Choose the correct answer for each question based on the text about Saint John Chrysostom.

I. What does the epithet “Chrysostom” mean in Greek?

- a) Golden-robed
- b) Golden-mouthed
- c) Silver-tongued
- d) Bronze-hearted

II. What event led to John Chrysostom returning to Antioch after spending time as a hermit?

- a) He completed his studies.
- b) His health deteriorated.
- c) He was appointed Archbishop.
- d) His mother passed away.

III. What was one of the main themes of John’s sermons?

- a) The importance of wealth accumulation
- b) Moral reform and social justice
- c) The expansion of the Roman Empire
- d) The construction of churches

IV. What was one of the key contributions John Chrysostom made as Archbishop of Constantinople?

- a) He expanded the empire’s borders.
- b) He reformed the education system.
- c) He founded hospitals in Constantinople.
- d) He wrote the Nicene Creed.

V. How did John Chrysostom die?

- a) He was assassinated.
- b) He succumbed to an illness after his arduous journey during exile.
- c) He was executed by the emperor.
- d) He died in a shipwreck.

VI. When is Saint John Chrysostom's feast day celebrated in the Roman Catholic Church?

- a) January 1
- b) January 27
- c) March 15
- d) December 25



LESSON 33

WHAT ARE PHRASAL VERBS?

A **phrasal verb** is a combination of a **verb** and one or two **particles** (which can be a preposition or an adverb) that, together, create a meaning different from the individual words.

VERB + PREPOSITION/ADVERB = NEW MEANING

For example:

Take (verb) + **off** (particle) → “Take off” (meaning to leave the ground, as in a plane).

“The plane took off at 8 PM.”

O significado do "phrasal verb" normalmente é completamente diferente do verbo sozinho, por isso é importante saber reconhecê-los.

WHY ARE PHRASAL VERBS IMPORTANT?

Phrasal verbs are widely used in everyday English, especially in spoken language. Native speakers use them frequently, so understanding and using them will help you sound more natural and fluent.

TYPES OF PHRASAL VERBS

Phrasal verbs can be classified into two types: **Separable** and **Inseparable**.

A. SEPARABLE PHRASAL VERBS

Some phrasal verbs can be separated by an object, meaning that you can put the object between the verb and the particle.

Example:

Turn off (to stop a machine from operating):

“Can you **turn off** the lights?” (object at the end).

“Can you **turn** the lights **off**?” (object between the verb and particle).

If the object is a **pronoun** (like him, her, it), it **must** go between the verb and the particle:

“Can you **turn** them **off**?”

B. INSEPARABLE PHRASAL VERBS

Some phrasal verbs cannot be separated, meaning the verb and particle must stay together, even if there is an object.

Example:

Look after (to take care of):

“She **looks after** her grandmother.”

HOW TO USE PHRASAL VERBS

Phrasal verbs can be used in all tenses, just like regular verbs. The particle doesn't change, but the verb does depending on the tense.

Examples:

Present: “I **turn on** the TV every evening.”

Past: “I **turned on** the TV last night.”

Future: “I will **turn on** the TV later.”

TIPS FOR LEARNING PHRASAL VERBS

Learn in Context: Instead of memorizing long lists of phrasal verbs, you should learn them in context. For example, learn phrasal verbs related to specific situations (e.g., at work, at home, traveling).

Practice with Examples: You should create your own sentences using the phrasal verbs you are learning.

1. Match the phrasal verb with its correct meaning.

Phrasal Verbs:

turn off	look after	run into	give up
----------	------------	----------	---------

Meanings:

1. Stop doing something
2. Meet someone by chance
3. Stop a machine from working
4. Take care of

Apesar de o ideal não ser estudar os "phrasal verbs" através de listas, veremos alguns que são comuns e exemplos para ficarem mais claros. O ideal é que após compreender o uso de cada um deles você crie seus próprios exemplos.

1. Break down

Meaning: To stop functioning (for machines or vehicles).

Example: "The car broke down on the way to work."

2. Catch up (with)

Meaning: To reach the same point or level as someone else.

Example: "I need to catch up with my homework this weekend."

3. Carry on

Meaning: To continue doing something.

Example: "They decided to carry on with the project despite the challenges."

4. Come across

Meaning: To find something by chance. (by chance = por acaso)

Example: "I came across an interesting book at the library yesterday."

5. Drop off

Meaning: To take someone to a place and leave them there.

Example: "Can you drop me off at the station on your way to work?"

6. Give up

Meaning: To stop doing something or trying.

Example: "I gave up playing basketball, I'm really bad at it."

7. Look forward to

Meaning: To be excited or pleased about something that will happen in the future.

Example: “I’m really looking forward to my vacation next month.”

8. Put off

Meaning: To delay or postpone something.

Example: “They had to put off the meeting until next week.”

9. Run into

Meaning: To meet someone unexpectedly.

Example: “I ran into an old friend at the grocery store.”

10. Take off

Meaning (a): For planes, to leave the ground and begin flying.

Example (a): “The plane took off at 8:30 AM.”

Meaning (b): To become successful quickly.

Example (b): “His new business is really taking off.”

11. Set up

Meaning: To arrange, start, or establish something.

Example: “They set up a new office in the city center.”

12. Take care of

Meaning: To look after or be responsible for someone or something.

Example: “She takes care of her younger brother while their parents are working.”

13. Work out

Meaning: To solve a problem or come to a solution.

Example: “We need to work out how to fix this issue.”

2. Match each phrasal verb to its correct meaning.

I. Look forward to

II. Take off

III. Put off

IV. Run into

V. Catch up (with)

Meanings:

- a) Delay or postpone
- b) Be excited about something that will happen
- c) Meet someone by chance
- d) Reach the same level as someone
- e) Leave the ground (for a plane)

3. Complete the sentences with the correct phrasal verb from the list. You may need to change the tense.

Phrasal Verbs: take off, drop off, break down, give up, run into

- a) I went to the mass on Sunday and _____ my godparents.
- b) The bus will _____ us _____ at the airport tomorrow.
- c) The plane will _____ at 10 AM, so we need to be at the airport early.
- d) My car _____ on the way to work this morning.
- e) Don't _____ studying! You're almost finished with the course.

4. Rewrite the sentences using the phrasal verbs in parentheses.

- A. I'm excited about my birthday party this weekend. (**look forward to**)
- B. She stopped going to the gym because she was too busy. (**give up**)
- C. The teacher postponed the exam until next week. (**put off**)
- D. They reached the same level as the other runners. (**catch up with**)

5. Write your own sentences using the following phrasal verbs. Try to use each phrasal verb in the correct context.

- a) Look forward to
- b) Run into
- c) Carry on