

NEW **iLearn**
E N G L I S H

2

Student's Book

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New iLearn App and Site access code:
NewiLearn2@student

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Illustrations

Istock: 11, 14, 15, 16, 17, 24, 27, 31, 34, 35, 40, 54, 56, 68, 69, 70, 74, 75, 86, 90, 92, 93, 100, 104, 111, 114, 116, 117, 127, 128, 129, 130, 162, 173, 175, 178. **Shutterstock:** 14, 15, 21, 23, 25, 30, 35, 125, 127, 130, 136, 154, 155.

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Dados Internacionais de Catalogação na Publicação (CIP) (Câmara Brasileira do Livro, SP, Brasil)

New iLearn English 2 Student's Book / Gisele Aga...
[et al.]. -- 2. ed. -- São Paulo : Pearson Education do Brasil, 2018.

Outros autores: Patricia McKay Aronis, Renata Chimim, Tatiana Martin.
Acompanhado de CD
ISBN 978-85-430-2434-9 (Inglês)

1. Inglês (Ensino fundamental) I. Aga, Gisele.
II. Aronis, Patricia McKay. III. Chimim, Renata.
IV. Martin, Tatiana.

18-13958

CDD-372.652

Índices para catálogo sistemático:

1. Inglês : Ensino fundamental 372.652

ISBN 978-85-430-2434-9 (Student's Book)

ISBN 978-85-430-2435-6 (Teacher's Book)

ISBN 978-85-430-2437-0 (Reader)

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Presentation

Student's Book

The *New iLearn English* uses the PPP learning methodology. In the **Presentation** stage new structures are presented, in the **Practice** stage students will practice the new structures by means of controlled activities and with more interference from the teacher, so that during the **Production** stage they can use these structures for more spontaneous communication.

Opening Pages

Every unit starts with two Opening Pages containing:

In this unit you will
Main objectives for the unit.

» IN THIS UNIT YOU WILL

- learn to use the Simple Present with *he, she, and it*
- ask and answer *yes/no* questions in the Simple Present
- compare your routine with other people's
- talk about movies and TV shows

Start up
Warm-up activity for content contextualization.

START UP
Let's plug in! What's your perfect day?

P **LOADING**
Section for the **Presentation Stage**

LOADING

1 Read and listen to the dialogues below.

What are you doing, Alex?
I'm checking the cables.
Come on, Alex! I need your help. I can't finish my history homework.
Why don't you just google it?

P **UPLOADING**
Section for the **Practice Stage**

UPLOADING

3 Use the letters from Activity 2 to classify the games below.

MADDEN 25
MARIO KART
ZELDA

P **DOWNLOADING**
Section for the **Production Stage**

DOWNLOADING

4 Put the dialogues in the correct order.

Your turn!
Practice the dialogues with a partner.

1 Rachel, do you like video games?
 Yes, I do. I love video games!
 I like some of them, but SimCity is my favorite.
 You're kidding! That's my favorite video game, too.
 Let's play it together then.
 What is your favorite video game?

1 Chloe, do you like video games?
 Why not?
 No, I don't.

Your turn!
Personalized oral practice of the structures presented.

iSkills

iRead

1 Go Do It is a cell phone app that gives suggestions about things to do in a city. Listen and read the suggestions.

iSkills

Integrated work focused on the four skills: listening, speaking, reading, and writing.

English for • Culture

1 Read the infographic and complete the sentences.

Chinese New Year Celebration

Chinese New Year is celebrated for sixteen days (from New Year's Eve to the Lantern Festival). The preparations start seven days before New Year's Eve. Many activities for this period are traditional customs, but some are quite new. [...]

English for

Cross-curricular themes and vocabulary expansion.

rePlay

1 What time is it?

START

How to play:

1. Work with a classmate. You will need a die and two counters.
2. Place your counter on the "START" position.
3. ...
4. ...
5. ...

rePlay

Revision of grammatical and lexical structures in a fun way.

Self-Assessment

What your score means...

- 8-10 Congratulations! You can understand and use the language.
- 5-7 Good job! How about looking back over pages 28 to 37? questions again.
- 0-4 Oops... I'm sure you can do better! Let's try again! Go back and answer the questions. Ask your teacher for help.

Self-Assessment

Exercise with the main structures seen in the unit and feedback on performance (score).

Rewind 1 Units 1 - 2

1 Match the questions with the answers.

- When is your birthday, Juliana?
- Isn't your birthday on May 21'?
- Would you like to come to my birthday party next Friday?
- What would you like to do tonight?
- What time is the wake-up call?
- Can I use your tablet, Mom?

Answers:

- Sure. I'd love to!
- I'd like to watch that new movie on Channel 501.
- Not now, dear. It's time to go to bed.

2 Complete the dialogues below. Use

Rewind

Revision of grammatical and lexical structures every two units.

1 Read the recipe for mac and cheese, a classic American dish.

Ingredients

- 1 (8-oz) box macaroni
- 1 cup of shredded cheese
- ¼ cup butter
- ¼ cup flour
- ½ teaspoon salt
- 2 cups milk
- Ground black pepper (to taste)

Directions

Reading Hub

Extra reading activities with revision of grammatical and lexical structures in a fun way.

Workbook

Workbook When is your birthday? unit 1

WOULD LIKE vs. LIKE

A: Would you like to see my new video?
B: Yes, I would!

PERMISSION

A: Can I help, Dad?
B: Yes, sure!

Grammar Reference

Self-study guide for each unit.

iCan

Check (✓) the box that best describes your performance in this unit.

- I can talk about dates and times. Yes, I can. Not sure.
- I can talk about things I like/don't like.
- I can talk about things I would/wouldn't like to do.
- I can use can and can't to ask and give permission.

iCan

Self-assessment of performance in the unit.

Digital Components

App - Activities for extended practice with gamified components.

Website - Exclusive teacher and student areas for extra resources, including tests, audio, Animated Readers, and Active Teach.



Welcome Unit





» IN THIS UNIT YOU WILL

- use the verb *to be*
- talk about positive and negative characteristics
- use the Present Continuous to talk about ongoing activities
- talk about actions



START UP

Let's plug in! Which activities do you prefer? Why?



1 Some iLearn Middle School students are giving their opinion about the *Hunger Games* trilogy. Read what they are saying.



Study this

Affirmative



I am = I'm
It is = It's
They are = They're

Negative

I am not = I'm not
It is not = It isn't
They are not = They aren't

UPLOADING

2 Work in pairs and read the chart. Then write these characteristics in the correct columns: *excellent, horrible, fantastic, terrible, awesome, cool, boring, silly*. Can you think of any others to complete the chart?

Positive characteristics 	Negative characteristics 
great	awful
fun	bad

3 Unscramble the words to find more opinions about books.

a. books / great / Ziraldo's / are / !

b. is / but / excellent / "Me before You" / an / silly / Jojo Moyes / is / author, / .

c. an / book / is / "Around the World in Eighty Days" / awesome / !

DOWNLOADING

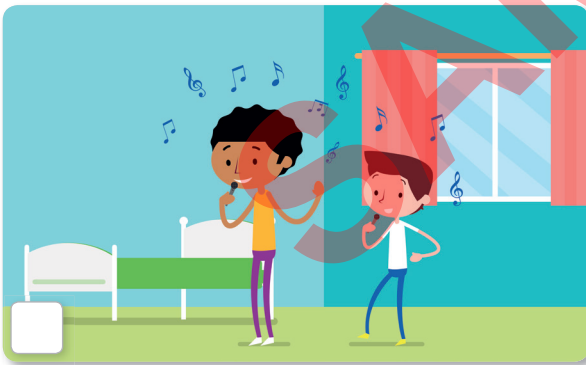
4 Write your opinion about 2 or 3 books. Use some of the adjectives from Activity 2.

 **Your turn!**

Now share your opinions with a partner. Follow the example.

I like Julio Verne's books, *Around the World in Eighty Days* is awesome!

1 Listen and order the pictures a-e.



2 Now listen again and complete the sentences.



- a. My sister drama class at school now.
- b. Can you hear that? My brothers in their bedroom.
- c. Alejandro can play some musical instruments. He the piano in the living room.
- d. In this picture, my mom and dad dinner in a Chinese restaurant.
- e. Maya can't come. She for a test.

UPLOADING

3 Match the verbs with their complements.

a. to make

c. to set

e. to listen to

b. to brush

d. to watch

f. to surf

music

a cake

the Internet

the table

TV

her teeth

DOWNLOADING

4 Use the combinations from Activity 3 and write complete sentences. Follow the example. Then match the sentences with the pictures.

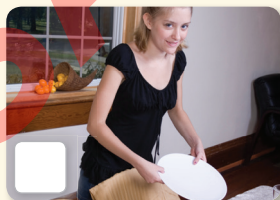
a. My brother

b. Mel

c. I

d. My friends

e. Jessica and I



5 Look at Activity 4 and answer the questions. Follow the example.

a. Is your brother making soup?

b. Is Mel brushing her hair?

c. Are you setting the table?

d. Are your friends watching TV?

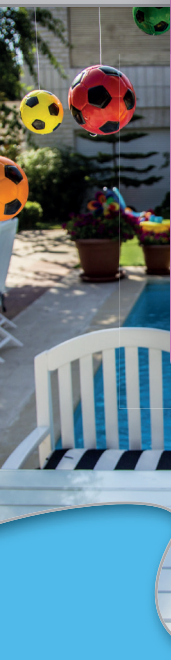
e. Are you and Jessica listening to a podcast?



unit

1

When is your birthday?



» IN THIS UNIT YOU WILL

- talk about birthdays and dates
- ask and tell the time
- talk about things you want using *would like*
- talk about permissions using *can*
- learn about prepositions of time *in*, *on*, and *at*



START UP

Let's plug in! What do all of the pictures have in common?



1 Carla and Michelle are talking about their birthdays. Listen and read.

Carla: When's your birthday, Michelle?
Michelle: It's on June 3rd.
Carla: Really? My sister's birthday is in June, too.
Michelle: When's her birthday?
Carla: It's on June 13th.
Michelle: And when's your birthday?
Carla: It's on December 25th.
Michelle: At Christmas? That's so cool!
Carla: Yeah, I love it!



2 Read the dialogue again and complete the sentences.

- a. Michelle's birthday is on
- b. Carla's sister's birthday is on
- c. Carla's birthday is on
- d. Carla's birthday is at



Grammar feed

Prepositions of Time

Carla's sister's birthday is **in** June.
 Carla was born **in** 2005.
 ↓
 in + month or year

Carla's birthday is **on** December 25th.
 ↓
 on + month + day

Carla's birthday is **at** Christmas.
 ↓
 at + holiday

3 Listen and repeat the dialogue.



4 Circle the month of your birthday. Then listen and repeat.

- January April July October
- February May August November
- March June September December



Study this

In English, the months of the year are all capitalized: June.

5 Look at the calendar. Circle the day of your birthday. Then listen and repeat.



Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 st first	2 nd second
3 rd third	4 th fourth	5 th fifth	6 th sixth	7 th seventh	8 th eighth	9 th ninth
10 th tenth	11 th eleventh	12 th twelfth	13 th thirteenth	14 th fourteenth	15 th fifteenth	16 th sixteenth
17 th seventeenth	18 th eighteenth	19 th nineteenth	20 th twentieth	21 st twenty-first	22 nd twenty-second	23 rd twenty-third
24 th twenty-fourth	25 th twenty-fifth	26 th twenty-sixth	27 th twenty-seventh	28 th twenty-eighth	29 th twenty-ninth	30 th thirtieth
31 st thirty-first						

UPLOADING

6 Listen to the dialogues and check (✓) the people's birthdays.



- a. July 1st July 11th
- b. November 5th November 15th
- c. May 17th May 7th
- d. September 3rd September 30th

7 Complete the sentences with *in* or *on*.



a. Valentine's Day is celebrated February 14th in many countries.



c. The Star Festival is a Japanese festival. It starts July 7th.



b. Thanksgiving is celebrated November in the United States.



d. Father's Day is celebrated in September Australia.

DOWNLOADING

8 Work in groups of three. Ask your classmates about their birthdays. Complete the chart.

A: When's your birthday?

B: It's on (month) (day).

Name	Month	Day
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>



1 Read and listen to the dialogues. What's happening in each situation?



2 Circle T (true) or F (false).

a. Mark can't play basketball today.

T F

b. Carlos needs to study for a math exam.

T F

c. Jessica is throwing a party next Friday.

T F

UPLOADING

3 Read the dialogues. Write (1) next to the dialogue that is about what you like in general, and (2) next to the dialogue that is about what you want to do today.

a.

A: What would you like to do tonight?

B: I'd like to go to the movies.

A: Great! Let's go and get the tickets then.

b.

A: What do you like doing in your free time?

B: I like going to the movies.

A: Cool! Let's go to the movies together some time.



Grammar feed

Like vs. Would like

I **like** going to the movies.

I'd **like** to go to the movies tonight.

4 Listen to the dialogues. What would the girls like to do for their birthdays? Complete the chart.

10

a. ...would like to go to a hamburger place with friends.

b. ...would like her friend to come to a birthday party.

c. ...would like to go dancing.

5 Listen to the dialogues again and complete the sentences. Use *would* or *wouldn't*.

11

a. Marie like to go to a hamburger place with Anne.

b. Brian like to go to Rosanna's birthday party.

c. Roberta like to go to a disco with Jade.

6 Why wouldn't Roberta like to go to a disco with Jade? Complete the answer.

She wouldn't like to go to a disco because .

DOWNLOADING

7 Work with a classmate. Make invitations. Then switch roles.

A: Would you like to ?

B: Yes, .

Sorry, I can't. .

1 Look at the schedule for iLearn Camp and match the activities with the pictures.

iLearn Camp








Camp Hours

1. wake-up call	7:15 a.m.
2. breakfast	7:45 a.m.
3. morning snack	10:30 a.m.
4. lunch	12:30 p.m.
5. dinner	6:30 p.m.
6. bedtime call	10:00 p.m.

2 Look at the clock. Then listen and say the times.



A: What time is it?
B: It's...



- | | | |
|---------------------|-------------------------|------------------------|
| (9:00) nine o'clock | (9:20) nine twenty | (9:40) nine forty |
| (9:05) nine oh five | (9:25) nine twenty-five | (9:45) nine forty-five |
| (9:10) nine ten | (9:30) nine thirty | (9:50) nine fifty |
| (9:15) nine fifteen | (9:35) nine thirty-five | (9:55) nine fifty-five |



Study this

It's nine fifteen. = It's a quarter after nine.
 It's nine thirty.
 It's nine forty-five. = It's a quarter to ten.
A: What time is it?
B: It's 9:15.
A: What time is the wake-up call?
B: It's at 7:15.

**LEARNING
STRATEGY**

UPLOADING

3 Match the times to the clocks.



- a. It's nine o'clock.
- b. It's nine oh five.
- c. It's nine fifteen.
- d. It's nine twenty.
- e. It's nine thirty.
- f. It's nine forty-five.
- g. It's nine fifty.
- h. It's nine fifty-five.



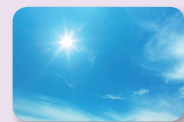
Study this

It's twelve o'clock.

It's 12 a.m. = It's midnight.



It's 12 p.m. = It's midday/noon.



4 Write the times.

a.



It's seven fifteen.

c.



b.



d.



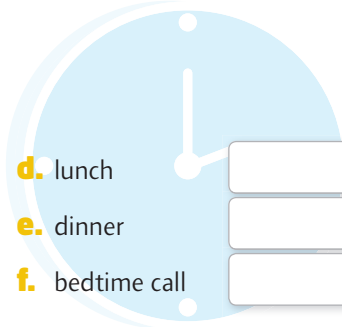
DOWNLOADING

5 Complete the schedule with the times of the activities at your camp.

MY CAMP Camp Schedule

- a. wake-up call
- b. breakfast
- c. morning snack

- d. lunch
- e. dinner
- f. bedtime call



Your turn!

Now work with a classmate.
Ask and answer questions
about the camp schedule.

A: What time is wake-up call?

B: It's at .

1 Read and listen to the dialogues. Then circle true (T) or false (F).

13



- a. The girl would like to use the tablet. T F
- b. The girl is using the tablet now. T F
- c. The girl can't use the tablet because it is time to go to bed. T F
- d. The student would like to open the window. T F
- e. The teacher gives the student permission to open the window. T F



Grammar feed

Permission: Can

A: I'm hungry! **Can** I eat something?

B: Yes, sure.

A: **Can** we sit here?

B: I'm sorry, but the seats are taken.

2 Unscramble the words and make questions. Then match the sentences to the pictures.

- a. please? / your / use / I / Can / phone charger,
- b. borrow / tonight, / car / your / Can / I / Dad?
- c. come in? / I / Can



3 What do these signs tell you? Write sentences with the words and expressions from the box.

to feed the animals to drive to ride bikes (2x) to take photos to use cell phones

a.



You can't feed the animals.

d.



b.



e.



c.

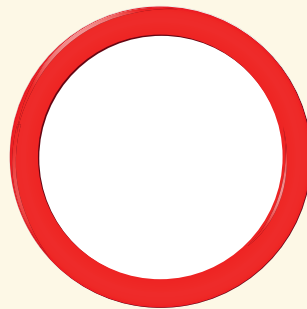
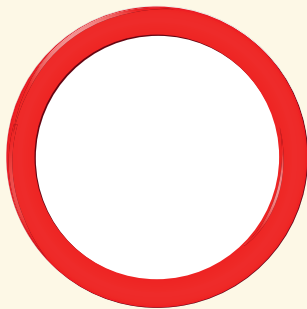


f.



DOWNLOADING

4 Create two signs.



Your turn!

Work with a classmate. Exchange books and guess his/her signs. Write sentences.



iListen

1 Marina is asking her friends about their birthdays. Listen to the dialogues and write the dates.

14

a.



Luciana

b.



Melissa

c.



Will

d.



André



iRead

2 Read the text below. What kind of text is it? What kind of information can you find in it?

Rapid River Middle School Camp

DAY 1

Wake-up call
8:00 a.m.

Breakfast
9:00 a.m.

Swimming
10:00 a.m.

Free morning activity
11:00 a.m.

Lunch
1:00 p.m.

Track and field
3:00 p.m.

Free afternoon activity
4:30 p.m.

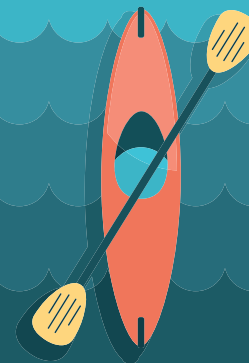
Snack
5:30 p.m.

Shower
6:00 p.m.

Dinner
7:30 p.m.

Scavenger hunt
8:30 p.m.

Bedtime call
10:30 p.m.



iWrite

3 Create a schedule for Day 2 at Rapid River Middle School Camp.

see word
pop-up
page 148

Rapid River Middle School Camp

DAY 2



READING STRATEGY

1 Read the infographic and complete the sentences.

Chinese New Year Celebration

Chinese New Year is celebrated for sixteen days (from New Year's Eve to the Lantern Festival). The preparations start seven days before New Year's Eve. Many activities for this period are traditional customs, but some are quite new.

Preceding Days (23rd-29th of the 12th lunar month)



Cleaning the house



New Year shopping



Putting up spring couplets



Enjoying a family dinner

New Year's Eve (30th of the 12th lunar month)

Chinese New Year's Day

Day 2 to Day 7



Giving red envelopes (lucky money) to kids



Staying up late



Setting off firecrackers and fireworks



Offering sacrifices to ancestors



Visiting friends and relatives

Day 8

Day 15 (Lantern Festival – Chinese New Year period ends)



Most people go back to work



Lighting and watching lanterns



Eating sweet dumplings



More fireworks

Adapted from: www.chinahighlights.com/travelguide/festivals/chinese-new-year-celebration.htm. Accessed on June 11, 2017.

see word pop-up page 148

- The Chinese New Year celebrations last days.
- The celebrations start on and finish on the Lantern Festival.
- The preparations start days before New Year's Eve.
- On Chinese New Year's Day, people set off firecrackers and .
- From Day 2 to Day 7, people visit and .
- On Day 8, most people go back to .

i think

project



1 What time is it?

How to play:

1. Work with a classmate. You will need a die and two counters.
2. Place your counters on the "START" position.
3. Take turns rolling the die and moving around the board.
4. Follow the instructions in the spaces. If you make a mistake, go back to "START".
5. The first player to reach the "END" position is the winner!

2 Match the holidays to the months they are celebrated.

- Christmas
- Halloween
- Labor Day
- Valentine's Day

- December
- May
- June
- October

Self-Assessment

Circle the correct option to complete the sentences.

- 1. Michelle's birthday is **in/on** June 3rd.
- 2. Carla's sister's birthday is **in/on** June, too.
- 3. Would you like **to play/playing** basketball?
- 4. I'd **like/like** to try that new app.
- 5. **Would you like/Do you like** to go to a hamburger place on Friday?
- 6. The bedtime call is **at ten o'clock/ten o'clock**.

- 7. **A:** What time is it?
B: It's **eight thirty/a quarter to eight**.



- 8. **A:** What time is it?
B: It's **a quarter to three/a quarter after three**.



- 9. You can't **take photos/use cell phones** here.



- 10. Can I **come in/use my phone**?



What your score means...



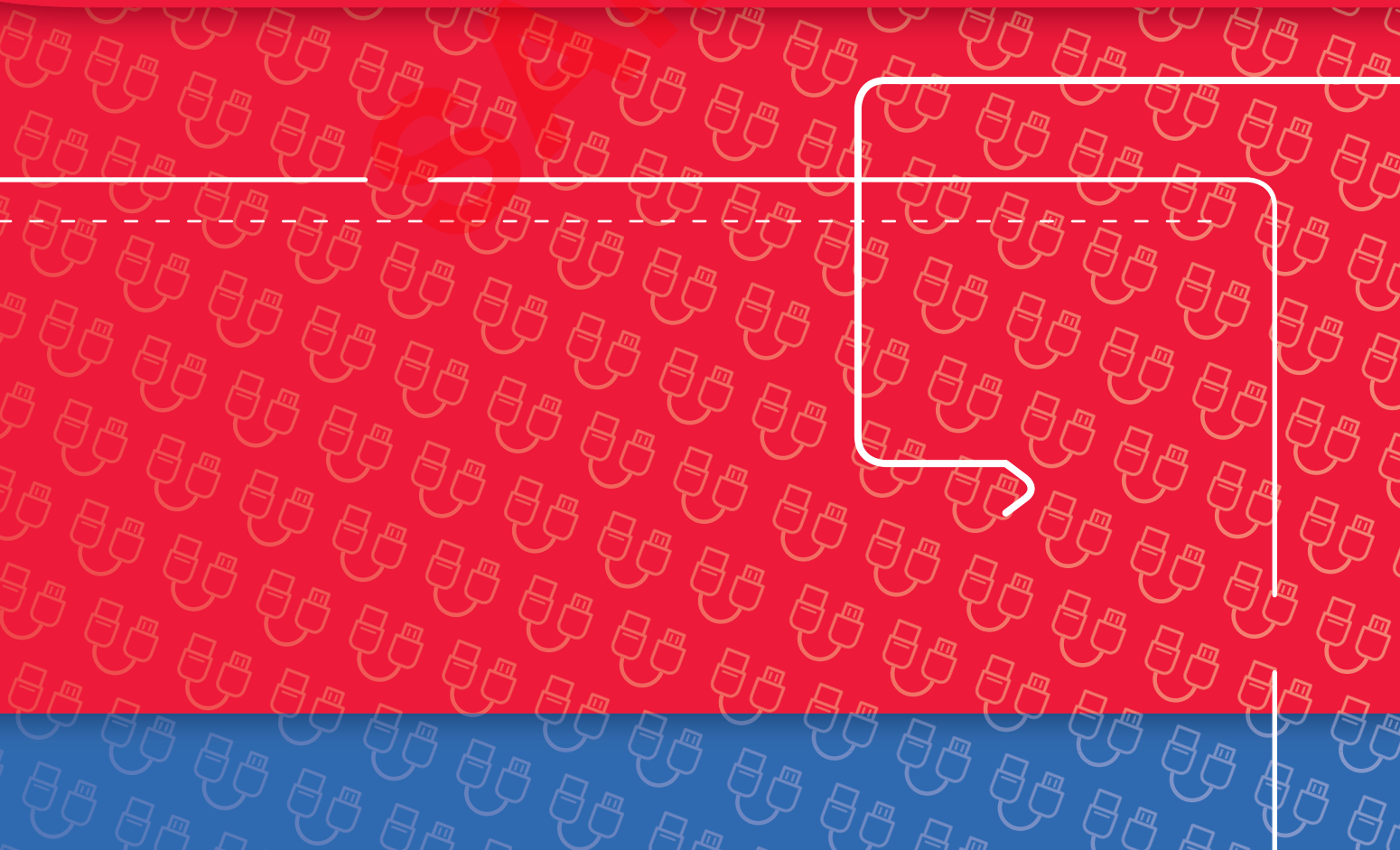
- 8-10 Congratulations! You can understand and use the language learned in this unit.
- 5-7 Good job! How about looking back over pages 14 to 23? Then answer the questions again.
- 0-4 Oops... I'm sure you can do better! Let's try again! Go back to pages 14 to 23 and answer the questions. Ask your teacher for help.

Write your app score here:





READING HUB





Read the birthday invitation below. Then write a new message. Rewrite the part in italics.

ROCK STAR

DAVID BROWN IS TURNING 16!

You are invited to a **Rock 'N' Roll Party.**

Drop in to dance and celebrate his sixteenth birthday!

16

David's Birthday

🕒 July 15 📍 307 Pine St.

- 1** Read an extract from the book *The Prince and the Pauper*. What are the names of the babies?



Chapter 1 Two Babies

One fall day in 1537, somewhere in the city of London, a boy was born. His family's name was Canty. They were poor and they did not want him.

On the same day, another boy was born. His family's name was Tudor. They were rich and they wanted him.

The first baby's name was Tom – Tom Canty. Only Tom's mother and sisters talked about him. To them, he was a fine boy.

The second baby's name was Edward – Edward Tudor, Prince of Wales. Everybody talked about Edward. They went out into the streets. They danced and sang. The king had a son!

Adapted from: TWAIN, Mark. The Prince and the Pauper. London: Pearson, 2008.

- 2** What do you understand from chapter 1? Share your ideas with the whole group.

- 3** In small groups, read chapter 1 again and discuss what the story is about. Write down your ideas and present them to the group.



SAMPLE

SAMPLE

WORKBOOK

PRESENT CONTINUOUS



A: Is Joey's mother **eating** soup?
B: No, she **isn't**. She's **eating** sushi.



A: What **are** Anya and her family **doing**?
B: They're **having** lunch.



Kevin **is surfing** now.

Affirmative

Singular

I am	
You are	+ verb -ing
He/She/It is	

Plural

We/You/They are	+ verb -ing
-----------------	--------------------

Negative

Singular

I'm not	
You aren't	+ verb -ing
He/She/It isn't	

Plural

We/You/They aren't	+ verb -ing
--------------------	--------------------

Interrogative

(What) Am I	
(What) Is he/she/It	+ verb -ing ?
(What) Are we/you/they	

Usamos o **Present Continuous** para expressar ações que estão em progresso no presente.

Formar esse tempo verbal é muito fácil: basta usar o verbo **to be** conjugado no presente e o verbo principal seguido de **-ing**.

Lembre-se:

- em verbos terminados em **e**, tiramos o **e** e adicionamos **-ing**;
dance - dancing, have - having
- em verbos terminados em consoante + vogal + consoante, dobramos a última letra;
stop - stopping, swim - swimming
- a verbos terminados em vogal + **y**, adicionamos **-ing**.
enjoy - enjoying, play - playing
- para verbos terminados em consoante + **y**, mantemos o **y** e adicionamos **-ing**.
study - studying, cry - crying

Na interrogativa, invertemos a posição entre o sujeito e o verbo conjugado. Para usarmos as **question words**, basta começarmos com **question word** (**what, where** etc.), e o restante da pergunta fica com a mesma estrutura das **yes/no questions**.

Lembre-se:

- na fala e em contextos informais, é mais comum usarmos as formas contraídas do verbo **to be**;
- em respostas negativas a **yes/no questions**, é mais comum usarmos as formas contraídas de **to be**, embora as formas longas também possam ser usadas;

Agora faça as atividades 1, 2 e 3.



1 Look at the pictures. Then use the verbs in the box to write sentences.

~~to listen~~ to make to read to dance



a. Samira and Paula to music.



c. Pedro hip-hop.



b. Caio an adventure book.



d. We a cake for our mother.

2 Look at the pictures in Activity 1 again. Then answer the questions.

a. Is Pedro talking on the phone?

b. Are we making a pizza?

c. Are Samira and Paula listening to music?

d. Is Caio doing homework?



Check (✓) the box that best describes your performance in this unit.

1. I can talk about free-time activities and chores.

Yes, I can.

Not sure.

2. I can talk about events happening at this moment.

Yes, I can.

Not sure.



WOULD LIKE vs. LIKE



A: Would you like to see my new video?
B: Yes, I would!



A: I'd like to read your text.
B: OK, here it is!

Usamos **would like** para manifestar uma intenção ou fazer um pedido, uma oferta ou um convite de forma educada. Ela é seguida de um verbo no infinitivo com **to**.

As formas de **would** são:

- afirmativa: **would** ou **'d** (pouco usada com o pronome **it**);
- negativa: **would not** ou **wouldn't**.

Na interrogativa, basta inverter a ordem entre **would** e o sujeito. Em **short answers**, usamos apenas **would** ou **wouldn't**.

Veja, a seguir, as formas assumidas por **would like**:

Affirmative

I **would like to eat** now. = I'd like to eat now.
They **would like to eat** now. = They'd like to eat now.

Negative

She **would not like to eat** now. = She **wouldn't like to eat** now.
We **would not like to eat** now. = We **wouldn't like to eat** now.

Interrogative

Would | I / you / he / they like to eat now?

They **like playing** soccer.
She **likes listening** to music.
A: Does he **like watching** TV?
B: No, he **doesn't**.

Utilizamos **like** seguido de verbo com **-ing** ou no infinitivo com **to** para dizer que gostamos de algo.

Lembre-se:

- para usar essa estrutura é preciso conjugar o verbo **like**;
- na negativa, utilizamos **does not** (ou **doesn't**) para a terceira pessoa e **do not** (ou **don't**) para as demais;
- na interrogativa, invertemos a posição entre **do** ou **does** e o sujeito.

Agora faça as atividades 1 e 2.

PERMISSION : CAN / CAN'T



A: Can I help, Dad?
B: Yes, sure!



You **can't** use your cell phone before you finish your homework.

Já vimos que **can** é usado para indicar habilidades. Usamos esse verbo também para pedir permissão.

Lembre-se:

- na afirmativa, **can** assume sempre a mesma forma;
- nunca usamos **to** antes do verbo que vem depois de **can**;
- a forma de **can** na negativa é **cannot** (ou a contração **can't**);
- na interrogativa, basta inverter a ordem entre **can** e o sujeito.

Agora faça a atividade 3.

PREPOSITIONS OF TIME



When is his birthday?
It's **in** December.
It's **on** December 25th.
It's **at** Christmas.

Quando falamos de datas, usamos as seguintes preposições:

- **on** para indicar o dia de um evento;
- **in** para indicar somente o mês ou ano de um evento;
- **at** quando nos referimos a uma celebração específica.



A: What time is it?
B: It's 7:15 p.m.

Quando dizemos que horas são, não usamos **at**. Essa preposição é utilizada somente para indicar o horário de um evento.

Lembre-se:

- **seven fifteen** = a quarter after seven;
- **seven thirty**
- **seven forty-five** = a quarter to eight.

Agora faça as atividades 4, 5 e 6.



Word pop-up

scavenger hunt – caça ao tesouro

track and field – atletismo

firecrackers – bombinhas

fireworks – fogos de artifício

spring couplets – pares de

frases com sete caracteres chineses cada, escritas em preto no papel vermelho

to stay up late – ficar acordado até tarde

sweet dumplings – típicos bolinhos doces chineses



1 Complete the sentences with *like* or *would like*.

- a. Mirela and Julia swimming at the club.
- b. Karen to go to the movies on Saturday.
- c. My brothers to play in a band.
- d. Mike and Bruno playing basketball.
- e. Suzanne and I listening to music after school.
- f. We to go to a hamburger place.

2 Look at the pictures. Then complete the sentences with *would* or *wouldn't*.



Aaron like to go to a hamburger place today.



The students like to play basketball.



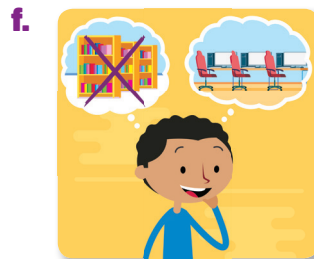
Simon like to go the movies on Sunday.



I like to go to Maria's birthday party.



Karina and Lisa like to go to a disco.



He like to go to the library.



3 Put the conversations in the correct order.


- a.** Come on, Mom! Why can't I go?
 Mom, can I go to the movies tonight?
 Because you have to study for your history test.
 No, you can't.
- b.** You're welcome.
 Thanks.
 Sure. Here it is.
 Hey, Dani. Can I use your phone charger?
- c.** Cool. Can I go with you?
 Yes, you can.
 Amanda, I think I'd like to go to Liana's birthday party.
- d.** Can I take pictures here?
 Oh, what a shame!
 No, I'm sorry. You can't take pictures in the museum.


4 Complete the sentences with *in*, *on*, or *at*.




- a.** My sister's birthday is November.
- b.** The game starts 4:00 p.m.
- c.** My birthday is September 21st.
- d.** The movie starts 6:00 June 14th.
- e.** There's no school Christmas.
- f.** The parade is April 11th 10:00 a.m.

5 Look at the clocks. Then write the times.

a. 

c. 

b. 

d. 

6 Read the biographies and complete with *in* or *on*.

This is Andrew Garfield. He was born in the U.S. He was born *in* 1983. His birthday is August 20th. He is an actor. His first role was on a TV series 2005. His first Spiderman movie was released in Brazil July 6th, 2012.

Ariana Grande is an actress and singer. She was born 1993 in the U.S. Her birthday is June 26th. 2008, at the age of 15, she was in a Broadway play. Ariana is a singer, too. She had her first single 2011. She won an award for Artist of the Year November 20th, 2016.

7 Now write about your birthday and the things you would like to do.



Check (✓) the box that best describes your performance in this unit.

- | | | |
|--|--------------------------------------|------------------------------------|
| 1. I can talk about dates and times. | <input type="checkbox"/> Yes, I can. | <input type="checkbox"/> Not sure. |
| 2. I can talk about things I like/don't like. | <input type="checkbox"/> Yes, I can. | <input type="checkbox"/> Not sure. |
| 3. I can talk about things I would/wouldn't like to do. | <input type="checkbox"/> Yes, I can. | <input type="checkbox"/> Not sure. |
| 4. I can use <i>can</i> and <i>can't</i> to ask and give permission. | <input type="checkbox"/> Yes, I can. | <input type="checkbox"/> Not sure. |