

# BLUE ENGLISH

INTERMEDIATE

LEVEL 2

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 2 - Lesson 1

### The Little Prince.



#### Chapter 5 – Elephants (Part 1)

This happened six years ago. When I look at these memories, I feel sad. But I describe The Little Prince here, because I don't want to forget him. It's sad to forget a friend. Not everybody has a friend.

So that's why I bought a box of paints and some pencils. It's hard to start drawing, at my age, after so long.

I'll try to make my pictures as realistic as possible. But I'm not quite sure what the result will be. One picture is alright, the other one doesn't look like what I tried to draw. I make some mistakes on the size too. Here The Little Prince is too tall. Here he is too short. I'm also not sure about the color of his clothes. But I will try to do my best.

In some other details I'll make mistakes too. But here you have to forgive me. It's not my fault. My friend never explained anything to me. Maybe he thought that I was like him. Maybe it's because I'm a little like the adults. Maybe, I'm already old.

#### Vocabulary

To happen	Acontecer
Memory	Memória / recordação / lembrança
To describe	Descrever
That's why	Por isso
Hard	Duro / Difícil
At somebody's age	Na idade de alguém
Paint	Tinta, pintar
Realistic	Realista
Quite	Bem (intensificador) / bastante
Alright	OK / razoável
To make a mistake	Cometer um erro
Size	Tamanho
To forgive	Perdoar
To explain	Explicar
Maybe	Talvez / quem sabe
Already	Já (em frases afirmativas)



## Reading comprehension

### Answer the questions:

1) According to the text, did this happen:

A - Five years ago.

B - Ten years ago.

C - Six years ago.

-----

2) Does he feel happy or sad when he looks at these memories?

-----

3) Why does he describe The Little Prince here?

-----

4) Will he try to make his pictures as realistic as possible?

-----

5) Is he quite sure what the result will be?

-----

6) Does he make some mistakes?

-----

### Answers:

- 1) C. Six years ago.
- 2) He feels sad.
- 3) Because he doesn't want to forget him.
- 4) Yes, he will.
- 5) No, he's not.
- 6) Yes, he does.

## Intermediate 2 - Lesson 2

### Can't

Na aula 30 do módulo anterior, você aprendeu que **“must”**, pode ser usado para expressar algo que imaginamos ou suspeitamos que está acontecendo. Nós utilizamos **“must”**, em situações como estas, apenas na forma afirmativa. Para expressar algo que imaginamos ou suspeitamos que está acontecendo na forma **“negativa”**, não usamos **“mustn’t”**, mas sim **“can’t”**.

Exemplo:

Imagine a seguinte cena: São 10h da noite, Michael diz a sua esposa que está muito cansado e que vai dormir. No dia seguinte, ele acorda às 13h, ou seja, ele dormiu por 15 horas. Então, sua esposa que acordou mais cedo, lhe pergunta: **“How many hours did you sleep?”** (Quantas horas você dormiu?) Ele responde: **“I slept for 15 hours”**. Então, ela chega à conclusão de que ele não está mais cansado, logo ela diz: **“You can’t be tired.”** (Você não deve estar cansado.)

Note que ela não disse: **“You mustn’t be tired”**, ela disse: **“You can’t be tired”**. Portanto, para expressar algo que imaginamos ou suspeitamos que está acontecendo na forma negativa, nós não usamos **“mustn’t”**, utilizamos **“can’t”**. O modal verb **“can”**, neste contexto, é traduzido para **“can’t”**.

Let’s practise.



- 1) He can’t be hungry.
- 2) She can’t be cold.
- 3) He can’t teach English.
- 4) He can’t be a lawyer.
- 5) They can’t be famous.
- 6) It can’t be expensive.



Before doing your homework, please watch the lesson 2.

**1) Choose the best answer.**

1) She has a lot of Money.

- A - She can't be poor.
  - B – She can't be scared.
  - C – She can't be thirsty.
- 

2) Michael drank 10 glasses of water.

- A - He can't be hungry.
  - B – He can't be thirsty.
  - C – He can't be cold.
- 

3) It's cold but she's not wearing a coat.

- A – She can't be cold.
  - B – She can't be angry.
  - C – She can't be hot.
- 

4) He can't teach English.

- A - He can't be a doctor.
  - B – He can't be a lawyer.
  - C – He can't be a teacher.
- 

5) Nobody is taking picture of her.

- A - She can't be famous.
  - B – She can't be poor.
  - C – She can't be hungry.
-

**Answers:**

- 1) A – She can't be poor.
- 2) B – He can't be thirsty.
- 3) A – She can't be cold.
- 4) C – He can't be a teacher.
- 5) A – She can't be famous.

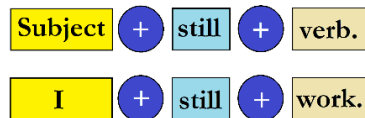


## Intermediate 2 - Lesson 3

### Still

Na aula 23 do módulo anterior, você aprendeu a palavrinha **“still”**. Falamos brevemente da sua posição, nas frases afirmativas. Mas nunca é demais lembrar.

Com todos os verbos não auxiliares, a estrutura de frases afirmativas com **“still”**, é assim:



Aqui temos o exemplo: **“I still work.”** (Eu ainda trabalho.)

Já com verbos auxiliares, a estrutura de frases afirmativas com **“still”**, é assim:



Aqui temos como exemplo a frase: **“I can still work.”** (Eu ainda posso trabalhar.)

É hora de praticar a posição de **“still”**, nos dois casos mencionados.



- 1) I will still live in France.
- 2) I still live in The United States.
- 3) She is still a teacher.
- 4) He can still fly a plane.
- 5) I still care about you.
- 6) He is still a nice guy.



Before doing your homework, please watch the lesson 3.

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 must still study English.
- 2) I still have a telescope.
- 3) You still have to behave well.
- 4) She will still buy this car.
- 5) He can still give me a house.
- 6) You can still give me this book.
- 7) He will still tell the truth.
- 8) I still have to do the laundry.
- 9) You can still be a doctor.
- 10) We can still build a house.

## Intermediate 2 - Lesson 4

### Irregular Verbs

Os verbos irregulares desta aula são: “to let”, “to hear” e “to fight”.

O “simple past” e o “past participle” de “to let” é “let”. O verbo “to let”, significa: “deixar”, no sentido de “permitir”. “Deixar alguém fazer algo.”, é: “To let somebody do something.”

Example:

- Every day you let me teach you. | Todos os dias, você me deixa te ensinar.
- Yesterday you let me teach you. | Ontem, você me deixou te ensinar.
- Lately you have let me teach you. | Ultimamente, você tem me deixado te ensinar.

O “simple past” e o “past participle” de “to hear” é “heard”. O verbo “to hear”, significa “ouvir”.

Example:

- Every day she hears me. | Todos os dias, ela me ouve.
- Yesterday she heard me. | Ontem, ela me ouviu.
- Lately she has heard me. | Ultimamente, ela tem me ouvido.

O “simple past” e o “past participle” de “to fight” é “fought”. O verbo “to fight”, pode significar: “lutar” ou “brigar com”.

Example:

- Every day they fight. | Todos os dias, eles lutam.
- Yesterday they fought. | Ontem, eles lutaram.
- Lately they have fought. | Ultimamente, eles tem lutado.



Repeat

- 1) Has she let you teach English this year?
- 2) They heard our conversation.
- 3) Have they fought for their rights lately?
- 4) Are you going to let me use your computer?
- 5) Last week they fought for their rights.
- 6) Has she heard what you said?



Before doing your homework, please watch the lesson 4.

### 1) Follow the example:

**Every day I buy a car.**

**Yesterday I bought a car. Lately I have bought a car.**

1) Every day I let you use my computer.

-----

2) Every day he fights for his right.

-----

3) Every day they hear our conversation.

-----

4) Every day she forgets my name.

-----

5) Every day we think about you.

-----

6) Every day he buys a motorcycle.

-----

7) Every day she makes a cake.

-----

8) Every day I send you flowers.

-----

9) Every day she speaks Spanish.

-----

10) Every day I let them park in front of my house.

-----



## Answers:

### Exercise 1

- 1) Yesterday I let you use my computer.  
Lately I have let you use my computer.
- 2) Yesterday he fought for his right.  
Lately he has fought for his right.
- 3) Yesterday they heard our conversation.  
Lately they have heard our conversation.
- 4) Yesterday she forgot my name.  
Lately she has forgotten my name.
- 5) Yesterday we thought about you.  
Lately we have thought about you.
- 6) Yesterday he bought a motorcycle.  
Lately he has bought a motorcycle.
- 7) Yesterday she made a cake.  
Lately she has made a cake.
- 8) Yesterday I sent you flowers.  
Lately I have sent you flowers.
- 9) Yesterday she spoke Spanish.  
Lately she has spoken Spanish.
- 10) Yesterday I let them park in front of my house.  
Lately I have let them park in front of my house.

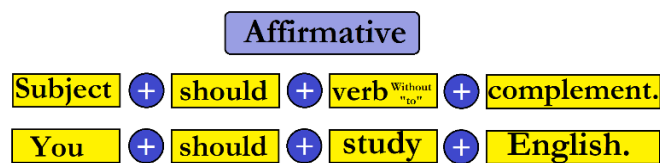
## Intermediate 2 - Lesson 5

### Should

Você já conhece os “modal verbs”: **can, could, will, would** e **must**. É hora de adicionar mais um “modal verb” a nossa lista. Estou falando de “**should**”.

A maioria de nós, gostamos de dar conselhos, não é mesmo? Em matéria de dar conselhos, “**should**” é o “modal verb” mais indicado. Neste contexto, “**should**” significa “**deveria**”.

Como todos os “modal verbs”, a estrutura de frase com “**should**”, no modo afirmativo é assim:



Aqui temos como exemplo: “**You should study English.**” | Você deveria estudar inglês.

Em português, o verbo que vai depois de “**deveria**”, fica no modo infinitivo. E vocês já sabem que os verbos no infinitivo, no inglês, são acompanhados da partícula “**to**”. Exemplo: “**to work**”, “**to dance**”. Mas nas estruturas com “**should**”, não usamos a partícula “**to**” com os verbos. Não dizemos: “**You should to study English.**” Mas sim: “**You should study English.**”

Let's practice!



- 1) You should let him study English.
- 2) You should fight for your rights.
- 3) You should explain this lesson to me.
- 4) You should describe The Little Prince.
- 5) You should forgive him.
- 6) You should be realistic.

Você viu que, somente utilizei a segunda pessoa: **“you”**. Fiz isso porque usamos **“should”**, para aconselhar a segunda pessoa. **“Você deveria.”** | **“You should.”**

Quando nós usamos **“should”**, com outras pessoas, **“should”**, deixa de ser um **“conselho”** para ser uma **“opinião”**, sobre o que alguém deveria fazer.

Example:

**They should live in France.** | **Eles deveriam morar na França.**

Esta é minha **“opinião”**, sobre o que eles deveriam fazer. Não estou dando conselhos a eles.

Let's practice **“should”** with other pronouns.



Repeat

- 1) They should get married.
- 2) She should sing with you.
- 3) He should behave well.
- 4) Teacher Rege should teach Spanish too.
- 5) We should buy a car.
- 6) I should make five cakes.



Before doing your homework, please watch the lesson 5.

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



1) Você deveria estudar inglês todos os dias.

-----

2) Você deveria prestar atenção.

-----

3) Eles deveriam conversar um com o outro.

-----

4) Ela deveria perdoá-lo.

-----

5) Eles deveriam reciclar plástico.

-----

6) Nós deveríamos viver na França.

-----

7) Eles deveriam trabalhar menos.

-----

8) Ele deveria estudar mais.

-----

9) Este professor deveria ensinar francês também.

-----

10) Deveria ser mais fácil.

-----

## Answers:

### Exercise 1

- 1) You should study English every day.
- 2) You should pay attention.
- 3) They should talk to each other.
- 4) She should forgive him.
- 5) They should recycle plastic.
- 6) We should live in France.
- 7) They should work less.
- 8) He should study more.
- 9) This teacher should teach French too.
- 10) It should be easier.



## Intermediate 2 - Lesson 6

### The Little Prince.



### Chapter 5 – Elephants (Part 2)

Every day I learn something about The Little Prince's planet. I learned about his departure from his planet. I learned about his journey.

On the third day, I learned about the problem with the baobabs. Baobabs are big trees. I learned about the problem thanks to a question about the sheep that The Little Prince asked me.

"Is it true that sheep eat little bushes?"

"Yes. That's true."

"Ah! That's good."

I didn't understand why it was so important that sheep ate little bushes. But The Little Prince asked:

"So they also eat baobabs?"

I told The Little Prince that baobabs aren't little bushes. The baobabs are right the opposite. They are trees as large as churches. And that even if he took nine big elephants to his planet, those elephants couldn't eat one single baobab.

But he said something clever: "The baobabs, before they get big, they're very small at the beginning."

"That's right," I said. "But why is it important that your sheep eats the little baobabs?"

He said, "Oh, come on! You know." As if we were talking about something clear and simple. And then I had to use my intelligence to solve the problem, without any assistance.

### Vocabulary

<b>To learn about something</b>	Ficar sabendo de algo
<b>Departure</b>	Partida (no sentido de viagem), saída (no sentido de partir)
<b>Journey</b>	Viagem (viagens longas e difíceis)
<b>Trip</b>	Viagem (viagens convencionais)
<b>Baobab</b>	Baobá
<b>Thanks to</b>	Graças a
<b>Right</b>	Bem, totalmente, completamente (dar ênfase no adjetivo)
<b>Opposite</b>	Oposto, contrário

Even if	Mesmo se
Single	Solteiro (a), Único (a)
Clever	Inteligente
At the beginning	No começo, no início
As if	Como se
To solve	Resolver, solucionar

## Reading comprehension

Answer the questions:

1) Did he learn about The Little Prince's planet or about The Little Prince's mother?

-----

2) What else did he learn about The Little Prince?

-----

3) Are the baobabs small trees or big trees?

-----

4) According to the text, the baobabs are as large as churches or as large as houses?

-----

### Answers:

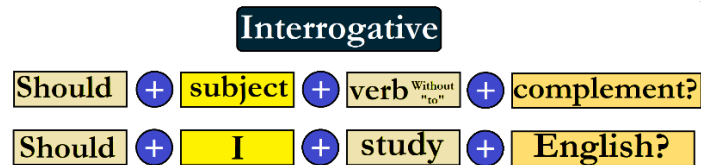
- 1) He learned about The Little Prince's planet.
- 2) He learned about his departure from his planet,  
he learned about his journey and he learned  
- about the problem with the baobabs.
- 3) They are big trees.
- 4) They are as large as churches

## Intermediate 2 - Lesson 7

### Should | Interrogative

Na aula 5 deste módulo, você conheceu o verbo modal: **“should”**, na forma **“afirmativa”**. É hora de aprendermos as formas: **“interrogativa”** e **“negativa”**.

A estrutura de frase da forma interrogativa é assim:



Como de costume, invertemos a posição do **“modal verb”**, com o **“sujeito”**: **Should + o sujeito, que pode ser: I, you, he, she, it, we or they + o verbo na forma infinitiva, sem a partícula “to” + complemento.**

Aqui temos como exemplo, a frase: **“Should I study English?”**

Com o pronome **“I”**, a pergunta é basicamente um pedido de conselho.

Exemplo:

Se te pergunto: **“Should I call my boss now?”** | **Eu deveria ligar para o meu chefe agora?**

Estou querendo o seu conselho, sobre se eu devo ou não, ligar para o meu chefe.

Com os outros pronomes, deixa de ser um pedido de **“conselho”**, para ser um pedido de **“opinião”**.

Example:

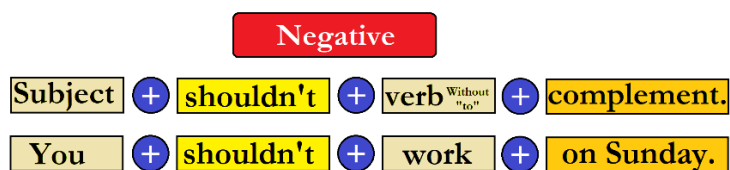
Se te pergunto: **“Should they call the police?”** | **Eles deveriam ligar para a polícia?** Estou pedindo sua opinião, sobre se eles deveriam ou não, ligar para a polícia.



- 1) Should I solve this problem?
- 2) Should they learn about the company?
- 3) Should it be the opposite?
- 4) Should Michael study English?

## Should | Negative

A estrutura de frase negativa, com “should”, é assim:



Sujeito + shouldn't + o verbo na forma infinitiva sem a partícula “to” + complemento.

“Shouldn't”, é a contração de “should not”. Somente usamos “should not” quando queremos enfatizar a frase, do contrário, sempre utilizaremos “shouldn't”.

Aqui temos como exemplo, a frase: **“You shouldn't work on Sunday.”** | **Você não deveria trabalhar no domingo.**



- 1) She shouldn't live in England.
- 2) They shouldn't study French.
- 3) We shouldn't have a motorcycle.
- 4) He shouldn't work on Sunday.
- 5) It shouldn't be easy.
- 6) I shouldn't learn French.





Before doing your homework, please watch the lesson 7.

### 1) Ask me:

1) Ask me if I should solve this problem.

-----

2) Ask me if they should learn about this company.

-----

3) Ask me if it should be the opposite.

-----

4) Ask me if Michael should study English.

-----

5) Ask me if it should be different.

-----

### 2) Follow the example:

**Should I have a dog and a cat?**

**You should have a dog, but you shouldn't have a cat.**

1) Should she live in France and in England?

-----

2) Should they study English and French?

-----

3) Should I have a car and a motorcycle?

-----

4) Should he work on Saturday and on Sunday?

-----

5) Should it be sunny and cold?

-----

## Answers:

### Exercise 1

- 1) Should you solve this problem?
- 2) Should they learn about this company?
- 3) Should it be the opposite?
- 4) Should Michael study English?
- 5) Should it be different?

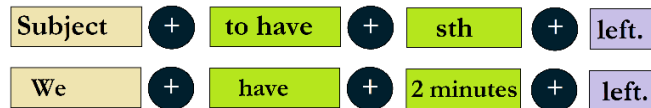
### Exercise 2

- 1) She should live in France, but she shouldn't live in England.
- 2) They should study English, but they shouldn't study French.
- 3) You should have a car, but you shouldn't have a motorcycle.
- 4) He should work on Saturday, but he shouldn't work on Sunday.
- 5) It should be sunny, but it shouldn't be cold.

## Intermediate 2 - Lesson 8

### To have something left

Em português, dizemos frases como: **“Restam dois ovos.”**, **“Restam dois minutos.”** Em inglês, nós temos que mencionar para quem resta. A estrutura da frase é assim:



Aqui temos como exemplo, a frase: **“We have two minutes left.”**, que pode ser traduzida, na linguagem coloquial, para: **“Nos restam dois minutos.”** É importante ressaltar que esta frase está gramaticalmente incorreta. Não podemos começar uma frase com pronomes oblíquos átonos. Porém, quis dar como exemplo, uma forma de frase, que a maioria de nós, utiliza no nosso dia a dia.

A frase **“We have two minutes left.”**, ainda pode ser traduzida para: **“Nós temos dois minutos restantes.”** Às vezes dizemos apenas: **“Restam dois minutos.”**, deixando o pronome subentendido.

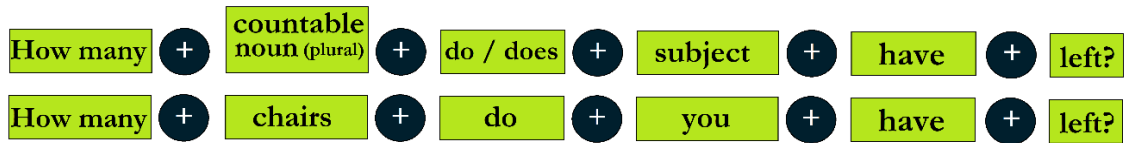
Let's practise:



- 1) We have five birds left.
- 2) He has seven minutes left.
- 3) I don't have any books left.
- 4) Mary has seven minutes left.
- 5) They don't have any clipboards left.
- 6) She doesn't have any baskets left.

## How many chairs do you have left?

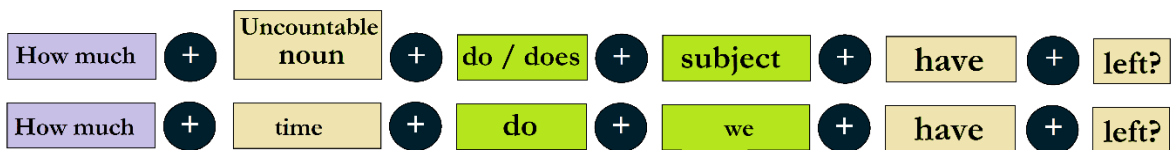
Para perguntar quanto de algo contável, resta a alguém, usamos esta estrutura:



Aqui temos como exemplo a frase:

**“How many chairs do you have left?”** | Quantas cadeiras te restam?

Para perguntar quanto resta de algo incontável é assim:



Aqui temos como exemplo a frase:

**“How much time do we have left?”** | Quanto tempo nos resta?

Let's practise:



- 1) How much time do you have left?
- 2) How many books does he have left?
- 3) How much sugar do they have left?
- 4) How many eggs does she have left?
- 5) How much drinking water do I have left?
- 6) How many houses do we have left?



Before doing your homework, please watch the lesson 8.

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



1) Ele tem treze minutos restantes.

-----

2) Não me resta nenhum livro.

-----

3) Eles têm duas canecas restantes.

-----

4) Quantos pássaros te restam?

-----

5) Quantos livros restam a ele?

-----

6) Quantos foguetes restam ao Michael?

-----

7) Quantas laranjas me restam?

-----

8) Quanto tempo nos resta?

-----

9) Quanto de açúcar te resta?

-----

10) Quanto de água potável resta a eles?

-----

## Answers:

### Exercise 1

- 1) He has thirteen minutes left.
- 2) I don't have any books left.
- 3) They have two mugs left.
- 4) How many birds do you have left?
- 5) How many books does he have left?
- 6) How many rockets does Michael have left?
- 7) How many oranges do I have left?
- 8) How much time do we have left?
- 9) How much sugar do you have left?
- 10) How much drinking water do they have left?

## Intermediate 2 - Lesson 9

### Vocabulary

**“Sometimes, it’s impossible to avoid confrontation.”**

**“To avoid”:** O verbo **“to avoid”**, significa **“evitar”**.

Example:

**“She avoids arguments.” | Ela evita discussões.**

**“Evitar fazer algo.”, é: “To avoid + verbo na forma ing”.**

Example:

**“I avoid spending so much money.” | Eu evito gastar tanto dinheiro.**

**“There is no need to be rude.”**

**“There is no need.”:** A frase pronta: **“There is no need.”**, pode significar: **“Não precisa.”** ou **“Não há necessidade.”**

**“Não há necessidade de fazer algo.”** ou **“Não precisa fazer algo.”**, é: **“There is no need + o verbo acompanhado da partícula to.”**

Example:

**“There is no need to work today.” | Não há necessidade de trabalhar hoje.**

**“Rude”:** O adjetivo **“rude”**, é equivalente aos nossos adjetivos: **“Grosseiro (a)”** ou **“Grosso (a)”**, (No sentido de ser grosseiro.)

Example:

**“There’s no need to be rude!” | Não há necessidade de ser grosso (a)!**

**All my family likes studying English at Blue English, especially my daughter.**

**“Especially”:** O advérbio **“especially”**, é equivalente aos nossos advérbios: **“especificamente”** ou **“especialmente”**.

Example:

**“Everybody likes dogs, especially my brother.” | Todo mundo gosta de cachorros, especialmente meu irmão.**



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) -----



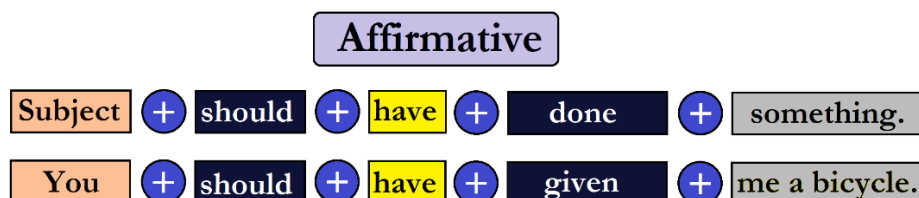
### Answers:

- 1) My son should avoid spending so much money.
- 2) You should avoid this company.
- 3) Sometimes it's impossible to avoid talking to her.
- 4) There is no need to fight.
- 5) Why are you so rude?
- 6) Everybody should avoid smoking.
- 7) Everybody likes English, especially you.
- 8) We should avoid calling him in the morning.
- 9) Should I avoid having breakfast?
- 10) I love languages, especially English.

## Intermediate 2 - Lesson 10

### Should have + Past Participle | Affirmative

Se a maioria de nós, ama dar conselhos ou opinião sobre o que os outros deveriam fazer, no presente; imagine então, dar conselhos ou opinião, depois de alguém já ter feito algo. Para este propósito, utilizamos esta estrutura de frase:



Temos como exemplo a frase:

**“You should have given me a bicycle.”** | Você deveria ter me dado uma bicicleta.

As pessoas têm a falsa ideia, de que utilizamos o **“past participle”**, apenas em estruturas com o **“present perfect”**, porém, podemos utilizá-lo em outros contextos.

**“Should + have + done something.”**, é equivalente ao nosso: **“deveria ter feito algo.”**

Olha que interessante! Enquanto em português, o verbo **“dever”**, varia de acordo com a pessoa, no inglês, não há variação:

Eu	deveria ter	I	should have
Tu	deverias ter	You	should have
Ele/Ela/Você	deveria ter	He/She/It	should have
Nós	deveríamos ter	We	should have
Vós	deveríeis ter	You	should have
Eles/Elas/Vocês	deveriam ter	They	should have



Repeat

- 1) I should have fought for my rights.
- 2) He should have flown this plane.
- 3) You should have had breakfast with us.
- 4) They should have taught you English.



Before doing your homework, please watch the lesson 10.

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) I should've worked yesterday.
- 2) He should've spoken with teacher Rege.
- 3) You should've had dinner with us.
- 4) They should've taught you English.
- 5) He should've flown this plane.
- 6) She should've spent his money.
- 7) They should've gotten married.
- 8) You should've taught us Spanish.
- 9) We should've bought a car.
- 10) I should've done my homework.

## Intermediate 2 - Lesson 11

### The Little Prince.



#### Chapter 6 – Trees (Part 1)

So, I thought that, on the planet where The Little Prince lived, there were, as on all planets, good plants and bad plants. And there were also good seeds of good plants and bad seeds of bad plants. But we can't see the seeds. They're in the ground until one of them begins to grow.

When it's very small, you don't know if it's a carrot seed or a rose seed. So you have to let it grow. But if it's a bad plant, it's necessary to destroy it immediately, when you are able to see it.

And the truth was that there were some terrible seeds on The Little Prince's planet. These were the seeds of baobabs. The ground of the planet was full of them. If you see a baobab too late, you'll never be able to destroy it.

The Little Prince told me later: "It's a question of discipline. In the morning, you have to clean your planet very carefully. It's necessary to pull the baobabs, when you can see them. Sometimes it isn't easy because they're similar to roses when they're very young. It's a very boring job, but very easy."

#### Vocabulary

Seed	Semente
Ground	Chão (Pisos descobertos)
To grow	Crescer
Necessary	Necessário
To destroy	Destruir
Immediately	Imediatamente
Terrible	Terrível, péssimo (a)
Full of	Cheio (a) de
Late	Tarde
It's a question of	É uma questão de
Carefully	Cuidadosamente, com cuidado
To pull	Puxar, arrancar (Quando falamos de plantas)
Boring	Chato (a)



Before doing your homework, please watch the lesson 11.

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



1) Ela vivia na França.

-----

2) Eles não moram neste planeta.

-----

3) Tem algumas sementes no chão.

-----

4) Esta planta não cresceu.

-----

5) Não é necessário.

-----

6) Você não deve destruir esta casa.

-----

7) Fale com ele imediatamente.

-----

8) Isto é um erro terrível.

-----

9) Este copo está cheio de leite.

-----

10) É uma questão de disciplina.

-----

**Answers:**

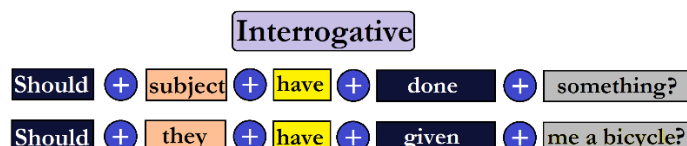
- 1) She lived in France.
- 2) They don't live on this planet.
- 3) There are some seeds on the ground.
- 4) This plant didn't grow.
- 5) It's not necessary.
- 6) You mustn't destroy this house.
- 7) Talk to him immediately.
- 8) This is a terrible mistake.
- 9) This glass is full of milk.
- 10) It's a question of discipline.

## Intermediate 2 - Lesson 12

### Should have + Past Participle | Interrogative & Negative

Na aula 10 deste módulo, você aprendeu “**should + have + past participle**”, na forma afirmativa. Nesta aula aprenderemos as formas “**negativa**” e “**interrogativa**”.

A estrutura da forma interrogativa, é assim:

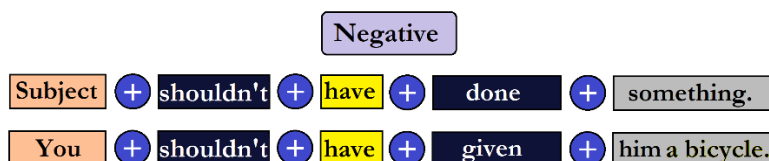


Example:

**Should they have given me a bicycle?** | Eles deveriam ter me dado uma bicicleta?

Usamos esta estrutura quando queremos saber a opinião de alguém, sobre o que uma pessoa ou outras pessoas deveriam ter feito.

Já a estrutura da forma negativa, é assim:



Example:

**You shouldn't have given him a bicycle.** | Você não deveria ter dado a ele uma bicicleta.



Repeat

- 1) She shouldn't have spent his money.
- 2) Should he have caught the ball?
- 3) I shouldn't have forgotten your name.
- 4) Should you have bought a horse?
- 5) He shouldn't have taught you English.
- 6) Should they have given you a bicycle?





Before doing your homework, please watch the lesson 12

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) They shouldn't have spent my money.
- 2) Should you have done your homework?
- 3) He shouldn't have done the dishes.
- 4) Should you have bought a house?
- 5) He shouldn't have taught you French.
- 6) Should they have given you a book?
- 7) I shouldn't have forgotten her name.
- 8) Should he have caught the ball?
- 9) Mary shouldn't have made five cakes.
- 10) Should you have seen teacher Rege?

## Intermediate 2 - Lesson 13

### Vocabulary

<b>Signature</b>	Assinatura
<b>Form</b>	Formulário
<b>Foreign</b>	Estrangeiro (a)
<b>Language</b>	Língua, idioma
<b>Main</b>	Principal
<b>Meal</b>	Refeição
<b>Great</b>	Ótimo, grande (No sentido de qualidade ou importância.)
<b>Success</b>	Sucesso
<b>To be capable of</b>	Ser capaz de



Repeat

- 1) How many meals should you have eaten?
- 2) The party was a great success.
- 3) Everyone is capable of speaking a foreign language.
- 4) Is this your signature?
- 5) Should he have spoken a foreign language?
- 6) This is the main company.

## Irregular verbs

Na aula 22 do segundo módulo do nível pré-intermediário, você aprendeu o phrasal verb: **“to throw something away.”**, que significa **“jogar algo fora.”**.

O passado de **“to throw”**, é **“threw”**.

Example:

**Yesterday I threw my notebook away.** | **Ontem eu joguei fora meu caderno.**

Lembre-se que você também poderia dizer: **“Yesterday I threw away my notebook.”**. Vamos continuar utilizando **“away”**, no final da frase.

O particípio passado de **“to throw”**, é **“thrown”**.

Example:

**I should've thrown this rocket away.** | **Eu deveria ter jogado este foguete fora.**

Na aula 25, do terceiro módulo do nível básico, você viu que o verbo **“to drive”**, significa **“dirigir”**.

O passado de **“to drive”**, é **“drove”**.

Example:

**They drove yesterday.** | **Eles dirigiram ontem.**

O particípio passado de **“to drive”**, é: **“driven”**.

Example:

**You shouldn't have driven my car.** | **Você não deveria ter dirigido meu carro.**



Repeat

- 1) She threw the seed away.
- 2) They drove yesterday.
- 3) Should I have thrown this blanket away?
- 4) You shouldn't have driven my car.
- 5) I should've thrown this rocket away.
- 6) Should she have driven this truck?



Before doing your homework, please watch the lesson 13

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



1) Você não deveria ter dirigido nosso carro.

-----

2) Mostre-me sua assinatura.

-----

3) Ele jogou o formulário fora.

-----

4) Este é o livro principal.

-----

5) Você não deveria ter jogado sua gravata fora.

-----

6) Quantos idiomas ela fala?

-----

7) Eu não dirigi o seu carro, eu dirigi o meu carro.

-----

8) Eu joguei minha caneca fora.

-----

9) Esta é uma língua estrangeira.

-----

10) Seu curso de inglês é um grande sucesso.

-----

## Answers:

### Exercise 1

- 1) You shouldn't have driven our car.
- 2) Show me your signature.
- 3) He threw the form away.
- 4) This is the main book.
- 5) You shouldn't have thrown your tie away.
- 6) How many languages does she speak?
- 7) I didn't drive your car, I drove my car.
- 8) I threw my mug away.
- 9) This is a foreign language.
- 10) Your English course is a great success.

## Intermediate 2 - Lesson 14

### What

Na aula 3, do primeiro módulo do nível básico, você aprendeu que o pronome interrogativo: “**what**”, significa “qual” ou “o que”.

Example:

- **What's your name?** | Qual o seu nome?
- **What are you doing?** | O que você está fazendo?

Além da função de pronome interrogativo, “**what**”, quando significa “o que”, também pode ser uma “**conjunção integrante**”. Vejamos as diferenças:

- **What are you eating?** | O que você está comendo?

Na frase: “**What are you eating?**”, “**what**”, no caso “o que”, é um pronome interrogativo, observe que ele inicia a pergunta.

Agora vamos para o segundo exemplo:

- **I don't know what I saw.** | Eu não sei o que vi.

Note que na frase: “**I don't know what I saw.**”, “**what**”, significa “o que”, mas o seu nome gramatical deixa ser “**pronome interrogativo**”, para ser uma “**conjunção integrante**”.

Let's practise!



Repeat

- 1) I did what I could.
- 2) Did you understand what they told you?
- 3) I don't know what he became.
- 4) Do you know what I thought yesterday?
- 5) We don't know what she brought.
- 6) Did he tell you what language he spoke?



Before doing your homework, please watch the lesson 14.

**1) Ask me:**

1) Ask me if they know what he did.

-----

2) Ask me if I know what she threw away.

-----

3) Ask me if they heard what they could.

-----

4) Ask me if I understood what teacher Rege said.

-----

5) Ask me if I understood what she told me.

-----

6) Ask me if she knows what he said.

-----

7) Ask me if I told you what I thought.

-----

8) Ask me if she told me what she had for breakfast.

-----

9) Ask me if they told me what they had for lunch.

-----

10) Ask me if I know what you bought.

-----

11) Ask me if I know what you thought yesterday.

-----



## Answers:

### Exercise 1

- 1) Do they know what he did?
- 2) Do you know what she threw away?
- 3) Did they hear what they could?
- 4) Did you understand what teacher Rege said?
- 5) Did you understand what she told you?
- 6) Does she know what he said?
- 7) Did you tell me what you thought?
- 8) Did she tell you what she had for breakfast?
- 9) Did they tell you what they had for lunch?
- 10) Do you know what I bought?
- 11) Do you know what I thought yesterday?

## Intermediate 2 - Lesson 15

### Everything

Na aula 22, do quinto módulo do nível pré-intermediário, nós aprendemos os pronomes **“everyone”** e **“everybody”**. Você viu que tanto **“everyone”** quanto **“everybody”**, significa: **“todo mundo”** ou **“todos”**, (quando estamos falando de pessoas).

**“Everything”** tem o mesmo prefixo das palavras **“everyone”** e **“everybody”**. **“Everything”**, significa **“tudo”**, (quando estamos falando de coisas).

Example:

- **Tudo é possível.** | **Everything is possible.**

Estamos falando de **“everything”** nesta aula, porque na aula anterior você viu que **“what”**, no meio da frase significa **“o que”**. For example: **“I didn’t understand what you said.”** (Eu não entendi o que você disse.)

Em toda regra há exceções. Quando queremos dizer: **“tudo o que”**, não dizemos **“everything what”**, mas sim, apenas **“everything”**. É como se este **“o que”**, estivesse embutido na palavra **“everything”**.

Example:

**I did everything you asked me to do.** | **Eu fiz tudo o que você me pediu para fazer.**

Let’s practise!



Repeat

- 1) I did everything he asked me to do.
- 2) I bought everything you asked me to buy.
- 3) They saw everything they wanted to see.
- 4) I understood everything teacher Rege said.
- 5) Everything he did was terrible.
- 6) Everything she did was necessary.



**Before doing your homework, please watch the lesson 15.**

**1) Ask me:**

1) Ask me if I did everything you asked me to do.

-----

2) Ask me if he did everything she asked him to do.

-----

3) Ask me if she bought everything you asked her to buy.

-----

4) Ask me if they bought everything we asked them to buy.

-----

5) Ask me if we bought everything she asked us to buy.

-----

6) Ask me if I saw everything I wanted to see.

-----

7) Ask me if I understood everything teacher Rege said.

-----

8) Ask me if I understood everything he told me.

-----

9) Ask me if I understood everything you told me.

-----

10) Ask me if they told me everything you asked them to tell me.

-----

11) Ask me if I gave her everything you asked me to give her.

-----

## Answers:

### Exercise 1

- 1) Did you do everything I asked you to do?
- 2) Did he do everything she asked him to do?
- 3) Did she buy everything I asked her to buy?
- 4) Did they buy everything we asked them to buy?
- 5) Did we buy everything she asked us to buy?
- 6) Did you see everything you wanted to see?
- 7) Did you understand everything teacher Rege said?
- 8) Did you understand everything he told you?
- 9) Did you understand everything I told you?
- 10) Did they tell you everything I asked them to tell you?
- 11) Did you give her everything I asked you to give her?

## Intermediate 2 - Lesson 16

### The Little Prince.



#### Chapter 6 – Trees (Part 2)

Sometimes it's OK to postpone your work. But when it comes to the baobabs, it's always a catastrophe. I knew a planet with a lazy man. He forgot to pull the little baobabs.

And, when The Little Prince described it to me, I drew this planet.

I don't want to be a moralist. But the danger of baobabs is so little known. And there is a great possibility that if you are lost on an asteroid, you will be in danger. So now I will tell you what you must do. I'll say it in simple words: "Children, be careful with the baobabs?"

I worked so hard on this picture because I wanted to tell my friends about a danger that they didn't know. The lesson that I'm teaching you now is very important.

Maybe, you ask yourself: "Why aren't there any other pictures in this book as big as the picture of the baobabs?"

The answer is very simple. When I drew the baobabs, it was so important for me to give you this information.

#### Vocabulary

To postpone	Adiar
When it comes to sth	Quando o assunto é algo/ Quando se trata de algo
Catastrophe	Catástrofe
Knew	Passado do verbo "to know"
Drew	Passado do verbo "to draw"
Moralist	Moralista
Possibility	Possibilidade
Simple	Simples
To be careful	Ter cuidado



Before doing your homework, please watch the lesson 16.

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



1) Não há problema em adiar esta aula.

-----

2) Você não deveria adiar a reunião.

-----

3) Quando o assunto é idiomas, eu gosto de inglês.

-----

4) Isto é uma catástrofe.

-----

5) Eu conheci aquele planeta.

-----

6) Eu desenhei um elefante.

-----

7) Eu não quero ser moralista.

-----

8) Há uma possibilidade?

-----

9) Isto é muito simples.

-----

10) Tenha cuidado!

-----

### Answers:

- 1) It's OK to postpone this class.
- 2) You shouldn't postpone the meeting.
- 3) When it comes to languages, I like English.
- 4) This is a catastrophe.
- 5) I knew that planet.
- 6) I drew an elephant.
- 7) I don't want to be a moralist.
- 8) Is there a possibility?
- 9) This is very simple.
- 10) Be careful!

## Intermediate 2 - Lesson 17

### What, When, Where and How

Você está acostumado (a) com as palavras: “what”, “when”, “where” e “how”, iniciando perguntas.

Example:

- **What's your name?** | Qual o seu nome?
- **When is your birthday?** | Quando é o seu aniversário?
- **Where are you from?** | De onde você é?
- **How are you?** | Como vai você?

Nesta aula, praticaremos: “what”, “when”, “where” e “how”, no meio das estruturas das frases.

Example:

- **I don't know where to live.** | Eu não sei onde morar.
- **She doesn't know what to do.** | Ela não sabe o que fazer.
- **He told me how to learn English.** | Ele me disse como aprender inglês.
- **My mother told me when to travel.** | Minha mãe me disse quando viajar.

⊕ **Know more:** Note que as palavras “what”, “when”, “where” e “how”, são sempre seguidas de um verbo na forma infinitiva, ou seja, com a partícula “to”.

Let's practice!



- 1) He taught me how to destroy a house.
- 2) They told me what language to speak.
- 3) My teacher told me when to study.
- 4) My parents told me where to live.
- 5) Can you tell me how to speak English?
- 6) Can you show me where to drive?





Before doing your homework, please watch the lesson 17.

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

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

## Answers:

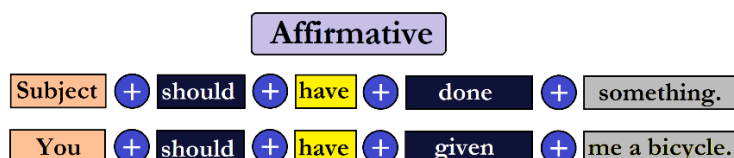
### Exercise 1

- 1) She doesn't know when to drive.
- 2) He doesn't know how to be a good teacher.
- 3) He doesn't know how to avoid confrontation.
- 4) You don't know how to solve this problem.
- 5) I asked him what to do.
- 6) She doesn't know what to cook.
- 7) Do you know how to explain this lesson?
- 8) Does she know when to forgive?
- 9) Do they know how to sing?
- 10) I don't know where to spend my money.

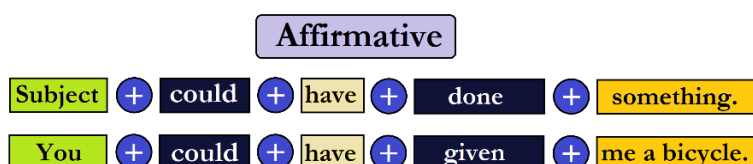
## Intermediate 2 - Lesson 18

### Could have + Past Participle

Na aula 10 deste módulo, você aprendeu a dar conselhos ou opinião, depois de alguém já ter feito algo. Para este propósito utilizamos esta estrutura de frase:



Nesta aula, você aprenderá a dizer que: **“alguém poderia ter feito algo”**. Para este fim, utilizamos esta estrutura de frase:



Aqui temos como exemplo, a frase:

**You could have given me a bicycle.** | **Você poderia ter me dado uma bicicleta.**

Usamos **“could have”**, para qualquer pessoa, ou seja, não há variação. Podemos dizer: **“I could have”**, **“you could have”**, **“he could have”**, **“she could have”**, **“it could have”**, **“we could have”**, **“they could have”**.

Assim como **“should have”**, pode ser contraído para **“should’ve”**, **“could have”**, pode ser contraído para **“could’ve”**.

Let's practice:



- 1) He could've flown this plane.
- 2) She could've spent his money.
- 3) They could've gotten married.
- 4) You could've taught me Spanish.
- 5) I could've bought a horse.
- 6) Mary could've made seven cakes.



Before doing your homework, please watch the lesson 18.

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

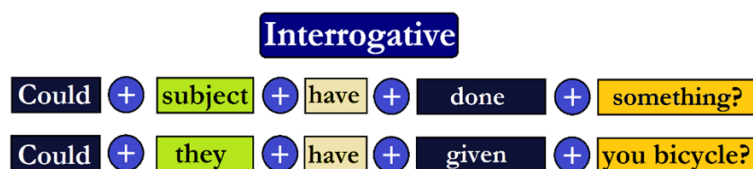
- 1) My father could've fought for his rights.
- 2) Your brother could've flown this plane.
- 3) You could've had breakfast with us.
- 4) Teacher Rege could've had dinner with me.
- 5) I could've gotten married.
- 6) She could've taught me Spanish.
- 7) My son could've caught the ball.
- 8) I could've bought a motorcycle.
- 9) I could've forgotten everything.
- 10) They could've given me a bicycle.

## Intermediate 2 - Lesson 19

### Could have + Past Participle | Interrogative & Negative

Na aula anterior, você aprendeu: **“could + o verbo no particípio passado”**, na forma afirmativa. É hora de aprender as formas negativa e interrogativa.

A estrutura de frase da forma interrogativa, é assim:

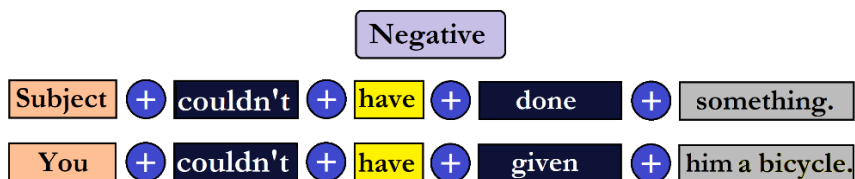


Como já sabemos, invertamos a posição do verbo modal, com o sujeito.

Example:

**Could they have given you a bicycle?** | Eles poderiam ter te dado uma bicicleta?

E esta é a estrutura de frase da forma negativa:



Example:

**You couldn't have given him a bicycle.** | Você não poderia ter dado a ele uma bicicleta.



- 1) They couldn't have given me a bicycle.
- 2) Could you have bought a horse?
- 3) You couldn't have sold this car.
- 4) Could she have spoken in English?
- 5) He couldn't have told the truth.

**⊕ Know more:** “Couldn't” é a contração de “could not”.



Before doing your homework, please watch the lesson 19.

### 1) Make the sentences negative:

1) You could've fought for your country.

-----

2) She could've sung that music.

-----

3) He could've flown this helicopter.

-----

4) They could've had breakfast with Michael and Mary.

-----

5) We could've had dinner with Mary.

-----

### 2) Ask me:

1) Ask me if I could've had lunch with Nancy.

-----

2) Ask me if she could've spent his money.

-----

3) Ask me if they could've gotten married.

-----

4) Ask me if he could've taught us English.

-----

5) Ask me if you could've caught the ball.

-----

## Answers:

### Exercise 1

- 1) You couldn't have fought for your country.
- 2) She couldn't have sung that music.
- 3) He couldn't have flown this helicopter.
- 4) They couldn't have had breakfast with Michael and Mary.
- 5) We couldn't have had dinner with Mary.

### Exercise 2

- 1) Could you have had lunch with Nancy?
- 2) Could she have spent his money?
- 3) Could they have gotten married?
- 4) Could he have taught us English?
- 5) Could I have caught the ball?



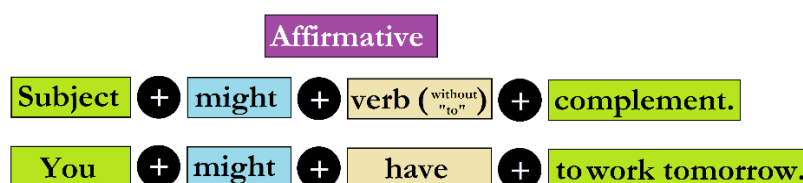
## Intermediate 2 - Lesson 20

### Might | Affirmative

Você já conhece os verbos modais: “can”, “could”, “will”, “would”, “must” e “should”. É hora de adicionar mais um “modal verb” a nossa lista. Estou falando de “might”.

Entre outras coisas, “might”, é utilizado para expressar “possibilidade”. Quando o assunto é “possibilidade”, “might”, pode ser traduzido para: “pode ser que”.

A estrutura com “might”, na forma afirmativa é assim:



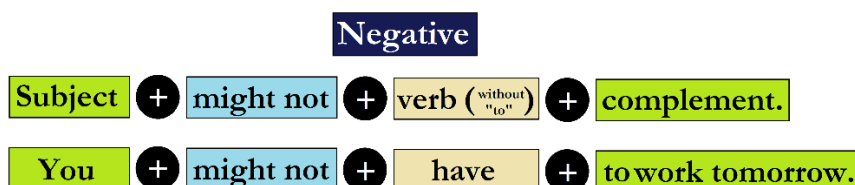
Example:

**You might have to work tomorrow.** | Pode ser que você tenha que trabalhar amanhã. Ou **Você pode ter que trabalhar amanhã.**

Note que em português, o pronome pessoal pode estar no início da frase ou no meio da frase. Porém, em inglês, sempre teremos o sujeito seguido por “might”.

### Might | Negative

A estrutura da frase com “might”, na forma negativa é assim:



Example:

**You might not have to work tomorrow.** | Pode ser que você não tenha que trabalhar amanhã.

Ao contrário de outros modais, não é possível contrair “might not”. Não dizemos por exemplo, “mightn’t”. Sempre utilizaremos a forma “might not”.

Let's practice:



- 1) He might be capable of speaking five languages.
- 2) They might not speak English.
- 3) She might be from The United States.
- 4) I might not have to fire you.
- 5) You might have to solve this problem.
- 6) It might not rain tomorrow.

⊕ **Know more:** Não existe a forma interrogativa com “**might**”. Não dizemos por exemplo: “**Might I have to work tomorrow?**”



Before doing your homework, please watch the lesson 20.

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



1) Pode ser que nós tenhamos que jogar esta mesa fora.

-----

2) Pode ser que eles não falem em inglês.

-----

3) Pode ser que seja minha assinatura.

-----

4) Pode ser que eu não tenha que demiti-lo.

-----

5) Pode ser que seja chato.

-----

6) Pode ser que não seja necessário.

-----

7) Pode ser que tenhamos que explicar novamente.

-----

8) Pode ser que eu gaste seu dinheiro.

-----

9) Pode ser que o Michael não tenha que comprar um carro.

-----

10) Pode ser que ela seja uma boa professora.

-----

## Answers:

### Exercise 1

- 1) We might have to throw this table away.
- 2) They might not speak English.
- 3) It might be my signature.
- 4) I might not have to fire him.
- 5) It might be boring.
- 6) It might not be necessary.
- 7) We might have to explain again.
- 8) I might spend your money.
- 9) Michael might not have to buy a car.
- 10) She might be a good teacher.

## Intermediate 2 - Lesson 21

### The Little Prince.



#### Chapter 7 – Sun (Part 1)

Step by step, I started to understand the secrets of The Little Prince's life. He loved watching the sunset.

I learned this new detail on the fourth day, in the morning, when he told me: "I really like the sunset. Let's watch the sunset now".

"But, we have to wait", I said.

"Wait? Wait for what?", he asked.

I said: "Wait until the sun goes down".

At first, he looked very surprised. Then he laughed. And he told me: "I'm always thinking that I'm at home".

Everybody knows this. When it's noon in The United States, the sun is going down in France. If you could fly to France in one minute, you could watch the sunset.

But, on The Little Prince's planet, you only need to pull your chair a few steps and you can watch the sun going down whenever you want.

"One day, I saw the sunset forty-three times", said The Little Prince. And he added: "When you are very sad, the sunset is wonderful".

"Did you feel sad?" I asked. But The Little Prince didn't answer.

#### Vocabulary

Step by step	Passo a Passo
Sunset	Pôr do sol
Detail	Detalhe
Fourth	Quarto (a) (número ordinal)
Really	Realmente, muito
Let's + verb (without "to")	Vamos + verbo (forma infinitiva)
To go down	Pôr-se (quando estamos falando do sol)
At first	A princípio, no começo
Noon	Meio-dia



Before doing your homework, please watch the lesson 21.

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



1) Eles estão aprendendo inglês passo a passo.

-----

2) Você assistiria ao pôr do sol todos os dias se você pudesse?

-----

3) Diga-me os detalhes sobre a Blue English.

-----

4) Esta é a quarta vez.

-----

5) Vamos estudar inglês com o teacher Rege.

-----

6) Que horas o sol se põe?

-----

7) O sol se põe às 6h.

-----

8) A princípio, ela parecia muito triste.

-----

9) Todo mundo sabe que ele é um bom professor.

-----

10) É meio-dia no Brasil?

-----

### Answers:

- 1) They are learning English step by step.
- 2) Would you watch the sunset every day if you could?
- 3) Tell me the details about Blue English.
- 4) This is the fourth time.
- 5) Let's study English with teacher Rege.
- 6) What time does the sun go down?
- 7) The sun goes down at 6 o'clock.
- 8) At first, she looked very sad.
- 9) Everybody knows he is a good teacher.
- 10) Is it noon in Brazil?

## Intermediate 2 - Lesson 22

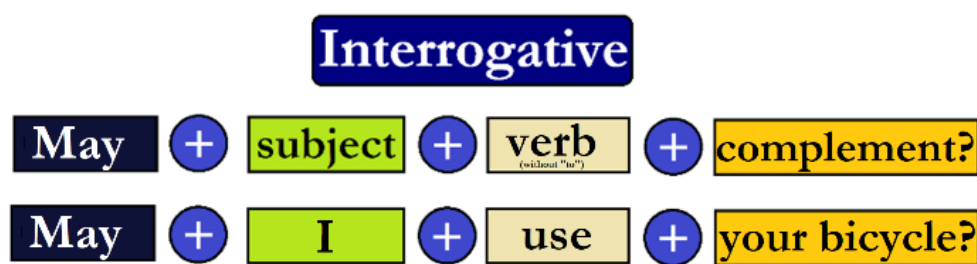
### May | Interrogative

Na aula 20 deste módulo, você conheceu o verbo modal “**might**”. Você já conhece os modal verbs: “**can**”, “**could**”, “**will**”, “**would**”, “**should**”, “**must**” e “**might**”. Para completar a lista dos modais mais utilizados, vou te apresentar “**may**”.

“**May**” é equivalente ao nosso verbo “**poder**”.

Quando o assunto é “**pedir permissão para fazer algo**”, nós podemos utilizar tanto o modal “**can**” quanto o modal “**may**”. A diferença é que “**may**” é muito mais formal e mais cortês do que “**can**”.

A estrutura para pedir permissão para fazer algo, usando o modal verb “**may**”, é assim:



Example:

- **May I use your bicycle?** | Posso usar sua bicicleta?

Let's practice:



- |                              |                              |
|------------------------------|------------------------------|
| 1) May I use your phone?     | 4) May I wear your dress?    |
| 2) May I go to the bathroom? | 5) May I teach you English?  |
| 3) May I use your telescope? | 6) May I ask you a question? |

⊕ **Know more:** É mais comum, utilizarmos o sujeito “**I**”, ou seja, pedimos permissão com mais frequência para nós mesmos fazermos algo e não para outras pessoas fazerem algo.





**Before doing your homework, please watch the lesson 22.**

**1) Ask me:**

1) Ask me if you may use my bicycle.

-----

2) Ask me if you may wear my cap.

-----

3) Ask me if you may go to the bathroom.

-----

4) Ask me if you may park in front of my house.

-----

5) Ask me if you may investigate his company.

-----

6) Ask me if you may ask me a question.

-----

7) Ask me if you may drive my car.

-----

8) Ask me if you may tell the truth.

-----

9) Ask me if you may buy a bicycle.

-----

10) Ask me if you may talk to me later.

-----

11) Ask me if you may throw my telescope away.

-----

## Answers:

### Exercise 1

- 1) May I use your bicycle?
- 2) May I wear your cap?
- 3) May I go to the bathroom?
- 4) May I park in front of your house?
- 5) May I investigate his company?
- 6) May I ask you a question?
- 7) May I drive your car?
- 8) May I tell the truth?
- 9) May I buy a bicycle?
- 10) May I talk to you later?
- 11) May I throw your telescope away?

## Intermediate 2 - Lesson 23

### Do vs Make

Na aula 26, do segundo módulo do nível básico, você aprendeu o verbo **“to do”** e na aula 25 do quarto módulo do nível básico, você aprendeu o verbo **“to make”**. Tanto o verbo **“to do”**, quanto o verbo **“to make”**, significam **“fazer”**. Mas como saber qual usar? Será que há uma regra para aprender isso?

Muitos ensinam que a regra básica é: “Use **“make”**, quando **“fazer”**, tem o sentido de fabricar, preparar ou criar algo. E **“do”**, quando **“fazer”**, tem o sentido de executar uma tarefa ou fazer uma atividade”. Até certo ponto, faz sentido. Porém, falar um idioma de forma natural, vai muito além de decorar regras.

Mas então o que fazer? Como eu vou saber quando utilizar **“make”** ou **“do”**? Para responder a esta pergunta, gostaria de falar sobre estas duas estruturas de frases: **“to do one’s homework”** e **“to make a speech”**.

Você viu que **“to do one’s homework”** e **“to make a speech”**, quer dizer respectivamente: **“fazer o dever de casa”** ou **“fazer um discurso”**.

Example:

- **I do my homework every day.** | **Eu faço a lição de casa todos os dias.**
- **Every day he makes a speech.** | **Todo os dias, ele faz um discurso.**

Você viu que não aprendemos apenas as palavras **“homework”** e **“speech”**. Aprendemos a dizer: **“to do one’s homework”** e **“to make a speech”**. E é justamente, assim que se aprende uma língua de forma natural. Sempre que você for dizer: **“fazer a lição de casa”** ou **“fazer um discurso”**, você não vai ficar se perguntando: “Eu devo usar **“to do”** ou **“to make”**, nestes casos? Você já sabe, que **“fazer”**, no sentido de **“fazer a lição de casa”**, é **“to do”** e **“fazer”**, no sentido de **“fazer um discurso”**, é **“to make”**.

Em vez de quebrar a cabeça em relação ao uso de **“to do”** ou **“to make”**, preste atenção à outra palavra que você pretende usar com o verbo **“fazer”**.

Muitas vezes **“to do”** ou **“to make”** em português, não significam obrigatoriamente **“fazer”**. Ou seja, às vezes a tradução deverá ser feita de acordo com uma palavra que em português faça mais sentido. Por exemplo: **“to do the laundry”**, não é **“fazer a roupa”**, mas sim **“lavar a roupa”**. **“To make a mistake”**, não é **“fazer um erro”**, mas sim **“cometer um erro”**.

Ainda há casos, que **“fazer”** em inglês, não é necessariamente **“to do”** ou **“to make”**. Por exemplo: **“fazer uma pergunta”**, não é **“to do a question”**, nem **“to make a question”**. Fazer uma pergunta, em inglês é: **“to ask a question”**.

Entenda que para aprender a diferença entre “to do” ou “to make”, não é necessário memorizar uma regra, pois ela não resolverá o problema. O segredo está em aprender as combinações corretas. Ou seja, qual destes dois verbos (“to do” ou “to make”, combina corretamente com a palavra que você deseja usar.

Let's learn some structures:

## Vocabulary



<b>To make a reservation</b>	Fazer uma reserva	<b>To make a phone call</b>	Fazer uma ligação
<b>To do business</b>	Fazer negócio	<b>To do sb a favor</b>	fazer um favor para alguém

Let's practice:



- 1) You should make a reservation.
- 2) You shouldn't do business with him.
- 3) Is she going to do her homework?
- 4) May I make a phone call?
- 5) Does he make a speech every day?
- 6) Can you do me a favor?



Before doing your homework, please watch the lesson 23.

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



1) Posso te fazer uma pergunta? (Don't use can).

-----

2) Você deveria fazer a lição de casa.

-----

3) Ele vai fazer um discurso em alguns minutos.

-----

4) Você pode me fazer um favor? (Don't use may).

-----

5) Que horas eu deveria fazer uma reserva?

-----

6) Eu gostaria de fazer negócio com ele.

-----

7) Eu preciso fazer uma ligação.

-----

8) Quantos bolos ela vai fazer?

-----

9) Eu não fiz uma reserva.

-----

10) Ela fez um discurso na França.

-----

## Answers:

### Exercise 1

- 1) May I ask you a question?
- 2) You should do your homework.
- 3) He's going to make a speech in a few minutes.
- 4) Can you do me a favor? (Don't use may).
- 5) What time should I make a reservation?
- 6) I would like to do business with him.
- 7) I need to make a phone call.
- 8) How many cakes is she going to make?
- 9) I didn't make a reservation.
- 10) She made a speech in France.

## Intermediate 2 - Lesson 24

### To make sb do something

Na aula anterior, você viu algumas diferenças entre “to make” e “to do”. Nesta aula, eu vou te ensinar duas estruturas de frases com “to make”.

A primeira estrutura de frase é: **“To make sb do something”**, (fazer alguém fazer algo). Na posição onde está **“do”**, podemos colocar qualquer verbo sem a partícula **“to”**.

Example:

- **She makes me study English every day.** | Ela me faz estudar inglês todos os dias.

A segunda estrutura de frase é: **“to make + adjective”**, (fazer + adjetivo ou deixar + adjetivo)

Example:

- **You make me happy.** | Você me faz feliz.

- **This is making me hungry.** | Isto está me deixando com fome.

Let's practise!



Repeat

- 1) Water makes the seeds grow.
- 2) What she said made me sad.
- 3) Don't make me work every day.
- 4) This meeting is making me tired.
- 5) Don't make me fight!
- 6) Learning English at Blue English makes me very happy.



Before doing your homework, please watch the lesson 24.

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



1) Este emprego me deixa cansado.

-----

2) Você deveria fazê-lo resolver este problema.

-----

3) Ela te faz feliz.

-----

4) Não me faça pilotar este avião.

-----

5) Isto te deixa muito especial.

-----

6) Não me faça acordar às 4h da manhã.

-----

7) Isto te deixará famoso.

-----

8) Eles me fizeram vender meu sofá.

-----

9) Aquilo me deixou muito triste.

-----

10) Teacher Rege está me fazendo estudar todos os dias.

-----



## Answers:

### Exercise 1

- 1) This job makes me tired.
- 2) You should make him solve this problem.
- 3) She makes you happy.
- 4) Don't make me fly this plane.
- 5) This makes you very/really special.
- 6) Don't make me wake up at 4 AM.
- 7) This will make you famous.
- 8) They made me sell my sofa.
- 9) That made me very/really sad.
- 10) Teacher Rege is making me study every day.

## Intermediate 2 - Lesson 25

### Any more

Na aula 16 do primeiro módulo do nível pré-intermediário, você aprendeu o advérbio “more”. Você viu que “more”, significa “mais”.

Example:

- **I need to study more.** | **Eu preciso estudar mais.**
- **She is more beautiful than Mary.** | **Ela é mais bonita do que a Mary.**

Porém, “mais”, no sentido de “não mais”, não é “more”, mas sim: “any more”.

Example:

- **She doesn't live in France any more.** | **Ela não mora mais na França.** / **Ela não mora na França mais.**

Note que em português, a palavra “mais”, pode ocupar diferentes posições na estrutura da frase, mas em inglês, “any more”, sempre vai no final da frase.

Let's practise.



- 1) She doesn't make cakes any more.
- 2) I don't make mistakes any more.
- 3) Don't make me spend your money any more.
- 4) I can't avoid confrontation any more.
- 5) He shouldn't explain to you any more.
- 6) They shouldn't blame him any more.



Before doing your homework, please watch the lesson 25.

**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) She shouldn't make a reservation anymore.
- 2) I shouldn't do business with you anymore.
- 3) Michael is not going to do his homework anymore.
- 4) The president can't make a speech anymore.
- 5) Mary doesn't make cakes anymore.
- 6) It's not a question of discipline anymore.
- 7) Don't make me spend your money anymore.
- 8) She doesn't make him happy anymore.
- 9) Peter doesn't live in The United States anymore.
- 10) I shouldn't forgive you anymore.

## Intermediate 2 - Lesson 26

### The Little Prince.



#### Chapter 7 – Sun (Part 2)

On the fifth day, again thanks to the sheep, another secret of The Little Prince's life was shown to me. He asked me: "If a sheep eats little bushes, does it eat flowers, too?"

"A sheep eats whatever it finds", I answered.

"Even flowers that have thorns?"

"Yes. Even flowers that have thorns."

"I don't understand it. Why does the flower have thorns if a sheep can eat it?"

I didn't know. At that moment I was very busy. I needed to repair my engine. I was quite worried because my situation began to get very serious. I had so little water that I had to fear the worst.

"Why does the flower have thorns?"

The Little Prince always wanted an answer to his question. But at that moment I was angry because I couldn't repair my engine. I answered without thinking: "Thorns are not good. Flowers have thorns because they want to upset others."

The Little Prince was thinking for a while. Then he said: "I don't believe you! Flowers are weak. They are naive. The thorns give them power. Flowers believe that their thorns are terrible weapons."

I didn't reply. I was very busy with my engine.

## Vocabulary

<b>Fifth</b>	Quinto (a) (número ordinal)
<b>Another</b>	Outro (a) (no sentido de adição.)
<b>Shown</b>	Mostrado (particípio passado de “to show”)
<b>Whatever</b>	Tudo que, tudo o que
<b>Even</b>	Até (no sentido de até mesmo)
<b>Thorn</b>	Espinho
<b>To repair</b>	Reparar, consertar
<b>Began</b>	Passado de “to begin”
<b>To fear</b>	Temer
<b>At that moment</b>	Naquele momento
<b>To upset</b>	Chatear, aborrecer
<b>For a while</b>	Por um tempo
<b>Naive</b>	Ingênuo (a)
<b>Weapon</b>	Arma (no sentido geral)
<b>To reply</b>	Responder



Before doing your homework, please watch the lesson 26.

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



1) Esta é a quinta vez.

-----

2) Dê-me outro copo de vinho.

-----

3) Eu poderia ter te mostrado minha empresa.

-----

4) Pegue tudo que precisar.

-----

5) Até cavalos comem flores.

-----

6) Não há espinhos.

-----

7) Eu preciso consertar minha bicicleta.

-----

8) Eu tive que temer o pior.

-----

9) Naquele momento, eu estava muito feliz.

-----

10) Eu estava pensando por um tempo.

-----

**Answers:**

- 1) This is the fifth time.
- 2) Give me another glass of wine.
- 3) I could've shown you my company.
- 4) Take whatever you need.
- 5) Even horses eat flowers.
- 6) There aren't thorns.
- 7) I need to repair my bicycle.
- 8) I had to fear the worst.
- 9) At that moment I was very happy.
- 10) I was thinking for a while.



## Intermediate 2 - Lesson 27

### No longer

Na aula 25 deste módulo, você aprendeu o advérbio: **“anymore”**. Você viu que **“anymore”** significa **“mais”**, no sentido de **“não mais”**.

Example:

**- She doesn't live in France anymore. | Ela não mora mais na França.**

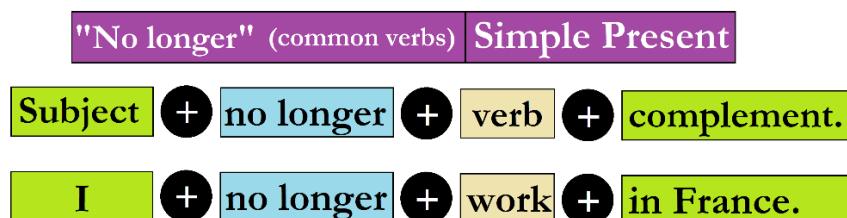
A outra forma de dizer **“mais”**, no sentido de **“não mais”**, é **“no longer”**. Então, a frase **“Ela não mora mais na França”**, poderia ser dita de duas formas: **“She doesn't live in France anymore.”** Ou **“She no longer lives in France”**.

Observe as diferenças nas estruturas. Orações com **“anymore”**, devem estar sempre na forma negativa e o advérbio **“anymore”**, deve ir sempre no final da frase.

Em orações com **“no longer”**, o verbo deve ficar na forma positiva.

Com os verbos não auxiliares, a palavra **“no longer”**, deve ir na frente do sujeito.

Vamos ver os dois tipos de estruturas. Ou seja, as estruturas com verbos auxiliares e as estruturas com verbos comuns. A estrutura de frase com **“no longer”** e verbos comuns, no presente simples, é assim:



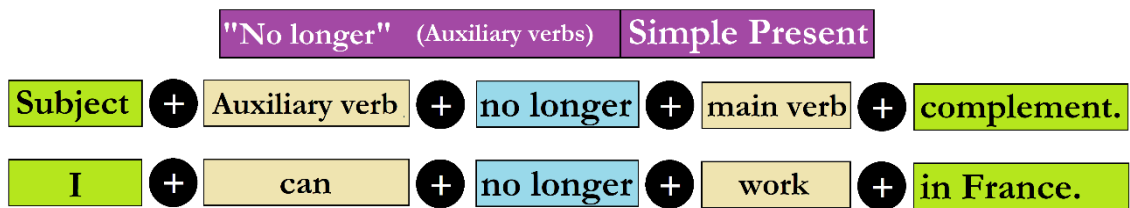
Chamamos de verbos comuns, os verbos que não são verbos auxiliares.

São exemplos de verbos auxiliares, os verbos que utilizamos para fazer perguntas: **Do, can, could, be, would, will, should, must, may, etc.**

Na estrutura temos como exemplo, a frase:

**I no longer work in France. – Eu não trabalho mais na França.**

A estrutura de frase com “no longer” e verbos auxiliares é assim:



Temos como exemplo a frase:

**I can no longer work in France.** | **Eu não posso trabalhar na França mais.**

Vale ressaltar que o verbo auxiliar mais utilizado com “no longer”, é o verbo “to be”.

Example:

**I am no longer working in France.** | **Eu não estou mais trabalhando na França.**

Let's practise.



- 1) She is no longer living in England.
- 2) I no longer make mistakes.
- 3) He is no longer repairing bicycles.
- 4) Mary no longer works as a lawyer.
- 5) They are no longer building houses.
- 6) We no longer have dinner.



Before doing your homework, please watch the lesson 27.

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



1) Eles não fazem reservas mais.

-----

2) Nós não estamos fazendo mais negócio com o Michael.

-----

3) Ela não faz a lição de casa mais.

-----

4) Ela não está fazendo bolos mais.

-----

5) Mary não lava roupa mais.

-----

6) Nós não cometemos erros mais.

-----

7) Eu não estou estudando espanhol mais.

-----

8) Elas não trabalham mais.

-----

9) Você não está me fazendo feliz mais.

-----

10) Meu professor não me explica mais.

-----

### Answers:

- 1) They no longer make reservation.
- 2) We are no longer doing business with Michael.
- 3) She no longer does her homework.
- 4) She is no longer making cakes.
- 5) Mary no longer does the laundry.
- 6) We no longer make mistakes.
- 7) I am no longer studying Spanish.
- 8) They no longer work.
- 9) You are no longer making me happy.
- 10) My teacher no longer explains to me.



Before doing your homework, please watch the lesson 28.

### 1) Follow the example:

**Does he still repair bicycles? (Anymore)**

**No, he doesn't repair bicycles anymore.**

1) Are they still repairing cars? (Anymore)

-----

2) Is he still a lawyer? (No longer)

-----

3) Are you still upset? (Anymore)

-----

4) Are you still living in France? (No longer)

-----

5) Do you still study Chinese? (Anymore)

-----

6) Do you still destroy plants? (No longer)

-----

7) Do I still solve problems? (Anymore)

-----

8) Am I still working for Microsoft? (Anymore)

-----

9) Do I still make cakes? (No longer)

-----

10) Am I still teaching French. (No longer)

-----

### Answers:

- 1) No, they aren't repairing cars anymore.
- 2) No, he's no longer a lawyer.
- 3) No, I'm not upset anymore.
- 4) No, I'm no longer living in France.
- 5) No, I don't study Chinese anymore.
- 6) No, I no longer destroy plants.
- 7) No, you don't solve problems anymore.
- 8) No, you're not working for Microsoft anymore.
- 9) No, you no longer make cakes.
- 10) No, you are no longer teaching French.

## Intermediate 2 - Lesson 29

### Present Perfect Continuous

Nas aulas 7, 8, 9 e 10 do primeiro módulo do nível intermediário, você aprendeu o tempo verbal, **“Present Perfect”**. Nesta aula, nós vamos começar a aprender outro tempo verbal bastante importante. Estou falando do **“Present Perfect Continuous”**.

Entre outras coisas, o tempo verbal **“Present Perfect Continuous”**, é utilizado para falar de uma ação que começou em determinado ponto no passado e ainda está acontecendo no momento presente.

Em português dizemos frases do tipo: **“Eu trabalho na Blue English há 17 anos.”** ou **“Faz 17 anos que trabalho na Blue English.”** Também podemos dizer: **“Eu trabalho na Blue English desde 2009.”** ou **“Eu estou trabalhando na Blue English desde 2009.”**

Note que em todos estes casos, estamos falando de ações que começaram no passado e ainda estão acontecendo no presente. Observe também, que utilizamos o **“Presente Simples”** e o **“Presente Contínuo”**.

Em inglês, para falar de uma ação que começou no passado e ainda está acontecendo no momento atual, sempre será utilizado apenas um tempo verbal, ou seja, o **“Present Perfect Continuous”**.

Sabendo disso, nós poderíamos traduzir estas frases da seguinte forma:

**“Eu trabalho na Blue English há 17 anos.”** ou **“Faz 17 anos que trabalho na Blue English.”** | **I have been working at Blue English for 17 years.**

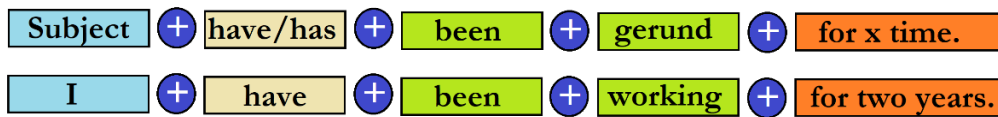
**Eu trabalho na Blue English desde 2009.** Ou **Eu estou trabalhando na Blue English desde 2009.** | **I have been working at Blue English since 2009.**

Olha que interessante: **“Há x tempo”** é **“For x time”** e **“Desde x tempo”** é **“Since x time”**.

Por enquanto, utilizaremos o modelo **“Há x tempo”** (**For x time**).

A estrutura de frase do **“Present Perfect Continuous”**, na forma afirmativa, é assim:

### Present Perfect Continuous | Affirmative



Aqui temos como exemplo, a frase: **“I have been working for two years.”** Que pode ser traduzida para: **“Eu trabalho há dois anos.”**, **“Faz dois anos que trabalho.”** Ou **“Eu estou trabalhando há dois anos.”**

Let's practise:



- 1) I have been working at Blue English for sixteen years.
- 2) She's been living in The United States for seven years.
- 3) I've been watching TV for thirty minutes.
- 4) He's been washing his car for three hours.
- 5) She has been spending your money for ten years.
- 6) They have been kissing each other for five minutes.





Before doing your homework, please watch the lesson 29.

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



1) O teacher Rege trabalha na Blue English há vinte anos.

-----

2) Faz treze anos que ela trabalha no Google.

-----

3) Eu estudo inglês há dois anos.

-----

4) Eles estão comendo há trinta minutos.

-----

5) Nós estamos morando nos Estados Unidos há sete anos.

-----

6) Faz quarenta e cinco minutos que ela está fazendo compras.

-----

7) Eu estou cozinhando há vinte e oito minutos.

-----

8) Eu estou te esperando há duas horas.

-----

9) Você está tomando banho há cinquenta minutos.

-----

10) Faz três horas que ela está falando com o professor.

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## Answers:

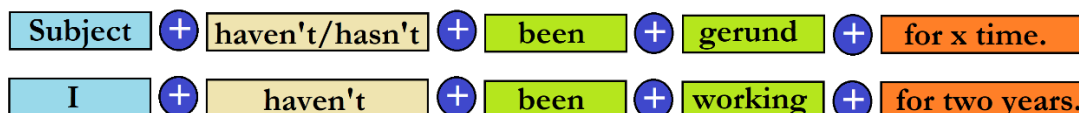
- 1) Teacher Rege has been working at Blue English for twenty years.
- 2) She has been working at Google for thirteen years.
- 3) I have been studying English for two years.
- 4) They have been eating for thirty minutes.
- 5) We have been living in The United States for seven years.
- 6) She has been shopping for forty-five minutes.
- 7) I have been cooking for twenty-eight minutes.
- 8) I have been waiting for you for two hours.
- 9) You have been taking a shower for fifty minutes.
- 10) She has been talking/speaking to the teacher for three hours.

## Intermediate 2 - Lesson 30

### Present Perfect Continuous | Negative and Interrogative

A estrutura de frase do “Present Perfect Continuous”, na forma negativa, é assim:

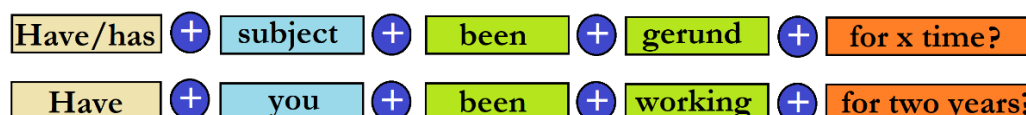
#### Present Perfect Continuous | Negative



Aqui temos como exemplo, a frase: “I haven’t been working for two years.”, que pode ser traduzida para: “Eu não trabalho há dois anos.”, “Faz dois anos que eu não trabalho.” Ou ainda, “Eu não estou trabalhando há dois anos.”

A forma interrogativa com o “Present Perfect Continuous”, é assim:

#### Present Perfect Continuous | Interrogative



Aqui temos como exemplo, a frase: “Have you been working for two years?”, que pode ser traduzida para: “Você trabalha há dois anos?”, “Faz dois anos que você trabalha?” Ou ainda “Você está trabalhando há dois anos?”

Let’s practise:



- 1) Has it been raining for five hours?
- 2) We haven’t been living in The United States for seven years.
- 3) Has she been spending your money for ten years?
- 4) You haven’t been taking a shower for fifty minutes.
- 5) Have they been kissing each other for five minutes?
- 6) I haven’t been reading this book for five hours.



Before doing your homework, please watch the lesson 30.

### 1) Make the sentences negative:

1) I've been working at Blue English for sixteen years.

-----

2) She's been working at Microsoft for fifteen years.

-----

3) They've been studying English for two years.

-----

4) We've been living in The United States for seven years.

-----

5) It's been raining for five hours.

-----

### 2) Ask me:

1) Ask me if I've been watching TV for thirty minutes.

-----

2) Ask me if she's been learning English for eleven months.

-----

3) Ask me if he's been washing his car for four hours.

-----

4) Ask me if you've been reading this book for five hours.

-----

5) Ask me if they've been having breakfast for twenty-two minutes.

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## Answers:

### Exercise 1

- 1) I haven't been working at Blue English for sixteen years.
- 2) She hasn't been working at Microsoft for fifteen years.
- 3) They haven't been studying English for two years.
- 4) We haven't been living in The United States for seven years.
- 5) It hasn't been raining for five hours.

### Exercise 2

- 1) Have you been watching TV for thirty minutes?
- 2) Has she been learning English for eleven months?
- 3) Has he been washing his car for four hours?
- 4) Have I been reading this book for five hours?
- 5) Have they been having breakfast for twenty-two minutes?