

# BLUE ENGLISH

INTERMEDIATE

LEVEL 3

Aprenda inglês com a inovadora  
metodologia Blue English



EBOOK  
+  
AUDIO





## O que é o método Blue English?

Durante meus primeiros anos de ensino em escolas de idiomas, percebi que muito do que era visto em sala de aula acabava sendo perdido, por mais intensa que a aula fosse ou mais concentrado que o aluno estivesse.

Grande parte do vocabulário utilizado em aula acabava sendo esquecido pelo aluno posteriormente, e boa parte dos acertos de pronúncia também.

Ao longo da minha experiência de ensino e vivência tanto nos Estados Unidos e na Inglaterra, desenvolvi uma metodologia própria e extremamente eficiente, na qual, os alunos realmente aprendem o idioma e não o esquece.

Este método foi lapidado por mim ao longo dos anos, e hoje, proporciona ao aluno a absorção quase que completa do conteúdo visto em aula, fazendo com que ele agregue rapidamente vocabulário, domínio de pronúncia, domínio de escrita, compreensão oral e poder de articulação verbal.

**Rege Pestana**

## Como utilizar este material.

Este e-book deve ser considerado como complemento das videoaulas.

## Diferentes símbolos

Você encontrará vários símbolos neste livro, eles te ajudarão a lembrar e consolidar o aprendizado. Veja a descrição de cada um deles:



Acompanhe a lição com o áudio.



**Just listen** - Apenas escute (prestando muita atenção na pronúncia).



**Ask** - Apenas pergunte (tentando imitar a pronúncia do locutor).



**Answer** - Apenas responda (tentando imitar a pronúncia do locutor).



**Repeat** - Repita (imitando de forma precisa a pronúncia).



**Don't forget:** Não se esqueça: Aspectos chave que devem ser lembrados e consolidados do aprendizado.



**Attention!** Atenção: Peço sua atenção sobre conceitos linguísticos de alta importância.



**Know more:** Saiba mais: Informações adicionais sobre temas gramaticais de interesse, mas não imprescindíveis para aprender a falar o idioma de forma fluente.



**Shadowing**  Leia o texto simultaneamente com o professor.



**Your notes:** Seguramente você necessitará um espaço para suas anotações. Algumas vezes disponibilizo um espaço para este fim.



**Watch the lesson:** Antes de fazer os exercícios, recomendo assistir novamente a aula em questão.

## Intermediate 3 - Lesson 1

### Short Answers with the Present Perfect Continuous

Quando a pergunta é feita com o auxiliar “have” e a resposta for positiva, respondemos com “yes”, seguido do “sujeito + have”.

Example:

**- Have you been studying English for two years? - Yes, I have.**

Quando a pergunta é feita com o auxiliar “have” e a resposta for negativa, respondemos com “no”, seguido do “sujeito + haven’t”.

Example:

**- Have you been working at Blue English for five years? - No, I haven’t.**

Quando a pergunta é feita com o auxiliar “has” e a resposta for positiva, respondemos com “yes”, seguido do “sujeito + has”.

Example:

**- Has she been cooking for 30 minutes? - Yes, she has.**

Quando a pergunta é feita com o auxiliar “has” e a resposta for negativa, respondemos com “no”, seguido do “sujeito + hasn’t.”

Example:

**- Has he been waiting for me for 15 minutes? - No, he hasn’t.**

Let’s practise.



**Answer**

|                                                              |                 |
|--------------------------------------------------------------|-----------------|
| 1) Have you been working at Blue English for sixteen years?  | Yes, I have.    |
| 2) Has she been working at Microsoft for fifteen years?      | No, she hasn't. |
| 3) Have they been eating for thirty minutes?                 | Yes, they have. |
| 4) Have we been living in The United States for seven years? | No, we haven't. |
| 5) Have I been cooking for twenty-eight minutes?             | Yes, you have.  |
| 6) Has it been raining for five hours?                       | No, it hasn't.  |





Before doing your homework, please watch the lesson 1.

1) Use the short answers to respond the questions as in the first example:

**Has she been teaching English for nineteen years? (YES)** Yes, she has.

1) Has it been raining for five hours? (NO)

-----

2) Have they been kissing each other for seven minutes? (NO)

-----

3) Has he been doing his homework for two hours? (YES)

-----

4) Have you been reading this book for five hours? (NO)

-----

5) Has she been spending my money for ten years? (NO).

-----

6) Have I been cooking for twenty-eight minutes? (NO)

-----

7) Have you been watching TV for thirty minutes? (YES)

-----

8) Has she been talking to the teacher for three hours? (YES)

-----

9) Have I been teaching you English for fifty years? (NO)

-----

10) Has he been working at Microsoft for fifteen years? (NO)

-----

**Answers:**

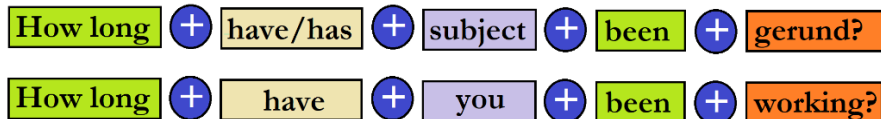
- 1) No, it hasn't.
- 2) No, they haven't.
- 3) Yes, he has.
- 4) No, I haven't.
- 5) No, she hasn't.
- 6) No, you haven't.
- 7) Yes, I have.
- 8) Yes, she has.
- 9) No, you haven't.
- 10) No, he hasn't.

## Intermediate 3 - Lesson 2

### How long have/has someone doing something

Na aula 29 do módulo anterior, nós aprendemos o **“Present Perfect Continuous”**. Você viu que utilizamos o **“Present Perfect Continuous”**, para falar de uma ação que começou no passado e ainda está acontecendo no presente.

E a estrutura de frase para perguntar **“há quanto tempo alguém faz algo”**, é:



Aqui temos como exemplo a frase:

**- How long have you been working? | Há quanto tempo você trabalha?**

Para perguntar **“há quanto tempo alguém faz algo”**, no inglês, nós não utilizamos o **“simple present”**. Não dizemos por exemplo: **“How long do you work?”** Mas sim: **“How long have you been working?”**

Let's practise



- 1) How long has he been working at Blue English?
- 2) How long has it been raining?
- 3) How long have you been teaching English?
- 4) How long have they been living in The United States?
- 5) How long have I been taking a shower?
- 6) How long has she been working at Microsoft?



Before doing your homework, please watch the lesson 2.

**1) Ask me:**

1) Ask me how long I've been working at Blue English.

-----

2) Ask me how long she's been working at Microsoft.

-----

3) Ask me how long they have been teaching English.

-----

4) Ask me how long Michael has been eating.

-----

5) Ask me how long Nancy has been living in The United States.

-----

6) Ask me how long you've been cooking.

-----

7) Ask me how long I've been waiting for you.

-----

8) Ask me how long you have been taking a shower.

-----

9) Ask me how long she's been talking to the teacher.

-----

10) Ask me how long it's been raining.

-----

## Answers:

- 1) How long have you been working at Blue English?
- 2) How long has she been working at Microsoft?
- 3) How long have they been teaching English?
- 4) How long has Michael been eating?
- 5) How long has Nancy been living in The United States?
- 6) How long have I been cooking?
- 7) How long have you been waiting for me?
- 8) How long have I been taking a shower?
- 9) How long has she been talking to the teacher?
- 10) How long has it been raining?



## Intermediate 3 - Lesson 3

### The Present Perfect Continuous | Since

Na aula 29 do módulo anterior, você aprendeu o “Present Perfect Continuous”, na forma afirmativa:

#### Present Perfect Continuous | Affirmative

Subject + have/has + been + gerund + for x time.

I + have + been + working + for two years.

Na aula 29, eu também comentei que “for x time”, é equivalente aos nossos “há x tempo” ou “faz x tempo” e “since x time”, é equivalente ao nosso “desde x tempo”.

Esta é a estrutura com since:

#### Present Perfect Continuous | Affirmative

Subject + have/has + been + gerund + since x time.

I + have + been + working + since 1976.

Aqui temos como exemplo a frase:

**I have been working since 1976.** | Eu trabalho desde 1976.

Let's practise:



- 1) I've been working at Blue English since 1999.
- 2) She's been working at Microsoft since 1992.
- 3) They've been studying English since 2002.
- 4) You've been taking a shower since 7 PM.
- 5) We've been learning English since 2014.
- 6) It's been raining since yesterday.



Before doing your homework, please watch the lesson 3.

1) Translate the following sentences into English: (Don't use Google translator.)



1) Eu trabalho na Blue English desde 1997.

-----

2) Faz nove anos que ela trabalha na Microsoft.

-----

3) Eles estudam inglês desde 2005.

-----

4) Nós estamos morando nos Estados Unidos desde 1976.

-----

5) Ele está cozinhando há 30 minutos.

-----

6) Você está tomando banho desde as 7h da noite.

-----

7) Mary está falando com o professor desde as 5h da tarde.

-----

8) Faz 45 minutos que estou assistindo TV.

-----

9) Nós estamos aprendendo inglês desde 2014.

-----

10) Está chovendo desde ontem.

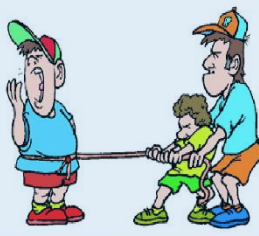
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### Answers:

- 1) I have been working at Blue English since 1997.
- 2) She has been working at Microsoft for nine years.
- 3) They have been studying English since 2005.
- 4) We have been living in The United States since 1976.
- 5) He has been cooking for 30 minutes.
- 6) You have been taking a shower since 7 PM.
- 7) Mary has been talking to the teacher since 5 PM.
- 8) I have been watching TV for 45 minutes.
- 9) We have been learning English since 2014.
- 10) It has been raining since yesterday.

## Intermediate 3 - Lesson 4

### Vocabulary

|                                                                                                        |                                                                                                      |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Acceptable</b><br> | <b>Ability</b><br> |
| <b>To bother</b><br> | <b>Unfair</b><br> |

**Acceptable**

Aceitável

**To bother**

Incomodar

**Ability**

Aptidão, capacidade

**Unfair**

Injusto

Let's practice:

 **Repeat** 

- 1) This level of service is not acceptable.
- 2) What does ability mean?
- 3) Am I bothering you?
- 4) Is the lawyer unfair?



Before doing your homework, please watch the lesson 4.

1) Listen to the audio and write in front of its respective number:

- 1) -----
- 2) -----
- 3) -----
- 4) -----
- 5) -----
- 6) -----
- 7) -----
- 8) -----
- 9) -----
- 10) -----

## Answers:

- 1) What does acceptable mean?
- 2) Is this level of service acceptable?
- 3) Everyone has the ability to speak English.
- 4) Does he have the ability to speak Spanish?
- 5) This music is bothering me.
- 6) Am I bothering you?
- 7) Is the police officer unfair?
- 8) What does unfair mean?
- 9) Has he been bothering you since yesterday?
- 10) How long have you been working as a teacher?

## Intermediate 3 - Lesson 5

### To let vs To allow

The verb “to let” means “deixar”, no sentido de “permitir”. And the verb “to allow”, means: “permitir”.

The structure with the verb “to let” in the affirmative form is: **To let + someone + do something.**

Example: **My mother let me study English every day.** | **Minha mãe me deixa estudar inglês todos os dias.**

Note que, em português, o verbo que vai depois do verbo “deixar”, fica na forma infinitiva. Em inglês, o verbo não fica na forma infinitiva, ou seja, ele não é acompanhado da partícula “to”. Não dizemos: “My mother let me **to study** English every day.” Mas sim: “My mother let me **study** English every day.”

The structure with the verb “to allow” in the affirmative form is: **To allow + someone + to do something.**

Se na estrutura com “to let”, o verbo não é acompanhado da partícula “to”, na estrutura com o verbo “to allow”, o verbo fica com a partícula “to”. Nós não dizemos por exemplo: “I allow you **use** my motorcycle.” Mas sim: “I allow you **to use** my motorcycle.”

Let's practice!



- 1) Let me show you my house.
- 2) Allow me to repair your bicycle.
- 3) Let me solve this problem.
- 4) I allow you to drive my car.
- 5) His parents let him study English every day.
- 6) She allows me to solve the problem.



Before doing your homework, please watch the lesson 5.

1) Translate the following sentences into English: (Don't use Google translator.)



1) Deixe-nos consertar sua bicicleta.

-----

2) Permita-me te mostrar minha empresa.

-----

3) Deixe o Peter te mostrar a moto dele.

-----

4) Permita-nos dirigir o seu carro.

-----

5) Deixe-me explicar esta lição.

-----

6) Deixe-me ver.

-----

7) Permita-me jogar esta cadeira fora.

-----

8) Deixe ela andar a cavalo.

-----

9) A mãe dela permite que ela faça compras todos os dias.

-----

10) Você deveria deixá-lo comprar uma bicicleta.

-----



**Answers:**

- 1) Let us repair your bicycle.
- 2) Allow me to show you my company.
- 3) Let Peter show you his motorcycle.
- 4) Allow us to drive your car.
- 5) Let me explain this lesson.
- 6) Let me see.
- 7) Allow me to throw this chair away.
- 8) Let her ride a horse.
- 9) Her mother allows her to shop every day.
- 10) You should let him buy a bicycle.

## Intermediate 3 - Lesson 6

### Every Breath You Take | The Police

Every breath you take, every move you make, every bond you break, every step you take, I'll be watching you.

Every single day, every word you say, every game you play, every night you stay, I'll be watching you.

Oh can't you see? You belong to me, how my poor heart aches with every step you take.

Every move you make, every vow you break, every smile you fake, every claim you stake, I'll be watching you.

Since you've gone I've been lost without a trace, I dream at night I can only see your face, I look around but it's you I can't replace, I feel so cold and I long for your embrace, I keep crying baby, baby please.

Oh can't you see? You belong to me, how my poor heart aches with every step you take.

Every move you make, every vow you break, every smile you fake, every claim you stake, I'll be watching you.

Every move you make, every step you take, I'll be watching you.

### Vocabulary

|                      |                                             |
|----------------------|---------------------------------------------|
| Every                | Todo / toda / todos / todas / cada / a cada |
| To take a breath     | Respirar                                    |
| To make a move       | Mover-se / fazer um movimento               |
| Bond                 | Laço (vínculo afetivo)                      |
| To watch somebody    | Observar alguém / Ficar de olho em alguém   |
| To take a step       | Dar um passo                                |
| Every single day     | Todo santo dia                              |
| To stay              | Ficar (no sentido de permanecer)            |
| To belong            | Pertencer                                   |
| To belong to someone | Pertencer a alguém                          |
| Vow                  | Voto (promessa)                             |
| To fake              | Fingir                                      |
| To stake a claim     | Fazer uma reivindicação                     |



Before doing your homework, please watch the lesson 6.

1) Listen to the audio and write in front of its respective number:

1) -----

-----

-----

2) -----

-----

-----

3) -----

-----

-----

4) -----

-----

-----

## Answers:

1) Every move you make, every vow you break, every smile you fake, every claim you stake, I'll be watching you.

2) Oh can't you see? You belong to me, how my poor heart aches with every step you take.

3) Every single day, every word you say, every game you play, every night you stay, I'll be watching you.

4) Every breath you take, every move you make, every bond you break, every step you take, I'll be watching you.

## Intermediate 3 - Lesson 7

### Expressions

#### Number 1 - To have a good time.

**“To have a good time.”** is a very common expression. If you watch series or movies, you will notice this expression quite often.

**“To have a good time.”** means **“divertir-se”**.

Se traduzíssemos literalmente esta expressão, ela ficaria assim: **“Ter um bom tempo.”**, o que é uma construção pouco natural aos ouvidos brasileiros.

Portanto, se você quiser saber se eu estou me divertindo, diga: **“Are you having a good time?”**

O sinônimo de **“To have a good time.”** é **“To have fun.”**, portanto, se você quiser saber se estou me divertindo, além da pergunta: **“Are you having a good time?”**; você poderia perguntar: **“Are you having fun?”**

Se você está se divertindo muito, você pode por exemplo mudar o adjetivo, de **“good”** para **“great”**. Example: **“I’m having a great time.”**

Você também pode usar um intensificador de adjetivo. Você já conhece os intensificadores: **“really”** e **“very”**, que podem ser traduzidos para **“muito”**, então você poderia dizer, por exemplo: **I’m having a really good time.** | **Eu estou me divertindo muito.**

#### Number 2 - It doesn’t matter.

The expression **“It doesn’t matter.”** means **“Não importa.”** ou **“Não tem importância”**.

#### Number 3 - I don’t mind.

The expression **“I don’t mind.”** means **“Eu não me importo.”** It’s not correct to say: **“I don’t matter.”** You have to say: **“I don’t mind.”**

#### Number 4 - I don’t care.

The expression **“I don’t care.”** means: **“Eu não estou nem aí”**.



Before doing your homework, please watch the lesson 7

1) Listen to the audio and write in front of its respective number:

- 1) -----
- 2) -----
- 3) -----
- 4) -----
- 5) -----
- 6) -----
- 7) -----
- 8) -----
- 9) -----
- 10) -----

**Answers:**

- 1) Are you having a good time?
- 2) Was he having a great time?
- 3) Did you have a good time in France?
- 4) It doesn't matter.
- 5) It doesn't matter what you say.
- 6) I don't mind who repairs my bicycle.
- 7) Do you mind opening the window?
- 8) Do you mind if I show you something?
- 9) I don't care what they say.
- 10) I don't mind what time it is.

## Intermediate 3 - Lesson 8

### Possessive Pronouns

Nas aulas 14 e 23 do primeiro módulo do nível básico e na aula 12 do segundo módulo, também do nível básico, você aprendeu os “**adjetivos possessivos**”. Do you remember?

I asked you if you remember the “**possessive adjectives**”, because now we are going to learn the “**possessive pronouns**”.

These are the “**possessive adjectives**” and the “**possessive pronouns**”:

| Subject | 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             |

But what is the difference between the “**possessive adjectives**” and the “**possessive pronouns**”? De um modo bem simples, os “**adjetivos possessivos**”, são sempre usados junto com o algo que alguém possui.

Example:

**My car is black.** - Meu carro é preto. / **This is your brother.** - Este é o seu irmão. / **Her cat is on the table.** - O gato dela está em cima da mesa. / **His dog is under the chair.** - O cachorro dele está debaixo da cadeira. / **Their son is tall.** - O filho deles é alto. / **Our teacher is from The United States.** - Nosso professor é dos Estados Unidos.

Note que nos exemplos acima, dizemos: “**my car**”, “**your brother**”, “**her cat**”, “**his dog**”, “**their son**”, “**our teacher**”; ou seja, usamos o “**adjetivo possessivo**” seguido do que pertence à pessoa ou às pessoas em questão.

Eles são chamados de “**adjetivos possessivos**”, porque eles precedem um substantivo.

Por exemplo:

Na frase: “**My car is black.**”, “**my**” precede o substantivo “**car**”.



Agora observe estas frases:

**This car is mine.** - Este carro é meu. / **That book is yours.** - Aquele livro é seu.  
/ **The cat on the table is hers.** - O gato em cima da mesa é dela. / **The dog under the chair is his.** - O cachorro debaixo da cadeira é dele. / **This house is ours.** - Esta casa é nossa. / **That company is theirs.** - Aquela empresa é deles.

Note que nestes exemplos, os “**pronomes possessivos**”: **mine, yours, hers, his, ours** e **theirs**, estão sozinhos, ou seja, eles não estão acompanhados pelo objeto possuído.

Aqui, os “**pronomes possessivos**” em inglês e seu ou seus equivalentes em português:

| English | Portuguese                                                           |
|---------|----------------------------------------------------------------------|
| mine    | (o) meu, (a) minha, (os) meus, (as) minhas                           |
| yours   | (o) teu/seu, (a) tua/sua, (os) teus/seus, (as) tuas/suas,            |
| his     | (o) dele, (a) dele, (os) dele, (as) dele                             |
| hers    | (o) dela, (a) dela, (os) dela, (as) dela                             |
| its     | (o) dele, (a) dela, (os) dele, (as) dela (para coisas não humanas)   |
|         |                                                                      |
| ours    | (o) nosso, (a) nossa, (os) nossos, (as) nossas                       |
| yours   | (o) de você(s), (a) de você(s), (os) de você(s), (as) de você(s)     |
| theirs  | (o) deles/delas, (a) deles/delas, (os) deles/delas, (as) deles/delas |

Let's practise!



- 1) This is my table. This table is mine.
- 2) That's your phone. That phone is yours.
- 3) Those are my pens. Those pens are mine.
- 4) This is their house. This house is theirs.
- 5) That's his bus. That bus is his.
- 6) These are my apples. These apples are mine.



Before doing your homework, please watch the lesson 8.

### 1) Follow the example:

**This is my car.**

**This car is mine.**

1) That's her dress.

-----

2) Those are your books.

-----

3) This is our company.

-----

4) These are their bicycles.

-----

5) That's his cat.

-----

6) Those are my mugs.

-----

7) That's my helicopter.

-----

8) These are your weapons.

-----

9) This is our watermelon.

-----

10) That's their telescope.

-----

## Answers:

### Exercise 1

- 1) That dress is hers.
- 2) Those books are yours.
- 3) This company is ours.
- 4) These bicycles are theirs.
- 5) That cat is his.
- 6) Those mugs are mine.
- 7) That helicopter is mine.
- 8) These weapons are yours.
- 9) This watermelon is ours.
- 10) That telescope is theirs.



Before doing your homework, please watch the lesson 9.

1) Listen to the audio and write in front of its respective number:

- 1) -----
- 2) -----
- 3) -----
- 4) -----
- 5) -----
- 6) -----
- 7) -----
- 8) -----
- 9) -----
- 10) -----

## Answers:

### Exercise 1

- 1) You should go to the gym three times a week.
- 2) You should go to the doctor twice a month.
- 3) They should have fun.
- 4) She should stake a claim.
- 5) They should get married next year.
- 6) I have two apples left.
- 7) I don't have any books left.
- 8) How much time do you have left?
- 9) How many bicycles do you have left?
- 10) How much sugar do we have left?

## Intermediate 3 - Lesson 10

### There should be

Nas aulas 5 e 7 do segundo módulo do nível intermediário, você aprendeu o modal verb **“should”**. E nas aulas 10 e 12, também do segundo módulo do nível intermediário, você viu a estrutura: **“Should + have + done + something”**.

Nesta aula, nós aprenderemos a dizer: **“Deveria haver”**.

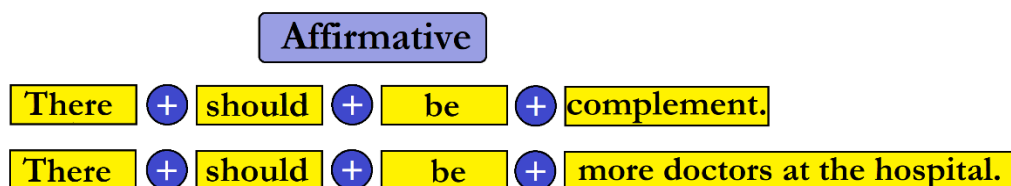
Na aula 26 do primeiro módulo do nível básico, nós aprendemos que **“haver”** é : **“there is”** para o singular e **“there are”** para o plural.

Example:

- **There is a book on the sofa.** | **Há um livro no sofá.**

- **There are five books on the sofa.** | **Há cinco livros no sofá.**

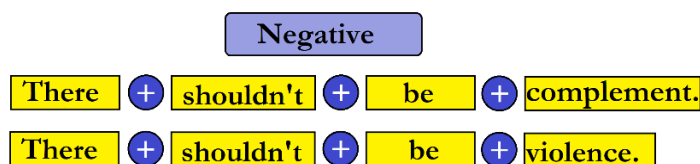
Se queremos dizer: **“deveria haver”** ou **“ter”**, no sentido haver, utilizamos esta estrutura:



Example:

**There should be more doctors at the hospital.** | **Deveria haver mais médicos no hospital.** Ou **Deveria ter mais médicos no hospital.**

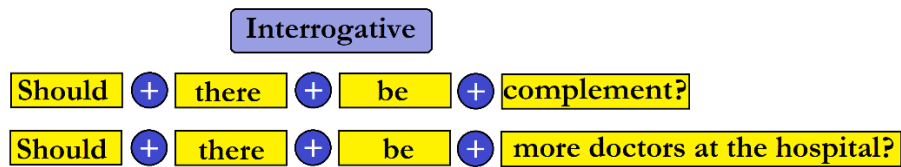
A estrutura de **“there should be”**, na forma negativa é:



Example:

**There shouldn't be violence.** | **Não deveria haver violência.**

A forma interrogativa de “there should be”, é assim:



Example:

**Should there be more doctors at the hospital?** | Deveria haver mais médicos no hospital? Ou Deveria haver mais médicos no hospital?

Let's practise!



- 1) There should be more police officers.
- 2) There should be more teachers.
- 3) There shouldn't be weapons.
- 4) There shouldn't be fights.
- 5) Should there be more drinking water?
- 6) Should there be more doctors at the hospital?



Before doing your homework, please watch the lesson 10.

1) Translate the following sentences into English: (Don't use Google translator.)



1) Não deveria haver espinhos.

-----

2) Deveria haver mais canecas em cima da mesa?

-----

3) Deveria haver mais professores.

-----

4) Não deveria haver armas.

-----

5) Deveria haver mais policiais na França?

-----

6) Deveria haver mais médicos no Brasil.

-----

7) Não deveria haver violência.

-----

8) Deveria haver mais bancos na sua cidade?

-----

9) Deveria ter bons políticos.

-----

10) Não deveria haver brigas.

-----



## Answers:

### Exercise 1

- 1) There shouldn't be thorns.
- 2) Should there be more mugs on the table?
- 3) There should be more teachers.
- 4) There shouldn't be weapons.
- 5) Should there be more police officers in France?
- 6) There should be more doctors in Brazil.
- 7) There shouldn't be violence.
- 8) Should there be more banks in your city?
- 9) There should be good politicians.
- 10) There shouldn't be fights.

## Intermediate 3 - Lesson 11

### The Scientist | Coldplay

Come up to meet you, tell you I'm sorry. You don't know how lovely you are.  
I had to find you, tell you I need you, tell you I set you apart.  
Tell me your secrets and ask me your questions, oh, let's go back to the start.  
Running in circles, coming up tails, heads on a science apart.  
Nobody said it was easy. It's such a shame for us to part.  
Nobody said it was easy. No one ever said it would be this hard. Oh, take me back to the start.  
I was just guessing at numbers and figures, pulling the puzzles apart.  
Questions of science, science and progress, do not speak as loud as my heart.  
But tell me you love me, come back and haunt me. Oh and I rush to the start.  
Running in circles, chasing our tails, coming back as we are.  
Nobody said it was easy, oh, it's such a shame for us to part.  
Nobody said it was easy. No one ever said it would be so hard. I'm going back to the start.

### Vocabulary

|                                    |                                              |
|------------------------------------|----------------------------------------------|
| Lovely                             | Lindo (a)                                    |
| To set sth or sb apart             | Escolher algo ou alguém                      |
| Let's + verb                       | Vamos + verbo                                |
| Running in circles                 | Correndo em círculos                         |
| Heads or tails                     | Cara ou coroa                                |
| It's a shame! / It's such a shame! | É uma pena!                                  |
| To guess                           | Adivinhar, achar, palpitar, fazer um palpite |
| Figure                             | Cifra                                        |
| To pull sth apart                  | Separar                                      |
| Puzzle                             | Quebra-cabeça                                |
| To haunt                           | Assombrar                                    |
| To rush                            | Correr, apressar-se                          |
| To chase                           | Perseguir, correr atrás de                   |
| Tail                               | Cauda, rabo                                  |



Before doing your homework, please watch the lesson 11.

1) Listen to the audio and write in front of its respective number:

1) -----

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2) -----

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3) -----

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4) -----

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5) -----

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6) -----

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## Answers:

### Exercise 1

- 1) I was just guessing at numbers and figures, pulling the puzzles apart.
- 2) Nobody said it was easy. It's such a shame for us to part.
- 3) I had to find you, tell you I need you, tell you I set you apart.
- 4) Nobody said it was easy. No one ever said it would be this hard, oh, take me back to the start.
- 5) Come up to meet you, tell you I'm sorry. You don't know how lovely you are.
- 6) Tell me your secrets and ask me your questions, Oh, let's go back to the start.

## Intermediate 3 - Lesson 12

### Also

In English, there are three ways of saying "também". You can say: "too", "also" and "as well".

Don't worry, I'll explain when and how to use each one of them. Let's start with "also". Nós utilizamos "also", quando "também", tem o sentido de adição ao que foi dito anteriormente.

Example:

**I like watermelons and I also like pineapples.** | **Eu gosto de melancia e eu também gosto de abacaxi.**

Note que "também", neste contexto, tem o sentido de adição. Ou seja, além de melancia eu também gosto de abacaxi.

Agora, atenção com a posição de "also", nas frases. Nós somente utilizamos "also" imediatamente depois do sujeito, com verbos não auxiliares.

Example:

**I study English and I also study Spanish.** | **Eu estudo inglês e também estudo espanhol.**

**She speaks Japanese and she also speaks French.** | **Ela fala japonês e também fala francês.**

Note que "study" e "speak", não são verbos auxiliares; por este motivo, "also" vai respectivamente na frente dos sujeitos: "I" e "she".

Do you remember what an auxiliary verb is? That's right! Os verbos auxiliares, são os verbos utilizados para fazer perguntas.

Example: "do", "be", "can", "could", "will", "would", "must", "should", "may", "might".

- "Ok professor, se com os verbos não auxiliares, "also" vai imediatamente depois do sujeito, qual é a posição de "also" na frase, quando temos um verbo auxiliar?

Quando temos um verbo auxiliar na estrutura da frase, a ordem das palavras é: **sujeito + verbo auxiliar + also.**

Example:

**I can speak English and I can also speak Spanish.** | **Eu sei falar inglês e eu também sei falar espanhol.**

Note que não dizemos: **“I also can”**, dizemos: **“I can also”**.

Um detalhe importante. Não necessariamente precisamos ter a conjunção **“and”** na frase. Poderíamos dizer por exemplo:

**I’m excited about the wedding. I am also excited about the honeymoon.**  
**Eu estou empolgado com o casamento. Também estou empolgado com a lua de mel.**

Note que finalizei uma frase e comecei outra, ou seja, eu não liguei uma com a outra, usando a conjunção **“and”**.

Let’s practice!



- 1) I can speak English and I can also speak Chinese.
- 2) She works for Blue English and she also works for Microsoft.
- 3) He repairs bicycles and he also repairs motorcycles.
- 4) Peter works on Saturdays and he also works on Sundays.
- 5) I saw teacher Rege and I also saw teacher Michael.
- 6) I will show you my house and I will also show you my garden.



Before doing your homework, please watch the lesson 12.

1) Translate the following sentences into English: (Don't use Google translator.)



1) Eu sei falar japonês e também sei falar inglês.

-----

2) Ela viveria na França e também viveria na Espanha.

-----

3) Peter trabalha aos sábados. Ele também trabalha aos domingos.

-----

4) Meus pais me deram um carro. Eles também me deram uma moto.

-----

5) Eu vi o professor Rege e também vi a professora Mary.

-----

6) Você deveria estudar inglês e também deveria estudar francês.

-----

7) Ele deveria ter pilotado este avião. Também deveria ter pilotado o helicóptero.

-----

8) Esta casa pertence a mim. Aquela empresa também pertence a mim..

-----

9) Eu tenho uma padaria e também tenho uma lanchonete.

-----

10) Eu estou com dor de cabeça e também estou com dor de dente.

-----

## Answers:

- 1) I can speak Japanese and I can also speak English.
- 2) She would live in France and she would also live in Spain.
- 3) Peter works on Saturdays. He also works on Sundays.
- 4) My parents gave me a car. They also gave me a motorcycle.
- 5) I saw teacher Rege and I also saw teacher Mary.
- 6) You should study English and you should also study French.
- 7) He should have flown this plane. He should also have flown the helicopter.
- 8) This house belongs to me. That company also belongs to me.
- 9) I have a bakery and I also have a snack bar.
- 10) I have a headache and I also have a toothache.



## Intermediate 3 - Lesson 13

### Too & As well

In the previous lesson I said that there are three ways of saying "também". You can say: "too", "also" and "as well". I explained how to use "also". Now, I'm going to explain when and how to use: "too" and "as well".

**"Too"** é a forma mais comum de dizer "também", em inglês. É muito fácil saber quando usar "too", porque ele vai sempre no final da frase, independentemente se a frase é construída com verbos simples ou verbos auxiliares.

Além disso, "too" é a palavra que devemos sempre utilizar para dizer: "eu também." Não dizemos: "me also" ou "me as well". Dizemos: "me too".

Another way of saying "também" is: "as well". A exemplo de "too", "as well", também é colocado no final da frase. Não importa se na frase, temos um verbo auxiliar ou verbo comum.

O uso de "as well" é mais parecido com o uso de "also" do que com o uso de "too". Ou seja, nós utilizamos "as well", quando "também" tem o sentido de adição ao que foi dito anteriormente.

Example:

**I can speak English and I can speak Spanish as well.** | **Eu sei falar inglês e sei falar espanhol também.**

Let's practice!



Repeat 

- 1) I'm running in circles too.
- 2) She works for Blue English and she works for Microsoft as well.
- 3) He repairs bicycles too.
- 4) Peter works on Saturdays and he works on Sundays as well.
- 5) I saw teacher Michael too.
- 6) I will show you my house and I will show you my garden as well.



Before doing your homework, please watch the lesson 13.

**1) Listen to the audio and write in front of its respective number:**

- 1) -----
- 2) -----
- 3) -----
- 4) -----
- 5) -----
- 6) -----
- 7) -----
- 8) -----
- 9) -----
- 10) -----

## Answers:

### Exercise 1

- 1) I like to learn English with music too.
- 2) I can speak English and I can speak Spanish as well.
- 3) I have a bicycle and I also have a motorcycle.
- 4) I love English too.
- 5) She should learn Spanish and she should learn French as well.
- 6) I will do the laundry and I will also do the dishes.
- 7) I have been learning for 6 months too.
- 8) We have a company and we have helicopter as well.
- 9) She is making a cake and she is also making a reservation.
- 10) She has a dog too.

## Intermediate 3 - Lesson 14

### Subject Questions

Até agora você viu que, para fazer perguntas em inglês, utilizamos um verbo auxiliar.

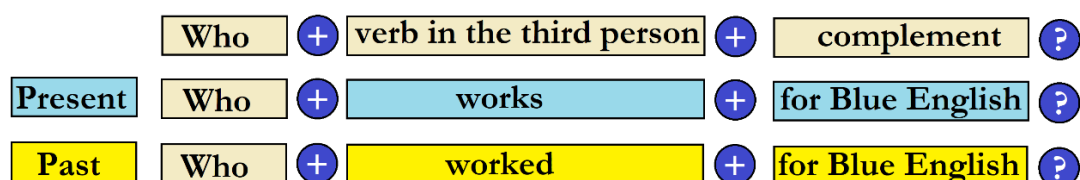
Example:

**Does she live in France? | Do you speak English? | Did he work for Blue English?**

Porém, há algumas exceções. Quando o objetivo da pergunta é identificar o sujeito, simplesmente utilizamos o verbo na terceira pessoa do singular.

Hoje aprenderemos este tipo de pergunta com: **“who”**.

A estrutura de frase, com **“who”**, para este tipo de pergunta, é assim:



**Who + verbo na terceira pessoa do singular + complemento?** Já sabemos que no presente simples, na forma afirmativa, na terceira pessoa do singular, adicionamos **“s”** à maioria dos verbos. É por isso que na linha com o tempo verbal no presente, o verbo **“to work”**, está **“works”**: **Who works for blue English?**

Note que não colocamos nenhum verbo auxiliar depois de **“who”**. Não dizemos por exemplo: **“Who does work for Blue English?”**

Quando o objetivo da pergunta é identificar o sujeito, simplesmente utilizamos o verbo na terceira pessoa do singular. Na pergunta **“Who Works for Blue English?”** O objetivo é saber quem trabalha para a Blue English, ou seja, queremos saber quem é o sujeito.

No passado, é a mesma coisa, nós não utilizamos verbos auxiliares na pergunta. Não dizemos por exemplo: **“Who did work for Blue English?”**, dizemos: **“Who worked for Blue English?”**

Let's practice!



- 1) Who does the laundry?
- 2) Who forgot your name?
- 3) Who has a pink car?
- 4) Who became a teacher?
- 5) Who understands English better than you?
- 6) Who had breakfast with you?



Before doing your homework, please watch the lesson 14.

1) Translate the following sentences into English: (Don't use Google translator.)



1) Quem come sanduíche todos os dias?

-----

2) Quem mora na Inglaterra?

-----

3) Quem trabalha para a Blue English?

-----

4) Quem fala inglês e espanhol?

-----

5) Quem tomou café da manhã com o teacher Rege?

-----

6) Quem se tornou professor?

-----

7) Quem entende inglês melhor do que você?

-----

8) Quem esqueceu o seu nome?

-----

9) Quem fuma na frente da sua casa?

-----

10) Quem estava com fome?

-----

## Answers:

### Exercise 1

- 1) Who eats sandwich every day?
- 2) Who lives in England?
- 3) Who works for Blue English?
- 4) Who speaks English and Spanish?
- 5) Who had breakfast with teacher Rege?
- 6) Who became a teacher?
- 7) Who understands English better than you?
- 8) Who forgot your name?
- 9) Who smokes in front of your house?
- 10) Who was hungry?

## Intermediate 3 - Lesson 15

### The Past Perfect

“The Past Perfect” é um tempo verbal que utilizamos para expressar uma ação passada que aconteceu antes de outra ação que também ocorreu no passado.

“The Past Perfect”, na forma afirmativa, tem a seguinte estrutura de frase:



Aqui temos como exemplo a frase:

**I had worked for Blue English.** | **Eu tinha trabalhado para a Blue English.**

Nesse tempo verbal é comum as frases serem formadas por advérbios, como: “when”, “already” and “by the time”.

Example:

**I had finished my homework WHEN my teacher asked me for it.**  
**Eu tinha terminado minha lição de casa quando meu professor me pediu.**

**The movie had ALREADY started when we arrived.**  
**O filme já tinha começado quando nós chegamos.**

**BY THE TIME the game started I had gone to sleep.**  
**No momento que o jogo começou, eu tinha ido dormir.**

Estes tipos de frases são bastante flexíveis, nós poderíamos dizer:

**The movie had ALREADY started when we arrived. Or When we arrived, the movie had ALREADY started.**

**BY THE TIME the game started, I had gone to sleep. Or I had gone to sleep BY THE TIME the game started.**



## Already

Há três formas de dizer “já”, em inglês. Nós podemos dizer: “already”, “yet” e “ever”.

Mas como saber quando “já” significa: “already”, “yet” ou “ever”? Bem simples. Usamos “already”, no sentido de “já”, em frases afirmativas.

**The movie had ALREADY started when we arrived.**  
**O filme já tinha começado quando nós chegamos.**

Em frases interrogativas, “já” deve ser traduzido para “yet”, que no caso, vai sempre no final da frase.

Example:

**Have you finished your homework yet?** | **Você já terminou a lição de casa?**

“Ever” significa “já”, quando “já”, tem o sentido de “alguma vez na vida”.

Example

**Have you ever been to Japan?** | **Você já foi ao Japão?**

Ou seja, alguma vez na vida, você já foi ao Japão?

## By the time

O advérbio “by the time”, significa: “No momento que”.

**By the time the game started, I had gone to sleep.**  
**No momento que o jogo começou, eu tinha ido dormir.**



Repeat

- 1) By the time you gave me a cake, I had already gone to the bakery.
- 2) When you taught me English, I had already become a teacher.
- 3) When you called me, I had already gotten home.
- 4) By the time you called me, I had already finished my homework.
- 5) When you got home, I had done the laundry.
- 6) By the time I found my cat, you had found your dog.

## Regular Verbs | Past and Past Participle

Até agora você aprendeu o **“passado”** e **“particípio passado”**, apenas de **“verbos irregulares”**, ou seja, aqueles verbos, que ao serem colocados no passado, não terminam em **“ed”**. Example: **“give”** (present), **“gave”** (past) **“given”** (past participle), **“speak”** (present), **“spoke”** (past), **“spoken”** (past participle).

Já os verbos regulares, ao serem colocados no passado, eles ficam com a terminação **“ed”**.

A vantagem dos **“verbos regulares”**, é que tanto o seu **“passado”** quanto o seu **“particípio passado”**, são terminados em **“ed”**, ou seja, o seu **“passado”** e o seu **“particípio passado”** são iguais. Example: **“work”** (present), **“worked”** (past), **“worked”** (past participle), **“investigate”** (present), **“investigated”** (past), **“investigated”** (past participle), **“wash”** (present), **“washed”** (past), **“washed”** (past participle).

Digo que esta é uma vantagem dos **“verbos regulares”**, porque no caso dos **“verbos irregulares”**, o **“particípio passado”** pode ser diferente do **“passado”**. Example: **“give”** (present), **“gave”** (past) **“given”** (past participle), **“speak”** (present), **“spoke”** (past), **“spoken”** (past participle).

## Regular Verbs | Different Pronunciations

Os **“verbos regulares”** tem uma particularidade muito importante. A terminação **“ed”** tem três possibilidades de pronúncia.

Som de **“id”**:

Quando a última letra (ou som) da palavra na sua forma básica (sem **“ed”**) for **“d”** ou **“t”**, o **“ed”** é pronunciado com um som: **“id”**

Example:

Wanted (wantid), waited (waitid), needed (needid), folded (foldid), ended (endid), decided (decideid), admitted (admitid), suggested (suggestid), recommended (recommendid), hated (hateid), intended (intendid), started (startid).

**Observação:** As palavras entre parênteses ( ), se referem à pronúncia.

Som de **"d"**:

Em alguns verbos com a terminação **"ed"**, só pronunciamos a letra **"d"** no final. Não pronunciamos a letra **"e"** que a acompanha.

Example:

Played (playd), opened (opend), lived (livd), happen (happend), imagined (imagind).

Som de **"t"**:

Quando a palavra, antes de **"ed"**, termina, por exemplo, com os sons de **"p"** e **"k"** o **"ed"** é pronunciado com o som de **"t"** no final.

Example:

Talked (talkt), helped (helpt), walked (walkt), stopped (stopt).

⊕ **Know more:** Uma dica para aprender essas regrinhas de forma natural é praticar bastante o método de **"shadowing"**. Preste atenção como os nativos pronunciam os verbos regulares no passado para ir ganhando mais habilidade.



Before doing your homework, please watch the lesson 15.

**1) Listen to the audio and write in front of its respective number:**

- 1) -----
- 2) -----
- 3) -----
- 4) -----
- 5) -----
- 6) -----
- 7) -----
- 8) -----
- 9) -----
- 10) -----

## Answers:

- 1 - Cooked.
- 2 - Asked.
- 3 - By the time you gave me a cake, I had already gone to the bakery.
- 4 - Traveled.
- 5 - Danced.
- 6 - Walked.
- 7 - Helped.
- 8 - Played.
- 9 - Imagined.
- 10 - When you got home, I had done the laundry.

## Intermediate 3 - Lesson 16

### Perfect | Ed Sheeran

I found a love for me. Darling, just dive right in and follow my lead.  
I found a girl, beautiful and sweet. I never knew you were the someone waiting for me.  
'Cause we were just kids when we fell in love. Not knowing what it was.  
I will not give you up this time. But darling, just kiss me slow.  
Your heart is all I own. And in your eyes, you're holding mine.  
Baby, I'm dancing in the dark, with you between my arms.  
Barefoot on the grass. Listening to our favorite song. When you said you looked a mess.  
I whispered underneath my breath, but you heard it. Darling, you look perfect tonight.  
Well, I found a woman, stronger than anyone I know.  
She shares my dreams, I hope that someday I'll share her home.  
I found a lover, to carry more than just my secrets. To carry love, to carry children of our own.  
We are still kids, but we're so in love. Fighting against all odds.  
I know we'll be alright this time. Darling, just hold my hand, be my girl, I'll be your man.  
I see my future in your eyes. Baby, I'm dancing in the dark, with you between my arms.  
Barefoot on the grass. Listening to our favorite song.  
When I saw you in that dress, looking so beautiful. I don't deserve this.  
Darling, you look perfect tonight.  
Baby, I'm dancing in the dark, with you between my arms. Barefoot on the grass.  
Listening to our favorite song. I have faith in what I see. Now I know I have met an angel in person and she looks perfect.  
I don't deserve this. You look perfect tonight.

## Vocabulary

|                                        |                                        |
|----------------------------------------|----------------------------------------|
| <b>To dive</b>                         | Mergulhar                              |
| <b>To dive in</b>                      | Mergulhar de cabeça, entrar de cabeça. |
| <b>To follow my lead</b>               | Seguir os meus passos, “vá por mim.”   |
| <b>Sweet</b>                           | Doce (coisas e pessoas)                |
| <b>‘Cause</b>                          | Abreviação de “because”                |
| <b>To own</b>                          | Ter, possuir, ser dono de, próprio     |
| <b>To hold</b>                         | Segurar                                |
| <b>Barefoot</b>                        | Descalço (a)                           |
| <b>To whisper underneath my breath</b> | Falar baixinho, sussurar               |
| <b>Lover</b>                           | Amante                                 |
| <b>To fight against all odds</b>       | Lutar contra as poucas possibilidades  |
| <b>To be alright</b>                   | Ficar bem                              |
| <b>To deserve</b>                      | Merecer                                |



Before doing your homework, please watch the lesson 16.

1) Listen to the audio and write in front of its respective number:

1) -----

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2) -----

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3) -----

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4) -----

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5) -----

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6) -----

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### Answers:

- 1) Baby, I'm dancing in the dark, with you between my arms.
- 2) 'Cause we were just kids when we fell in love. Not knowing what it was.
- 3) I found a love for me. Darling, just dive right in and follow my lead.
- 4) We are still kids, but we're so in love. Fighting against all odds.
- 5) Barefoot on the grass. Listening to our favorite song.
- 6) I don't deserve this. Darling, you look perfect tonight.



Before doing your homework, please watch the lesson 17.

### 1) Follow the example:

**Every day I cook.**

**Yesterday I cooked.**

1) Every day I ask.

-----

2) Every day she works.

-----

3) Every day I study.

-----

4) Every day they carry.

-----

5) Every day I close.

-----

6) Every day you travel.

-----

7) Every day we dance.

-----

8) Every day he smokes.

-----

9) Every day I walk.

-----

10) Every day they investigate.

-----

**Answers:**

- 1) Yesterday I asked.
- 2) Yesterday she worked.
- 3) Yesterday I studied.
- 4) Yesterday they carried.
- 5) Yesterday I closed.
- 6) Yesterday you traveled.
- 7) Yesterday we danced.
- 8) Yesterday he smoked.
- 9) Yesterday I walked  
.
- 10) Yesterday they investigated.



Before doing your homework, please watch the lesson 18.

1) Translate the following sentences into English: (Don't use Google translator.)



1) Eu poderia ter negociado com o Michael.

-----

2) Você não deveria ter recebido as flores.

-----

3) Eu trabalhei três vezes esta manhã.

-----

4) A Mary poderia ter me telefonado.

-----

5) Ele deveria ter decidido o que fazer.

-----

6) Eles fumaram sete vezes esta semana.

-----

7) Você poderia ter estudado inglês com o professor Rege.

-----

8) Nós não lavamos o nosso carro este mês.

-----

9) Eu não poderia ter viajado no ano passado.

-----

10) Você não deveria ter destruído minha casa.

-----

## Answers:

### Exercise 1

- 1) I could have negotiated with Michael.
- 2) You shouldn't have received the flowers.
- 3) I have worked three times this morning.
- 4) Mary could have called me.
- 5) He should have decided what to do.
- 6) They have smoked seven times this week.
- 7) You could have studied English with teacher Rege.
- 8) We haven't washed our car this month.
- 9) I couldn't have traveled last year.
- 10) You shouldn't have destroyed my house.

## Intermediate 3 - Lesson 19

### To be able

“To be able”, means: “Ser capaz”, “poder”, “conseguir” e “saber”, (No sentido de ter a habilidade para fazer algo.)

Example:

- **I am able to change.** | **Eu sou capaz de mudar.**
- **She was able to speak English fluently.** | **Ela sabia falar inglês fluentemente.**
- **Are you able to fly?** | **Você sabe voar?**

Qual “modal verb”, você acha que é sinônimo de “to be able”? That’s right! O modal verb “can”.

A diferença entre “to be able” e o modal “can”, é que “to be able”, pode ser usado em qualquer tempo verbal, enquanto que “can”, somente pode ser usado no tempo presente. Então, se você quiser usar os verbos: “poder”, “conseguir” ou “saber”, em tempos verbais diferentes do tempo presente, “to be able” é sem dúvidas a melhor opção.

“Ser capaz de fazer algo.”, “Poder fazer algo.”, “Conseguir fazer algo.” e “Saber fazer algo.”, é: “To be able to do something.”. A estrutura de frase: “To be able to do something.”, é a forma infinitiva. Claro que o verbo “to be” da estrutura, muda de acordo com o tempo verbal.

Example:

- **I was able.** | **Eu era capaz.** (Was é o passado do verbo “to be”, para “I”, “he”, “she” e “it”).
- **Eles sabiam falar inglês e espanhol.** | **They were able to speak English and Spanish.** (Were é o passado do verbo “to be”, para “You”, “we” e “they”).



Repeat

- 1) Are you able to speak English and French?
- 2) Is she able to park between two cars?
- 3) I'm not able to wake up at six AM.
- 4) He's able to learn English in two years.
- 5) We were able to drive.
- 6) How many books are you able to read?



Before doing your homework, please watch the lesson 19.

1) Translate the following sentences into English: (Don't use Google translator.)



1) Você sabe falar chinês e português?

-----

2) Você conseguia acordar às quatro da manhã.

-----

3) Eu não posso te ajudar.

-----

4) Ela não sabe dirigir um caminhão.

-----

5) Eles não podiam cozinhar.

-----

6) Michael é capaz de assombrar todo mundo.

-----

7) Você poderá substituir o professor Rege?

-----

8) Nós não podemos sorrir.

-----

9) Ela sabe falar japonês desde 2021.

-----

10) Quanto de água você consegue beber?

-----

## Answers:

### Exercise

- 1) Are you able to speak Chinese and Portuguese?
- 2) You were able to wake up at four AM.
- 3) I'm not able to help you.
- 4) She's not able to drive a truck.
- 5) They weren't able to cook.
- 6) Michael is able to haunt everyone.
- 7) Will you be able to replace teacher Rege?
- 8) We aren't able to smile.
- 9) She has been able to speak Japanese since 2021.
- 10) How much water are you able to drink?



## Intermediate 3 - Lesson 20

### Phrasal verb

Let's start this lesson learning a very disgusting phrasal verb: **"To throw up"**. O phrasal verb **"to throw up"**, means: **"Vomitar"**.

Example:

- **He's been throwing up since yesterday.** | Ele está vomitando desde ontem.
- **Are you going to throw up?** | Você vai vomitar?

We already learned a phrasal verb with the verb **"to throw"**. Do you remember? That's correct! We learned the phrasal verb **"to throw something away"**.

### Vocabulary

**"Who was the first man to walk on the moon?"**

**"To moon"**: O substantivo **"moon"**, significa **"lua"**.

Example:

- **Neil Armstrong was the first man to walk on the moon.**
- Neil Armstrong foi o primeiro homem a caminhar na lua.

**"The protesters are throwing stones at the police."**

**"Protester"**: O substantivo **"protester"**, significa **"manifestante"**.

Example:

- **There are many protesters in front of the bank.**
- Há muitos manifestantes na frente do banco.

**"To throw"**: Você viu que **"to throw up"**, significa **"vomitar"**. Também viu que, **"to throw something away."**, significa **"jogar algo fora."**. Apenas o verbo **"to throw"**, significa **"jogar"** ou **"atirar"**, no sentido de **"jogar"**.

Example:

- **Why are you throwing stones at me?**
- Por que você está jogando pedras em mim?

**"Stone"**: O substantivo **"stone"**, significa **"pedra"**.

Example:

- **Stop throwing stones at the birds.**
- Pare de jogar pedras nos pássaros.

 Repeat 

- 1) She's been throwing up for five hours.
- 2) Who was the first man to walk on the moon?
- 3) Will you be able to throw up?
- 4) The protesters are throwing stones at the police.
- 5) Stop throwing stones at the birds.
- 6) There are many protesters in front of the bank.



Before doing your homework, please watch the lesson 20.

### 1) Ask me:

1) Ask me why he is throwing up.

-----

2) Ask me if I am throwing up.

-----

3) Ask me if this is disgusting.

-----

4) Ask me who the first man to walk on the moon was.

-----

5) Ask me why the protesters are throwing stones at the police.

-----

6) Ask me if this is a stone.

-----

7) Ask me if I was the first man to walk on the moon.

-----

8) Ask me she is going to throw her laptop away.

-----

9) Ask me how many protesters there are in front of the bank.

-----

10) Ask me if I'm ready.

-----

## Answers:

### Exercise 1

- 1) Why is he throwing up?
- 2) Are you throwing up?
- 3) Is this disgusting?
- 4) Who was the first man to walk on the moon?
- 5) Why are the protesters throwing stones at the police?
- 6) Is this a stone?
- 7) Were you the first man to walk on the moon?
- 8) Is she going to throw her laptop away?
- 9) How many protesters are there in front of the bank?
- 10) Are you ready?

## Intermediate 3 - Lesson 21

### Imagine | John Lennon

Imagine there's no heaven, it's easy if you try.  
No hell below us. Above us, only sky.  
Imagine all the people living for today, ah.  
Imagine there's no countries. It isn't hard to do.  
Nothing to kill or die for. And no religion, too.  
Imagine all the people living life in peace, you.  
You may say I'm a dreamer, but I'm not the only one.  
I hope someday you'll join us and the world will be as one.  
Imagine no possessions. I wonder if you can.  
No need for greed or hunger. A brotherhood of man.  
Imagine all the people, sharing all the world, you.  
You may say I'm a dreamer, but I'm not the only one.  
I hope someday you'll join us and the world will live as one.

### Vocabulary

|             |                                         |
|-------------|-----------------------------------------|
| There's no  | Outra forma de dizer "There isn't"      |
| Heaven      | Céu (céu celestial)                     |
| Sky         | Céu (firmamento)                        |
| Below       | Abaixo de                               |
| Above       | Acima de                                |
| Dreamer     | Sonhador                                |
| To hope     | Esperar (no sentido de ter esperança.)  |
| To join     | Fazer parte de, juntar-se               |
| Possession  | Posse, pertence, bem (material)         |
| I wonder if | Eu me pergunto se, será que, o que será |
| Greed       | Gula, ganância,                         |
| Hunger      | Fome                                    |
| Brotherhood | Irmandade                               |



Before doing your homework, please watch the lesson 21.

1) Listen to the audio and write in front of its respective number:

1) -----

-----

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2) -----

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3) -----

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4) -----

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5) -----

-----

-----

6) -----

## Answers:

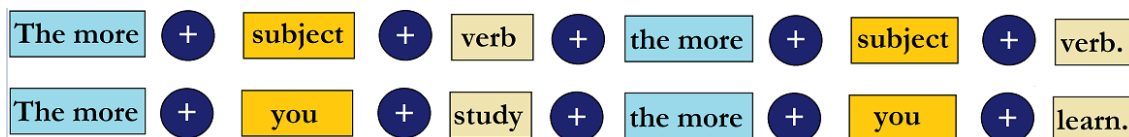
- 1) No hell below us. Above us, only sky.
- 2) You may say I'm a dreamer, but I'm not the only one.
- 3) I hope someday you'll join us and the world will live as one.
- 4) Imagine there's no heaven, it's easy if you try.
- 5) No need for greed or hunger. A brotherhood of man.
- 6) Imagine all the people living life in peace, you.

## Intermediate 3 - Lesson 22

### The more... The more

A estrutura “the more... the more”, é equivalente à nossa estrutura “quanto mais... mais”.

Primeiro aprenderemos esta estrutura com verbos. A estrutura com verbos é assim:

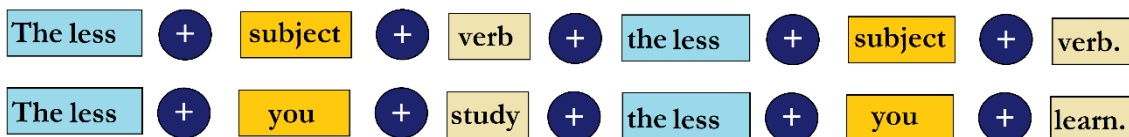


Example:

- **The more you study, the more you learn.**
- **Quanto mais você estuda, mais você aprende.**

### The less... The less

Se a estrutura para dizer “quanto mais... mais”, com verbos, é “the more... the more”, a estrutura para dizer: “quanto menos... menos”, com verbos, é assim:



Example:

- **The less you study, the less you learn.**
- **Quanto menos você estuda, menos você aprende.**

Assim como na língua portuguesa, na língua inglesa, nós também, podemos mesclar “the more” com “the less” ou “the less” com “the more”.

Example:

- **The less you spend, the more you save.**
- **Quanto menos você gasta, mais você economiza.**



Let's practice!



- 1) The more you work, the more you earn.
- 2) The less you eat, the less you grow.
- 3) The more you give, the more you receive.
- 4) The less we want, the less we have.
- 5) The more he explains the lesson, the less I understand.
- 6) The less she earns, the more she spends.



Before doing your homework, please watch the lesson 22.

1) Translate the following sentences into English: (Don't use Google translator.)



1) Quanto mais você dá, mais você recebe.

-----

2) Quanto menos eles ganham, menos eles gastam.

-----

3) Quanto mais ela economiza, menos ela gasta.

-----

4) Quanto mais você tem, mais você quer.

-----

5) Quanto mais ele explica a lição, menos eu entendo.

-----

6) Quanto mais você assiste às lições, mais você aprende.

-----

7) Quanto mais está calor, mais chove.

-----

8) Quanto menos você perdoa, menos você ama.

-----

9) Quanto mais eu vendo, mais você ganha.

-----

10) Quanto mais você come, mais você cresce.

-----

## Answers:

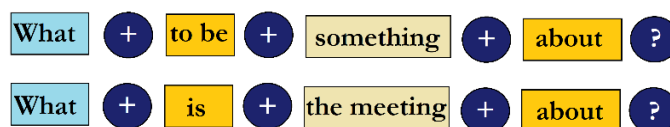
### Exercise 1

- 1) The more you give, the more you receive.
- 2) The less they earn, the less they spend.
- 3) The more she saves, the less she spends.
- 4) The more you have, the more you want.
- 5) The more he explains the lesson, the less I understand.
- 6) The more you watch the lessons, the more you learn.
- 7) The more it's hot, the more it rains.
- 8) The less you forgive, the less you love.
- 9) The more I sell, the more you earn.
- 10) The more you eat, the more you grow.

## Intermediate 3 - Lesson 23

### What is/was /will be something about

In order to ask what something is about, we use this structure:



Example:

**What is the meeting about?** | Sobre o que é a reunião?

In Portuguese, the preposition “sobre” goes at the beginning of the sentence. In English, the preposition “about” goes at the end of the sentence.

Let's practice!



- 1) What was the movie about?
- 2) What is your homework about?
- 3) What is his speech about?
- 4) What was that book about?
- 5) What was the explanation about?
- 6) What is this subject about?

**⊕ Know more:** Você aprendeu que nas perguntas, as preposições vão no final da frase, na aula 11, do terceiro módulo do nível básico.



**Before doing your homework, please watch the lesson 23.**

**1) Ask me:**

1) Ask me what the movie was about.

-----

2) Ask me what my homework is about.

-----

3) Ask me what the meeting was about.

-----

4) Ask me who you are waiting for.

-----

5) Ask me what the subject is about.

-----

6) Ask me what his speech is about.

-----

7) Ask me what they are talking about.

-----

8) Ask me what that book was about.

-----

9) Ask me who I am looking at.

-----

10) Ask me what the offer was about.

-----

## Answers:

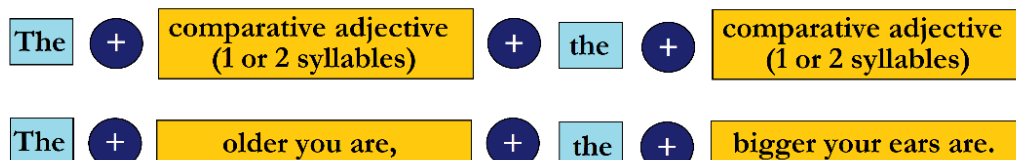
### Exercise 1

- 1) What was the movie about?
- 2) What is your homework about?
- 3) What was the meeting about?
- 4) Who am I waiting for?
- 5) What is the subject about?
- 6) What is his speech about?
- 7) What are they talking about?
- 8) What was that book about?
- 9) Who are you looking at?
- 10) What was the offer about?

## Intermediate 3 - Lesson 24

### The more + adjective + the more

Para dizer “quanto mais ... mais”, com adjetivos comparativos de uma ou duas sílabas, a estrutura é assim:



Example:

- The older you are, the bigger your ears are.
- Quanto mais velho você é, maior suas orelhas são.

A estrutura para dizer “quanto mais ... mais”, com adjetivos com mais de duas sílabas é assim:



Example:

- The more important it is, the more nervous I get.
- Quanto mais importante é, mais nervoso eu fico.

Não necessariamente na estrutura da frase, precisamos ter dois adjetivos comparativos curtos ou dois adjetivos comparativos longos ou ainda, apenas verbos. Podemos mesclar tudo.

Example:

- The more you eat, the fatter you get.
- Quanto mais você come, mais gordo você fica.

Note que na primeira parte da frase, utilizamos um verbo (eat) e na segunda parte um adjetivo comparativo curto (fatter).

- The more you work, the more tired you get.
- Quanto mais você trabalha, mais cansado você fica.



Repeat

- 1) The more I talk to you, the more confused I get.
- 2) The older you are, the wiser you are.
- 3) The more you practice, the more you learn.
- 4) The more recent the news, the more important it is.
- 5) The more beautiful you are, the more famous you will be.
- 6) The less famous you are, the more interesting you are.





Before doing your homework, please watch the lesson 24.

**1) Listen to the audio and write in front of its respective number:**

- 1) -----
- 2) -----
- 3) -----
- 4) -----
- 5) -----
- 6) -----
- 7) -----
- 8) -----
- 9) -----
- 10) -----

## Answers:

### Exercise 1

- 1) The more anxious you are, the hungrier you get.
- 2) The bigger the city, the more populous it is.
- 3) The more you eat, the fatter you get.
- 4) The more you study at Blue English, the faster you will learn.
- 5) The more recent the news, the more important it is.
- 6) The more beautiful the car is, the more expensive it is.
- 7) The richer you are, the more friends you have.
- 8) The easier the exercise, the better.
- 9) The bigger the house, the more I like it.
- 10) The more difficult the lesson is, the more I learn.

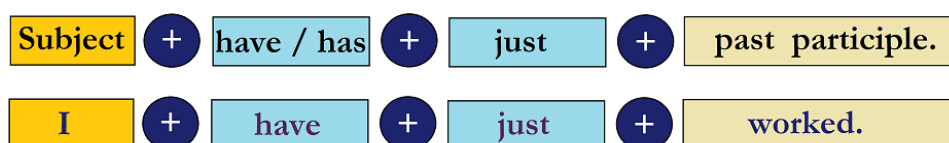
## Intermediate 3 - Lesson 25

### Have Just

Nas aulas 7,8,9 e 10 do primeiro módulo do nível intermediário, você aprendeu o **“Present Perfect”**. Você viu que nós utilizamos o tempo verbal **“Present Perfect”**, quando estamos falando de uma ação, dentro de um período de tempo que ainda não acabou, ou seja, ainda está em curso.

Outra situação em que sempre utilizamos o **“Present Perfect”**, é quando dizemos que acabamos de fazer algo.

A estrutura para dizer que alguém acabou de fazer algo é assim:



Sujeito + have or has + o advérbio just + o verbo no particípio passado.

Example:

**I have just worked.** | **Eu acabei de trabalhar.**

Let's practice.



- 1) They have just seen the moon.
- 2) He has just replaced teacher Rege.
- 3) They have just repaired my bicycle.
- 4) Michael has just destroyed the plant.
- 5) He has just driven the truck.
- 6) Teacher Rege has just explained the lesson.



**Before doing your homework, please watch the lesson 25.**

**1) Ask me:**

1) Ask me if I have just seen the moon.

-----

2) Ask me if she has just smiled.

-----

3) Ask me if he has just replaced teacher Rege.

-----

4) Ask me if they have just gotten married.

-----

5) Ask me if I have just sent you flowers.

-----

6) Ask me if I have just worked at Blue English.

-----

7) Ask me if I have just found your dog.

-----

8) Ask me if they have just sold a motorcycle.

-----

9) Ask me if you have just told me your name.

-----

10) Ask me if I have just finished my homework.

-----

**Answers:**

- 1) Have you just seen the moon?
- 2) Has she just smiled?
- 3) Has he just replaced teacher Rege?
- 4) Have they just gotten married?
- 5) Have you just sent me flowers?
- 6) Have you just worked at Blue English?
- 7) Have you just found my dog?
- 8) Have they just sold a motorcycle?
- 9) Have I just told you my name?
- 10) Have you just finished your homework?

## Intermediate 3 - Lesson 26

### Here Comes The Sun | The Beatles

Here comes the sun, doo-doo-doo. Here comes the sun,  
and I say: It's alright.

Little darling, it's been a long, cold, lonely winter. Little  
darling, it feels like years since it's been here.

Here comes the sun, doo-doo-doo. Here comes the sun,  
and I say: It's alright.

Little darling, the smiles returning to the faces. Little  
darling, it seems like years since it's been here.

Here comes the sun. Here comes the sun, and I say: It's  
alright.

Sun, sun, sun, here it comes. Sun, sun, sun, here it comes.  
Sun, sun, sun, here it comes. Sun, sun, sun, here it comes.  
Sun, sun, sun, here it comes.

Little darling, I feel that ice is slowly melting. Little darling,  
it seems like years since it's been clear.

Here comes the sun, doo-doo-doo. Here comes the sun,  
and I say: It's alright.

Here comes the sun, doo-doo-doo. Here comes the sun,  
It's alright. It's alright.

### Vocabulary

|               |                   |
|---------------|-------------------|
| Here sb comes | Lá vem alguém     |
| It's alright  | Está tudo bem     |
| Darling       | Amor, querido (a) |
| Lonely        | Solitário (a)     |
| Winter        | Inverno           |
| It feels like | Parece que        |
| It seems like | Parece que        |
| Face          | Rosto             |
| To return     | Retornar          |
| To melt       | Derreter          |
| Slowly        | Devagar           |



Before doing your homework, please watch the lesson 26.

1) Listen to the audio and write in front of its respective number:

1) -----

-----

-----

2) -----

-----

-----

3) -----

-----

-----

4) -----

-----

-----

5) -----

-----

-----

6) -----

## Answers:

- 1) Here comes the sun. Here comes the sun, and I say: It's alright.
- 2) Little darling, it's been a long, cold, lonely winter.
- 3) Little darling, the smiles returning to the faces.
- 4) Little darling, it feels like years since it's been here.
- 5) Sun, sun, sun, here it comes.
- 6) Little darling, it seems like years since it's been clear.



## Intermediate 3 - Lesson 27

### To be angry with sb vs To be angry about sth

Você sabe que o adjetivo “**angry**”, significa: “**zangado**” ou “**com raiva**”. A preposição que utilizamos para “**coisas**” e “**pessoas**”, é diferente uma da outra. Quando queremos dizer que estamos “**zangados**” ou “**com raiva**” de alguém, a preposição que usamos é: “**with**”.

Example:

**Are you angry with me?** | **Você está zangado comigo?**

A preposição que utilizamos para dizer que estamos “**zangados**” ou “**com raiva**” de tudo que não for pessoa, é: “**about**”.

Example:

**I am angry about this situation.** | **Eu estou com raiva desta situação.**

Let's practice!



- 1) She is angry with me.
- 2) He is angry about the winter.
- 3) Are you angry with Peter?
- 4) Who is she angry with?
- 5) Why are you angry with Michael?
- 6) Nigel is angry about the car.

## Expression | How come

“**How come?**” é um tipo de pergunta bastante informal, mas bastante utilizada. Ela é equivalente ao nosso “**como assim?**”.

Imagine este cenário: Ontem, você esteve o tempo todo com o telefone na mão e viu que ninguém te ligou. Do nada, eu te digo:

- **Eu te liguei ontem.** | **I called you yesterday.**

Você surpresa com minha afirmação, diz:

- **Como assim, você me ligou ontem?** | **How come you called me yesterday?**

Note que neste tipo de pergunta, não é necessário utilizar um verbo auxiliar. Não dizemos por exemplo: “**How come did you call me yesterday?**” Mas sim: “**How come you called me yesterday?**”

Let's practice!



- 1) How come your brother didn't come?
- 2) How come you don't like English?
- 3) How come they told you, but they didn't tell me?
- 4) How come you never talk about your family?
- 5) How come they didn't let us see the garden?
- 6) How come the less you work, the more you earn?



Before doing your homework, please watch the lesson 27.

## Exercise 1

### Ask me:

1) Ask me if I am angry with you.

-----

2) Ask me if she's angry about the winter.

-----

3) Ask me if you are angry with Peter.

-----

4) Ask me who I am angry with.

-----

5) Ask me what I am angry about.

-----

## Exercise 2

1) Translate the following sentences into English: (Don't use Google translator.)

1) Como assim, ela me ligou ontem?

-----

2) Como assim, seu irmão não veio?

-----

3) Como assim, eles não nos deixaram ver o jardim?

-----

4) Como assim, eu não mereço ser fluente em inglês?

-----

## Answers:

### Exercise 1

- 1) Are you angry with me?
- 2) Is she angry about the winter?
- 3) Am I angry with Peter?
- 4) Who are you angry with?
- 5) What are you angry about?

### Exercise 2

- 1) How come she called me yesterday?
- 2) How come your brother didn't come?
- 3) How come they didn't let us see the garden?
- 4) How come I don't deserve to be fluent in English?

## Intermediate 3 - Lesson 28

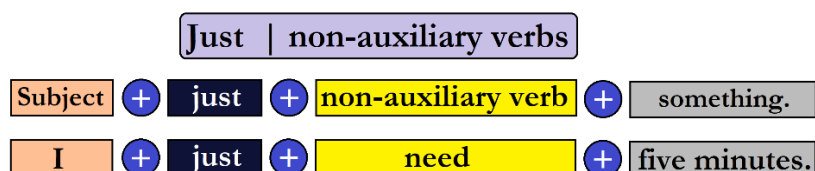
### Just | Synonym for only

Na aula 25 deste módulo, você teve seu primeiro contato com a palavrinha “just”. Nós a utilizamos para formular a expressão: “to have just done something”.

Na aula 29 do primeiro módulo do nível básico, você conheceu a palavrinha “only”. Você viu que “only”, pode significar: “só”, “apenas” ou “somente”.

“Just”, também pode ser usado como sinônimo de “only”, ou seja, “just”, também pode significar: “só”, “apenas” ou “somente”.

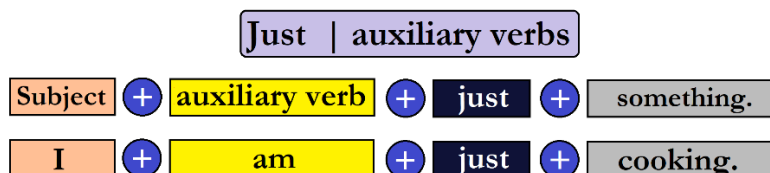
A estrutura de frase com “just”, no sentido de “só”, “apenas” ou “somente”, com verbos não auxiliares, é assim:



Example:

**I just need five minutes.** | Eu preciso apenas de cinco minutos.

Quando utilizamos “just” em estruturas de frases, com verbos auxiliares, esta é a ordem:



Example:

**I am just cooking.** | Eu estou apenas cozinhando.

São exemplos de verbos auxiliares, os verbos: “to be”, “can”, “could”, “would”, etc.

## What if...

Para dizer “E se...” em inglês não dizemos “And if...”, mas sim “What if...”

Example:

- **What if nobody comes?** | E se ninguém vier?
- **What if they don't know what to do?** | E se eles não souberem o que fazer?

Let's practice!



Repeat

- 1) They just hired two teachers.
- 2) He just has one car.
- 3) I was just dreaming.
- 4) I can just speak English.
- 5) What if it doesn't rain?
- 6) What if I don't learn English?



Before doing your homework, please watch the lesson 28.

**1) Listen to the audio and write in front of its respective number:**

- 1) -----
- 2) -----
- 3) -----
- 4) -----
- 5) -----
- 6) -----
- 7) -----
- 8) -----
- 9) -----
- 10) -----

### Answers:

- 1) How come we just need two teachers?
- 2) They are just reading a book.
- 3) What if nobody comes?
- 4) You just need five books to complete the collection.
- 5) I just talked about the meeting.
- 6) She's just spending my money.
- 7) What if it doesn't happen?
- 8) How come you just have one bicycle?
- 9) We just destroyed two plants.
- 10) What if she doesn't know who I am?



## Intermediate 3 - Lesson 29

### How + Adjective

Existe uma ocasião em que "how" significa "que". "How" significa "que", em interjeições do tipo: **"How interesting!"** (Que interessante!), **"How amazing!"** (Que incrível!).

Lembrando que **"interjeição"**, é toda palavra que expressa sentimentos e emoções de formas variadas. Exemplo: **"ah!"**, **"ufa!"**, **"oba!"**, etc.

Esta fórmula, normalmente é utilizada como reação a algo que outra pessoa nos disse.

For example: Imagine o seguinte cenário: Você, seu amigo e eu, estamos na mesma sala. De repente, seu amigo sai sem falar nada, então você me diz: **"Ele nem se quer se despediu."** **"He didn't even say goodbye."** Então eu tenho a seguinte reação: **"Que grosso!"** **"How rude!"**

Vale ressaltar que **"how + adjective"**, significa **"que + adjetivo"**, somente em interjeições. Em outros cenários, **"how + adjective"**, é equivalente ao nosso: **"quão + adjetivo"**.

Example:

**Do you know how beautiful you are?** | **Você sabe o quão bonita você é?**

Mas aqui o nosso foco é **"how + adjective"**, como interjeição.

Let's practice!



1) How boring!

4) How dangerous!

2) How terrible!

5) How sweet!

3) How rude!

6) How Naive!



Before doing your homework, please watch the lesson 29.

1) Translate the following sentences into English: (Don't use Google translator.)



1) Que bonita!

-----

2) Que difícil!

-----

3) Que feio!

-----

4) Que importante!

-----

5) Que perigoso!

-----

6) Que diferente!

-----

7) Que confuso!

-----

8) Que horrível!

-----

9) Que terrível!

-----

10) Que grosso!

-----

## Answers

### Exercise 1

- 1) How beautiful!
- 2) How difficult!
- 3) How ugly!
- 4) How important!
- 5) How dangerous!
- 6) How different!
- 7) How confused!
- 8) How awful!
- 9) How terrible!
- 10) How rude!

## Intermediate 3 - Lesson 30

### How + Adjective | Another meaning

Na lição anterior, nós aprendemos que **“how + adjective”**, pode ser equivalente a interjeições do tipo: **“How interesting!”** (Que interessante!), **“How amazing!”** (Que incrível!).

Também comentei brevemente que, **“how + adjective”**, também pode ser equivalente ao nosso: **“quão + adjetivo”**.

**“How + adjective”**, também serve para fazermos perguntas do tipo: **“How tall are you?”** (Qual é a sua altura?), **“How old are you?”** (Quantos anos você tem?), **“How big is your house?”** (Qual o tamanho da sua casa?), etc.

Let's practice!



- 1) How big is your car?
- 2) How good is your English?
- 3) How tall is she?
- 4) How fat is Michael?
- 5) How heavy is your suitcase?
- 6) How difficult is this?



**Before doing your homework, please watch the lesson 30.**

**1) Ask me:**

1) Ask me how big my car is.

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2) Ask me how good my English is.

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3) Ask me how old he was when he became a teacher.

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4) Ask me how difficult this is.

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5) Ask me how tall she is.

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6) Ask me how fat Michael is.

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7) Ask me how boring the meeting was.

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8) Ask me how heavy my briefcase is.

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9) Ask me how excited I am.

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10) Ask me how easy this English lesson is.

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## Answers

### Exercise 1

- 1) How big is your car?
- 2) How good is your English?
- 3) How old was he when he became a teacher?
- 4) How difficult is this?
- 5) How tall is she?
- 6) How fat is Michael?
- 7) How boring was the meeting?
- 8) How heavy is your briefcase?
- 9) How excited are you?
- 10) How easy is this English lesson?