

Ana Maria Borges dos Santos

Interaction

3



1st Edition Reviewed and Updated
2019

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MY JOURNEY

ENGLISH Course

Interaction

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PRESENTATION

The **My Journey** collection comes with a deep interest and connection with the English language through the interactions offered in the thematic approaches of the units of their three volumes.

In order to mediate the teaching and learning of the English language the collection offers numerous authentic oral and written dialogues, aiming at realizing the learning in the most varied forms of approaches. The subjects contextualize experiences and interactions with the English language, leading the student to reflect on the transformation that the target language can exert in his life, growing up as a citizen of the world and educating himself to transform himself.

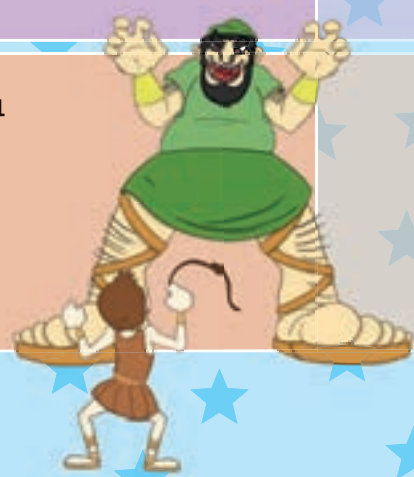
The importance of the English language as a means of communication in the globalized world is undeniable. For this reason, the **My Journey** collection with its linguistic and communicative characteristics aims at teaching the English language with approaches that will contribute to the ethical, cultural, educational and social development of the student.

My Journey will prepare the student to confront situations of social inclusion reflective, building citizenship with bases in world systemic knowledge and social and textual organizations, developing the four skills and skills needed to complete learning.

The authors

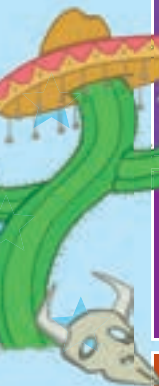


UNIT	Introduction	Text	Verbs and vocabulary
1	Plural of Nouns Page 8	The students meet at the lobby to arrange a tour around the town Page 9	Page 10
2	Early Las Vegas Page 17	Las Vegas Page 18	Page 19
3	The Grand Canyon Skywalk Page 27	Places and their attractions Page 28	Page 29
4	Famous tourist attractions Page 35	Wonders around the world Page 36	Page 37
5	Relative Pronouns Getaways and Fun Page 43	Getaways Page 44	Page 45
6	I used to... Page 51	I am used to... Page 52	Page 53
7	Gerunds and Infinitives Page 59	Studying or working abroad Page 60	Page 61



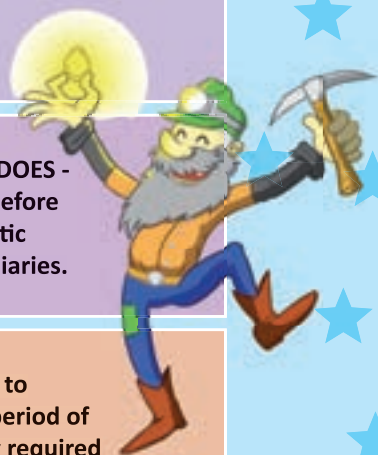
	Highlights	Exercises	Reinforcement	Listening and comprehension	Language focus and goals
	Plural of nouns Pages 11 and 12	Page 13	Page 14	Page 15	Plural of nouns. To know and to establish the several plural forms of regular and irregular nouns.
	Reported Speech Page 20	Pages 21, 22, 23 and 24	Page 24	Page 25	Report lines, sentences and texts through indirect speech. Pay attention to verbal changes, pronouns and other items cited in the direct speech.
	Used to Direct Speech-imperative Tips and Warnings Page 30	Pages 30, 31 and 32	Page 32	Page 33	Report lines, sentences and texts through indirect speech. Pay attention to verbal changes and to the imperative way.
	Tag Questions Page 38	Pages 38, 39 and 40	Page 41	Page 41	Use of the Tag Question. Small questions made at the end of the sentences in order to obtain confirmation.
	Relative Pronouns Page 46	Pages 47 and 48	Page 49	Page 49	Relative pronouns. Pronouns that refer to the terms of a previously sentence cited before. Used to introduce a subordinate clause.
	Used to Page 53 To be used to + verb + ING Page 55	Pages 54, 55 and 56	Page 57	Page 57	To use the verb for the purpose of presenting activities that were usual or activities that are usual.
	Gerunds and Infinitives Page 62 Either ... or/neither ... nor Page 63	Pages 62 and 63	Page 67 	Page 67	Gerund and infinitive. Use of the nominal forms of the verbs. To fix the use of the infinitives with "TO" or "ING" after verbal voiceovers. Use of expressions to choose one or the other, both or no mentioned element.

UNIT	Introduction	Text	Verbs and vocabulary	
8	The Future Continuous Page 69	My life in ten or twenty years Page 70	Page 71	
9	Reflexive Pronouns Page 77	The world by ourselves Page 78	Page 79	
10	To Wish Page 85	Making wishes come true Page 86	Page 87	
11	Possessive and Nouns with ING Page 93	Our making decisions Page 94	Page 95	
12	Adding Emphasis to the Verbs Page 101	What country do I choose? Page 102	Page 103	
13	To Take + Time or Matter Page 109	It will take me one week to decide what to... Page 110	Page 111	
14	To Say and To Tell Page 117	You tell me Page 118	Page 120	





	Highlights	Exercises	Reinforcement	Listening and comprehension	Language focus and goals
	The Future Continuous Tense and The Future Perfect Page 72	Pages 72, 73 and 74	Page 74	Page 75	Apply the Future Continuous to express an action in progress in the future. Make use of Future Perfect to demonstrate actions that will surely be closed in the future.
	Reflexive Pronouns Page 80	Pages 81 and 82	Page 83	Page 83	Use of Reflexive Pronouns to express: reflexive action, emphatic function and idiomatic function.
	To Wish Page 88	Pages 88, 89 and 90	Page 91	Page 91	To express situations in the present, in the past and in the future.
	Possessive pronoun before the ING form Page 96	Pages 96, 97 and 98	Page 99	Page 99	Possessive pronouns modifying gerund.
	Do - Does - Did Page 104	Pages 104, 105 and 106	Page 106	Page 107	Use of the DO - DOES - DID auxiliaries before of verbs. Emphatic function of auxiliaries.
	It + to take + infinitive + time It + to take + matter Page 112	Pages 112, 113 and 114	Page 115	Page 115	Expression used to demonstrate a period of time or quantity required to complete an action.
	Say X Tell Page 121	Pages 121 and 122	Page 124	Page 124	The use of the verb TO SAY to report speeches, to indicate textual phrases, to exemplify and to indicate readings of texts, maps, graphics, etc. The use of the verb TO TELL to indicate orders and advice, distinguish, count and predict the future, etc.



Unit 1



Introduction



Plural of Nouns

One baby

One gallery

One boy

One toy

One witch

One box

One kiss

One bus

One snake

One ski

One book

One pencil

One child

One woman

One person

One goose

One mouse

One man

One tooth

One louse

One ox

Two babies

Two galleries

Two boys

Two toys

Two witches

Two boxes

Two kisses

Two buses

Two snakes

Two skis

Two books

Two pencils

Two children

Two women

Two people

Two geese

Two mice

Two men

Two teeth

Two lice

Two oxen

The students meet at the lobby to arrange a tour around the town

1

Lea: I am ready to go. How about you **guys**?

Élise: So am I. I have my digital camera and sunglasses, and I am wearing comfortable **clothes**.

Brian: Are we going to visit any **casinos** now?

Lea: I don't think so. They have **shows** all day long but the special ones are at night.

Élise: Come on... I want to dance! I need music.

Alp: I need to listen to some **musics** too.

Brian: My friend, I need to correct you this time, but I imagine you wanted to say "**songs**".

Alp: Is the word **musics** wrong? What is the matter? I misunderstood.

Lea: Brian, I'll try to explain to him. Alp the word music is an uncountable word. It means that there is no plural form for it. I understood what you wanted to say. You love **songs**, **lyrics**,

time and the rhythm.

Élise: I must say that I didn't know this rule. I have been speaking wrongly and nobody corrected me.

Brian: The idea is to repeat the word correctly and you guys pay attention. It is a polite way to explain something.

Alp: Yes, Brian. You are right. If we are here to learn, I do appreciate you correcting my mistakes.

Élise: I don't know if there is plural a form for... but I want to have a lot of fun! Let's go and we can attend grammar **classes** at school.

Alp: Élise... Let's make the most of this moment. Besides having fun, we can also learn.

Brian: By the way, where is Joshua?

Lea: He is the one who is making the most. Joshua is enjoying every second of this trip.



Unit 1



Verbs

To be ready

To correct

To make the most

To repeat

To explain

To appreciate

To misunderstand



VOCABULARY

A lot (of)

All day long

Baby

Gallery

Goose

Louse

Lyrics

Mistake

Mouse

Rhythm

Rule

Ski

Snake

Sunglasses

Tempo

Tooth

Toy

Uncountable

Witch

Wrongly



The plural form of most nouns is created simply by adding the letter **S**.

■ bookstore	→	bookstores
■ show	→	shows
■ ski	→	skis

Words which end in **S – SS – SH – CH – X – Z** or **O** will receive an **ES**.

■ box	→	boxes
■ brush	→	brushes
■ bus	→	buses
■ buzz	→	buzzes
■ kiss	→	kisses
■ potato	→	potatoes

... however...

■ cello	→	cellos
■ memo	→	memos

... and for words where another vowel comes before the o...

■ stereo	→	stereos
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With words which end in a consonant and a **Y**, you will need to replace the **Y** by **I** and add **ES**.

■ baby	→	babies
■ gallery	→	galleries

Plural of words which end in **F** or **FE** is usually replaced by **VES**.

■ elf	→	elves
■ hoof	→	hooves
■ knife	→	knives
■ leaf	→	leaves
■ life	→	lives
■ self	→	selves

There are, however, exceptions:

■ dwarf	→	dwarfs
■ roof	→	roofs



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Unit 1

And there are nouns which maintain their **Latin** or **Greek** form in the plural.

■ appendix	→	appendices (appendixes is acceptable)
■ cactus	→	cacti (cactuses is acceptable)
■ crisis	→	crises
■ criterion	→	criteria
■ focus	→	foci
■ fungus	→	fungi
■ index	→	indices (indexes is acceptable)
■ nucleus	→	nuclei
■ phenomenon	→	phenomena
■ syllabus	→	syllabi
■ thesis	→	theses

There are several nouns which have irregular plural forms.

■ child	→	children
■ deer	→	deer
■ foot	→	feet
■ goose	→	geese
■ louse	→	lice
■ man	→	men
■ mouse	→	mice
■ person	→	people
■ tooth	→	teeth
■ woman	→	women



Piotr Marcinski/Stock/Thinkstock

Some nouns appear to be plural in form but they take a singular verb:

■ The news **is** bad.

■ Gymnastics **is** fun to watch.

■ Economics/mathematics/statistics **is** said to be difficult.

Numerical expressions are usually singular, but can be plural if the individuals within a numerical group are acting individually:

■ Fifty thousand dollars **is** a lot of money.

■ One-half of the faculty **is** retiring this summer.

■ One-half of the faculty **has** doctorates.

■ Fifty percent of the students **have** already voted.



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Exercises

1. WRITE THE PLURAL FORMS AS YOU LISTEN TO THE CD.

- a. Roof
- b. Ox
- c. Potato
- d. Deer
- e. Photo
- f. Wife
- g. Party
- h. Boy
- i. Watch
- j. Music
- k. Song
- l. Desk
- m. Box
- n. Bus
- o. Key
- p. Kiss

2. USE THE SINGULAR OR PLURAL CORRECTLY.

- a. Ladies and gentlemen, here the news.
- b. Further information available at the front desk.
- c. Where my glasses?
- d. The U.S.A. a beautiful country.
- e. The scissors you bought in the drawer.

f. These homework sheets for tomorrow.

g. Actually, this homework boring.

h. The children on vacation now.

i. Physics easier than you imagine.

j. The furniture already in the house.

3. WRITE DOWN THE CORRECT PLURAL FORMS.

Box	
Bus	
Child	
Foot	
Fish	
Fungus	
Index	
News	
Nucleus	
Ox	
Person	
Photo	
Piano	
Roof	
Shelf	
Song	
Way	
Wish	

Unit 1



GRAND CANYON TOURS

Planning a Visit

Grand Canyon – The most inspiring natural feature on Earth.

A single visit can be life-changing.

What is the Grand Canyon National Park that you will experience? Much depends on your planning.

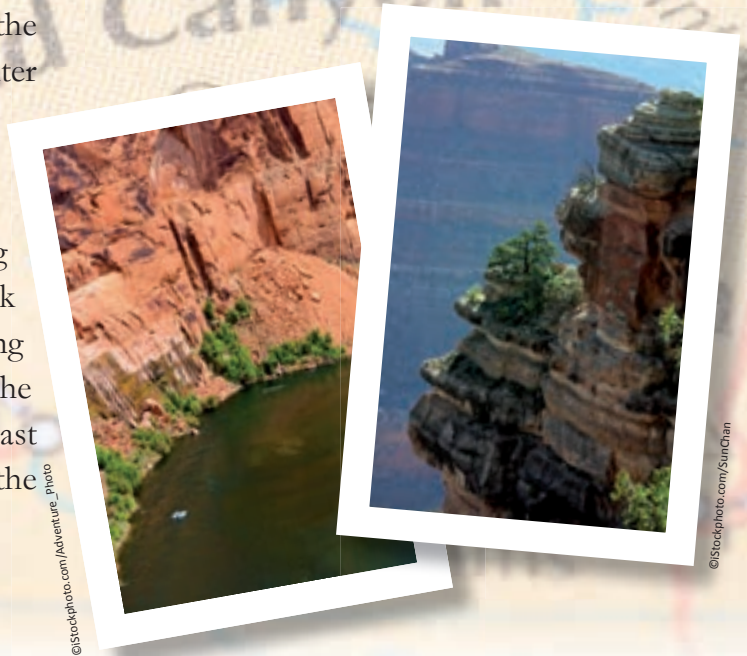
When and where you visit, the activities in which you participate. Proper preparation for the weather, and your expectations all contribute to a memorable experience. Most of the 4,5 – 5 million visitors each year go to the South Rim. The Grand Canyon Visitor Center near Mather Point is a good beginning. Free shuttle buses connect Grand Canyon Visitor Center to many areas, but not to all of the South Rim. To experience the ever changing canyon in a more peaceful atmosphere walk the Rim Trail, drive to Desert View stopping at the viewpoints along the way, or ride the free shuttle to Hermits Rest and walk east along the rim on the newest section of the Greenway Trail.

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If you have cardiac or respiratory problems, you may find the 7000 – foot elevation a challenge. Plan your activities to match your abilities. Those with mobility difficulties can obtain an accessibility pass at entrance stations or visitor centers where vehicular access is restricted. Accessible parking is designated in all major parking areas. The scenic road into the North Rim remains open until the first heavy snowfall, usually late November or early December. Campgrounds and lodging facilities are frequently full during the peak season. Spring and fall are the most popular seasons for overnight hiking in the backcountry. Plan ahead and make reservations early.

Discover and enjoy the splendor of Grand Canyon National Park.

source: (<http://www.nps.gov/grca/parknews/upload/2011grcaTP.pdf> - 18 abril de 2011 19:00)



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Reinforcement VERBS AND VOCABULARY

To appreciate

To be ready

To correct

To explain

To make the most

To misunderstand

To repeat

VOCABULARY

A lot (of)

All day long

Baby

Gallery

Goose

Louse

Lyrics

Mistake

Mouse

Rhythm

Rule

Ski

Snake

Sunglasses

Time

Tooth

Toy

Uncountable

Witch

Wrongly



Listening and Comprehension

CHANGE THE SENTENCES YOU LISTEN TO INTO THE PLURAL FORM:

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

Unit 1

Notes



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