

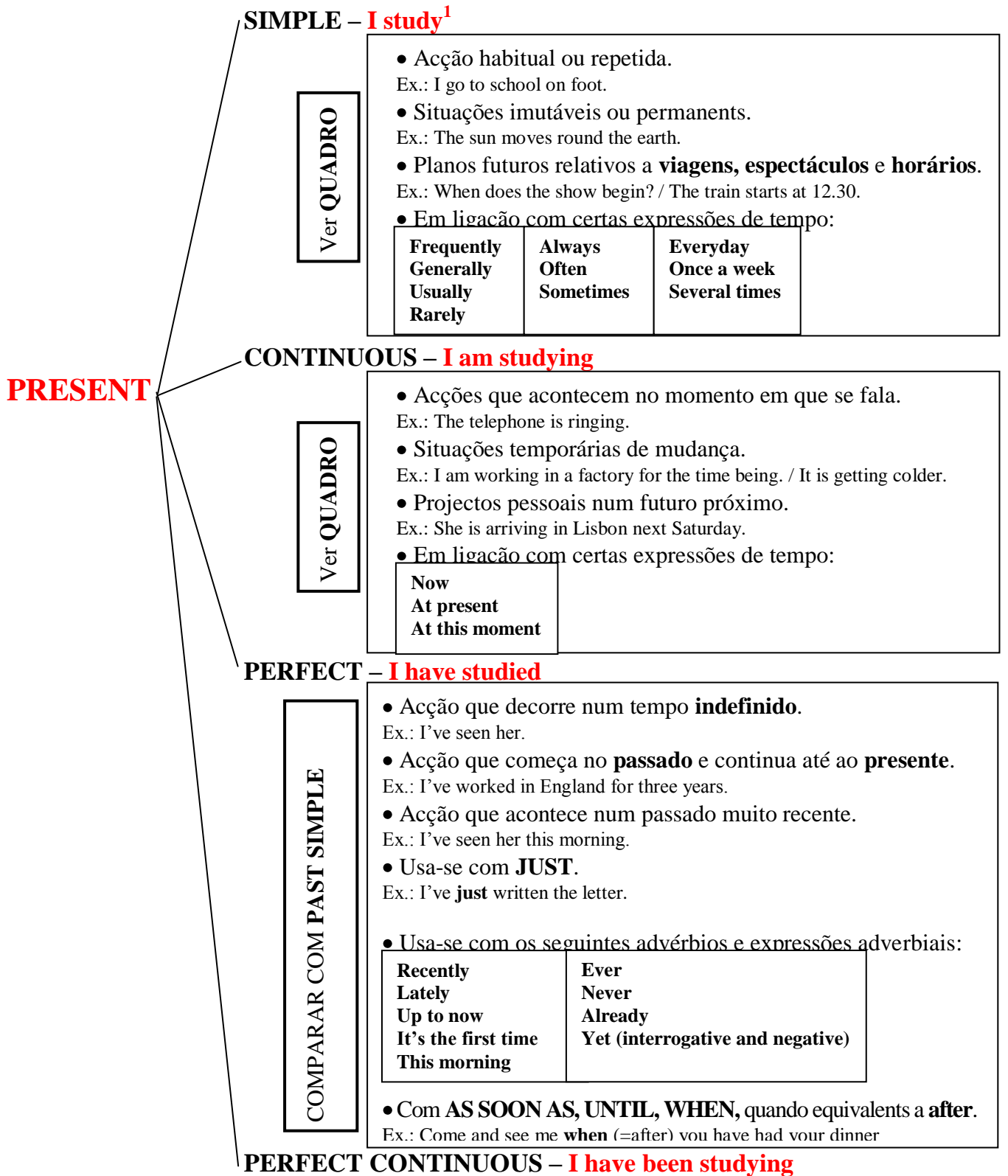
GRAMMAR BOOK

**COMUNICAR EM
LÍNGUA INGLESA**

INDEX

| | |
|--|----|
| INDEX----- | 2 |
| TENSES ----- | 4 |
| Present Simple----- | 11 |
| Past Simple----- | 12 |
| Present Continuous ----- | 13 |
| Past Continuous ----- | 14 |
| Present Perfect----- | 15 |
| Past Perfect----- | 16 |
| Extra - Exercises----- | 17 |
| REPORTED SPEECH ----- | 19 |
| Rephrasing ----- | 22 |
| Passive voice----- | 25 |
| IF CLAUSES ----- | 27 |
| FORMATION OF COMPARATIVES AND SUPERLATIVES ----- | 30 |
| ADJECTIVES----- | 30 |
| ADVERBS ----- | 31 |
| Making comparisons----- | 31 |
| Vocabulary ----- | 33 |
| WORD FORMATION ----- | 35 |
| BIBLIOGRAPHY----- | 36 |

TENSES



Usa-se o **PRESENT SIMPLE** e não o **Present Continuous**, com os verbos:

| Verbs of thinking | | Verbs of feeling | | Verbs of perception | | Verbs of possession | Reporting verbs | Other verbs | |
|-------------------|------------|------------------|------|---------------------|--------|---------------------|-----------------|-------------|--------|
| Think | Understand | Want | Love | See | Have | Have | Say | Cost | Appear |
| Believe | Know | Wish | Hate | Hear | Own | Own | Ask | Weigh | Need |
| Agree | Remember | Like | | Notice | Belong | Belong | Tell | Seem | |
| | Forget | | | | | | Answer | | |

(cont. Present Perfect Continuous)

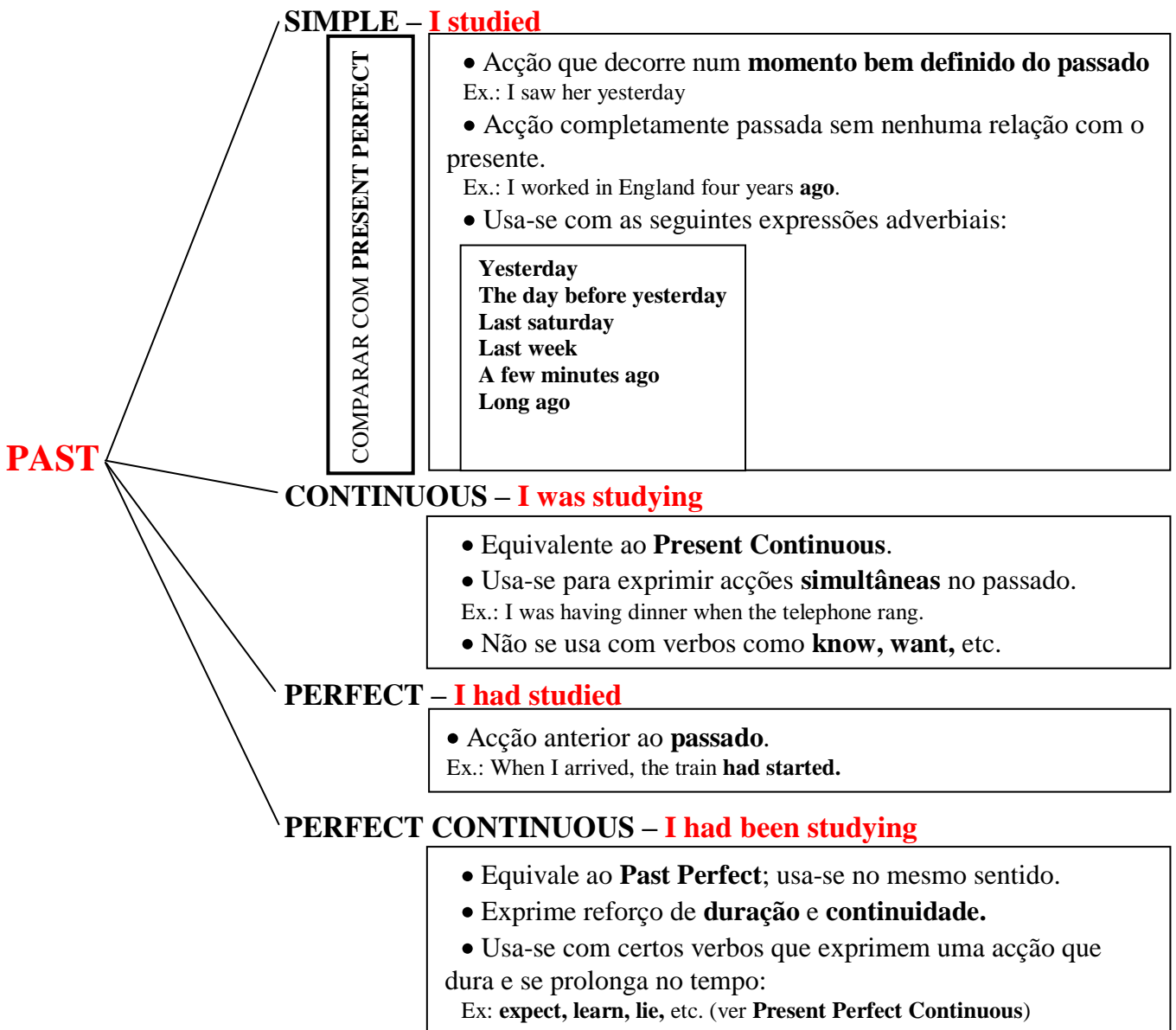
PERFECT CONTINUOUS – I have been studying

- Equivale ao **Present Perfect**; usa-se no mesmo sentido e nas mesmas condições.
 - Exprime, além disso, reforço de **continuidade** e **duração**.
 - Usa-se com advérbios precedidos de **ALL**.
- Ex.: **All morning, all day.**
- Usa-se (de preferência ao Present Perfect) com verbos que exprimem uma acção que dura e se prolonga no tempo:

| | | |
|--------|-------|-------|
| Expect | Learn | Lie |
| Live | Sit | Sleep |
| Stand | Stay | Study |
| Rest | | Work |

- Em vez de dizeres *I have learned* nodes dizer *I have been learning*

TENSES



Present Simple

1) Affirmative:

3ª pessoa do singular – acrescenta um – s

Ex: *He runs* (Ele corre) ; *She sees* (Ela vê) ; *It (the dog) eats* (Ele, o cão, come)
Paul runs (o Paulo corre) ; *Alice sees* (a Alice vê) ; *the pen writes* (a caneta escreve)

Verbos terminados em: **sh – ch – x – ss – o** ; acrescentam – **es** na 3ª pessoa do singular

Ex: *He watches* (Ele olha) ; *She misses* (Ela sente falta de) ; *It (the dog) goes* (Ele, o cão, vai)

Verbos terminados em: -y precedido de consoante, o -y passa a -i e acrescentam – es na 3ª pessoa do singular

Ex: to worry (preocupar, preocupar-se) *He worries* (Ele preocupa-se)
Mas: to play (jogar, brincar, tocar) *He plays* (Ele joga)

2) Negative:

Usa-se sempre um auxiliar: do à exceção do verbo **to be**

Na 3ª pessoa do singular, como se acrescenta –s, usa-se does e o verbo principal NÃO leva –s, ou seja, fica no *bare infinitive*

Ex: Affirmative: *She likes the book.* – Negative: *She **doesn't like** the book.*

| Sujeito+ | aux | + | not | + | verbo | | |
|----------|-------------|---|-----|---|-------|---|------------------------|
| I | do | | not | | work | = | I don't work |
| He | does | | not | | work | = | He doesn't work |

| to work (trabalhar) | to be (ser, estar) |
|---|-------------------------------|
| I do not work = I don't work | I am not |
| You do not work = you don't work | You are not = you aren't |
| <i>He does not work = he doesn't work</i> | <i>He is not = he isn't</i> |
| <i>She does not work = she doesn't work</i> | <i>She is not = she isn't</i> |
| <i>It does not work = it doesn't work</i> | <i>It is not = it isn't</i> |
| We do not work = we don't work | We are not = we aren't |
| You do not work = you don't work | You are not = you aren't |
| They do not work = they don't work | They are not = they aren't |

3) Interrogative:

Usa-se sempre um auxiliar: do à exceção do verbo **to be**

Na 3ª pessoa do singular, como se acrescenta –s, usa-se does e o verbo principal NÃO leva –s, ou seja, fica no *bare infinitive*

| Há inversão de sujeito | | | | to work (trabalhar) | to be (ser, estar) |
|------------------------|---|-----------|---|----------------------------|---------------------------|
| Aux | + | sujeito | + | verbo | |
| do | | I | | work ? | am I ? |
| does | | he | | work ? | are you ? |
| | | | | | <i>is he ?</i> |
| | | | | | <i>is she ?</i> |
| | | | | | <i>is it ?</i> |
| | | | | | are we ? |
| | | | | | are you ? |
| | | | | | are they ? |

Past Simple

1) Affirmative:

Os verbos regulares formam-se acrescentando **-ed** ; os que já terminam em **-e**, apenas acrescentam **-d**

Ex: *to work – he worked* (trabalhar – ele trabalhou) ; *to like – he liked* (gostar – ele gostou)

3ª pessoa do singular **NÃO** acrescenta um **-s**

Ex: *He ran* (Ele correu) ; *She saw* (Ela viu) ; *It (the dog) ate* (Ele, o cão, comeu)

Verbos terminados em consoante, precedidos de **vogal única**, dobram a consoante ao juntar **-ed**

Ex: *to stop* (parar) – *he stopped* (ele parou) ; *to travel* (viajar) – *he travelled* (ele viajou)

Verbos terminados em: **-y precedido de consoante**, o **-y** passa a **-i** e acrescentam **-ed** em todas as pessoas

Ex: *to worry* (preocupar, preocupar-se) *He worried* (Ele preocupou-se)

Mas: *to play* (jogar, brincar, tocar) *He played* (Ele jogou)

2) Negative:

Usa-se sempre um auxiliar: **did** à exceção do verbo **to be**

Como o auxiliar já está no passado, o verbo principal fica no infinitivo sem **to**

Ex: *to go*, *went*, *gone* – Affirmative: *He went home.* – Negative: *He didn't go home.*

| | | | | | | |
|----------|------------|---|-----|---|-------|-------------------------|
| Sujeito+ | aux | + | not | + | verbo | |
| I | did | | not | | work | = I didn't work |
| He | did | | not | | work | = He didn't work |

to work (trabalhar)

I did not work = I didn't work
 You did not work = you didn't work
He did not work = he didn't work
She did not work = she didn't work
It did not work = it didn't work
 We did not work = we didn't work
 You did not work = you didn't work
 They did not work = they didn't work

to be (ser, estar)

I was not
 You were not = you weren't
He was not = he wasn't
She was not = she wasn't
It was not = it wasn't
 We were not = we weren't
 You were not = you weren't
 They were not = they weren't

3) Interrogative:

Usa-se sempre um auxiliar: **did** à exceção do verbo **to be**

| | | | | |
|------------------------|---|-----------|---|--------|
| Há inversão de sujeito | | | | |
| Aux | + | sujeito | + | verbo |
| did | | I | | work ? |
| did | | he | | work ? |

to work (trabalhar)

did I work ?
 did you work ?
did he work ?
did she work ?
did it work ?
 did we work ?
 did you work ?
 did they work ?

to be (ser, estar)

was I ?
 were you ?
was he ?
was she ?
was it ?
 were we ?
 were you ?
 were they ?

Present Continuous

1) Affirmative:

Sujeito + to be (Present Simple) + verbo principal + -ing

| | | | | |
|-------------|------------|-------------|------------|---------------------------|
| <i>I</i> | <i>am</i> | <i>work</i> | <i>ing</i> | = <i>I am working</i> |
| <i>You</i> | <i>are</i> | <i>work</i> | <i>ing</i> | = <i>you are working</i> |
| <i>He</i> | <i>is</i> | <i>work</i> | <i>ing</i> | = <i>he is working</i> |
| <i>She</i> | <i>is</i> | <i>work</i> | <i>ing</i> | = <i>she is working</i> |
| <i>It</i> | <i>is</i> | <i>work</i> | <i>ing</i> | = <i>it is working</i> |
| <i>We</i> | <i>are</i> | <i>work</i> | <i>ing</i> | = <i>we are working</i> |
| <i>You</i> | <i>are</i> | <i>work</i> | <i>ing</i> | = <i>you are working</i> |
| <i>They</i> | <i>are</i> | <i>work</i> | <i>ing</i> | = <i>they are working</i> |

Verbos terminados em consoante precedida de vogal única, dobram a consoante

Ex: to run: *I am running* (eu estou correndo); to swim: *I am swimming* (eu estou nadando)

Verbos terminados em -e, perdem o -e e acrescentam -ing

Ex: to make (fazer) *I am making* (eu estou fazendo)

2) Negative:

Como o Present Continuous se forma usando o verbo to be, não se usa outro auxiliar

Sujeito + to be + not + verbo -ing

I am not working

to work (trabalhar)

| | |
|----------------------------|-----------|
| I am not | } working |
| You are not = you aren't | |
| He is not = he isn't | |
| She is not = she isn't | |
| It is not = it isn't | |
| We are not = we aren't | |
| You are not = you aren't | |
| They are not = they aren't | |

3) Interrogative:

Como o Present Continuous se forma usando o verbo to be, não se usa outro auxiliar

Há inversão de sujeito
(o sujeito fica entre to be e o verbo principal)

| | | | | |
|-------|---|---------|---|------------|
| to be | + | sujeito | + | verbo -ing |
| am | | I | | working ? |
| is | | he | | working ? |

to work (trabalhar)

am I working ?
are you working ?
is he working ?
is she working ?
is it working ?
are we working ?
are you working ?
are they working ?

Past Continuous

1) Affirmative:

Sujeito + to be (Past Simple) + verbo principal + -ing

| | | | | |
|-------------|-------------|-------------|------------|----------------------------|
| <i>I</i> | <i>was</i> | <i>work</i> | <i>ing</i> | = <i>I was working</i> |
| <i>You</i> | <i>were</i> | <i>work</i> | <i>ing</i> | = <i>you were working</i> |
| <i>He</i> | <i>was</i> | <i>work</i> | <i>ing</i> | = <i>he was working</i> |
| <i>She</i> | <i>was</i> | <i>work</i> | <i>ing</i> | = <i>she was working</i> |
| <i>It</i> | <i>was</i> | <i>work</i> | <i>ing</i> | = <i>it was working</i> |
| <i>We</i> | <i>were</i> | <i>work</i> | <i>ing</i> | = <i>we were working</i> |
| <i>You</i> | <i>were</i> | <i>work</i> | <i>ing</i> | = <i>you were working</i> |
| <i>They</i> | <i>were</i> | <i>work</i> | <i>ing</i> | = <i>they were working</i> |

Verbos terminados em consoante precedida de vogal única, dobram a consoante

Ex: to run: *I was running* (eu estava correndo); to swim: *I was swimming* (eu estava nadando)

Verbos terminados em -e, perdem o -e e acrescentam -ing

Ex: to make (fazer) *I was making* (eu estava fazendo)

2) Negative:

Como o Past Continuous se forma usando o verbo to be, não se usa outro auxiliar

Sujeito + to be + not + verbo -ing

I was not working

to work (trabalhar)

| | |
|------------------------------|-----------|
| I was not = I wasn't | } working |
| You were not = you weren't | |
| He was not = he wasn't | |
| She was not = she wasn't | |
| It was not = it wasn't | |
| We were not = we weren't | |
| You were not = you weren't | |
| They were not = they weren't | |

3) Interrogative:

Como o Past Continuous se forma usando o verbo to be, não se usa outro auxiliar

Há inversão de sujeito
(o sujeito fica entre to be e o verbo principal)

| | | | |
|---------|---------|---|------------|
| to be + | sujeito | + | verbo -ing |
| was | I | | working ? |
| were | you | | working ? |

to work (trabalhar)

was I working ?
 were you working ?
 was he working ?
 was she working ?
 was it working ?
 were we working ?
 were you working ?
 were they working ?

Present Perfect

1) Affirmative:

Sujeito + to have (Present Simple) + verbo principal(Past Participle)

| | | | |
|-------------|-------------|----------------|---------------------------|
| <i>I</i> | <i>have</i> | <i>work ed</i> | = <i>I have worked</i> |
| <i>You</i> | <i>have</i> | <i>work ed</i> | = <i>you have worked</i> |
| <i>He</i> | has | <i>work ed</i> | = <i>he has worked</i> |
| <i>She</i> | has | <i>work ed</i> | = <i>she has worked</i> |
| <i>It</i> | has | <i>work ed</i> | = <i>it has worked</i> |
| <i>We</i> | <i>have</i> | <i>work ed</i> | = <i>we have worked</i> |
| <i>You</i> | <i>have</i> | <i>work ed</i> | = <i>you have worked</i> |
| <i>They</i> | <i>have</i> | <i>work ed</i> | = <i>they have worked</i> |

2) Negative:

Como o Present Perfect se forma usando o verbo to have got, não se usa outro auxiliar

Sujeito + to be + not + verbo -ing

| | | | | |
|----|------|-----|--------|--------------------|
| I | have | not | worked | = I haven't worked |
| He | has | not | worked | = He hasn't worked |

3) Interrogative:

Como o Present Perfect se forma usando o verbo to have got, não se usa outro auxiliar

Há inversão de sujeito
(o sujeito fica entre to have e o verbo principal)

| | | | | |
|---------|---|---------|---|----------|
| to have | + | sujeito | + | verbo |
| have | | I | | worked ? |
| has | | he | | worked ? |

to work (trabalhar)

have I worked ?
have you worked ?
has he worked ?
has she worked ?
has it worked ?
have we worked ?
have you worked ?
have they worked ?

Past Perfect

1) Affirmative:

Sujeito + to have (Past Simple) + verbo principal(Past Participle)

| | | | |
|-------------|------------|----------------|--------------------------|
| <i>I</i> | <i>had</i> | <i>work ed</i> | = <i>I had worked</i> |
| <i>You</i> | <i>had</i> | <i>work ed</i> | = <i>you had worked</i> |
| <i>He</i> | had | <i>work ed</i> | = <i>he had worked</i> |
| <i>She</i> | had | <i>work ed</i> | = <i>she had worked</i> |
| <i>It</i> | had | <i>work ed</i> | = <i>it had worked</i> |
| <i>We</i> | <i>had</i> | <i>work ed</i> | = <i>we had worked</i> |
| <i>You</i> | <i>had</i> | <i>work ed</i> | = <i>you had worked</i> |
| <i>They</i> | <i>had</i> | <i>work ed</i> | = <i>they had worked</i> |

2) Negative:

O Past Perfect funciona da mesma forma que o Present Perfect, mas com o auxiliar (to have got) no Past Simple: - **had**

3) Interrogative:

O Past Perfect funciona da mesma forma que o Present Perfect, mas com o auxiliar (to have got) no Past Simple: - **had**

Present Simple

1) Cross out the wrong word.

- a) The film *start* / *starts* at 14. 30.
- b) In Portugal museums usually *close* / *closes* at 17. 00.
- c) My morning classes *start* / *starts* at 8. 30.
- d) That supermarket *close* / *closes* at 9. 00.

2) Put the verbs in brackets into the Present Simple:

- a) Harry _____ (run) to the shops.
- b) He _____ (send) lots of letters.
- c) She _____ (make) sandwiches for lunch.
- d) Jean _____ (begin) work at 6 o'clock.
- e) They _____ (go) swimming.
- f) David _____ (bring) his pet mouse to school.
- g) Paula _____ (give) sweets to her friends.
- h) We _____ (take) our dog for a walk.
- i) You _____ (meet) your friends after school.
- j) Paul and Ellen _____ (come) here by bus.
- k) This camera _____ (work) very well.

3) Change the following sentences into the negative:

- a) I live in London. _____
- b) We go to school every day. _____
- c) Helen wants to make a phone call. _____
- d) They have got two sisters.** _____
- e) John and Mark come back next week. _____
- f) You drink too much water. _____
- g) Sam is at home.** _____
- h) Ellen comes here by bus. _____

4) Change the following sentences into the interrogative:

- a) I live in London. _____
- b) We go to school every day. _____
- c) Helen wants to make a phone call. _____
- d) They have got two sisters.** _____
- e) John and Mark come back next week. _____
- f) You drink too much water. _____
- g) Sam is at home.** _____
- h) Ellen comes here by bus. _____

Past Simple

1) Put the verbs in brackets into the Past Simple:

- a) Harry _____ (to run) to the shops.
- b) Juan _____ (to send) lots of letters.
- c) Helen _____ (to make) sandwiches for lunch.
- d) Jean _____ (to begin) work at 6 o'clock.
- e) Katia _____ (to go) swimming.
- f) David _____ (to bring) his pet mouse to school.
- g) Paula _____ (to give) sweets to her friends.
- h) Sam _____ (to take) his dog for a walk.
- i) Jim _____ (to meet) his friends after school.
- j) Paul and Ellen _____ (to come) here by bus.
- k) This camera _____ (to work) very well.
- l) She _____ (to sell) everything.
- m) They _____ (to pay) sixty pence.
- n) They _____ (to know) the way home.
- o) Last year, Bill _____ (to study) very hard.

2) Change the following sentences into the negative:

- a) I lived in London. _____
- b) We went to school every day. _____
- c) Helen wanted to make a phone call. _____
- d) They had two sisters.** _____
- e) John and Mark came back last week. _____
- f) You drank too much water. _____
- g) Sam was at home.** _____
- h) Ellen came here by bus. _____

3) Change the following sentences into the interrogative:

- a) I lived in London. _____
- b) We went to school every day. _____
- c) Helen wanted to make a phone call. _____
- d) They had two sisters.** _____
- e) John and Mark came back last week. _____
- f) You drank too much water. _____
- g) Sam was at home.** _____
- h) Ellen came here by bus. _____

Present Continuous

1) Cross out the wrong word.

- a) Paul is *swimming* / *swiming* in the pool at the moment.
- b) The girls are *putting* / *puting* on their coats.
- c) Look outside! *Its* / *It's* snowing!
- d) I can't come now. I'm *writting* / *writing* a letter

2) Put the verbs in brackets into the Present Continuous:

- a) Harry _____ (to run) to the shops at the moment.
- b) He _____ (to send) lots of letters right now.
- c) She _____ (to make) sandwiches for lunch.
- d) Jean _____ (to work) in the factory.
- e) They _____ (to swim).
- f) David _____ (to bring) his pet mouse to school.
- g) Paula _____ (to give) sweets to her friends.
- h) We _____ (to take) out dog for a walk.
- i) You _____ (to leave) the country.
- j) Paul and Ellen _____ (to come) tomorrow.
- k) This camera _____ (to work) very well.

3) Change the following sentences into the negative:

- a) I'm living in London. _____
- b) We are going to school at the moment. _____
- c) Helen is making a phone call. _____
- d) They are having breakfast. _____
- e) John and Mark are coming back next week. _____
- f) You are drinking too much water. _____
- g) Sam is taking his dog for a walk. _____
- h) Ellen is coming tomorrow. _____

4) Change the following sentences into the interrogative:

- a) I am living in London. _____
- b) We are going to school every day. _____
- c) Helen is making a phone call. _____
- d) They are having breakfast. _____
- e) John and Mark are coming back next week. _____
- f) You are drinking too much water. _____
- g) Sam is taking his dog for a walk. _____
- h) Ellen is coming tomorrow. _____

Past Continuous

1) Put the verbs in brackets into the Past Continuous:

- a) Harry _____ (to run) to the shops.
- b) He _____ (to send) lots of letters those days.
- c) She _____ (to make) sandwiches for lunch.
- d) Jean _____ (to work) in the factory.
- e) They _____ (to swim).
- f) David _____ (to bring) his pet mouse to school.
- g) Paula _____ (to give) sweets to her friends.
- h) We _____ (to take) out dog for a walk.
- i) You _____ (to leave) the country.
- j) Paul and Ellen _____ (to come) home.
- k) This camera _____ (to work) very well.

2) Change the following sentences into the negative:

- a) I was living in London. _____
- b) We were going to school that day. _____
- c) Helen was making a phone call. _____
- d) They were having breakfast. _____
- e) John and Mark were coming back. _____
- f) You were drinking too much water. _____
- g) Sam was taking his dog for a walk. _____
- h) Ellen was coming home. _____

3) Change the following sentences into the interrogative:

- a) I was living in London. _____
- b) We were going to school that day. _____
- c) Helen was making a phone call. _____
- d) They were having breakfast. _____
- e) John and Mark were coming back. _____
- f) You were drinking too much water. _____
- g) Sam was taking his dog for a walk. _____
- h) Ellen was coming home. _____

Present Perfect

1) Put the verbs in brackets into the Present Perfect:

- a) Harry _____ (to do) the housework.
- b) Kate and Bill _____ (to find) a new flat.
- c) Nick _____ (to write) book.
- d) We _____ (to decide) to start jogging.
- e) Sam and Dave _____ (to eat) all the sandwiches.
- f) Carlos _____ (to buy) a dog.
- g) Maria and Helen _____ (to start) at a new school.
- h) Frances _____ (to break) her cup.
- i) I _____ (to loose) my umbrella.
- j) Max _____ (to take) the dog for a walk.
- k) That man _____ (to be) here all morning.

2) Change the following sentences into the negative:

- a) I have bought the book. _____
- b) We have finished our work here. _____
- c) Helen has made a phone call. _____
- d) They have left the building. _____
- e) John and Mark have found your pen. _____
- f) You have taken my dictionary. _____
- g) Sam has lost his calculator. _____
- h) Ellen has decided to study. _____

3) Change the following sentences into the interrogative:

- a) I have bought the book. _____
- b) We have finished our work here. _____
- c) Helen has made a phone call. _____
- d) They have left the building. _____
- e) John and Mark have found your pen. _____
- f) You have taken my dictionary. _____
- g) Sam has lost his calculator. _____
- h) Ellen has decided to study. _____

Past Perfect

1) Put the verbs in brackets into the Past Perfect:

- a) Harry _____ (to do) the housework.
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- d) We _____ (to decide) to start jogging.
- e) Sam and Dave _____ (to eat) all the sandwiches.
- f) Carlos _____ (to buy) a dog.
- g) Maria and Helen _____ (to start) at a new school.
- h) Frances _____ (to break) her cup.
- i) I _____ (to loose) my umbrella.
- j) Max _____ (to take) the dog for a walk.
- k) That man _____ (to be) here all morning.

2) Change the following sentences into the negative:

- a) I had bought the book. _____
- b) We had finished our work there. _____
- c) Helen had made a phone call. _____
- d) They had left the building. _____
- e) John and Mark had found your pen. _____
- f) You had taken my dictionary. _____
- g) Sam had lost his calculator. _____
- h) Ellen had decided to study. _____

3) Change the following sentences into the interrogative:

- a) I had bought the book. _____
- b) We had finished our work there. _____
- c) Helen had made a phone call. _____
- d) They had left the building. _____
- e) John and Mark had found your pen. _____
- f) You had taken my dictionary. _____
- g) Sam had lost his calculator. _____
- h) Ellen had decided to study. _____

Extra - Exercises

1. Write “was” or “were” in the spaces:

Last weekend at half past eight in the morning, there _____ six children in the hotel. Three of the children _____ boys and three _____ girls. Two children _____ in bed, one child _____ in the disco, and one boy _____ in the restaurant. One of the boys _____ in the swimming pool and one of the girls _____ in the hotel shop. Tom _____ not in bed and he _____ not in the restaurant. Susanna _____ not in bed. Maria _____ not in the restaurant and Lisa _____ not in the hotel shop. Juan and Philip _____ not in bed and Philip _____ not in the swimming pool or the disco.

2. Complete using the Simple Past tense:

Yesterday, John _____ (to come) to school, but he _____ (to forget) to bring his English book. He _____ (to leave) it at home, on his desk. When he _____ (to be) riding back to school, he _____ (to fall) from his bicycle and _____ (to get) hurt. Someone _____ (to give) him a glass of water and he _____ (to drink) it, but he still _____ (not to be) very well, so he _____ (to go) to the local hospital and they _____ (to take) care of him. The nurses in the hospital _____ (to phone) his mother and _____ (to tell) her everything. She immediately _____ (to cry) a lot, but then they _____ (to say) that it _____ (to be) not serious and she _____ (to stop) crying. After the hospital, John _____ (to go) to school, where he _____ (to meet) his friends. They _____ (to be) worried because they _____ (to know) he had had an accident. When they _____ (to see) that he _____ (to be) fine, they _____ (to cheer) him, _____ (to sing) and _____ (to cry).

3. Change into the **Past tense**.

- 3.1. He gets up late. _____
- 3.2. I do not know the way. _____
- 3.3. She puts a hat on. _____
- 3.4. I give lessons. _____
- 3.5. They pay sixty pence. _____
- 3.6. He chooses a hot drink. _____
- 3.7. They feel sad, don't they? _____
- 3.8. Do they know what happens? _____
- 3.9. Doesn't he get all he wants? _____
- 3.10. They know how old they are. _____
- 3.11. You don't like him, do you? _____
- 3.12. I'm sure you don't. _____
- 3.13. They spend a long time there. _____
- 3.14. She sells everything, doesn't she? _____

4. Complete with the **Simple Past** or the **Present Simple**.

- 4.1. He _____ (to work) hard yesterday.
- 4.2. He _____ (not to work) on Saturdays.
- 4.3. Jane _____ (to talk) to a friend at the moment.
- 4.4. Elvis Presley _____ (to love) music and dancing.
- 4.5. He _____ (not to like) his job.
- 4.6. His sister usually _____ (to stand) behind him.
- 4.7. I _____ (to type) the letter an hour ago.
- 4.8. The postman _____ (to come) every day.
- 4.9. Last year, Bill _____ (to study) very hard.
- 4.10. It _____ (to rain) last night
- 4.11. I _____ (to go) home at five o'clock.
- 4.12. I _____ (to visit) John every Saturday
- 4.13. We _____ (not make) any noise last night.
- 4.14. We _____ (to leave) right now.
- 4.15. They _____ (to have) dinner in the dining-room.
- 4.16. You _____ (to wait) for the bus for ten minutes.

REPORTED SPEECH

| Direct speech | Reported speech |
|---------------|---|
| I can explain | He says he can explain He has said he can explain He will say he can explain |

- ◆ Quando o verbo subordinante se apresenta no **PAST**, verificam-se as seguintes transformações:

VERBS

| Direct speech | Reported speech |
|-----------------------------------|-----------------------------------|
| Pres. Simple (he speaks) | Past Simple (he spoke) |
| Pres. Continuous (he is speaking) | Past Continuous (he was speaking) |
| Past Simple (he spoke) | Past Perf. (he had spoken) |
| Present Perf. (he has spoken) | |
| Past Perf. (he had spoken) | Past Perf. (he had spoken) |
| Future (shall/will) | Conditional (should/would) |
| Imperative (speak!) | To-Infinitive (to speak) |

REPORTED SPEECH

| Direct speech | Reported speech |
|---------------|-------------------------------|
| am | was |
| is | |
| has | had |
| have | |
| there is | there was |
| there are | there were |
| doesn't | didn't |
| don't | |
| was | had been |
| were | |
| had | had had |
| spoke | had spoken |
| didn't speak | hadn't spoken |
| hadn't spoken | |
| "Go away!" a) | He told me to go away. |
| "Don't go!" | He told me not to go . |

REPORTED SPEECH

MODAL VERBS

| Direct speech | Reported speech |
|---------------|---|
| can | → could |
| may | → might |
| might | → might |
| could | → could |
| would | → would |
| should | → should |
| ought to | → ought to |
| daren't | → daren't |
| must a) | → must (regulations, prohibitions, probability) |
| needn't a) | → needn't (obligation) |

OTHER WORDS

| | | | |
|-------|------------|-----------|-------------------------------------|
| here | → there | tonight | → that night |
| this | → that | tomorrow | → the next day the following day |
| these | → those | yesterday | → the day before |
| now | → then | next week | → the following week |
| today | → that day | ago | → before |

Rephrasing

1. "I'm thinking of going to live in Canada"- says John on the phone.

John said _____

2. "My father is in Hospital"- he said.

He said _____

3. "I didn't turn left at the station, and I lost my way." – Paul said.

Paul said _____

4. "I don't know the answer, so I can't help you."- Susan said.

Susan said _____

5. "Nora and Jim are getting married next month." – he said.

He said _____

6. "Yesterday, Paul went to the police station"- Mark said.

Mark said _____

7. "Helen is really good at swimming."- he said.

He said _____

8. "I haven't seen Bill for a while!"- he said.

He said _____

9. "I've been playing Tennis a lot recently!" – said Paul.

Paul said _____

10. "I don't have the money. I won't buy a new car."- John said.

John said _____

11. "That has been the most important decision of our lives." – they said.

They all said _____

12. "Margaret has had a baby!" – Sue said to John

Sue _____

13. "I don't know what Fred is doing!" – Frank said

Frank said _____

14. "I'll tell Jim I saw you!" – Jane said to me.

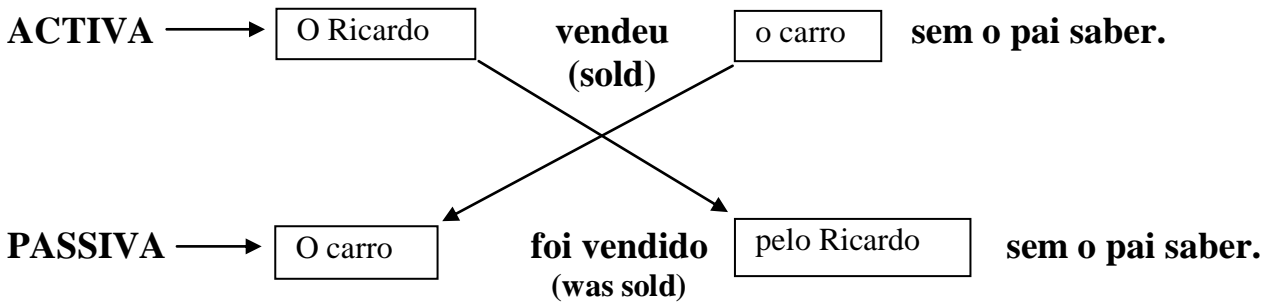
Jane said _____

1. To **a**rise, arose, arisen
2. To awake, awoke, awoken
- 3. To be, was, been**
4. To bear, bore, borne
5. To beat, beat, beaten
6. To become, became, become
7. To befall, befell, befallen
8. To begin, began, begun
9. To bend, bent, bent
10. To bet, bet, bet
11. To bid, bade, bidden
12. To bind, bound, bound
13. To bite, bit, bitten
14. To bleed, bled, bled
15. To bless, blessed, blessed
16. To blow, blew, blown
17. To break, broke, broken
18. To bring, brought, brought
19. To build, built, built
20. To burn, burnt(-ed), burnt(-ed)
21. To buy, bought, bought
22. Can, could
23. To cast, cast, cast
24. To catch, caught, caught
25. To choose, chose, chosen
26. To cling, clung, clung
27. To come, came, come
28. To cost, cost, cost
29. To creep, crept, crept
30. To cut, cut, cut
31. To **d**eal, dealt, dealt
- 32. To do, did, done**
33. To draw, drew, drawn
34. To dream, dreamt(-ed), dreamt(ed)
35. To drink, drank, drunk
36. To drive, drove, driven
37. To dwell, dwelt, dwelt
38. To **e**at, ate, eaten
39. To **f**all, fell, fallen
40. To feed, fed, fed
41. To feel, felt, felt
42. To fight, fought, fought
43. To find, found, found
44. To fly, flew, flown
45. To forbid, forbade, forbidden
46. To forget, forgot, forgotten
47. To forgive, forgave, forgiven
48. To freeze, froze, frozen
49. To **g**et, got, got (gotten – US)
50. To give, gave, given
51. To go, went, gone
52. To grow, grew, grown
53. To **h**ang, hung(-ed), hung(-ed)
- 54. To have, had, had**
55. To hear, heard, heard
56. To hide, hid, hidden
57. To hit, hit, hit
58. To hold, held, held
59. To hurt, hurt, hurt
60. To **k**eeep, kept, kept
61. To kneel, knelt(-ed), knelt(-ed)
62. To know, knew, known
63. To **l**ay, laid, laid
64. To lead, led, led
65. To lean, leant(-ed), leant(-ed)
66. To learn, learnt(-ed), learnt(-ed)
67. To leave, left, left
68. To lend, lent, lent
69. To let, let, let
70. To lie, lay, lain
71. To light, lit, lit
72. To lose, lost, lost
73. To **m**ake, made, made
74. To mean, meant, meant

75. To meet, met, met
76. To mistake, mistook, mistaken
77. To outrun, outran, outrun
78. To overcome, overcame, overcome
79. To oversleep, overslept, overslept
80. To pay, paid, paid
81. To put, put, put
82. To quit, quit(-ed), quit(-ed)
83. To read, read, read
84. To rebuild, rebuilt, rebuilt
85. To reset, reset, reset
86. To rid, rid, rid
87. To ride, rode, ridden
88. To ring, rang, rung
89. To rise, rose, risen
90. To run, ran, run
91. To saw, sawed, sawn(-ed – US)
92. To say, said, said
93. To see, saw, seen
94. To seek, sought, sought
95. To sell, sold, sold
96. To send, sent, sent
97. To set, set, set
98. To sew, sewed, sewn(-ed)
99. To shake, shook, shaken
100. Shall, should
101. To shed, shed, shed
102. To shine, shone(-ed), shone(-ed)
103. To shit, shat(-ed), shat(-ed)
104. To shoot, shot, shot
105. To show, showed, shown(-ed)
106. To shrink, shrank(shrunk), shrunk
107. To shut, shut, shut
108. To sing, sang, sung
109. To sink, sank, sunk
110. To sit, sat, sat
111. To slay, slew, slain
112. To sleep, slept, slept
113. To smell, smelt(-ed), smelt(-ed)
114. To speak, spoke, spoken
115. To spell, spelt(-ed), spelt(-ed)
116. To spend, spent, spent
117. To split, split, split
118. To spoil, spoilt(-ed), spoilt(-ed)
119. To spread, spread, spread
120. To spring, sprang, sprung
121. To stand, stood, stood
122. To steal, stole, stolen
123. To sting, stung, stung
124. To strike, struck, struck
125. To swear, swore, sworn
126. To swim, swam, swum
127. To swing, swung, swung
128. To take, took, taken
129. To teach, taught, taught
130. To tear, tore, torn
131. To tell, told, told
132. To think, thought, thought
133. To throw, threw, thrown
134. To thrust, thrust, thrust
135. To undergo, underwent, undergone
136. To understand, understood, understood
137. To undertake, undertook, undertaken
138. To undo, undid, undone
139. To uphold, upheld, upheld
140. To upset, upset, upset
141. To wake, woke(-ed), woken(-ed)
142. To wear, wore, worn
143. To weave, wove(-ed), woven(-ed)
144. To weep, wept, wept
145. To wet, wet(-ed), wet(-ed)
146. Will, would
147. To win, won, won
148. To write, wrote, written

Passive voice

Analisa o que se segue:



Verbo → **To be + participio passado.**

Complemento da activa → **Sujeito da passiva.**

Sujeito da activa → **Agente da passiva.**

NOÇÕES A FIXAR:

- A **Voz Passiva** não é virar a frase do fim para o princípio.
- Só o **sujeito** e o **complemento** da **ACTIVA** mudam de posição na frase.
- A **Voz Passiva** pretende dar ênfase ao complemento, transformando-o em **sujeito**.
- O **tempo verbal** tem de ser **RIGOROSAMENTE** mantido.

O **agente da passiva** só aparece expresso quando isso se reveste de especial importância ou interesse. Normalmente, apenas se subentende, sendo simplesmente omitido.

PRESENT SIMPLE

I write a long letter
 Subject Present Simple object

A long letter **is written** **by me**
 New subject new verb form agent

PAST SIMPLE

I wrote a long letter
 Subject Past Simple object

A long letter **was written** **by me**
 New subject new verb form agent

PRESENT CONTINUOUS

I am hearing a strange sound
 Subject Present Continuous object

A strange sound **is being heard** **by me**
 New subject new verb form agent

PAST CONTINUOUS

The children were reading comics
 Subject Past Continuous object

Comics **were being read** **by the children**
 New subject new verb form agent

PRESENT PERFECT

I have caught your viewpoint
 Subject Present Perfect object

Your viewpoint **has been caught** **by me**
 New subject new verb form agent

PAST PERFECT

I had caught your viewpoint
 Subject Present Perfect object

Your viewpoint **had been caught** **by me**
 New subject new verb form agent

PRESENT SIMPLE

a) I receive an intimation.

b) I don't receive an intimation.

c) Do I receive an intimation?

PAST SIMPLE

a) I learned the school rules.

b) I didn't learn the school rules.

c) Did I learn the school rules?

PRESENT PERFECT

a) I have followed his example.

b) I haven't followed his example.

c) Have I followed his example?

PAST PERFECT

a) I had obeyed the instructions.

b) I hadn't obeyed the instructions.

c) Had I obeyed the instructions?

PRESENT CONTINUOUS

a) Mrs. Fletcher is repairing the machine.

b) Mrs. Fletcher isn't repairing the machine.

c) Clive is composing a new song.

PAST CONTINUOUS

a) I was carrying out that survey.

b) I wasn't carrying out that survey.

c) The workers were receiving extra-money.

IF CLAUSES

As orações condicionais são normalmente classificadas em três grupos.

Em cada um deles, as formas seguidamente apresentadas são as mais importantes e as mais comuns.

◆ Tipo 1 – Exprime uma condição provável

| IF | Present | Future or Imperative |
|----|----------------------------------|---------------------------|
| IF | you go to the exhibition, | you will enjoy it. |
| IF | you go to the exhibition, | advise me. |

◆ Tipo 2 – Exprime uma condição improvável

| IF | Past | Conditional |
|----|------------------------------------|----------------------------|
| IF | you went to the exhibition, | you would enjoy it. |

◆ Tipo 3 – Exprime uma condição impossível

| IF | Past Perfect | Perfect Conditional |
|----|--|-----------------------------------|
| IF | you had gone to the exhibition, | You would have enjoyed it. |

Change the following sentences accordingly:

1) Type 1 – If you work hard, you will pass the test.

a) Type 2 – If you _____

b) Type 3 – If you _____

2) Type 1 – If you open the door, you will get a surprise.

a) Type 2 – If you _____

b) Type 3 – If you _____

3) Type 1 – If you tell me the answer, I will give you a prize.

a) Type 2 – If you _____

b) Type 3 – If you _____

4) Type 1 – If he goes to the meeting, I will see him.

a) Type 2 – If he _____

b) Type 3 – If he _____

5) Type 1 – If you see her, you will recognize her.

a) Type 2 – If you _____

b) Type 3 – If you _____

6) Type 1 – If you don't put on your coat, you will catch a cold.

a) Type 2 – If you _____

b) Type 3 – If you _____

IF CLAUSES TYPE 1

If + Present + Future

Supply the correct tense of the verb in brackets:

- 1) If you _____ (not explain), I won't understand.
- 2) If he _____ (pass) his exam, he'll go on to the university.
- 3) If I am fired, I _____ (not protest).
- 4) Drive carefully if you _____ (take) the new car.
- 5) If people don't invest, the unemployment rate _____ (increase).
- 6) Please don't disturb him if he _____ (be) busy.

TYPE 2

If + Past Simple + Conditional

NOTA: A forma do conjuntivo do verbo *ser* (fosse) é **WERE** em todas as pessoas: **If I were, if you were, if he were**, etc.

Esta forma é usada em Inglês nas frases condicionais.

Na linguagem falada, porém, pode usar-se a forma do conjuntivo **were** ou a forma do indicativo **was**. Contudo, a expressão **IF I WERE YOU** mantém-se mesmo na linguagem falada.

EX: If my father **were (was)** alive, he would react violently.
If **I were you**, I would act differently.

Supply the correct tense of the verb in brackets:

- 1) If he listened more carefully, he _____ (not make) so many mistakes.
- 2) Do you think we would speak better if we _____ (go) to England?
- 3) If you explained your problem to the manager, he _____ (be able) to help you.
- 4) Perhaps he _____ (take) a different view, if you spoke to him yourself.
- 5) If you _____ (not change) your job, you wouldn't get such a good situation.
- 6) I'm sure he would take the job on if they _____ (agree) to pay him a bit more.

TYPE 3

If + Past Perfect + Perfect Conditional

Supply the correct tense of the verb in brackets:

1. If I had been in your position, I _____ (act) differently.
2. If you had changed your mind, you _____ (save) a lot of trouble.
3. If you had told me about it earlier, I _____ (be able) to help you.
4. If you _____ (come) with us, we would have been more careful.
5. You _____ (not make) such a mistake if you had been pleased.
6. It would have been better if they _____ (not come).

IF CLAUSES

MISCELLANEOUS

Insert the adequate tense of the verb (the *passive form* is sometimes needed).

1. If all the executives resigned, the management _____ (face) an insoluble problem.
2. If they _____ (not receive) any benefits, the exhibition won't reopen.
3. If she is innocent, she _____ (absolve).
4. If _____ (there to be) no losses, the 1990 grain harvest would reach a record.
5. If they don't work hard, they _____ (not gather) the crops before they rot.
6. They _____ (be able) to treat almost all the diseases, if they managed to alter the instructions hidden in our cells.
7. If the summer is too hot and too long, the water supplies _____ (get) insufficient.
8. If they had been taught on questions of ecology, they _____ (not make) such big mistakes.
9. If they _____ (make) real improvements in aerodynamics and motor technology, a nonsolar electric car will soon be readied for mass production.

FORMATION OF COMPARATIVES AND SUPERLATIVES

ADJECTIVES

- Comparative adjectives with one syllable are normally formed by adding *-er* to the adjective.
- In one syllable words ending with one consonant, the final consonant is doubled.
- Words ending in consonant + *-y* change *-y* to *-i*.
- Superlative adjectives are normally formed by adding *-est* to the adjective:

Long – longer big – bigger dry – drier

Long – longest big – biggest dry – driest

- Comparative adjectives with two or more syllables are normally formed with *more*.
- Superlative adjectives with two or more syllables are normally formed with *most*. There are some exceptions.

modern – more modern interesting – more interesting

modern – most modern interesting – most interesting

- Some adjectives with two syllables can form in either way.

Common commoner/commonest more/most common

Others include: *quiet, tired* and words ending with *-ow, -le* and *-er*.

• ADVERBS

- Comparative adverbs are normally formed with *more*.
- Superlative adverbs are normally formed with *most*.

Can you work more quickly?

The film ended most happily.

IRREGULAR FORMS

ADJECTIVES

- Irregular comparatives and superlatives:

good

better

best

bad

worse

worst

far

farther/further

farthest/furthest

little

less

least

much/many

more

most

- When we describe family members we can use:

old

elder

eldest

This is my elder brother. Jane is their eldest daughter.

ADVERBS

• many commonly used **adverbs** have **comparative and superlative forms in *-er* and *-est***. These include: *early, far, fast, hard, late*. In informal speech *loud, quick, slow* are also formed in this way.

*Could you drive **more slowly**, please?*

*Could you drive **slower**, please?*

MEANING OF COMPARATIVES AND SUPERLATIVES

- **Comparatives are used to compare two separate things.**
- **Superlatives compare one thing in a group with all the other things in that group.**

Comparative *Mary is a **better player** than Monica.*

Superlative *Sarah is **the best player** in the team.*

• Note that **the** comes before a superlative if a noun follows.

Superlatives can be used without nouns. **The** is still used.

*Sarah is **the greatest!***

Making comparisons

• **Than** is used with comparatives.

*Mary is **better than** Monica.*

*Mary is a **better player than** Monica.*

- Note that when we compare actions, we use an auxiliary instead of repeating the verb.

*Mary plays **better than** Monica **does**.*

*You've done more work than **I have**.*

• **We can also say:**

*Mary plays **better than** Monica.*

*You've done more work **than** me.*

• **Just as ... as** is used when the things compared are equal.

*Mary is **just as good as** Cathy.*

*Mary is **just as good a player as** Cathy.*

• **Not as ... as** is used when we compare things negatively.

*Cathy is **not as good as** Mary.*

*Cathy is **not as good a player as** Mary.*

• **More** and **less than** is used for longer adjectives.

*This game is **more interesting** than the last one.*

*I think this game is **less interesting** than that one.*

INTENSIFIERS

• **When we make comparisons the adjective is often strengthened with an intensifier.**

*This house is **much/a lot/far bigger** than that one.*

• **We can also use intensifiers with *more/less*.**

*The Italian Film was **much more interesting** than this one.*

*That film was **far less frightening** than this one.*

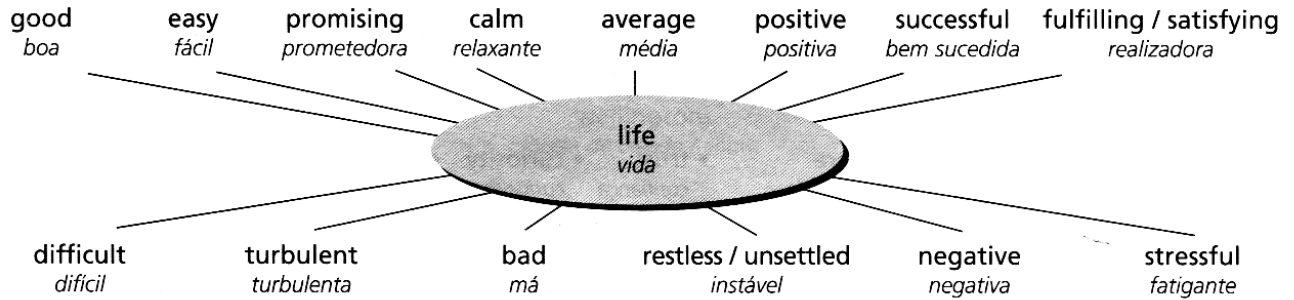
Insert the comparative or superlative of the adjectives in brackets.

1. Boys are generally not _____ (*brave*) girls when they are ill.
2. Girls are said to be _____ (*sensitive*) than boys, but things are changing.
3. Babies should be _____ (*protected*) by society because they cannot defend themselves.
4. The _____ (*good*) students of European schools will go to Brussels in June.
5. I think Jim is _____ (*bright*) than Lucy and George but some people think Lucy is the _____ (*bright*) of the three.
6. In my opinion Snoopy is the _____ (*cute*) character ever invented. My brother says Calvin is much _____ (*witty*) though.
7. I'm the _____ (*bad*) student at Maths, but I'm studying hard to get _____ (*good*).
8. Johnny is _____ (*confident*) now than when he first came.

1. Write sentences describing the American and the English people. Use as many adjectives as you can. If you want, you can compare them with people from other nationalities.

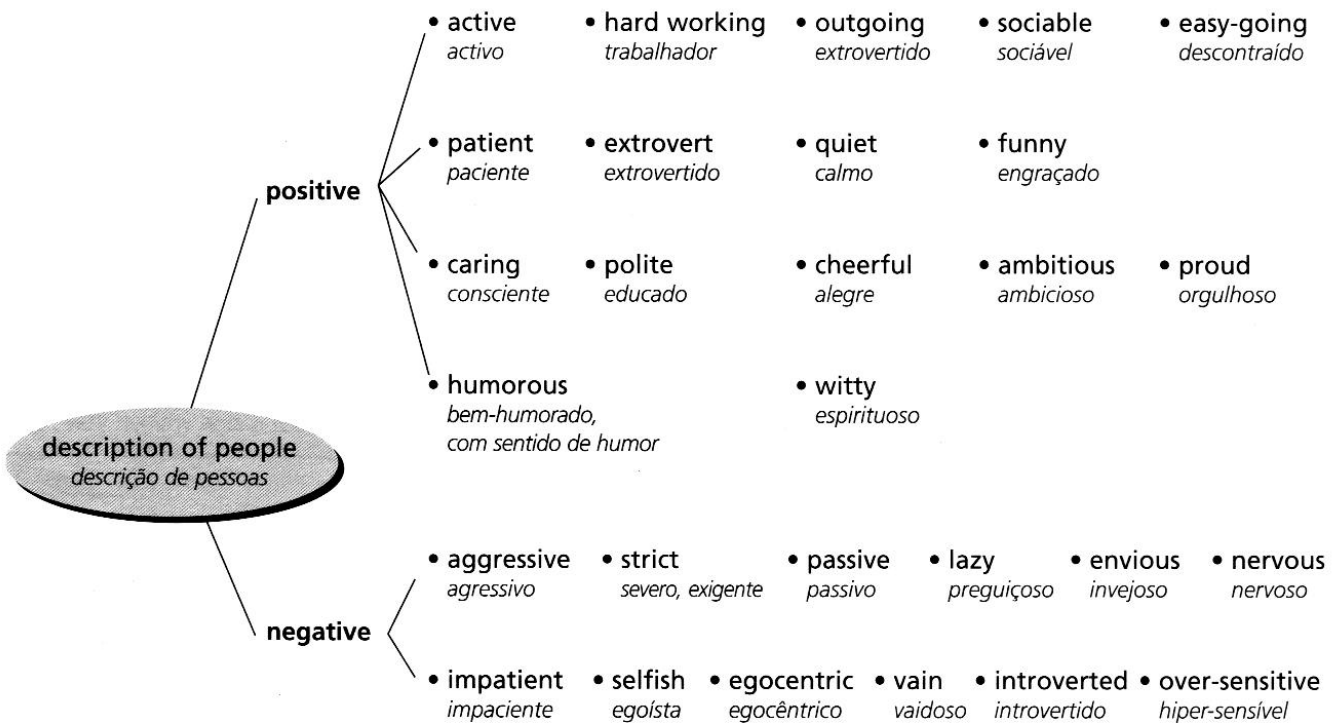
- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____
- h) _____
- i) _____
- j) _____
- k) _____
- l) _____
- m) _____
- n) _____

Vocabulary



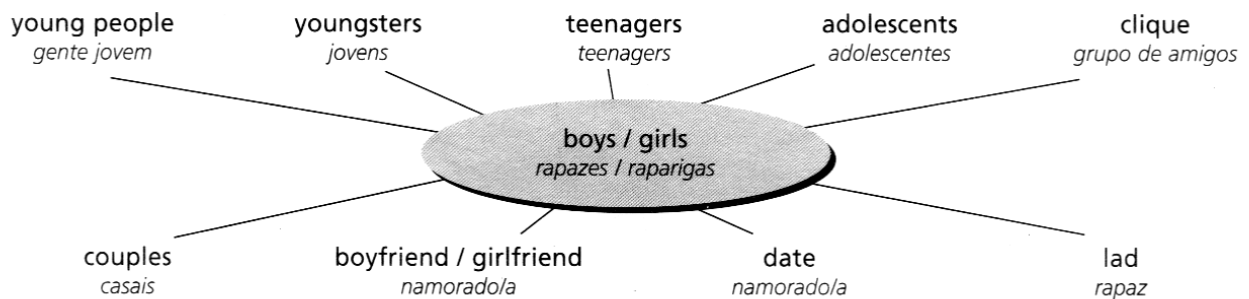
EXAMPLES

Having a **good** or a **bad life** depends on many things like health, money, friendship, etc. Most lives are **promising**, but not everyone is **successful**. Nowadays people lead very **stressful** and **difficult** lives instead of **relaxing** and **peaceful** ones.



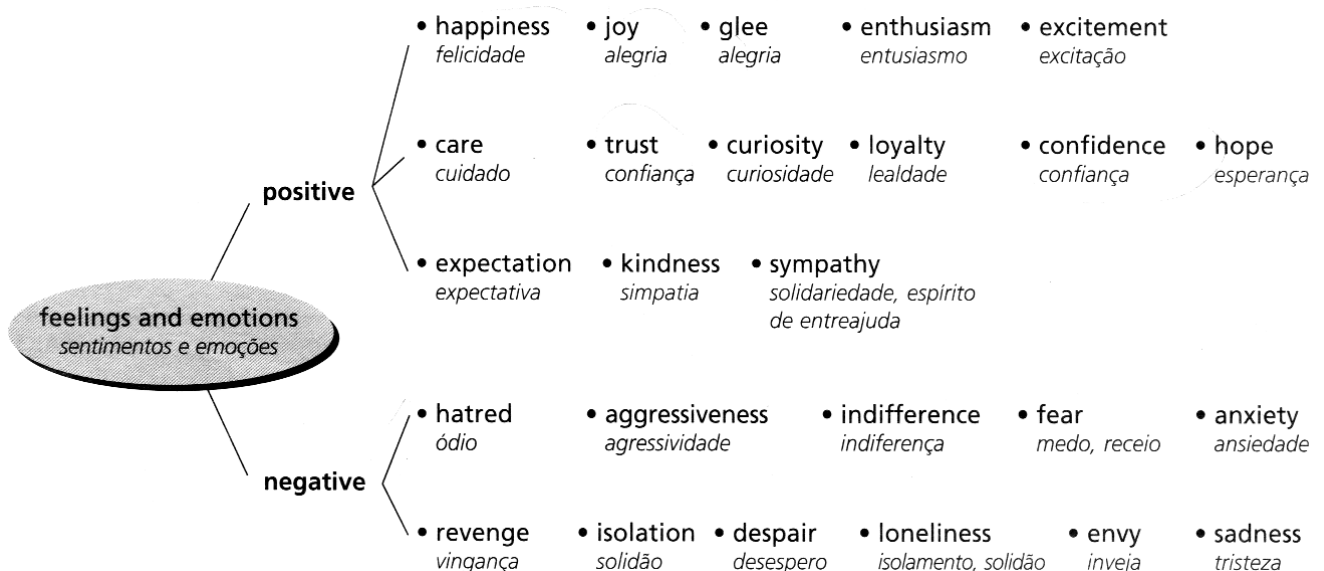
EXAMPLES

Mary is rather **serious-minded** and **hard working** but she also tries to relax. Her husband is **witty** sometimes, but it all depends on the occasion. Their son is so **cheerful** that he makes everyone feel happy. By contrast, their daughter Ann is **introverted** and **over-sensitive**.



EXAMPLES

Young people enjoy a lot of freedom nowadays. They can go out with their **boy / girlfriends**. Some of them have **dates** very early in life. Most of these relationships do not last long. **Adolescents** love trying out new experiences and meeting other **youngsters** of the same age.



Expressing opinions, feelings and desires / Arguing / agreeing and disagreeing

In my opinion . . .
 I think/feel/believe that . . .
 So do I / Neither do I
 What do you think/feel about . . .?
 Do you think/feel/believe that . . .?
 How do you feel about . . .?
 What do you feel about . . .? Common verbs used to express feelings - enjoy, bore/excite, depress, disappoints, frighten, frustrate, irritate, puzzle, shock, worry,
 I think it's verb + ing
 It verb(simple present) me/him/her.
 Common adjectives used to express feelings
 It makes me (adjective)
 I agree / I disagree
 I'm worried about . . .
 I'm concerned about . . .
 I'm not sure about . . .

Connectives and link words (because, therefore, thus, although...)
 I think/don't think so
 Right! Yes, but...
 My point is...
 You have a point there, but...
 Don't you think...?
 That's true.
 I'm afraid I disagree / I agree completely
 Let me explain...

WORD FORMATION

■ WORD FORMATION: SUFFIXES

Um sufixo (*suffix*) é uma letra ou grupo de letras que se juntam à terminação de uma palavra para a modificar.

Por vezes a terminação da palavra sofre uma pequena modificação, o sufixo nunca.

Em inglês, palavras monossilábicas que terminam numa consoante por vezes dobram a consoante (*rob + b + er*). As palavras dissilábicas terminadas em consoante dobram a consoante, se a acentuação for na 2.ª sílaba (*begin(n) + ing*). Em certos casos cai uma vogal (*educat(e)ion*).

Os **sufixos** são geralmente usados para formar **substantivos**, **adjectivos** ou **advérbios**.

1. Sufixos mais usados para formar **substantivos**:

| | | |
|---------|----------|-----------|
| • -age | • -hood | • -ment |
| • -ance | • -(i)an | • -ness |
| • -ar | • -ice | • -ocracy |
| • -dom | • -ing | • -or |
| • -ee | • -ism | • -re |
| • -ence | • -ist | • -ship |
| • -er | • -ity | • -ster |
| • -ese | • -let | • -tion |
| • -ful | • -ly | • -ure |

EXAMPLES

| | | | |
|------------|------------|------------|---------------|
| • teacher | • fairness | • pressure | • usage |
| • hardship | • racism | • avarice | • composition |

2. Sufixos mais usados para formar **adjectivos**:

| | | |
|---------|----------|---------|
| • -able | • -esque | • -like |
| • -al | • -ful | • -ly |
| • -ary | • -ic | • -ory |
| • -ed | • -ish | • -ous |
| • -en | • -ive | • -some |
| • -ery | • -less | • -y |

EXAMPLES

| | | |
|---------------|------------|-------------|
| • sensational | • scenic | • selfish |
| • literary | • faithful | • luxurious |

3. Sufixos mais usados para formar **verbos**:

| | |
|--------|--------|
| • -ude | • -ise |
| • -ure | • -yse |

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