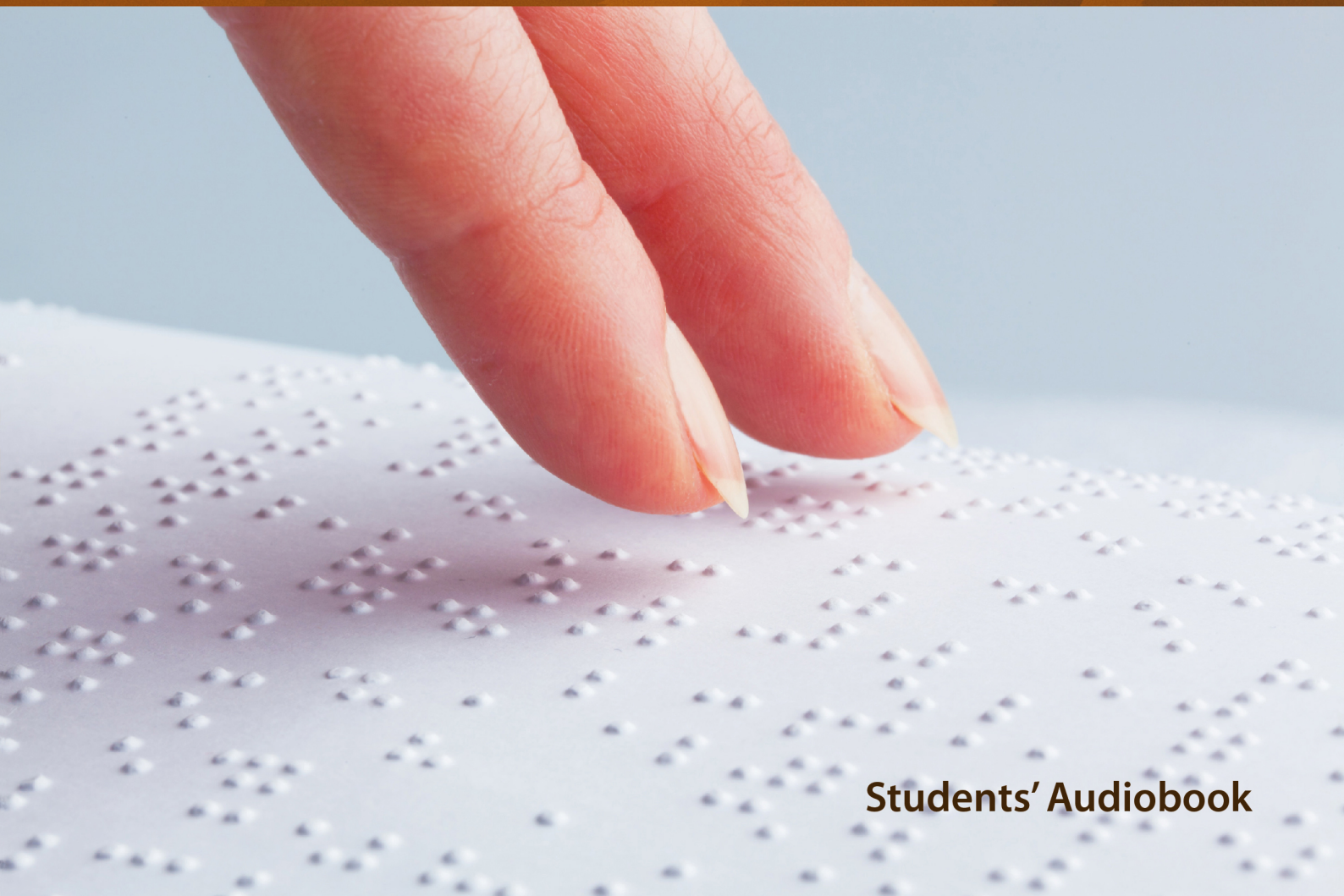


English for Us

Miriam Sester Retorta
(organizadora)



Students' Audiobook

English for Us

Students' Audiobook



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English for Us
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APRESENTAÇÃO



No começo de 2013, o então diretor da Associação dos Deficientes Visuais do Paraná (ADEVIPAR), Flávio Roberto Hermany, entrou em contato com o psicólogo Allan Martins Mohr, do Núcleo de Atendimento às Pessoas com Necessidades Específicas (NAPNE), da Universidade Tecnológica Federal do Paraná (UTFPR), em Curitiba, para solicitar um curso de inglês direcionado especificamente à comunidade cega e de baixa visão. À época, os departamentos não dispunham de recursos materiais, humanos e técnicos para aceitar tal desafio. Contudo, em 2014, quando deixei a função de coordenadora do curso de Letras da Universidade, passei a me dedicar à nova causa. Foi criado, inicialmente, o *Ensino de inglês para pessoas com necessidades educacionais especiais*. Esse grupo de estudos, pensando com base em minhas participações em bancas de trabalhos de conclusão de curso – voltados ao estudo de jovens de comunidades de invasão (MST) e de crianças superdotadas –, era composto por mim, professora da disciplina de Linguística Aplicada, e por doze alunos do curso de Letras. Juntos, concebemos os cursos *Inglês básico 1 para deficientes visuais*, ministrado no período de fevereiro a junho de 2014, e o *Inglês básico 2, para deficientes visuais*, disponibilizado de agosto a dezembro do mesmo ano.

Tendo em vista a procura do público pelos cursos e nossa ânsia em aprimorar o trabalho, o grupo *Tecnologia assistiva no ensino de Língua Inglesa como língua adicional para cegos*, homologado pela UTFPR, tem vários trabalhos de conclusão de curso desenvolvidos e outros que ainda estão em processo de desenvolvimento. Ocupando, então, posição de suporte teórico e prático para o curso de Letras Português/Inglês, as aulas de inglês para cegos tornaram-se um laboratório de novas experiências e de agires dentro da sala de aula.

Devido à escassez de *know-how* e de material didático para cegos, entretanto, os alunos de Letras envolvidos no projeto, supervisionados por mim, desenvolveram os próprios materiais a serem utilizados em sala de aula, levando em consideração as necessidades do grupo – o qual, originalmente, contava com vinte e quatro alunos cegos e de baixa visão.

Evidentemente, enfrentamos alguns desafios. O primeiro deles foi traçar o objetivo geral do curso, sobretudo pelo fato de que somente doze dos vinte e quatro alunos conseguem ler em Braille. Além disso, patologias apresentadas pelos alunos em comorbidade com a cegueira, como a esquizofrenia, a surdez, a diabetes, entre outros problemas hematológicos, renais e hepáticos tornaram ainda maior o desafio de possibilitar o ensino/aprendizagem da língua inglesa (LI) para esse público ainda maior.

Outra dificuldade encontrada foi a falta de domínio da tecnologia assistiva para cegos – como Jaws, NVDA ou DoxVox. Muitos deficientes visuais não sabiam manusear essas ferramentas, e poucos, inclusive, conseguiam usar celulares ou *tablets*. Em virtude desse cenário heterogêneo de desafios, então, decidimos focar nosso curso na produção e na compreensão oral. Gostaríamos que nossos alunos fossem fluentes na língua inglesa. Desse modo, optamos por trabalhar a oralidade uma vez que alguns não leem, não escrevem nem em Braille, nem usam os programas específicos para computadores, além do fato de a maioria desses alunos solicitarem que as aulas fossem focadas na oralidade.

Após a decisão do objetivo do curso, veio nosso segundo desafio: como lhes ensinar. Em virtude dos diversos obstáculos com relação à leitura e à escrita, optamos por elaborar os

planos de aulas pautados no ensino de LI em uma abordagem prática (*actionist*). Queríamos, portanto, que cada aula servisse de palco para a simulação e o ensino de diferentes práticas sociais. O vocabulário, a gramática e a pronúncia eram ensinados de acordo com os contextos reais que surgiam em aula – pedir comida e bebida em um restaurante, por exemplo. Durante as aulas, deparamo-nos com outra situação: de que modo ensinaríamos a língua estrangeira, sem utilizar a língua materna? Em uma aula tradicional, utilizamos – e muito – recursos visuais em detrimento da tradução de palavras e expressões, contudo, no nosso caso, não podíamos lançar mão de fotos, gravuras e figuras, escrita ou desenho na lousa ou na lousa eletrônica. Em decorrência disso, voltamos aos velhos tempos do método da gramática-tradução e da abordagem audiovisual, a fim de adaptar técnicas **antigas** para o contexto acionista. Assim, tivemos que abandonar, temporariamente, abordagens mais alinhadas com as tendências de ensino de língua estrangeira no Brasil como as de gêneros textuais.

Almejamos, para o próximo volume, conceber sequências didáticas dentro do enfoque interacionista sociodiscursivo (ISD) e aplicá-los com nossos alunos cegos, uma vez que estamos cientes da importância de os discentes aprenderem a língua estrangeira para agir no mundo. Por esse motivo, propomos nos debruçar sobre a elaboração de materiais didáticos que atendam a essa necessidade.

Nosso terceiro desafio foi, então, como ensinar a língua inglesa para esses alunos. Primeiramente, decidimos investigar as novas tecnologias disponíveis passíveis de associar ao ensino/aprendizagem de LI. Posteriormente, procuramos compreender de que forma as Tecnologias de Comunicação e Informação (TIC) poderiam ser utilizadas dentro e fora da sala de aula. Além disso, buscamos, também, conhecer as tecnologias assistivas para auxiliar nesse processo.

A partir dessas experiências, nossa sala de aula tornou-se um ambiente no qual os alunos cegos, os graduandos em pré-serviço e eu aprendemos e ensinamos uns aos outros como utilizar as TIC e os programas para cegos a fim de estabelecer a comunicação e a aprendizagem da LI.

Após um ano de curso, o grupo decidiu compilar o material didático pensado, criado e desenvolvido. Assim, nasceu a ideia do e-book e do áudio book. Aquele é um manual para o professor, no qual descrevemos, em detalhes, o que é e como trabalhamos cada tópico, enquanto este foi escrito e gravado para os alunos cegos. Muitas atividades do e-book remetem os alunos aos exercícios gravados no áudio book e, por esse motivo, seguem a numeração do Teaching English to the Visually-Impaired. Portanto, o e-book traz indicações a respeito de como o professor pode utilizar exercícios do áudio book com seus alunos e, assim, os dois livros devem ser usados em complementaridade.

Sabendo-nos vulneráveis a críticas por termos recorrido à adaptação de abordagens atuais e antigas para podermos alcançar nosso objetivo, estamos abertos a sugestões. Para tanto, avaliações do material, sugestões e críticas são muito bem-vindas.

Bom trabalho!

Miriam Sester Retorta



TABLE OF CONTENT

Unit	Grammar	Vocabulary	Practical English
1 – What’s up? [written by Murilo de Quadros Jesus]	Verb be affirmative form; Pronouns: I, you, etc; The alphabet.	Greetings and introductions, spelling students names.	Meetings, conversations, filling applications.
	Verb be negative and interrogative	Marital status and age.	
	Numbers 1-20.	Phone, ID and CPF numbers.	
Song: Alphabet song			
2 – Where are you from? [written by Hanne Raffaella Turek Lucio]	Verb be negative and interrogative Numbers 20-100.	Countries and nationalities, marital status and age, and address information.	Talking about personal information.
Song: My name is Luca (Suzanne Vega)			
3 – Where’s my backpack? [written by Cassiana Bittencourt Mushashe]	Demonstrative pronouns (this, these, that, those); Articles (a/an).	Classroom objects, language and situations.	Classroom conversations.
Song: Is this love? (Bob Marley)			
4 – What time is it? [written by Sueder Santos de Souza]	Time expressions; Differences between a.m. and p.m.; Personal routine.	Time expressions, places, appointments and personal routine.	Talking about time and appointments.
Song: Rock around the clock (Bill Haley & His Comets)			
5 – What do you do every day? [written by Tatiana Fonseca Duarte]	Simple Present Tense; Irregular plural; 3 rd person singular.	Common activities, daily routine, week days and periods of the day.	Talking about daily routines.
Song: What do I do in the morning? (Pumkin.com)			

Unit	Grammar	Vocabulary	Practical English
6 – What do you like doing? [written by Ingrid Caroline Benatto]	Simple Present Tense; Common verbs; Question formation.	Common activities, musical instrument, rhythm, preferences and abilities.	Talking about preferences.
Song: Evolution of music (TimH)			
7 – What do you like eating? [written by Miriam Sester Retorta]	Simple Present Tense; Quantifiers; Countable and uncountable nouns; Differences between fast food, healthy food and luxury food.	Food, beverages, words and expressions related to food and beverages, eating and drinking habits.	Talking about eating habits.
Song: I am a pizza			
8 – What are you like as a person? [written by Elienara da Rosa de Cordova and Marina Siqueira Persegona]	Simple Present Tense; Comparative adjectives (personality).	Personality (positive and negative) adjectives.	Talking about personality and appearance.
Song: Hand in my pocket (Alanis Morissette)			
9 – Do you have any children? [written by Patrícia Eller Mayer]	Simple Present Tense; Subject pronouns; Object pronouns; Possessive pronouns; Possessive adjectives; Genitive case.	Family members.	Talking about personality using comparisons and superlatives.
Song: Daughters (John Mayer)			
10 – Who is the funniest person in your family? [written by Hanne Raffaella Turek Lúcio]	Simple Present Tense; Comparison of superlative.	Personality (positive and negative) adjectives, curiosities and technical information about geographical places.	Talking about personal life style.
Song: My love (Petula Clark)			



COMO USAR O AUDIOBOOK?

O áudio book foi gravado para alunos cegos e com baixa visão e, assim, funciona como um livro do aluno, *a student book*. Este áudio book é para ser usado em complementariedade com o e-book, que é uma espécie de manual para o professor.

Em sala de aula, o professor irá apresentar o conteúdo programático utilizando as atividades sugeridas no e-book. Às vezes, o professor poderá usar trechos do áudio book para começar uma atividade em sala de aula.

O áudio book também poderá ser usado fora da sala de aula para rever ou fixar o conteúdo e, os capítulos, estão divididos em seções: *Warm up, English in Use, Listening, Social Practice, Grammar* e *Exercise*.

Os *Warm ups* servem somente para o aluno ficar familiarizado com o conteúdo que será trabalho.

O *English in Use* é uma seção na qual o aluno aprenderá a usar a língua enquanto função linguística, ou seja, para uma determinada situação, devemos falar de uma maneira e esta seção será o espaço no qual essas funções serão praticadas.

Já os *Listenings* são seções nas quais os alunos ouvem trechos de fala e geralmente são convidados a fazer algo com a língua.

Os *Social Practices* são seções nas quais os alunos aprendem a lidar com algumas práticas sociais, onde tentamos simular situações do cotidiano.

As seções *Grammar* são espaços nos quais os alunos ouvem explicações e exemplos da gramática da língua.

E as seções *Exercises* são exercícios nos quais os alunos são convidados a treinarem pontos gramaticais.

Na maioria das seções os alunos escutam exemplos de diálogos, de conversas e de explicações e depois são convidados a interagirem oralmente após ouvirem um BEEP, ou seja, darem respostas de acordo com suas realidades ou fazerem perguntas.

Temos ciência de que nada substitui as interações humanas. Porém, queremos dar aos alunos cegos e de baixa visão a oportunidade de eles praticarem ao máximo a língua inglesa.

Esperamos que gostem do áudio book.

UNIT 1

WHAT'S UP?

Can do's

By the end of this unit, you will be able to greet people, introduce yourself and someone else.

Saber fazer

Ao final desta unidade, você será capaz de cumprimentar pessoas, se apresentar e apresentar uma outra pessoa.

Grammar

Verb to be, the alphabet and numbers.



English in Use 1

Saying your name. Listen to the dialogues and then practice. After you hear a BEEP you should provide the answer.

Do not forget the bell!!!

A: Hi! My name is Marina. What's your name?

B: My name is Diego.

A: Hi! My name is Ane. What's your name?

B: My name is Tatiana.

A: Hi! My name is Miriam. What's your name?

B: My name is Carol.

A: Hi! My name is Paulo. What's your name?

B: My name is Rafaela.

Now answer the question after you hear the BEEP.

A: Hi! My name is Marina. What's your name?

B: BEEP.

A: Hi! My name is Diego. What's your name?

B: BEEP.

A: Hi! My name is Ane. What's your name?

B: BEEP.

A: Hi! My name is Tatiana. What's your name?

B: BEEP.

Now ask the question after you hear the BEEP.

A: BEEP?

B: My name is Marina.

A: BEEP?

B: My name is Diego.

A: BEEP?

B: My name is Ane.

A: BEEP?

B: My name is Tatiana.

Listening 1

Saying his name, saying her name. Listen to the dialogues and then practice. After you hear a BEEP you should provide the answer.

Do not forget the bell!!!

A: My name is Marina Persegona.

B: Hi girl.

C: What's his name?

A: His name is Diego Barros.

A: My name is Tatiana Fonseca.

B: Hi girls!

C: What's her name?

B: Her name is Miriam Retorta.

A: My name is Hanne Lúcio.

B: Hello there!

C: What's his name?

B: His name is Paulo Souza.

A: My name is Miriam Retorta.

B: Hello guys!

C: What's her name?

B: Her name is Marina.

A: My name is Rafaela Turek.

B: Hi guys!

C: What's his name?

B: His name is Carlos Silva.

A: My name is Sweder Souza.

B: Hi everybody!

C: What's her name?

B: Her name is Paula Fernandes.

Now answer the question after you hear the BEEP.

A: Hey there!

B: What's his name?

C: His name is BEEP.

A: Hello there.

B: What's her name?

C: Her name is BEEP.

A: Hello guys.

B: What's his name?

C: His name is BEEP.

A: Hi everybody.

B: What's her name?

C: Her name is BEEP.

A: Hey guys.

B: What's his name?

C: His name is BEEP.

A: Hi people.

B: What's her name?

C: Her name is BEEP.

Now ask the question after you hear the BEEP.

A: Hi there!

B: BEEP.

C: His name is Diego Barros.

A: Hi!

B: BEEP.

C: Her name is Marina.

A: Hi.

B: BEEP.

C: Her name is Tatiana Fonseca.

A: Hi there.

B: BEEP.

C: His name is Paulo Souza.

A: Hi everybody.

B: BEEP.

C: Her name is Hanne Lúcio.

A: Hey there.

B: BEEP.

C: His name is Carlos Silva.

A: Hi.

B: BEEP.

C: Her name is Paula Fernandes.

Social Practice 1

Greeting people. Listen to the dialogues and then practice. After you hear a BEEP you should provide the answer.

1. A: Hi, I'm Silvia. What's your name?

B: Daniel.

A: Nice to meet you.

B: Nice to meet you, too.

2. A: Good morning, Mrs. Souza.

B: Good morning. How are you?

A: I'm fine, thanks. How are you?

3. A: Hi, Pedro. This is João.

B: Nice to meet you, João.

C: Nice to meet you, Pedro.

4. A: Daniel, how is it going?

B: Good. And you?

A: Not bad.

Now you are student B. Answer the greetings.

1. A: Hi, I'm Silvia. What's your name?

B: BEEP.

A: Nice to meet you.

B: BEEP.

2. A: Good morning, Mrs. Souza.

B: BEEP.

A: I'm fine, thanks. How are you?

B: BEEP.

3. A: Hi, Pedro. This is João.

B: BEEP.

C: Nice to meet you, Pedro.

4. A: Daniel, how is it going?

B: BEEP.

A: Not bad.

Now you are student A. Answer the greetings.

1. A: BEEP?

B: Daniel.

A: BEEP.

B: Nice to meet you, too.

2. A: BEEP.

B: Good morning. How are you?

A: BEEP?

B: I'm doing fine. Thank you

3. A: BEEP.

B: Nice to meet you, João.

C: BEEP.

4. A: BEEP?

B: Good. And you?

A: BEEP.

Listening 2

Greeting people. Listen to the dialogues and then practice. After you hear a BEEP you should provide the answer.

1. A: Good morning. How are you this morning?
B: Good.
2. A: Good afternoon, everybody.
B: Good afternoon, Mrs. Jones.
3. A: Good evening sir.
B: Good evening, ma'am.
4. A: Good night, students. See you tomorrow.
B: Good night, teacher. Bye, bye.
5. A: Good night, students. See you tomorrow.
B: Good night, teacher. Bye, bye

Now you are student B. Answer the greetings.

1. A: Good morning. How are you this morning?
B: BEEP.
2. A: Good afternoon, everybody.
B: BEEP.
3. A: Good evening, ma'am.
B: BEEP.
4. A: Good night, students. See you tomorrow.
B: BEEP.

Now you are student A. Answer the greetings.

1. A: BEEP.
B: Good.
2. A: BEEP.
B: Good afternoon, Mrs. Jones.
3. A: BEEP.
B: Good evening, sir.
4. A: BEEP.
B: Good night, teacher. Bye, bye.

Listening 3

The Alphabet

Listen to the alphabet and then repeat each letter after the BEEP.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Now repeat after each BEEP.

A BEEP, B BEEP, C BEEP, D BEEP, E BEEP, F BEEP, G BEEP, H BEEP, I BEEP, J BEEP,
K BEEP, L BEEP, M BEEP, N BEEP, O BEEP, P BEEP, Q BEEP, R BEEP, S BEEP, T BEEP,
U BEEP, V BEEP, W BEEP, X BEEP, Y BEEP, Z BEEP.



English in Use 3

Listen to the dialogues and then practice. After you hear a BEEP you should provide the answer.

A: What's your first name?

B: My first name is Mari.

A: How do you spell your first name?

B: It is M A R I.

A: What's your first name?

B: It is John.

A: How do you spell it?

B: It is JOHN.

A: What's your first name?

B: Maria.

A: How do you spell your first name?

B: It is M A R I A.

Now answer the questions according to your reality.

A: What's your first name?

B: BEEP.

A: How do you spell your first name?

B: It is BEEP.

Now ask the questions.

A: BEEP.

B: It's Jane.

A: BEEP.

B: J A N E.



English in Use 4

Listen to the dialogues and then practice. After you hear a BEEP you should provide the answers.

A: What's your last name?

B: My last name is Silva.

A: How do you spell your last name?

B: It is S I L V A.

A: What's your last name?

B: It's Souza.

A: How do you spell it?

B: It is S O U Z A.

A: What's your last name?

B: My last name is Carvalho.

A: How do you spell your last name?

B: It's C A R V A L H O.

Now answer the questions according to your reality.

A: What's your last name?

B: BEEP.

A: How do you spell your last name?

B: BEEP.

Now ask me the questions.

A: BEEP.

B: My last name is Silva.

A: BEEP.

B: It is S I L V A.



English in Use 5

Listen to the dialogues and then practice. After you hear a BEEP you should provide the answer.

A: What's your full name?

B: It is Maria dos Santos.

A: How do you spell your full name?

B: It is M A R I A D O S S A N T O S.

A: What's your full name?

B: It's Diego Barros.

A: How do you spell your full name?

B: It's D I E G O B A R R O S.

A: What's your full name?

B: It is Ana Costa.

A: How do you spell your full name?

B: A N A C O S T A.

Now answer the questions according to your reality.

A: What's your full name?

B: It's BEEP.

A: How do you spell your full name?

B: BEEP.

Now ask me the questions.

A: BEEP?

B: It's Maria dos Santos.

A: BEEP?

B: M A R I A D O S S A N T O S.



Grammar 2

Verb to be

Affirmative	Contractions	Negative	Interrogative
I am a teacher.	I'm teacher.	I'm not a teacher.	Am I in room 7?
You are in English 1.	You're in English 1.	You aren't in English 1.	Are you in English 1?
He is a masseur.	He's a masseur.	He isn't a masseur.	Is he a masseur?
She is a nurse.	She's a nurse.	She isn't a nurse.	Is she a nurse?
It is a school bus.	It's a school bus.	It isn't a school bus.	Is it a school bus?
We are students here.	We're students here.	We aren't students here.	Are we students here?
You are in room 2.	You're in room 2.	You aren't in room 2.	Are you in room 2?
They are exchange students.	They're exchange students.	They aren't exchange students.	Are they exchange students?

Note:

In the negative form you can use isn't or 's not; 're not or aren't.

He isn't a student or He's not a student.

They're not teachers or They aren't teachers.

I is always in capital letter.

We use **he** for masculine gender; **she** for feminine gender and **it** for things.

Grammar 3

Exercise in English

Complete with **am**, **is** or **are** (open this exercise on computer and do it using NVDA, JAWS or DosVox).

1. I BEEP. Brazilian.
2. My last name BEEP Souza.
3. We BEEP from Curitiba.
4. What' BEEP your name?
5. Felipe and Igor BEEP in room E107.
6. Caroline BEEP Italian.
7. You BEEP in room E 107.
8. She BEEP a nurse.
9. He BEEP a nurse too.
10. It BEEP raining a lot today.

Listening 4

Listen to the audio from the audio book and repeat the conversation. Then, practice it with a classmate. After you hear a BEEP you should provide the answer.

A: Are you single or married?

B: I'm single.

A: Are you single or married?

B: I'm married. My husband's name is Paulo.

Now you are student A.

A: BEEP.

B: I'm single.

A: BEEP.

B: I'm married. My husband's name is Paulo.

A: BEEP.

B: I'm married. My wife's name is Paula.

Now you are student B.

A: Are you single or married?

B: BEEP.

A: Are you single or married?

B: BEEP.

Grammar 4

Vocabulary numbers 1-20

Listen.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Now repeat after each word.

1 BEEP, 2 BEEP, 3 BEEP, 4 BEEP, 5 BEEP, 6 BEEP, 7 BEEP, 8 BEEP, 9 BEEP,
10 BEEP, 11 BEEP, 12 BEEP, 13 BEEP, 14 BEEP, 15 BEEP, 16 BEEP, 17 BEEP,
18 BEEP, 19 BEEP, 20 BEEP.

 Social
Practice 3

Listen to the questions and then practice. After you hear a BEEP you should provide the answers.

What's your cell phone number? It's 9987 5432.

What's your home phone number? It's 3254 3479.

What's your work phone number? It's 3310 4998.

What's your ID number? It's 34.987.4938.

What's your CPF number? 022.768.246-91.

Now answer the questions according to your reality.

What's your cell phone number? It's BEEP.

What's your home phone number? It's BEEP.

What's your work phone number? It's BEEP.

What's your ID number? It's BEEP.

What's your CPF number? BEEP.

Now, ask the question after you hear the BEEP.

Cell phone number BEEP? It's 9987 5432.

Home phone number BEEP? It's 3254 3479.

Work phone number BEEP? It's 3310 4998.

ID number BEEP? It's 34.987.4938.

CPF number BEEP? 022.768.246-91.

UNIT 2

WHERE ARE YOU FROM?

Can do's

By the end of this unit, students will be able to talk about countries and nationalities, inform their ages, marital status, addresses and count from 20 to 100.

Saber fazer

Ao final desta unidade, os alunos serão capazes de conversar sobre países e nacionalidades, informar suas idades, estado civil, endereços e contar de 20 a 100.

Grammar

Verb to be affirmative, negative and interrogative; numbers 20-100.



Vocabulary 1

Listen to the names of countries, nationalities and languages spoken in these countries.

Country	Nationality	Language
Germany	German	German
Japan	Japanese	Japanese
China	Chinese	Chinese
Italy	Italian	Italian
The United States	American	English
Brazil	Brazilian	Portuguese
Russia	Russian	Russian
Argentina	Argentine	Spanish
Poland	Polish	Polish
Spain	Spanish	Spanish
France	French	French
Egypt	Egyptian	Arabic
Ukraine	Ukrainian	Ukrainian
Turkey	Turkish	Turkish

Now, repeat the words after each BEEP.

Country		Nationality		Language	
Germany	BEEP	German	BEEP	German	BEEP
Japan	BEEP	Japanese	BEEP	Japanese	BEEP
China	BEEP	Chinese	BEEP	Chinese	BEEP
Italy	BEEP	Italian	BEEP	Italian	BEEP
The United States	BEEP	American	BEEP	English	BEEP
Brazil	BEEP	Brazilian	BEEP	Portuguese	BEEP
Russia	BEEP	Russian	BEEP	Russian	BEEP
Argentina	BEEP	Argentine	BEEP	Spanish	BEEP
Poland	BEEP	Polish	BEEP	Polish	BEEP
Spain	BEEP	Spanish	BEEP	Spanish	BEEP
France	BEEP	French	BEEP	French	BEEP
Egypt	BEEP	Egyptian	BEEP	Arabic	BEEP
Ukraine	BEEP	Ukrainian	BEEP	Ukrainian	BEEP
Turkey	BEEP	Turkish	BEEP	Turkish	BEEP

Social Practice 1

Listen to the dialogues and then practice. After you hear a BEEP you should provide the answer.

B: Bom dia!

A: Where are you from?

B: I'm from Brazil.

A: What language do you speak?

B: I speak Portuguese.

B: Bonjour!

A: Where are you from?

B: I'm from France.

A: What language do you speak?

B: I speak French.

B: Guten Tag.

A: Where are you from?

B: I'm from Germany.

A: What language do you speak?

B: I speak German

B: Sabáh hel khéir.

A: Where are you from?

B: I'm from Egypt.

A: What language do you speak?

B: I speak Arabic.

B: Good morning.

A: Where are you from?

B: I'm from the United States of America.

A: What language do you speak?

B: I speak English.

B: İyi günler.

A: Where are you from?

B: I'm from Turkey.

A: What language do you speak?

B: I speak Turkish.

B: Ohayō.

A: Where are you from?

B: I'm from Japan.

A: What language do you speak?

B: I speak Japanese.

B: Buenos Dias!

A: Where are you from?

B: I'm from Argentina.

A: What language do you speak?

B: I speak Spanish.

B: Dzień dobry.

A: Where are you from?

B: I'm from Poland.

A: What language do you speak?

B: I speak Polish.

B: Buongiorno.

A: Where are you from?

B: I'm from Italy.

A: What language do you speak?

B: I speak Italian.

B: Buenos días.

A: Where are you from?

B: I'm from Spain.

A: What language do you speak?

B: I speak Spanish.

B: Dobroho ranku.

A: Where are you from?

B: I'm from Ukraine.

A: What language do you speak?

B: I speak Ukrainian.

B: Zǎoshang hǎo.

A: Where are you from?

B: I'm from China.

A: What language do you speak?

B: I speak Chinese.

B: Dobroye utro.

A: Where are you from?

B: I'm from Russia.

A: What language do you speak?

B: I speak Russian.

Now answer the question after you hear the BEEP.

B: Bom dia!

A: Where are you from?

B: BEEP.

A: What language do you speak?

B: BEEP.

B: Bonjour!

A: Where are you from?

B: BEEP.

A: What language do you speak?

B: BEEP.

B: Guten Tag.

A: Where are you from?

B: BEEP.

A: What language do you speak?

B: BEEP.

B: Sabáh hel khéir.

A: Where are you from?

B: BEEP.

A: What language do you speak?

B: BEEP.

B: İyi günler.

A: Where are you from?

B: BEEP.

A: What language do you speak?

B: BEEP.

B: Ohayō.

A: Where are you from?

B: BEEP.

A: What language do you speak?

B: BEEP.

B: Buenos Dias!

A: Where are you from?

B: BEEP.

A: What language do you speak?

B: BEEP.

B: Dzień dobry.

A: Where are you from?

B: BEEP.

A: What language do you speak?

B: BEEP.

B: Buongiorno.

A: Where are you from?

B: BEEP.

A: What language do you speak?

B: BEEP.

B: Buenos días.

A: Where are you from?

B: BEEP.

A: What language do you speak?

B: BEEP.

B: Dobroho ranku.

A: Where are you from?

B: BEEP.

A: What language do you speak?

B: BEEP.

B: Zǎoshang hǎo.

A: Where are you from?

B: BEEP.

A: What language do you speak?

B: BEEP.

B: Dobroye utro.

A: Where are you from?

B: BEEP.

A: What language do you speak?

B: BEEP.

Now ask the question after you hear the BEEP.

B: Bom dia!

A: BEEP.

B: I'm from Brazil.

A: BEEP.

B: I speak Portuguese.

B: Bonjour!

A: BEEP.

B: I'm from France.

A: BEEP.

B: I speak French.

B: Guten Tag.

A: BEEP.

B: I'm from Germany.

A: BEEP.

B: I speak German

B: Sabáh hel khéir.

A: BEEP.

B: I'm from Egypt.

A: BEEP.

B: I speak Arabic.

B: Good morning.

A: BEEP.

B: I'm from the United States of America.

A: BEEP.

B: I speak English.

B: Iyi günler.

A: BEEP.

B: I'm from Turkey.

A: BEEP.

B: I speak Turkish.

B: Ohayō.

A: BEEP.

B: I'm from Japan.

A: BEEP.

B: I speak Japanese.

B: Buenos Dias!

A: BEEP.

B: I'm from Argentina.

A: BEEP.

B: I speak Spanish.

B: Dzień dobry.

A: BEEP.

B: I'm from Poland.

A: BEEP.

B: I speak Polish.

B: Buongiorno.

A: BEEP.

B: I'm from Italy.

A: What language do you speak?

B: BEEP.

B: Buenos días.

A: BEEP.

B: I'm from Spain.

A: BEEP.

B: I speak Spanish.

B: Dobroho ranku.

A: BEEP.

B: I'm from Ukraine.

A: BEEP.

B: I speak Ukrainian.

B: Dobroye utro.

A: BEEP.

B: I'm from Russia.

A: BEEP.

B: I speak Russian.

Game 2

Listen to the questions and answer about food and dishes.

Feijoada: Is it Argentine?	No, it's Brazilian.
Filet de chorizo: Is it Brazilian?	No, it's Argentine.
Goulash: Is it Portuguese?	No, it's Hungarian.
Sushi: Is it German?	No, it's Japanese.
Crepe: Is it Italian?	No, it's French.
Spaghetti: Is it American?	No, it's Italian.
Pirogue: Is it Australian?	No, it's Polish.
Esfaha: Is it Peruvian?	No, it's Lebanese.
Ceviche: Is it Brazilian?	No, it's Peruvian.
Fish and chip: Is it Venezuelan?	No, it's British.
Paella: Is it Australian?	No, it's Spanish.

Now answer the questions after you hear the BEEP.

Feijoada: Is it Argentine?	BEEP.
Filet de chorizo: Is it Brazilian?	BEEP.
Goulash: Is it Portuguese?	BEEP.
Sushi: Is it German?	BEEP.
Crepe: Is it Italian?	BEEP.
Spaghetti: Is it American?	BEEP.
Pirogue: Is it Australian?	BEEP.
Esfaha: Is it Peruvian?	BEEP.
Kiwi: Is it Bolivian?	BEEP.
Fish and chip: Is it Venezuelan?	BEEP.
Paella: Is it Austrian?	BEEP.

Now ask the questions after you hear the dish.

Feijoada: BEEP?	No, it's Brazilian.
Filet de chorizo: BEEP?	No, it's Argentine.
Goulash: BEEP?	No, it's Hungarian.
Sushi: BEEP?	No, it's Japanese.
Crepe: BEEP?	No, it's French.
Spaghetti: BEEP?	No, it's Italian.
Pirogue: BEEP?	No, it's Polish.
Esfaha: BEEP?	No, it's Lebanese.
Kiwi: BEEP?	No, it's from New Zealand.
Fish and chip: BEEP?	No, it's British.
Paella: BEEP?	No, it's Spanish.

Grammar 1

Numbers 20 to 100

Listen to the numbers and repeat after each one.

20 21 22 23 24 25 26 27 28 29

30 31 32 33 34 35 36 37 38 39

40 41 42 43 44 45 46 47 48 49

50 51 52 53 54 55 56 57 58 59

60 61 62 63 64 65 66 67 68 69

70 71 72 73 74 75 76 77 78 79

80 81 82 83 84 85 86 87 88 89

90 91 92 93 94 95 96 97 98 99

100



Social Practice 2

Listen to the dialogues and then practice. After you hear a BEEP you should provide the answer.

What's your address?

I live at Rua Quintino Bocaiuva 1020, ap 12B.

What's your zip code?

It's 80023-090.

Now answer the questions according to your reality.

What's your address?

I live at BEEP.

What's your zip code?

It's BEEP.

Now ask the questions after you hear the BEEP.

BEEP?

I live at Rua Quintino Bocaiuva 1020, ap 12B.

BEEP?

It's 80023-090.

 Social
Practice 3

Listen to the vocabulary related to marital status.

Married

Single

Divorced

Separated

Now repeat after each word.

Married BEEP.

Single BEEP.

Divorced BEEP.

Separated BEEP.

Listen to the dialogues and then practice. After you hear a BEEP you should provide the answer.

A: Are you single or married?

B: I'm single.

Now answer the questions according to your reality.

A: Are you single or married?

B: BEEP.

Now ask the question after you hear the BEEP.

A: BEEP?

B: I'm single.

Social Practice 4

Filling in a Form

Listen to someone help a blind person fill in a form.

What's your first name	Carla
What's your last name?	Silva
Where are you from?	Brazil /São Paulo
What do you do?	Medicine Student
How old are you?	24
What's your address?	Rio Branco, Avenue 1262 ap 20
What's your zip code?	73210-300
What's your email address?	carla.silva@gmail.com
What's your phone number?	(11) 3504-2982
What's your cell number?	(11) 9997-8321

Now ask the questions after you hear the prompt word and the BEEP.

First name. BEEP?	Carla
Last name. BEEP?	Silva
Country/City. BEEP?	Brazil/ São Paulo
Student. BEEP?	Medicine Student
Age. BEEP?	24
Address. BEEP?	Rio Branco, Avenue 1262 ap 20
Zip code. BEEP?	73210-300
Email address. BEEP?	carla.silva@gmail.com
Phone number. BEEP?	(11) 3504-2982
Cell number. BEEP?	(11) 9997-8321

Now answer the questions according to your reality.

What's your first name	BEEP.
What's your last name?	BEEP.
Where are you from?	BEEP.
What do you do?	BEEP.
How old are you?	BEEP.
What's your address?	BEEP.
What's your zip code?	BEEP.
What's your email address?	BEEP.
What's your phone number?	BEEP.
What's your cell number?	BEEP.

UNIT 3

WHERE'S MY BACKPACK?

Can do's

By the end of this unit, you will be able to talk about classroom objects and classroom situations.

Saber fazer

Ao final desta unidade, você será capaz de falar sobre objetos e situações de sala de aula.

Grammar

Demonstrative pronouns (this, these, that, those); articles (a/an).



Vocabulary 1

Listen to some classroom objects and repeat each one after you hear the BEEP.

Singular

A table	BEEP.
A board	BEEP.
A TV set	BEEP.
A pen	BEEP.
A pencil	BEEP.
A pencilcase	BEEP.
A notebook	BEEP.
An ID card	BEEP.
A mobile	BEEP.
A folder	BEEP.
A backpack	BEEP.
An eraser	BEEP.
A clip	BEEP.
A cane	BEEP.

Plural

Chairs	BEEP.
Books	BEEP.
Pens	BEEP.
Pencils	BEEP.
Notebooks	BEEP.
Rulers	BEEP.
Sunglasses	BEEP.
Canes	BEEP.



English in Use 1

Listen to people asking questions about where the objects are. When something is near you and in the singular form, we use this. What is this?

What is this?	It's a pen.
What is this?	It's a book.
What is this?	It's a backpack.
What is this?	It's a pencil.
What is this?	It's a cane.
What is this?	It's a mobile.
What is this?	It's an eraser.

Now, try to identify the sound of the object and answer the questions.

What is this?	SOUND OF THE OBJECT	BEEP	It's a folder.
What is this?	SOUND OF THE OBJECT	BEEP	It's a book.
What is this?	SOUND OF THE OBJECT	BEEP	It's a backpack.
What is this?	SOUND OF THE OBJECT	BEEP	It's a pencil.
What is this?	SOUND OF THE OBJECT	BEEP	It's a cane.
What is this?	SOUND OF THE OBJECT	BEEP	It's a mobile.
What is this?	SOUND OF THE OBJECT	BEEP	It's an eraser.

Now, ask the questions after you hear the BEEP.

SOUND OF THE OBJECT	BEEP?	It's a folder.
SOUND OF THE OBJECT	BEEP?	It's a book.
SOUND OF THE OBJECT	BEEP?	It's a backpack.
SOUND OF THE OBJECT	BEEP?	It's a pencil.
SOUND OF THE OBJECT	BEEP?	It's a cane.
SOUND OF THE OBJECT	BEEP?	It's a mobile.
SOUND OF THE OBJECT	BEEP?	It's an eraser.

Listen to people asking questions about where the objects are in the PLURAL form. When things are near you and in the plural form, we use these. What are these?

What are these?	They're pens.
What are these?	They're pencils.
What are these?	They're erasers.
What are these?	They're clips.
What are these?	They're sunglasses.
What are these?	They're notebooks.

Now, try to identify the sound of the object and answer the questions.

What are these?	SOUND OF THE OBJECT	BEEP.	They're pens.
What are these?	SOUND OF THE OBJECT	BEEP.	They're pencils.
What are these?	SOUND OF THE OBJECT	BEEP.	They're erasers.
What are these?	SOUND OF THE OBJECT	BEEP.	They're clips.
What are these?	SOUND OF THE OBJECT	BEEP.	They're sunglasses.
What are these?	SOUND OF THE OBJECT	BEEP.	They're notebooks.

Now, ask the questions after you hear the BEEP.

SOUND OF THE OBJECT	BEEP?	They're pens.
SOUND OF THE OBJECT	BEEP?	They're pencils.
SOUND OF THE OBJECT	BEEP?	They're erasers.
SOUND OF THE OBJECT	BEEP?	They're clips.
SOUND OF THE OBJECT	BEEP?	They're sunglasses.
SOUND OF THE OBJECT	BEEP?	They're notebooks.

Listen to people asking questions about where the objects are. When something is FAR you and in the singular form, we use that. What is that?

What is that?	It's a watch.
What is that?	It's a ruler.
What is that?	It's a mobile.
What is that?	It's a folder.
What is that?	It's a pen.
What is that?	It's a stapler.

Now, try to identify the sound of the object and answer the questions.

What is that?	SOUND OF THE OBJECT	BEEP.	It's a watch.
What is that?	SOUND OF THE OBJECT	BEEP.	It's a ruler.
What is that?	SOUND OF THE OBJECT	BEEP.	It's a mobile.
What is that?	SOUND OF THE OBJECT	BEEP.	It's a folder.
What is that?	SOUND OF THE OBJECT	BEEP.	It's a pen.
What is that?	SOUND OF THE OBJECT	BEEP.	It's a stapler.

Now, ask the questions after you hear the BEEP.

SOUND OF THE OBJECT	BEEP?	It's a watch.
SOUND OF THE OBJECT	BEEP?	It's a mobile.
SOUND OF THE OBJECT	BEEP?	It's a folder.
SOUND OF THE OBJECT	BEEP?	It's a pen.
SOUND OF THE OBJECT	BEEP?	It's a stapler.

Listen to people asking questions about where the objects are in the PLURAL form. When things are FAR FROM you and in the plural form, we use those. What are those?

Now, try to identify the sound of the object and answer the questions.

What are those?	SOUND OF THE OBJECT	BEEP.	They're pens.
What are those?	SOUND OF THE OBJECT	BEEP.	They're mobiles.
What are those?	SOUND OF THE OBJECT	BEEP.	They're staplers.
What are those?	SOUND OF THE OBJECT	BEEP.	They're clips.
What are those?	SOUND OF THE OBJECT	BEEP.	They're notebooks.
What are those?	SOUND OF THE OBJECT	BEEP.	They're pencils.

Now, ask the questions after you hear the BEEP.

SOUND OF THE OBJECT	BEEP?	They're pens.
SOUND OF THE OBJECT	BEEP?	They're mobiles.
SOUND OF THE OBJECT	BEEP?	They're staplers.
SOUND OF THE OBJECT	BEEP?	They're clips.
SOUND OF THE OBJECT	BEEP?	They're notebooks.
SOUND OF THE OBJECT	BEEP?	They're pencils.



Grammar 1

We use this (singular) and these (plural) as pronouns to talk about something that is close to the speaker.

A: This is my pen.

B: These are my pens.

Notice that in sentence A, we are talking about one object only.

In sentence B, we use the plural form because we are talking about more than one pen.

In both cases, A and B, the person is talking about a pen(s) that is/are close to him/her.

It is also possible to use this to introduce someone: Hey! This is my friend Peter!!

We use that (singular) and those (plural) to talk about something that is far from the speaker.

C: That is my car.

D: Those are my cars.

Notice that in sentence C, we are talking about one object only.

In sentence D, we use the plural form because we are talking about more than one car.



Social Practice 1

Listen to the dialogue.

A: Hi, Murilo. How are you?

B: Hi, I am not so good...

A: Oh, why?

B: Because I forgot my classroom material today.

A: Which items did you forget?

B: Well... I forgot my pencil and my eraser.

A: What a bad day! Maybe I can help you with some material.

Now say student B part after you hear the BEEP.

A: Hi, Murilo. How are you?

B: BEEP.

A: Oh, why?

B: BEEP.

A: Which items did you forget?

B: BEEP.

A: What a bad day! Maybe I can help you with some material.



Grammar 2

a / an / plural / this / that / these / those

The article a comes in front of words starting in consonant sounds. Examples: a jacket, a pen, a wallet, while the article an comes in front of words starting in vowel sounds. Examples: an eraser, an apple, an egg.

Read the examples and ask students to repeat the words. Help them with new vocabulary. Have students notice the difference between the singular words starting with a or an and the plural sounds with no articles.

A table	tables	A backpack	backpacks
A board	boards	A chair	chairs
A TV set	TV sets	A book	books
A pen	pens	An eraser	erasers
A pencil	pencils	A sharpener	sharpeners
A pencilcase	pencilcases	A key	keys
A notebook	notebooks	A ruler	rulers
An ID card	ID cards	A stapler	staplers
A mobile	mobiles	A pair of scissors	scissors
A folder	folders		
A cane	canes		

 Social
Practice 2

Think about your backpack or wallet, which items do you usually carry inside it?

Listen to the dialogue.

What do you carry inside your backpack?

I carry a pencil case, a pen, a pencil, an eraser, a ruler and some lead.

Now answer the question after you hear the BEEP.

What do you carry inside your backpack?

BEEP.

Listen to the dialogue.

Think about your house:

How many tables do you have? There are three tables in my house.

How many televisions do you have? There are two televisions in my house.

How many chairs do you have? There are 16 chairs.

How many books do you have? I have many, many books.

What do you have on your desk? A Laptop and a printer.

Now answer the question after you hear the BEEP.

Think about your house:

How many tables do you have? BEEP.

How many televisions do you have? BEEP.

How many chairs do you have? BEEP.

How many books do you have? BEEP.

What do you have on your desk? BEEP.



English in Use 6

Classroom Language

Listen to the classroom expressions and their translations.

Open your book.
Turn off your mobile.
Go to page 2.
Sit down.
Stand up.
Listen and repeat.

Now, repeat the expressions after you hear the BEEP.

Open your book.	BEEP.
Turn off your mobile.	BEEP.
Go to page 2.	BEEP.
Sit down.	BEEP.
Stand up.	BEEP.
Listen and repeat.	BEEP.

UNIT 4

WHAT TIME IS IT?

Can do's

By the end of this unit, students will be able to talk about the time and about their routines.

Saber fazer

Ao final desta unidade, os alunos serão capazes de dizer que horas são e de falar sobre suas rotinas.

Grammar

Time expressions; differences between a.m. and p.m.; personal routine.

Vocabulary 1

Listen to the words related to entertainment.

Concert Play Game Movie Class Party

Now repeat them after you hear the BEEP.

Concert BEEP.

Play BEEP.

Game BEEP.

Movie BEEP.

Class BEEP.

Party BEEP.



English in Use 1

Telling the Time

Listen to people telling the time. Pay attention to the translation of the time.

What time is it? It's one o'clock. É uma hora.

What time is it? It's one oh five. É uma hora e cinco minutos.

What time is it? It's one ten. É uma hora e dez minutos.

What time is it? It's quarter after one. É uma hora e quinze minutos.

What time is it? It's one twenty. É uma hora e vinte minutos.

What time is it? It's one twenty-five. É uma hora e vinte e cinco minutos.

What time is it? It's one thirty or It's half past one. É uma hora e meia.

What time is it? It's one thirty-five or It's twenty-five to two. É uma hora e trinta e cinco minutos ou vinte e cinco para as duas.

What time is it? It's one forty or It's twenty to two. É uma hora e quarenta minutos ou vinte para as duas.

What time is it? It's one forty-five or It's quarter to two. É uma hora e quarenta e cinco minutos ou quinze para as duas.

What time is it? It's one fifty or It's ten to two. É uma hora e cinquenta minutos ou dez para as duas.

What time is it? It's one fifty-five or It's five to two. É uma hora e cinquenta e cinco ou cinco para as duas.

What time is it? It's two o'clock. São duas horas.

Now, it's your turn to ask the time. Ask the time after you hear the.

BEEP? It's one o'clock.

BEEP? It's one oh five.

BEEP? It's one ten.

BEEP? It's quarter after one.

BEEP? It's one twenty.

BEEP? It's one twenty-five.

BEEP? It's one thirty or It's half past one.

BEEP? It's one thirty-five or It's twenty-five to two.

BEEP? It's one forty or It's twenty to two.

BEEP? It's one forty-five or It's quarter to two.

BEEP? It's one fifty or It's ten to two.

BEEP? It's one fifty-five or It's five to two.

BEEP? It's two o'clock

Now you tell the time. Listen to the person saying the time in Portuguese and translate it into English after you hear the BEEP.

What time is it? É uma hora. BEEP. It's one o'clock.

What time is it? São uma e cinco. BEEP. It's one oh five.

What time is it? São uma e dez. BEEP. It's one ten.

What time is it? São uma e quinze. BEEP. It's quarter after one.

What time is it? São uma e vinte. BEEP. It's one twenty.

What time is it? São uma e vinte e cinco. BEEP. It's one twenty-five.

What time is it? São uma e meia. BEEP. It's one thirty or It's half past one.

What time is it? São uma e trinta e cinco. BEEP. It's one thirty-five or It's twenty-five to two.

What time is it? São uma e quarenta ou vinte para as duas. BEEP. It's one forty or It's twenty to two.

What time is it? São uma e quarenta e cinco minutos ou quinze para as duas. BEEP. It's one forty-five or It's quarter to two.

What time is it? São uma e cinquenta ou dez para as duas. BEEP. It's one fifty or It's ten to two.

What time is it? São uma e cinquenta e cinco ou cinco para as duas. BEEP. It's one fifty-five or It's five to two.

What time is it? São duas horas. BEEP. It's two o'clock.

Grammar 1

We use a.m. = before noon.

For example, it is 3 o'clock a.m. means **três da madrugada, antes do meio dia.**

We use p.m. = after noon.

For example, it is 3 o'clock p.m. means **três da tarde.**



English in Use 2

Listen to the dialogues and then practice. After you hear a BEEP you should provide the answer.

A: Good Morning!

B: Good Morning. How are you?

A: I am fine and you?

B: I am fine too. Hey, I am very late, what time is it?

A: It is 8:00 p.m.!

B: Oh, I am really late, I need to be at work at 8:15.

A: Ok, see you!

B: See you!

A: Hey Joe, wake up!

B: What time is it? It is 7:30 a.m. Time to get ready for work!

A: Are you going to take a shower before breakfast?

B: Yes, I am.

A: And don't forget to brush your teeth.

A: Hi Carol, woke up early today?

B: Yes, I always wake up early!

A: I would also like to get up early, but what do you do in the morning?

B: I wake up at 7:00 a.m. get up at 7:15 a.m. and brush my teeth. Then I have breakfast and brush my teeth again, because at 8:30 a.m. I leave to work.

A: Oh, nice!

A: Good night.

B: Wow, you are leaving late today.

A: Yeah, I had to work overtime.

B: What time do you normally leave?

A: At 5.

B: It's 10 p.m. now. You worked a lot today.

A: Yeah, I am really tired.

B: Well, go home and rest!

Now you are student B. Answer the questions after you hear the BEEP.

Depois do BEEP, espere alguns minutos e deem a resposta correta.

A: Good Morning!

B: BEEP.

A: I am fine and you?

B: BEEP.

A: It is 8:00 p.m.!

B: BEEP.

A: Ok, see you!

B: BEEP.

A: Hey Joe, wake up!

B: BEEP.

A: Are you going to take a shower before breakfast?

B: BEEP.

A: And don't forget to brush your teeth.

A: Hi Carol, woke up early today!?

B: BEEP.

A: I would also like to get up early, but what do you do in the morning?

B: BEEP.

A: Oh, nice!

A: Good night.

B: BEEP.

A: Yeah, I had to work overtime.

B: BEEP.

A: At 5.

B: BEEP.

A: Yeah, I am really tired.

B: BEEP.

Now you are student A. After you hear the BEEP, start the conversation.

A: BEEP.

B: Good Morning, How are you?

A: BEEP.

B: I am fine too. Hey, I am very late, what time is it?

A: BEEP.

B: Oh, I am really late, I need to be at work at 8:15.

A: BEEP.

B: See you!

A: BEEP.

B: What time is it? It is 7:30 a.m. Time to get ready for work!

A: BEEP.

B: Yes, I am.

A: BEEP.

A: BEEP.

B: Yes, I always wake up early!

A: BEEP.

B: I wake up at 7:00 a.m. get up at 7:15 a.m. and brush my teeth. Then I have breakfast and brush my teeth again, because at 8:30 a.m. I leave to work.

A: BEEP.

A: BEEP.

B: Wow, you are leaving late today.

A: BEEP.

B: What time do you normally leave?

A: BEEP.

B: It's 10 p.m. now. You worked a lot today.

A: BEEP.

B: Well, go home and rest!

Vocabulary 2

Listen to the words related to telling the time. Listen and repeat them after you hear a BEEP.

Clock	BEEP	relógio.
Watch	BEEP	relógio de pulso.
Hand	BEEP	ponteiro.
Minute hand	BEEP	ponteiro de minutos.
Hour Hand	BEEP	ponteiro de horas.
Second hand	BEEP	ponteiro de segundos.
Clock face	BEEP	visor.
Midday	BEEP	meio-dia.
Midnight	BEEP	meia-noite.
Past	BEEP	passado.
Half	BEEP	meio.
To	BEEP	para.
After	BEEP	depois.
Quarter – 1/4	BEEP	quinze.
O'clock	BEEP	horas.
Noon	BEEP	meio-dia.

Listening 2

Listen to the questions and answers.

What time is your English class? It's at half past nine.

What time is the party? It's at eight.

What time is the game? It's at four. [Check out the soccer games of the day!]

What time is the movie? It's at six. [Check out the movies schedule of the day!]

What time is the concert? It's at nine. [Check out the concerts of the day!]

Now listen to the questions and give the answers after you hear the BEEP.

What time is your English class? BEEP.

What time is the party? BEEP.

What time is the game? BEEP.

What time is the movie? BEEP.

What time is the concert? BEEP.

Now, ask the questions after you hear the prompt.

English class? BEEP. It's at half past nine a.m.

Party? BEEP. It's at eight o'clock.

The game? BEEP. It's at four o'clock.

The movie? BEEP. It's at six p.m.

The concert? BEEP. It's at nine p.m.

UNIT 5

WHAT DO YOU DO EVERY DAY?

Can do's

By the end of this unit, you will be able to talk about your daily routine using the Simple Present Tense.

Saber fazer

Ao final desta unidade, você será capaz de falar sobre sua rotina diária usando o Presente do Indicativo.

Grammar

Simple Present Tense; irregular plural; 3rd person singular.



Vocabulary 1

Listen to people talk about their daily habits.

I wake up at 6 o'clock in the morning.

I get up 10 minutes later.

I go to the bathroom and take a shower.

I brush my teeth and get dressed.

I go to the kitchen and have breakfast.

I leave home. And walk to school.

I study from 7:30 to noon.

I have lunch at a restaurant with my friends.

Then, I go to the gym and workout on Mondays and Wednesdays.

On Tuesdays and Thursdays, I go to my English course.

I arrive home at 9 o'clock p.m.

I prepare dinner, have dinner and do the dishes.

Sometimes, I watch TV and sometimes I study.

I go to bed late at 11 p.m.

Now repeat after you hear the BEEP.

I wake up at 6 o'clock in the morning.

BEEP.

I get up 10 minutes later.

BEEP.

I go to the bathroom and take a shower.

BEEP.

I brush my teeth and get dressed.

BEEP.

I go to the kitchen and have breakfast.

BEEP.

I leave home. And walk to school.

BEEP.

I study from 7:30 to noon.

BEEP.

I have lunch at a restaurant with my friends.

BEEP.

Then, I go to the gym and workout on Mondays and Wednesdays.

BEEP.

On Tuesdays and Thursdays, I go to my English course.

BEEP.

I arrive home at 9 o'clock p.m.

BEEP.

I prepare dinner, have dinner and do the dishes.

BEEP.

Sometimes, I watch TV and sometimes I study.

BEEP.

I go to bed late at 11 p.m.

BEEP.



English in Use 1

Listen to the questions people ask about daily routines.

On weekends:

- | | |
|-------------------------------------|--|
| 1. What do you do in the morning? | I wake up early, take a shower and go to school. |
| 2. What do you do in the afternoon? | I come back home and do my homework. |
| 3. What do you do in the evening? | I prepare dinner, have dinner and watch TV. |

Now listen to the questions and give your own answers after you hear the BEEP.

On weekends:

- | | |
|-------------------------------------|-------|
| 1. What do you do in the morning? | BEEP. |
| 2. What do you do in the afternoon? | BEEP. |
| 3. What do you do in the evening? | BEEP. |

Now it is your turn to ask the questions. Listen to the prompts and ask the question.

On weekends:

- | | | |
|-------------------------|-------|--|
| 1. Do/in the morning? | BEEP. | I wake up early, take a shower and go to school. |
| 2. Do/in the afternoon? | BEEP. | I come back home and do my homework. |
| 3. Do/in the evening? | BEEP. | I prepare dinner, have dinner and watch TV |



English in Use 2

Listen again to the questions people ask about daily routines.

- | | |
|-------------------------------------|---|
| 1. What do you do on Saturday? | I get up early and buy groceries. Then I go to the club to play soccer. |
| 2. What do you do on Sunday? | I get up late, have breakfast and watch TV. In the afternoon, I go to church. |
| 3. What do you do on Friday nights? | I go clubbing! |

Now listen to the questions and give your own answers after you hear the BEEP.

- | | |
|-------------------------------------|-------|
| 1. What do you do on Saturday? | BEEP. |
| 2. What do you do on Sunday? | BEEP. |
| 3. What do you do on Friday nights? | BEEP. |

Now it is your turn to ask the questions. Listen to the prompts and ask the question.

- | | |
|-------------------------|--|
| 1. Do/on Saturday? | BEEP.
I get up early and buy groceries.
Then I go to the club to play soccer. |
| 2. Do/on Sunday? | BEEP.
I get up late, have breakfast and watch TV.
In the afternoon, I go to church. |
| 3. Do/on Friday nights? | BEEP.
I go clubbing! I get up early and buy groceries.
Then I go to the club to play soccer. |

Grammar 1

Simple Present Tense

The simple present tense is the same for I, you, we, you and they. We only change the suffix -s in the third person singular. We use don't or doesn't when we want to use the negative form. We use Do/Does + subject+verb (base form) when we want to ask a question.

Affirmative	Negative	Interrogative
I work.	I don't work.	Do I work?
You work.	You don't work.	Do you work?
He works.	He doesn't work.	Does he work?
She works.	She doesn't work.	Does she work?
It works.	It doesn't work.	Does it work?
We work.	We don't work.	Do we work?
You work.	You don't work.	Do you work?
They work.	They don't work.	Do they work?

Listen to Sarah talk about her daily routine. Try to remember her routine as much as possible and retell it after you hear the BEEP.

1. Hi. My name is Sarah and I live in New York City. I work for a university. I love my job because I meet a lot of different people. Every weekday, I wake up at 7 in the morning. I get up, have a shower and then I get dressed. I have a quick breakfast and leave my house at 7:45. I take the bus.
2. I get home from work at 5 p.m. and relax. I like to watch TV or read a book. On Friday nights, I usually go out with my friends. And on Saturday mornings, I have Spanish classes. In the evening, I go to the cinema or theater.
3. On Sunday, I visit my parents. They live in a neighboring district. We have lunch together. Sometimes my married brother also goes to our parents house and I love it because I can play with my nephews.
4. On Sunday, I go to be early because I have to wake up early on Monday.

Now, what do you remember about Sarah's routine? Retell what you remember after you hear the BEEP.

UNIT 6

WHAT DO YOU LIKE DOING?

Can do's

By the end of this unit, you will be able to talk about your musical preferences.

Saber fazer

Ao final desta unidade, você será capaz de falar sobre suas preferências musicais.

Grammar

Simple Present Tense; common verbs; question formation.



Warm up

Listen to these people talk about their musical preferences.

A: What kind of music do you like?

B: I like rock and pop music. What about you?

A: I love classical music.

A: Can you play any musical instrument?

B: Yeah. I can play the guitar. And you?

A: Nop. I can't play any musical instrument.

Now answer the questions according to your reality. Answer them after you hear the BEEP.

A: What kind of music do you like?

B: BEEP.

A: I love classical music.

A: Can you play any musical instrument?

B: BEEP.

A: Nop. I can't play any musical instrument.

Now ask the questions after you hear the prompts.

A: What kind/music BEEP?

B: I like rock and pop music.

A: Can/play/musical instrument? BEEP.

B: Yeah. I can play the guitar.



Vocabulary 1

Listen to some musical instruments and repeat their names after you hear a BEEP.

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

Audio: the harp.	BEEP.
Audio: the violin.	BEEP.
Audio: the trumpet.	BEEP.
Audio: the piano.	BEEP.
Audio: the trombone.	BEEP.
Audio: the xylophone.	BEEP.
Audio: the flute.	BEEP.
Audio: the cello.	BEEP.
Audio: the acordeon.	BEEP.
Audio: the bungle.	BEEP.
Audio: the guitar.	BEEP.
Audio: the electric guitar.	BEEP.
Audio: the bagpipes.	BEEP.
Audio: the drums.	BEEP.
Audio: the harmonica.	BEEP.
Audio: the Cymbals.	BEEP.

Now listen to some rhythms and repeat their names after you hear the BEEP.

<https://www.youtube.com/watch?v=P-WaYjxazol>

Audio: rock 'n roll.	BEEP.
Audio: the blues.	BEEP.
Audio: classical music.	BEEP.
Audio: country music.	BEEP.
Audio: electronic music.	BEEP.
Audio: jazz.	BEEP.
Audio: heavy metal.	BEEP.
Audio: rap.	BEEP.
Audio: reggae.	BEEP.

Listening 1

Listen to the dialogues and then practice. After you hear a BEEP you should provide the answer.

DIALOGUE 1

A: Can you play a musical instrument?

B: Yes, I can play the guitar. What about you?

A: I can play the piano.

A: What is your favorite musical instrument?

B: My favorite musical instrument is the violin.

DIALOGUE 2

A: What kind of music do you like?

B: I like pop and rock music. What about you?

A: I like rock music. I just love Bono Vox.

A: What kind of music Gilberto Gil sings?

B: He sings MPB and reggae.

DIALOGUE 3

A: Who is your favorite singer?

B: I like Bono. What about you?

A: I like Bruno Mars.

DIALOGUE 4

A: Who is your favorite band?

B: I like One Republic. What about you?

A: I like Radio Head.

DIALOGUE 5

A: What is your favorite kind of music?

B: I like Rock 'n Roll. What about you?

A: I like Funk.

Now answer the question after you hear the BEEP.

DIALOGUE 1

A: Can you play a musical instrument?

B: BEEP.

A: I can play the piano.

A: What is your favorite musical instrument?

B: BEEP.

DIALOGUE 2

A: What kind of music do you like?

B: BEEP.

A: I like rock music. I just love Bono Vox.

A: What kind of music Gilberto Gil sings?

B: BEEP.

DIALOGUE 3

A: Who is your favorite singer?

B: BEEP.

A: I like Bruno Mars.

DIALOGUE 4

A: Who is your favorite band?

B: BEEP.

A: I like Radio Head.

DIALOGUE 5

A: What is your favorite kind of music?

B: BEEP.

A: I like Funk.

Now ask the question after you hear the BEEP. Listen to the prompts first. Then answer the question too.

DIALOGUE 1

A: Play/musical instrument? BEEP.

B: Yes, I can play the guitar. What about you?

A: BEEP.

A: Favorite/musical instrument? BEEP.

B: My favorite musical instrument is the piano.

DIALOGUE 2

A: Kind of music/like? BEEP.

B: I like pop and rock music. What about you?

A: BEEP.

A: Kind of music (name of a singer)? BEEP.

B: He sings MPB and reggae.

DIALOGUE 3

A: Who/favorite/singer? BEEP.

B: I like Bono. What about you?

A: BEEP.

DIALOGUE 4

A: Who/favorite band? BEEP.

B: I like One Republic. What about you?

A: BEEP.

DIALOGUE 5

A: favorite kind of music? BEEP.

B: I like Rock 'n Roll. What about you?

A: BEEP.

UNIT 7

WHAT DO YOU LIKE EATING?

Can do's

By the end of this unit, you will be able to talk about food and beverages.

Saber fazer

Ao final desta unidade, você será capaz de falar sobre comida e bebida.

Grammar

Count and uncount nouns, adverb of frequency.



Vocabulary 1

Food

Listen to the dialogues and then practice. After you hear a BEEP you should provide the answer.

A: What do you like eating?

B: I love lasagna!

A: What do you like drinking?

B: I like tomato juice.

A: What do you like eating?

B: I like feijoada!

A: What do you like drinking?

B: I like sugar cane juice.

A: What do you like eating?

B: I really like strogonoff!

A: What do you like drinking?

B: I like guaraná juice.

Now answer the questions after you hear the BEEP.

A: What do you like eating?

B: BEEP.

A: What do you like drinking?

B: BEEP.

Now ask the questions after you hear the BEEP.

A: BEEP.

B: I really like strogonoff!

A: BEEP.

B: I like guaraná juice.



Grammar 1

a / an / some / any

We use **a** and **an** when we refer to one noun. **A** and **an** are only used with countable nouns. Usamos **a** ou **an** quando nos referimos a um substantivo no singular. **a** ou **an** são usados com substantivos contáveis.

Examples: a banana; an egg; a pineapple; an apple.

We use **some** when we talk about more than one, a quantity of a noun. **Some** can be used with countable or uncountable nouns. It is usually used in affirmative sentences or when you offer something to someone.

Usamos **SOME** quando nos referimos a uma quantidade. **Some** pode ser usado com substantivos contáveis e não contáveis. É usado em orações afirmativas ou quando você oferece algo a alguém.

For example:

Mary gave me some chocolate.

Would you like some coffee?

Give me some sugar, please.

Could I have some potatoes?

We use **ANY** to refer to a quantity of something, but in the negative form. It can be used with countable and uncountable nouns.

For example:

We don't have any sugar!

He didn't buy any bread.

They don't bananas left for the recipe.

Listening 1

Some nouns in English are countable and some are uncountable. Here is a list of countable and uncountable nouns related to food. Repeat each word after you hear a BEEP.

Countable nouns

(singular or plural)

An apple	BEEP
A banana	BEEP
An egg	BEEP
A cup of coffee	BEEP
A papaya	BEEP
An orange	BEEP
Grapes	BEEP
Strawberries	BEEP

Uncountable nouns

(always singular)

Some bread	BEEP
Some milk	BEEP
Some cereal	BEEP
Some sugar	BEEP
Some butter	BEEP
Some toast or a piece of toast	BEEP

Listening 2

Listen to the dialogues and then practice. After you hear a BEEP you should provide the answer.

A: How often do you go to the supermarket?

B: I go to the supermarket every week.

A: Which supermarket do you go to? Why?

B: I go to Condor because it is near my house.

A: What do you buy?

B: I buy milk, coffee, bread, butter, fruit and vegetables.

Now answer the questions after you hear the BEEP.

A: How often do you go to the supermarket?

B: BEEP.

A: Which supermarket do you go to? Why?

B: BEEP.

A: What do you buy?

B: BEEP.

Now ask the questions after you hear the BEEP.

A: How often/supermarket? BEEP.

B: I go to the supermarket every week.

A: Which supermarket BEEP.

B: I go to Condor because it is near my house.

A: What/buy? BEEP.

B: I buy milk, coffee, bread, butter, fruit and vegetables.

Grammar 2

Quantifiers

We can also use quantifiers to talk about food. Listen to them and repeat after each BEEP.

Uma caixa de leite tetrapak.	A carton of milk.	BEEP.
Uma caixa tetrapak de suco de laranja.	A carton of orange juice.	BEEP.
Um rolo de papel higiênico.	A roll of toilet paper.	BEEP.
Um pacote de papel alumínio.	A roll of foil paper.	BEEP.
Um garrafa de vinho.	A bottle of wine.	BEEP.
Uma garrafa de água mineral.	A bottle of mineral water.	BEEP.
Uma garrafa de cerveja.	A bottle of beer.	BEEP.
Um pote de geléia.	A jar of jelly.	BEEP.
Um pote de pickles.	A jar of pickles.	BEEP.
Um quilo de batatas.	A kilo of potatoes.	BEEP.
Um quilo de carne.	A kilo of meat.	BEEP.
Um maço de cenouras.	A bunch of carrots.	BEEP.
Um maço de rabanete.	A bunch of radish.	BEEP.
Uma caixa de chocolate.	A box of chocolates.	BEEP.
Uma caixa de sucrilhos.	A box of cereals.	BEEP.
Uma embalagem de sonhos.	A bag of doughnuts.	BEEP.
Um pacote de batatas fritas.	A bag of potato chips.	BEEP.
Uma lata de nozes mistas.	A can of mixed nuts.	BEEP.
Uma latinha de cerveja.	A can of beer.	BEEP.
Uma latinha de refrigerante.	A can of soft drink.	BEEP.
Uma caixa de chicletes.	A pack of gum.	BEEP.
Um maço de cigarros.	A pack of cigarettes.	BEEP.
Um pacote de queijo.	A pack of cheese.	BEEP.

Listening 3

Listen to vocabulary related to Fast food / healthy food / luxury food and repeat after you hear a BEEP.

Fast food

a hamburger BEEP.
some French fries BEEP.
a hotdog BEEP.
some fish and chips BEEP.
a can of beer BEEP.

Healthy food

salads -a head of lettuce BEEP.
some rice and beans BEEP.
a glass of orange juice BEEP.
a bowl of fruit salad BEEP.
a bowl of vegetable soup BEEP.

Luxury food

some caviar BEEP.
a bottle of champagne BEEP.
some foie gras BEEP.
some escargot BEEP.
a box of Godiva Chocolate BEEP.

Listening 4

Listen to these people asking questions about their eating habits.

A: What is your eating habit? How often do you eat? How much do you eat?

B: I have three meals a day: breakfast, lunch and dinner.

A: What kind of healthy food do you eat? What fast food do you eat?

B: I eat salads and vegetables, but I never eat fast food.

A: What kind of food do you hate eating? Why?

B: I hate fish.

A: What do you eat for breakfast?

B: Orange juice, bread and butter and some coffee.

A: What do you eat for lunch?

B: Rice, beans, a piece of meat and vegetables.

A: What do you eat for dinner?

B: I usually have soup or a sandwich.

A: What do you eat for snacks?

B: A banana or an orange.

Now it's your turn. Answer the questions according to your reality after you hear a BEEP.

A: What is your eating habit? How often do you eat? How much do you eat?

B: BEEP.

A: What kind of healthy food do you eat? What fast food do you eat?

B: BEEP.

A: What kind of food do you hate eating? Why?

B: BEEP.

A: What do you eat for breakfast?

B: BEEP.

A: What do you eat for lunch?

B: BEEP.

A: What do you eat for dinner?

B: BEEP.

A: What do you eat for snacks?

B: BEEP.

Now ask the questions after you hear the prompt and BEEP.

A: eating habit? BEEP.

B: I have three meals a day: breakfast, lunch and dinner.

A: healthy food? BEEP.

B: I eat salads and vegetables, but I never eat fast food.

A: What kind of food/hate? BEEP.

B: I hate fish.

A: for breakfast? BEEP.

B: Orange juice, bread and butter and some coffee.

A: for lunch? BEEP.

B: Rice, beans, a piece of meat and vegetables.

A: for dinner? BEEP.

B: I usually have soup or a sandwich.

A: as a snack? BEEP.

B: A banana or an orange.



Social Practice 2

Listen to an audio Menu.

For appetizers we have:

Shrimps cocktail for US\$ 12,99

Onion rings for US\$ 5,00

Vegetable soup for US\$ 6,00

Fish sticks for US\$ 9,50

French fries for US\$ 4,90

For meals, we have:

Steak with mashed potatoes for US\$ 10,50

Chicken with vegetables and rice for US\$ 11,99

Rice, beans and salad for US\$ 8,50

Egg, rice, beans and salad for US\$ 10,00

Pasta, tomato sauce with minced eat for US\$ 12,50

Rice with minced meat for US\$ 13,00

For dessert, we have:

A Piece of pie for US\$ 5,50

We have strawberry, chocolate or lemon pies

A fruit salad for US\$ 4,00

A piece of pudding for US\$ 8,00

For beverages we have:

Mineral water for US\$ 2,50

Soda for US\$ 4.50

Juice for US\$ 3,50

Beer for US\$ 3,50

Now listen to a conversation between a customer and a waiter at a restaurant.

A: Good morning.

B: Good morning.

B: A table for 2, please.

A: Follow me, please.

B: Thank you.

[some minutes later]

B: Are you ready to order?

A: Yes, I'd like a bowl of vegetable soup.

B: And for a second course?

A: A fillet of fish with lettuce and tomato salad.

B: Anything to drink?

A: I'd like a glass of wine. Red wine.

B: And for dessert?

A: A piece of apple pie, please.

[an hour later]

B: Waiter, please?

A: Yes, sir/madam.

B: The bill please.

A: That will be US\$ 52.50. Cash or charge?

B: Charge. Visa.

Now repeat after each line.

A: Good morning. BEEP.

B: Good morning. BEEP.

B: A table for 2, please. BEEP.

A: Follow me, please. BEEP.

B: Thank you. BEEP.

[some minutes later]

B: Are you ready to order? BEEP.

A: Yes, I'd like a bowl of vegetable soup. BEEP.

B: And for a second course? BEEP.

A: A fillet of fish with lettuce and tomato salad. BEEP.

B: Anything to drink? BEEP.

A: I'd like a glass of wine. Red wine. BEEP.

B: And for dessert? BEEP.

A: A piece of apple pie, please. BEEP.

[an hour later]

B: Waiter, please? BEEP.

A: Yes, sir/madam. BEEP.

B: The bill please. BEEP.

A: That will be US\$ 52.50. Cash or charge? BEEP.

B: Charge. Visa. BEEP.

Now you are the customer. Listen to the waiter and order your meal after you hear a BEEP.

A: Good morning.

B: BEEP.

B: BEEP.

A: Follow me, please.

B: Thank you.

[some minutes later]

B: Are you ready to order?

A: BEEP.

B: And for a second course?

A: BEEP.

B: Anything to drink?

A: BEEP.

B: And for dessert?

A: BEEP.

[an hour later]

B: BEEP.

A: Yes, sir/madam.

B: BEEP.

A: That will be US\$ 52.50. Cash or charge?

B: BEEP.

Now, it is your turn to be the waiter/waitress after you hear the BEEP.

A: BEEP.

B: Good morning.

B: A table for 2, please.

A: BEEP.

B: Thank you.

[some minutes later]

B: BEEP?

A: Yes, I'd like a bowl of vegetable soup.

B: BEEP?

A: A fillet of fish with lettuce and tomato salad.

B: BEEP?

A: I'd like a glass of wine. Red wine.

B: BEEP?

A: A piece of apple pie, please.

[an hour later]

B: Waiter, please?

A: BEEP.

B: The bill please.

A: BEEP?

B: Charge. Visa.

UNIT 8

WHAT ARE YOU LIKE AS A PERSON?

Can do's

By the end of this unit, you will be able to talk about personality and yourself.

Saber fazer

Ao final desta unidade, você será capaz de falar sobre personalidade e sobre você.

Grammar

Simple Present Tense; comparatives adjectives (personality).

Vocabulary 1

Personality Adjectives

Listen to the adjectives and repeat them after you hear the BEEP.

Positive adjectives			Negative adjectives		
kind/ generous	BEEP	generoso	greedy	BEEP	pão duro
friendly/nice	BEEP	amigável	unfriendly/ aggressive	BEEP	agressivo
good	BEEP	bom	bad/awful	BEEP	ruim, terrível
happy	BEEP	feliz	sad/angry	BEEP	triste/bravo
ambitious	BEEP	ambicioso	modest	BEEP	modesto
beautiful	BEEP	bonito	ugly/homely	BEEP	feio
helpful	BEEP	prestativo	self-centered	BEEP	egoísta
fun	BEEP	divertido	boring	BEEP	chato
lucky	BEEP	sortudo	unlucky	BEEP	azarado
calm	BEEP	calmo	shy	BEEP	tímido
outgoing	BEEP	amigável	sad	BEEP	triste
sensible	BEEP	sensato	crazy	BEEP	louco
serious	BEEP	sério	carefree	BEEP	uma pessoa sem compromisso
careful	BEEP	cuidadoso	careless	BEEP	descuidado
organized	BEEP	organizado	confused	BEEP	confuso
tidy	BEEP	organizado	messy	BEEP	desorganizado
stylish	BEEP	que está na moda	old fashioned	BEEP	fora de moda
responsible	BEEP	responsável	irresponsible	BEEP	irresponsável
talkative	BEEP	falante	quiet	BEEP	quieto
intelligent	BEEP	inteligente	slow	BEEP	lento
excited	BEEP	animado			



English in Use 1

Listen to the dialogues and then practice. After you hear a BEEP you should provide the answer.

A: What are you like as a person?

B: I am a shy person.

A: Are you happy with your personality?

B: Not really.

A: If you could change any aspect of your personality, what would it be?

B: I would like to be more talkative.

A: Is your personality suited for your job?

B: Yes, because I work with computers.

Now answer the questions according to your reality after you hear the BEEP.

A: What are you like as a person?

B: BEEP.

A: Are you happy with your personality?

B: BEEP.

A: If you could change any aspect of your personality, what would it be?

B: BEEP.

A: Is your personality suited for your job?

B: BEEP.

Now ask the questions after you hear the BEEP.

A: to be like/as a person? BEEP. [What are you like as a person?]

B: I am a shy person.

A: happy/your personality? BEEP. [Are you happy with your personality?]

B: Not really.

A: If you could change? BEEP. [If you could change any aspect of your personality, what would it be?]

B: I would like to be more talkative.

A: personality/suited/job? BEEP. [Is your personality suited for your job?]

B: Yes, because I work with computers.

Grammar 1

Comparative Adjectives

Listen to the explanation of the rules of the Comparison of Superiority.

To compare two people we normally:

For small adjectives (one or two syllabus)	For big adjectives (two or more syllabus)
add: er + then For example: nicer shorter	add: more + adjective + then For example: more beautiful more intelligent

Exceptions are:

Good = better.

Bad = worse.

Far = farther/further.

Farther = F A R T H E R é usado para distâncias.

Por exemplo:

São Paulo is farther than Rio from Curitiba.

Further = F U R T H E R com outras coisas, por exemplo, informações.

Por exemplo:

For further information, call 0800.

Spelling:

For adjectives that end in y, we drop the y and add ier

For example: Friendlier, prettier, shier, happier, etc.

For one-syllable adjectives with a consonant+vowel+consonant pattern, we double the last letter.

For example: bigger, sadder, fatter.



Game 1

Listen to the adjective and after you hear the BEEP, give the comparative form of that adjective.

For example: Big BEEP Bigger.

kind/generous	BEEP	boring	BEEP
friendly/nice	BEEP	unlucky	BEEP
good	BEEP	excited	BEEP
happy	BEEP	outgoing	BEEP
ambitious	BEEP	happy	BEEP
beautiful	BEEP	sensible	BEEP
helpful	BEEP	serious	BEEP
fun	BEEP	careful	BEEP
lucky	BEEP	organized	BEEP
calm	BEEP	tidy	BEEP
greedy	BEEP	stylish	BEEP
unfriendly	BEEP	responsible	BEEP
agressive	BEEP	talkative	BEEP
bad	BEEP	intelligent	BEEP
awful	BEEP	shy	BEEP
sad	BEEP	crazy	BEEP
angry	BEEP	carefree	BEEP
modest	BEEP	careless	BEEP
ugly	BEEP	confused	BEEP
homely	BEEP	messy	BEEP
self centered	BEEP	old fashioned	BEEP
		irresponsible	BEEP
		quiet	BEEP
		slow	BEEP

 Social
Practice 1

Listen to people talk about famous people.

A: What is Faustão like?

B: I think he is talkative and outgoing.

A: And what is Neymar like?

B: Well, I think he is shy and smart.

Now give your own opinion about famous people after you hear the BEEP.

A: What is Sílvio Santos like?

B: I think he is BEEP.

A: And what is Jô Soares like?

B: He is BEEP.

A: What is Luciano Huck like?

B: I think he is BEEP.

A: And what is Ivete Sangalo like?

B: He is BEEP.

A: What is Fernanda Montegro like?

B: I think he is BEEP.

A: And what is William Bonner like?

B: He is BEEP.

A: What is Marcelo Tás like?

B: I think he is BEEP.

A: And what is Pelé like?

B: He is BEEP.

 Social
Practice 2

Now talk about your family members. Listen to the questions and answer them after you hear the BEEP. Remember, if you do not have a specific family member, just say: I don't have a sister, for example.

A: Are you married? And what is your wife (or husband) like?

B: S(he) is BEEP.

A: What is your mother like?

B: I think she is BEEP.

A: And what is your father like?

B: He is BEEP.

A: Do you have a sister? What is your sister like?

B: I think she is BEEP.

A: Do you have a brother? What is your brother like?

B: I think he is BEEP.

A: And what is your favorite aunt like?

B: She is BEEP.

A: And what is your favorite uncle like?

B: He is BEEP.

A: And what is your favorite cousin like?

B: S(he) is BEEP.



Game 2

Animals Sounds

Listen to some animal sounds. Try to guess the sound of each animal.

1. Cat
2. Dog
3. Cow
4. Chicken
5. Lamb
6. Horse
7. Pig
8. Donkey
9. Rooster
10. Duck
11. Goat
12. Chicks
13. Frog
14. Lion
15. Monkey
16. Polar bear
17. Tiger
18. Elephant
19. Bear
20. Wolf

UNIT 9

DO YOU HAVE ANY CHILDREN?

Can do's

By the end of this unit, you will be able to talk about your family members.

Saber fazer

Ao final desta unidade, você será capaz de falar sobre os membros de sua família.

Grammar

Possessive Case, Possessive Adjectives, Possessive Pronoun.



Warm up

What's this?

Listen to some sounds and guess what it is!

<https://www.youtube.com/watch?v=9VYCKHMDAg0>

- | | |
|----------|------------------|
| A door | A hair dryer |
| Scissors | A telephone |
| A broom | A printer |
| Cutlery | A tooth brush |
| A chair | A door bell |
| A toilet | A vacuum cleaner |

Vocabulary 1

Listen to a list of family members and repeat after you hear a BEEP.

Feminine		Masculine	
Mother	BEEP	Father	BEEP
Wife	BEEP	Husband	BEEP
Stepmother	BEEP	Stepfather	BEEP
Sister	BEEP	Brother	BEEP
Daughter	BEEP	Son	BEEP
Aunt	BEEP	Uncle	BEEP
Cousin	BEEP	Cousin	BEEP
Niece	BEEP	Nephew	BEEP
Sister-in-law	BEEP	Brother-in-law	BEEP
Grandmother	BEEP	Grandfather	BEEP
Granddaughter	BEEP	Grandson	BEEP
Great Grand-mother	BEEP	Great Grand-father	BEEP
Godmother	BEEP	Godfather	BEEP
Singular		Plural	
Parent	pai ou mãe	Parents	os pais
Child	um filho ou uma filha	Children	os filhos
Relative	um parente	Relatives	parentes



Grammar 1

Possessive Case

Now, review the adjective pronouns using the possessive case, for example: **My mother's name is Maria, What is your father's name?**

A: What's **your** mother's name?

B: **My** mother's name is Marli.

A: Are you married?

B: yes, I am.

A: What's **your** husband's name?

B: **My** husband's name is José.

A: How many children do you have?

B: I have three children.

A: What's **your** son's name?

B: I have two sons. One is Fábio and the other one is André.

A: What's **your** daughter's name?

B: **Her** name is Fernanda.

Grammar 2

The Possessive Case is also called the Genitive Case.

The genitive or possessive case is used when we add apostrophe S ('s) to show possession. That something belongs to another person or that there is a type of relationship between things.

Example: Jannet's house. Your brother's friend.

We normally use the 's with people or animals. Example: Susan's car. Peter's bike. Rex's bone.

It can also be used with places, organizations and companies (which suggest a group of people).

Example: Renault's Brazilian Staff.

It is not common to use the 's with non-living things.

Example: It is not correct to say: The car's door. We say: the car door.

1. Singular nouns

Add 's (apostrophe S).

For example:

My mother's house is next to the beach (= the house of my mother).

Jason's car was stolen last night (= the car of Jason).

Tomorrow, we're all going to see the museum's new art exhibit (nova exposição do museu).

2. Plural nouns ending in -s

Only add the apostrophe ' (we do not add the s).

For example:

The two sisters' house is next to mine (= the house of my two sisters).

The plumbers' tools were rusty (= the tools of the plumbers).

The players' boots were dirty and smelly after the game (= the boots of the players).

Notice that the pronunciation is the same for certain possessives:

My friend's house = the house of my friend = 1 friend.

My friends' house = the house of my friends = 2 or more friends.

You can usually distinguish whether the speaker is referring to one or two friends by listening to the context of what the speaker is saying.

3. Plural nouns not ending in -s

Add 's.

For example:

Be careful not to trip over the children's toys (= the toys of the children).

The women's bathroom is currently flooded with water (the bathroom of the women)

The presidential candidate is often called the people's favorite politician (the favorite politician of the people).

4. Singular noun ending in –s

It depends:

a) Most names: add 's (apostrophe S):

They had a really good time at James's barbecue last Friday.

We spent the day admiring Frances's new car.

b) Classical or religious names: add ' (only the apostrophe):

Jesus' disciples carried out the teachings of Jesus.

Sophocles' plays are still performed today.

5. If there are two owners of something, we add 's to the final name

For example:

Rick and Steve's car is quite old.

Only Steve takes the 's, but, if each person owns a car, then add 's to both names.

For example:

Rick's and Steve's cars are quite old (each one has his own car).

Notice how the verb is in plural form.

6. No Noun

If the meaning is clear, we can use the possessive without a noun after it.

For example:

Her hair is longer than Jill's (= Jill's hair).

We ate at Billy's last night (= Billy's Diner or Billy's house).

Whose bag is this? It's Jane's (= Jane's bag).

Social Practice 1

Use the possessive case. Listen to the two nouns and repeat them using the possessive case after you hear the BEEP.

For example: Mary – room: BEEP. Mary's room. [O quarto de Mary.]

1. Cat-cheese: BEEP. The cat's cheese. [O queijo do gato.]
2. Berry-brother: BEEP. Berry's brother. [O irmão de berry.]
3. Our neighbors-dog: BEEP. Our neighbors' dog. [O cachorro de nosso vizinho.]
4. Jane-hair: BEEP. Jane's hair. [O cabelo de jane.]
5. Elizabeth-schoolbag: BEEP. Elizabeth's schoolbag. [A mochila de Elizabeth.]
6. Children-toys: BEEP. Children's toys. [Os brinquedos das crianças.]
7. Rita-trousers: BEEP. Rita's trousers. [As calças de Rita.]
8. The girls-skates: BEEP. The girls' skates. [Os skates da meninas.]
9. Grandma-rocking chair: BEEP. Gramma's rocking chair. [A cadeira de balance da vovó.]
10. Tiger-teeth: BEEP. Tiger's teeth. [Os dentes do tigre.]
11. Women-new dresses: BEEP. The women's new dresses. [Os vestidos novos das mulheres.]
12. My brothers-old motocycles: BEEP. My brother's old motocycle. [A motocicleta velha de meu irmão.]

Social Practice 2

Answer the questions after you hear the BEEP.

- | | |
|---|-------|
| What's your mother's name? | BEEP. |
| And your father's? | BEEP. |
| What is your grandfather's name? (your father's father) | BEEP. |
| What is your grandmother's name? (your father's mother) | BEEP. |
| What is your grandfather's name? (your mother's father) | BEEP. |
| What is your grandmother's name? (your mother's mother) | BEEP. |
| Are you married? | BEEP. |
| What's your wife's name or your husband's name? | BEEP. |
| Do you have children? What are their names? | BEEP. |

 Social
Practice 3

Now, talk about your family. Listen to the questions and answer them after you hear the BEEP.

A: Do you have a big family?

B: BEEP.

A: What's your mother's name?

B: BEEP.

A: Do you have any brothers?

B: BEEP.

A: Do you have any sisters?

B: BEEP.

A: What about cousins?

B: BEEP.

Grammar 3

Possessive Adjectives

Possessive adjectives are words used to indicate who (or what) possesses something. They are: my, your, his, her, its, our, your, their.

Examples:

I'll get my bag. Hold on.

Is this your wallet?

My brothers are twins.

He is my uncle Arthur.

She is his aunt Ivete. (Gustavo's aunt. His aunt)

They are my parents: José and Miriam.

He is her cousin (Juliana's cousin. Her cousin)

We (all of us) love our classmates.

Replace the personal pronouns by possessive adjectives after you hear a BEEP.

1. Where is [I] book? BEEP.
Where is my book?
2. Here is [we] teacher. BEEP.
Here is our teacher.
3. She goes to school with [she] brother. BEEP.
She goes to school with her brother.
4. [They] father works in a truck factory. BEEP.
Their father works in a truck factory.
5. [You] iPhone is very expensive. BEEP.
Your iPhone is very expensive.
6. [He] favorite hobby is soccer. BEEP.
His favorite hobby is soccer
7. [I] husband and I want to go to Greece. BEEP.
My husband and I want to go to Greece.
8. We want to visit [it] historical monuments. BEEP.
We want to visit its historical monuments
9. Bill likes [He] dog a lot. BEEP.
Bill likes his dog a lot.
10. [It] name is Rex. BEEP.
Its name is Rex.

Grammar 4

Possessive Pronouns

A possessive pronoun substitutes a possessive adjective + a noun.

For example:

I have an uncle. His name is Odair. **My uncle** is single. **Mine** is single.

Now we are going to repeat the possessive adjective and the possessive pronoun in order.

Subject Pronoun	Possessive Adjective	Possessive Pronoun
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
you	your	yours
they	their	theirs

Note:

Possessive adjectives are often confused with possessive pronouns.

Examples:

Your bike is blue (**your** is an adjective which modifies bike).

Mine is yellow (**mine** is a pronoun which functions as the subject of the verb).

Grammar 5

Possessive Pronouns are also words used to indicate who (or what) possesses something, but different from the Possessive Adjectives, they substitute a possessive adjective plus a noun.

For example:

1. I have a dog. That dog is BEEP. That dog is mine.
2. She has a cat. That cat is BEEP. That cat is hers.
3. We have a car. That car is BEEP. That car is ours.
4. They have a bike. That bike is. BEEP. That bike is theirs.
5. He has a key. That key is BEEP. That key is his.
6. You have a hat. That hat is BEEP. That hat is yours.

Grammar 6

Possessive Adjectives and Possessive Pronouns

Listen and repeat the examples after you hear a BEEP.

Examples: possessive adjectives:

He is my uncle Arthur.	BEEP.
She is his aunt Ivete (Gustavo's aunt. His aunt)	BEEP.
They are my parents: José and Miriam.	BEEP.
He is her cousin (Juliana's cousin. Her cousin)	BEEP.
We (all of us) love our classmates.	BEEP.

UNIT 10

WHO IS THE FUNNIEST
PERSON IN YOUR FAMILY?

Can do's

By the end of this unit, you will be able to talk about people's personality.

Saber fazer

Ao final desta unidade, você será capaz de falar sobre a personalidade das pessoas.

Grammar

Comparative of superlative.

Listening 1

Listen to the audios from the audio book. Repeat each adjective.

Positive adjectives			Negative adjectives		
kind/ generous	BEEP	generoso	greedy	BEEP	sovino, pão duro
friendly/nice	BEEP	amigável/ legal	unfriendly/ aggressive	BEEP	não amigável/ agressivo
good	BEEP	bom	bad/awful	BEEP	ruim/horrível
happy	BEEP	feliz	sad/angry	BEEP	triste/bravo
ambitious	BEEP	ambicioso	modest	BEEP	modesto
beautiful	BEEP	lindo	ugly/homely	BEEP	feio, feinho
helpful	BEEP	prestativo	self-centered	BEEP	egoísta, ensimesmado
fun	BEEP	divertido	boring	BEEP	chato
lucky	BEEP	sortudo	unlucky	BEEP	azarado
calm	BEEP	calmo	shy	BEEP	tímido
outgoing	BEEP	extrovertido	crazy	BEEP	louco
sensible	BEEP	sensato	carefree	BEEP	sem responsabilidade
serious	BEEP	sério	careless	BEEP	descuidado
careful	BEEP	cuidadoso	messy	BEEP	desorganizado
organized	BEEP	organizado	confused	BEEP	confuso
tidy	BEEP	organizado/ limpo	old fashioned	BEEP	antiquado/cafona
stylish	BEEP	que está sempre na moda	irresponsible	BEEP	irresponsável
responsible	BEEP	responsável	quiet	BEEP	quieto
talkative	BEEP	falante	slow	BEEP	lento
intelligent	BEEP	inteligente			
excited	BEEP	animado			

Note:

A escolha de um adjetivo positivo ou negativo é culturalmente determinada. Então, uma pessoa considerada talkative ou quiet pode ser positivo para uma cultura e extremamente negativo para outra.

Listen to the dialogues and then answer the questions after you hear the BEEP.

A: Who is the funniest person in your family?

B: Oh, I think it is my uncle Bob. He is very witty. He is always telling jokes to us.

A: I also have a funny uncle in my family. Oh, I have a very unlucky aunt and an aggressive teen cousin too. And you, who is the most unlucky person in your family?

B: Definitely, my brother-in-law Will is the most unlucky person in my family. He has crashed his car several times, he was robbed twice and now he was fired from his job.

A: And who is the most aggressive person in your family?

B: Oh, my dog Kuáh, I think. But my great-grandfather, Mr. Smith, is the most unfriendly person in my family. He hates meeting new people or being polite with strangers. However, he is also the saddest person in the house since my great-grandmother died.

A: I understand. The same thing happened with my grandfather.

Now answer the questions according to your reality.

A: Who is the funniest person in your family?

B: BEEP.

A: I also have a funny uncle in my family. Oh, I have a very unlucky aunt and an aggressive teen cousin too. And you, who is the most unlucky person in your family?

B: BEEP.

A: And who is the most aggressive person in your family?

B: BEEP.

A: I understand. The same thing happened with my grandfather.



Grammar 1

The comparative of superlative is used to compare three or more objects, people or places. One is always the best among the group compared.

with Small adjectives	with Big adjectives
the biggest the smallest the prettiest the funniest	the most beautiful the most interesting the most intelligent the most serious

Rule 1:

Adjectives that contain one syllable are preceded by the and the adjective receives the suffix –est.

Examples: the biggest, the nicest.

Rule 2:

Adjectives that contain two or three syllables are preceded by the words the most or least.

Examples: The most handsome, the most beautiful.
The least organized, the least responsible.

Note 1:

We normally use the word the before the superlative adjective.

For example: Liz is the most beautiful girl in the ballet room.
Liz is the funniest student in class.

Note 2:

When the one syllable word ends in an e you only need to add an –st.

Example: Nice – Nicest.

Note 3:

When a two-syllable word ends with a y then change the y to i and add –est.

Example: Pretty – Prettiest.
Happy – Happiest.

Note 4:

Don't forget that some adjectives are irregular:

Good = The best.

Bad = The worst.

Far = The furthest or farthest.

The word Further/furthest are used in the meaning of additional or more advanced.

Examples: Puerto Montt is further/farther than Valdivia is from here (in Santiago).
If you require further information, please contact reception.

Note:

Farther é normalmente usado quando nos referimos à distância. E further quando queremos dizer adiciona': further information.

Game 1

Give the superlative form after you hear the adjective and the BEEP.

Big	BEEP	the biggest.
Good	BEEP	the best.
Far	BEEP	the farthest.
Bad	BEEP	the worst.
Beautiful	BEEP	the most beautiful.
Intelligent	BEEP	the most intelligent.
Pretty	BEEP	the prettiest.
Happy	BEEP	the happiest.
Responsible	BEEP	the most responsible.
Funny	BEEP	the funniest.
Dangerous	BEEP	the most dangerous.

Listening 5

Listen to the dialogue.

A: Who is the most beautiful actress in Hollywood?

B: For me, Angelina Jolie is the most beautiful actress in Hollywood.

A: Who is the best singer in the world?

B: For me, Adele is the best singer in the world.

A: In your opinion, who is the oldest fashioned person in show business?

B: I think Falcão is the oldest fashioned person in show business.

Now listen to the questions and answer them according to your reality after you hear the BEEP.

A: Who is the most beautiful actress in Hollywood?

B: BEEP.

A: Who is the best singer in the world?

B: BEEP.

A: In your opinion, who is the oldest fashioned person in show business?

B: BEEP.

Listening 6

Listen to the dialogue.

A: Oh, Susan is the shiest student in the English class.

B: Yeah. On the other hand, Paul is the most talkative person in the class. Who is the funniest person in the class?

A: For me, Claudio is the funniest guy in the class. And for you?

B: I think Barbara is the funniest person in the class.

Now answer the questions after you hear the BEEP according to your reality.

A: Who is the shiest person in your class?

B: BEEP.

C: Who is the funniest person in the class?

B: BEEP.

A: Who is the most intelligent person in your class?

B: BEEP.

C: Who is the most disorganized person in your class?

B: BEEP.

Listening 7

Listen to the dialogue.

A: My mom is the quietest member of my family.

B: My brother is the quietest in my family.

A: Who is the most talkative in your family?

B: My mother-in-law is the most talkative.

Now answer the questions after you hear the BEEP according to your reality

A: Talk about the quietest member of your family.

B: BEEP.

A: Talk about the most talkative member in your family.

B: BEEP.

Game 2

Quiz Show - Who knows more?

Listen to the questions and give the answers after you hear a BEEP.

1. Which is the most dangerous animal in the sea?

BEEP.

Shark are the most dangerous animals in the sea.

2. Which is the biggest capital city in the world?

BEEP.

Mexico City is the biggest capital city in the world.

3. Which is the most populated country in the world?

BEEP.

China the most populated country in the world.

4. Which is the smallest country in the world?

BEEP.

The Vatican City is the smallest country in the world.

5. Which is the hottest place on Earth?

BEEP.

The hottest place on Earth is the Death Valley in California, USA (56.7 degrees Celsius).

6. Which is the coldest place on Earth?

BEEP.

The Antarctica is the coldest place on Earth (Minus 94.7 degrees Celsius).

7. Which is the he wealthiest city?

BEEP.

Tokyo is the wealthiest city with a GDP (Gross Domestic Product) of \$1630 billion.

8. Which is the poorest city?

BEEP.

The Democratic Republic of Congo with GDP of \$59 billion.

9. Which is the highest point in the world?

BEEP.

Mount Everest is the highest point on Earth.



Game 3

Listen to the statements and give your opinion after you hear the BEEP. Say TRUE or FALSE.

Student A

1. My dad is the most boring dad in the world. BEEP.
2. Mice are the cutest animal in the world. BEEP.
3. Football is the most exciting sport in the world. BEEP.
4. Titanic was the saddest film I've ever seen. BEEP.
5. My sister is the tidiest person I know. BEEP.

Student B

1. Italy is the nicest country in the Europe. BEEP.
2. Spiders are the most dangerous animal in the world. BEEP.
3. Chinese food is the most delicious food in the world. BEEP.
4. Bill Gates is the richest man in the world. BEEP.
5. My boyfriend is the most charming guy in the world. BEEP.

Listening 8

Listen to the questions and answer them after you hear the BEEP. Check how many questions you get right!

1. Which is the tallest tree in the world?

BEEP. The tallest tree in the world is The Redwood Tree.

2. Which is the largest ocean in the world?

BEEP. The largest ocean is the Pacific.

3. Which is the deepest lake in the world?

BEEP. The deepest lake is Lake Baikal in Siberia.

4. Which is the biggest lake in the world?

BEEP. The biggest lake in the world is Lake Superior in Canada and the USA.

5. Which is the largest desert in the world?

BEEP. The largest desert is the Sahara in Africa.

6. Which is the hottest desert in the world?

BEEP. The hottest desert in the world is the Sahara Desert.

7. Which is the driest desert in the world?

BEEP. The Atacama Desert in Chile is the driest in the world.

8. Which is the longest river in the world?

BEEP. The longest river in the world is the Nile in Egypt.

9. Which is the widest river in the world?

BEEP. The Amazon River is the widest in the world.

10. Which is the largest island in the world?

BEEP. The largest Island in the world is Greenland.

11. Which is the largest archipelago in the world?

BEEP. The largest archipelago is Indonesia.

12. Which is the largest volcano in the world?

BEEP. The largest volcano in the world is Mauna Iao on Hawaii.

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Estes e-book e audiobook foram concebidos a partir de experiências vividas por alunos videntes de Letras em pré-serviço e eu, a professora da disciplina de linguística aplicada, em um curso de extensão de língua inglesa para pessoas com deficiência visual oferecido pela Universidade Tecnológica Federal do Paraná. Durante 5 semestres, a partir de março 2014, nossa sala de aula tornou-se um ambiente no qual os alunos com deficiência visual, os graduandos videntes em pré-serviço e eu aprendemos e ensinamos uns aos outros como utilizar as Tecnologias de Informação e Comunicação (TIC) e as tecnologias assistivas para cegos a fim de estabelecermos uma comunicação e a aprendizagem da língua inglesa. No final do curso, o grupo decidiu compilar o material didático pensado, criado e desenvolvido coletivamente, especialmente para pessoas com deficiência visual. Assim, nasceu a ideia do e-book e do audiobook. Aquele é um manual para o professor, no qual descrevemos, em detalhes, o que e como trabalhamos cada tópico, enquanto este foi gravado para os alunos com deficiência visual com atividades de oralidade e explicações de gramática. O e-book traz indicações a respeito de como o professor pode utilizar exercícios do audiobook. Logo, os dois livros devem ser usados em complementaridade.

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