

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

3

Student's Book

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

3

Student's Book

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4 My city is the coolest! page 58	Superlatives Comparatives vs. Superlatives Irregular Comparative and Superlative forms Giving opinions, agreeing, and disagreeing	Speaking: Ask and answer about your peers' opinion on people and things using superlatives Writing: Write about your peer's opinion on people and things using superlatives Listening: Listen to people talking about their opinion on things Reading: Read about tourist places in a city	SCIENCE Fun and random facts about animals	Travel Guide: Extreme Sports Adventures in South America
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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

- talk about future plans
- learn how to use *have to* and *don't have to*
- use *so* to express consequences
- describe the weather

Start up
Warm-up activity for content contextualization.

START UP
Let's plug in!
What are your plans for the weekend?

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

LOADING

1 It is seven thirty in the morning. Some students are in the classroom, waiting for their teacher to come in. Listen and read to their conversation.

It's very hot in here!
Let's have a slumber party at my house on Saturday!
This exercise is very difficult. I can't do it.
Yeah, I'll open the window.
I'll help you.
Thank you!
Great idea! I'll bring some soda.
And I'll bring some popcorn.
Thanks a lot.

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

UPLOADING

4 Complete the sentences about some future predictions. Pay attention to the information in parentheses.

a. People computers anymore. They their smartphones only. (not to use / to need)

b. Big cities very polluted because of heavy air traffic. (to be)

c. E-books printed books, but people mostly online. (not to read)

d. People e-mails. They text messages only. (not to write / to send)

e. We anything in physical stores. (not to buy)

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

DOWNLOADING

5 Write about some plans you have for this weekend. What are you going to do?

Your turn!
Work with a partner. Talk about your plans. Present?

Your turn!
Personalized oral practice of the structures presented.

iSkills

iListen

1 Samantha is talking to her mom about some plans. Listen and check (✓) the correct alternatives.

a. Samantha is talking about plans for the week.
 for the week

b. Samantha is going to swim.
 swim

c. Their game is going to start on Saturday.
 Saturday

iSkills

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

English for • Science

1 Match the animals with the pictures. Do you know any interesting facts about them?

a. dog c. gorilla e. ostrich g. spider

b. lioness d. lion f. water deer

English for

Cross-curricular themes and vocabulary expansion.

rePlay

1 Look at the picture for two minutes. Choose two people and then close your books.

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 well.

5-7 Good job! How about looking back over pages 14 to 23 and answering 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.

Self-Assessment

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

Rewind Units 1 - 2

1 Look at the pictures. What are the people thinking about? Match them with the future plans.

a. When my school competition starts...
 b. When I get home...
 c. When this class finishes...
 d. When I...

Rewind

Revision of grammatical and lexical structures every two units.

Reading Hub Unit 1

1 These are some signs used in Ontario, Canada. Do you know what they mean? Are they similar to the signs in your country? Why are signs so important?

2 Read the text and check your predictions.

Reading Hub

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

Workbook

Workbook My city is the coolest!
 unit 4

GRAMMAR REFERENCE

Superlatives

Mount Everest is the highest mountain in the world. It is over 29,000 feet high.

Grammar Reference

Self-study guide for each unit.

iCan

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

1. I can describe places, people, and things.

2. I can use the comparative form.

3. I can use the superlative form.

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



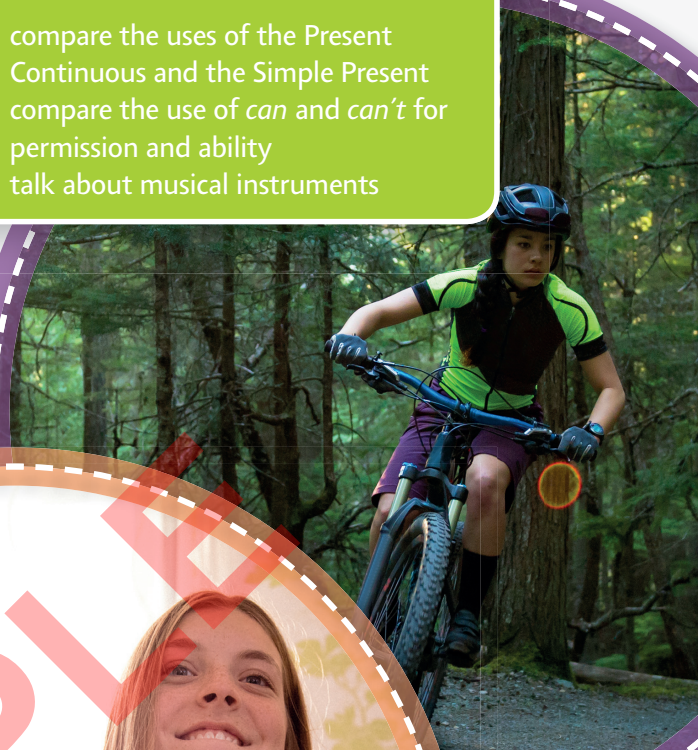
SAMPLE





» IN THIS UNIT YOU WILL

- compare the uses of the Present Continuous and the Simple Present
- compare the use of *can* and *can't* for permission and ability
- talk about musical instruments



START UP

Let's plug in! What do you usually do on Mondays?

LOADING

1 Mateus is usually very busy. Today he is telling his classmates about his routine. Listen to what he usually does on Mondays. Is anything similar to your routine?

02



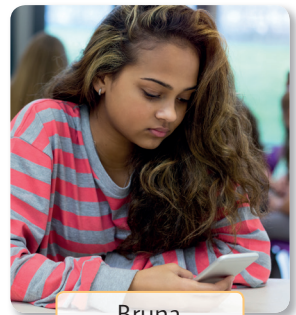
2 Now listen again and complete the paragraph about Mateus.

03

On Mondays Mateus at 6:00 o'clock and his bike to school. School at 3:00 p.m. and he to acting class. At 7:00 p.m. he his mom with dinner. After dinner he video game or TV.

3 Today is Monday, but it's a public holiday. Mateus and his friends don't have classes. Look at what they are doing today and complete the sentences.

to skateboard to text to ride to play



- a. Mateus a bike to the park.
- b. Carlos and his father chess.
- c. Clarissa and Bia .
- d. Bruna on her phone.

UPLOADING

4 Read the sentences and circle the correct option.

- a. My sister **is having** / **has** drama classes at school at the moment.
- b. Listen! Mateus **is singing** / **sings** in his bedroom.
- c. I **am having** / **have** acting classes on Mondays.
- d. In this picture, my mom and dad **are having** / **have** dinner in a Chinese restaurant.
- e. Maya **is studying** / **studies** in the afternoon.



Grammar feed

Simple Present vs. Present Continuous

Carlos **doesn't play** chess at school every day.

He **always plays** chess at home.

X

Today is a holiday and Mateus **isn't riding** his bike to school.

He **is riding** his bike to the park now.

5 Write sentences about these people. Follow the model.

	... every day.	... now.
a. Tina	to take a shower	to take a bath
b. Matt	to text his friends	not to use his phone
c. My parents	to read the newspaper	to watch a sitcom
d. I	to surf the web	to study English

a. Tina takes a shower every day, but she is taking a bath now.

b.

c.

d.

DOWNLOADING

6 Write two sentences about your routine and two sentences about what two people in your family are doing now. Talk to a classmate and compare your sentences.

•

•

•

•

•

•

•

1 The 8th graders at Riverside School are forming a band. Listen to the sounds and match them with the instruments.

04

piano

drums

bass

guitar

tambourine

electric guitar

2 Now match the instruments with the pictures.



3 Meg is talking to her mom about the Riverside School Band. Listen and read.

05

Meg: Hey, Mom, you know...

Mother: Yes?

Meg: Carla can play the piano really well.

Mother: Really? That's nice.

Meg: Yes, and Gabriel can play the drums.

Mother: Are they in your school band?

Meg: Yes, they are.

06

Meg: Can I go to Felipe's house?

Mother: No, you can't. You have to do your homework.

Meg: Oh, but today we want to practice for the show.

Mother: I'm sorry, but not today. You can practice tomorrow.



Study this

She plays **the** piano.

They play **the** tambourine.



Grammar feed

Asking for permission: Can

A: Can I go to Felipe's house?

B: No, you can't.

vs.

Ability: Can

Carla can play the piano and Gabriel can play the drums.

UPLOADING

4 Read the sentences and pay attention to the words in bold. Then write *P* for *permission* and *A* for *ability*.

a. My cousin **can play** the guitar very well.

c. **Can I come** in?

b. I **can't play** in the band today because I have to study.

d. **Can you play** a musical instrument?

DOWNLOADING

5 You and your classmates are going to form a band. Interview three classmates and take notes in the chart below.

A: Can you play a musical instrument?

B:

A: What musical instrument can you play?

B:

CLASSMATE	
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

6 Imagine you are a teacher. Look at the class contract and put "✓" next to the activities that are permitted and "X" next to the activities that are not permitted.

Class Contract

- to eat and drink in the classroom
- to play games on my cell phone
- to go to the restroom
- to do exercises with classmates
- to answer the tests in pencil
- to come in late
- to chew gum

 **Your turn!**

Work with a partner.

He/She is a new student in your class. Answer his/her questions about the contract. Then switch roles.

Can I chew gum in class?

Yes, you can.
or
No, you can't.

unit

1

We're going to see an exhibition.

SAMPLE



» **IN THIS UNIT YOU WILL**

- talk about future plans
- learn how to use *have to* and *don't have to*
- use *so* to express consequences
- describe the weather



START UP

Let's plug in!
What are your plans
for the weekend?

1 Daniel and Mariela are chatting about what they are going to do on the weekend. Listen and read.

07

Daniel: So... what are you going to do this weekend?
Mariela: It's my grandma's 80th birthday so we're going to celebrate with her!
Daniel: Wow!
Mariela: She's the best!
Daniel: How are you going to celebrate?
Mariela: We're going to have a big party with my family and some friends. I'm going to help my mom cook a traditional Mexican meal.
Daniel: That's nice! I didn't know you could cook.
Mariela: Of course I can! What about you? What are you going to do?
Daniel: On Saturday I'm going to study for the geography test and on Sunday my family and I are going to see an exhibition.
Mariela: Really? What kind of exhibition are you going to see?
Daniel: It's a Lego exhibition.
Mariela: Are you going to see *The Art of the Brick*?
Daniel: Yes!
Mariela: That's so cool! Talk to you next week then. Bye, Dan.
Daniel: Have fun! Bye.



2 Read the dialogue again and answer the questions.

- a. Who is going to see an art exhibition?
- b. Who is going to a special celebration?
- c. Who is going to cook a traditional meal?
- d. Who is going to study for a test?



Grammar feed

Questions

What is Daniel **going to do** on Saturday?

Are Daniel and his family **going to see** an art exhibition on Saturday?

Statements

Affirmative

He's **going to study** for the geography test.

Mariella **is going to celebrate** her grandma's birthday.

Negative

No, they **aren't**.

Mariela **is not going to** see an art exhibition.

3 Use the prompts to write questions with *be going to*. Then match the questions with the answers.

a. John / play on the school soccer team / this year

Is John going to play on the school soccer team this year?

They're going to do volunteer work.

b. What / Jake and Tom / do on their vacation

a No, he isn't.
He's going to play on the basketball team.

c. When / Clara / take ENEM

She's going to take it in October.

d. Kayla / visit her grandparents / in July

Yes, she is. She visits them every year.

4 Listen to Anderson and Laura talking about their plans for Saturday. Circle A for Anderson's plans and L for Laura's.



a. to study for a test

A L

c. to go to the mall

A L

e. to meet his/her dad

A L

b. to go to the beach

A L

d. to visit Grandma

A L

f. to have a pizza

A L

5 Write about some plans you have for this weekend. What are you going to do?



Your turn!

Work with a partner. Talk about your plans. Are they similar or different?

LEARNING STRATEGY

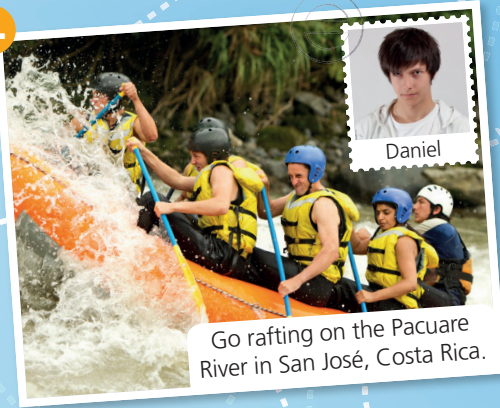


LOADING

1 Look at what Daniel and some of his school friends are going to do on their vacation. Listen and repeat the activities.



a.



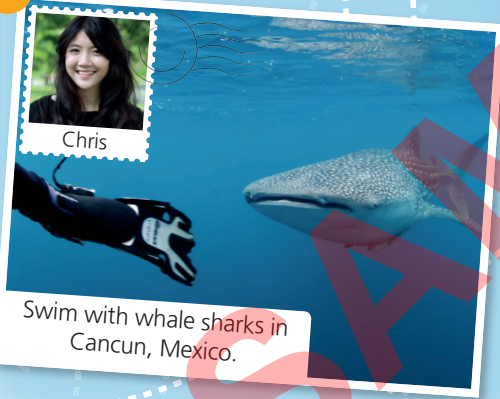
Go rafting on the Pacuare River in San José, Costa Rica.

b.



Ride the Sugarloaf Mountain cable car in Rio de Janeiro, Brazil.

c.



Swim with whale sharks in Cancun, Mexico.

d.



Watch the dolphins in South Carolina, the U.S.A.



Grammar feed

Future: Be going to

Questions

A: What are you going to do on your vacation?

B: I'm going to swim with whale sharks in Cancun.

C: We're not going to travel anywhere. We're going to stay at home.

A: Is Chris going to Cancun?

B: Yes, he is.

A: Is Beatriz going to Costa Rica?

B: No, she isn't. She is going to Brazil.

2 Go back to the sentences in Activity 1 and answer these questions.

a. Where is Daniel going to travel to?

He is going to travel to Costa Rica.

b. What is Beatriz going to do in Brazil?

c. What is Chris going to do in Cancun?

d. Where is Ryan going to watch the dolphins?

UPLOADING

3 Write complete sentences about future plans. Use *be going to*.

- a. John / visit his grandparents / on the weekend

John is going to visit his grandparents on the weekend.

- b. I / move to Belo Horizonte / next month

- c. She / read a lot / during winter break

- d. He / sleep late / on Sunday

- e. Akira and his family / travel to Japan / in the summer

- f. They / make cupcakes / tonight

DOWNLOADING

4 Work with a partner. Look at what Guto's cousins are going to do in January. Complete the last card with information about yourself.

Taís

What: travel to Florianópolis

Who: family

Where: a luxury hotel

How long: six days

Erik

What: go camping in the mountains

Who: friends

Where: campsite

How long: one week

Me

What:

Who:

Where:

How long:



Your turn!

Take turns asking and answering questions about Guto's cousins' vacation plans. Use the dialogue below as a model.

A: What is Taís going to do in January?

B: She's going to travel to Florianópolis.

A: Cool.

B: Who is going to travel with her?

A:

A: Great! Where is she going to stay?

B:

A: And how long is she going to stay there?

B:



1 These teens are asking permission to do something. Listen and read.

10

a.



b.



2 Read the comic strips again. Circle the correct alternatives.

- | | | |
|----------------------------------|---|--|
| a. Sam wants to | <input type="radio"/> go to Felipe's house. | <input type="radio"/> clean his room. |
| b. Sam's mother says he needs to | <input type="radio"/> go to Felipe's house. | <input type="radio"/> clean his room. |
| c. Sam doesn't have to | <input type="radio"/> go to school today. | <input type="radio"/> clean his room. |
| d. Diana wants to | <input type="radio"/> get a book from the Reading Corner. | <input type="radio"/> finish her test. |
| e. Mr. Silva says she needs to | <input type="radio"/> get a book from the Reading Corner. | <input type="radio"/> finish her test. |

3 Listen again and repeat the dialogues.

11

UPLOADING



Grammar feed

Obligation: *Have to*

It's an obligation.

I **have to finish** the test before getting a book from the Reading Corner.

Sam **has to clean** his room before playing video games with Felipe.

It's not an obligation.

We **don't have to go** to school today.

Diana **doesn't have to read** a book.

4 Look at the pictures. Then complete the dialogues with the correct form of *have to*.

a.



Lucia: Ms. Taylor, can I go to the restroom?

Ms. Taylor: Yes, you can. But you finish the exercises when you come back.

Lucia: OK, thanks.

b.



Ben: Can I borrow your history notes, Laura?

Laura: Sorry, I need them because I study for the test tomorrow. But why don't we study together?

Ben: Great, Laura! Thanks!

c.



Jared: Paula is still watching TV. Doesn't she get up early tomorrow?

Katya: No, she doesn't. Tomorrow is Saturday. She can sleep in the morning. She only go to ballet class after lunch.

DOWNLOADING

5 Think of your obligations at home and at school. Write two things you *have to do* and two things you *don't have to do*.

I have to...

a.

b.

I don't have to...

a.

b.



Your turn!

Work in groups of three. Compare your sentences. Do you have similar obligations?

1 Listen and read the dialogues.

12 a.



b.



2 Read the dialogues again and circle the correct alternatives.

- a. It is/It is **not** raining hard in picture a.
- b. Tom is upset because he **can/can't** play soccer.
- c. It is **cloudy/sunny** in picture b.
- d. Luisa is going to play basketball **outside/inside**.



Grammar feed

So for consequences

Michael's last math test score was awful, **so** he is having extra classes this week.

result or consequence

UPLOADING

3 Match the columns.

a. It is raining hard,

so let's put on our coats.

b. The weather is fantastic outside,

so we can't leave now.

c. It is cold in here,

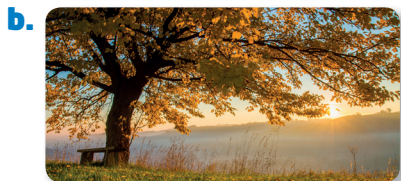
so let's go to the beach.

4 Look at the pictures and complete the sentences about people in the U.S.A. with so and the phrases from the box.

people can ride their bikes outdoors ~~people do activities outdoors~~
 the trees turn red and brown people stay in and enjoy hot drinks



It's summer,



It's fall,



It's spring,



It's winter,

DOWNLOADING

5 What's your favorite season: summer, winter, spring, or fall?

Invite your friends to do something with you. Use *Let's...*



iListen

1 Samantha is talking to her mom about some plans. Listen and check (✓) the correct alternatives.

13

a. Samantha is talking about her plans

for the week

for the weekend

b. Samantha is going to on Saturday morning.

swim

play basketball



c. Their game is going to be on Monday Sunday

d. On Sunday, Samantha is going to have fun with her family go out with her friends

e. Samantha's mother is going to prepare some ice cream a picnic



iWrite

2 What are your plans for the weekend? Write.

	Saturday	Sunday
morning	<input type="text"/>	<input type="text"/>
afternoon	<input type="text"/>	<input type="text"/>
evening	<input type="text"/>	<input type="text"/>



iSpeak

3 Think of some plans you have for your dream vacation. Write them down.

a. Where?

b. When?

c. How to get there?

d. What to do there?

Now, work with a partner. Talk to him/her about your plans. Then switch roles. Are your plans similar?

1 Discuss these questions with your teacher and classmates.

- Do you visit museums? Why (not)?
- When you decide to visit a museum, do you look for information about it first?
- What kind of information is usually available online for visitors?



2 Read the information the National Museum of Cambodia offers for visitors on their website and check your predictions.




← → ↻ www.cambodiamuseum.info

INFORMATION FOR VISITORS

The National Museum of Cambodia is located on 13th Street in central Phnom Penh, next to the Royal Palace. The visitor's entrance to the compound and the admissions ticket booth are on the corner of 13th and 178th Street.

- Opening hours are from 8.00 a.m. until 5.00 p.m. daily. Last admission tickets are sold at 4:30 p.m.
- Admission costs are \$5 for foreigners aged from 10 to 17 years old, \$10 for foreigners aged over 18 years old, and 500 riels for Cambodians. Children and school groups are free.
- Guided tours can be arranged for individuals or groups at the museum entrance. Tours are available in Khmer, English, French, and Japanese.
- Photography is not permitted within the museum galleries, but visitors are welcome to film or photograph the museum exterior and courtyard. Those wishing to obtain images of the museum or collection for study or publications should email the museum to request an application form or contact a staff member.
- The museum store is located at the main entrance. Postcards, souvenirs, replica sculptures, and books on a variety of art and culture topics are available.



Adapted from: www.cambodiamuseum.info/en_information_visitors.html. Accessed on August 21, 2017.

3 Read the text again and answer the questions

- Where is the visitor's entrance located?
- What time does the museum open?
- Is it possible to buy tickets at 5 p.m.?
- How much do children and school groups pay?
- Can we take photos inside the museum?
- What can we buy at the museum store?





1 Look at the picture for two minutes. Choose two people, memorize as much information as you can about them, and then close your books.



2 Work in pairs. Tell your partner what the people you chose in the picture are going to do. Switch roles. Your partner talks about two other people.

Four empty rectangular boxes for writing.

3 What do they have to do? Choose a phrase from the box and write.

to clean their room to wash the dishes to finish (his/her) math exercises to go to school



a. Pedro has to wash the dishes.



c. The boys



b. Alana



d. Janaína

Self-Assessment

Circle the correct option to complete the sentences.

1. What are you going **to do** / **do**?
2. What kind of exhibition are you **going to visit** / **go visit**?
3. Mariela is cold **so** / **but** she is going to put on a jacket.
4. **A:** Is John going to play on the school soccer team this year?
B: Yes, **he is going** / **he is**.
5. **A:** When is Carla going to take the test?
B: Yes, **she is** / **She's going to take it tomorrow**.
6. You **have** / **has** to clean your room first.
7. Our school competition **is** / **are** going to start on Monday.
8. She has to **study for the test** / **watch TV** to get good grades.
9. She **hasn't to** / **doesn't have to** go to school today.
10. It's summer so let's **stay home and drink some hot chocolate** / **go to the beach**.

What your score means...



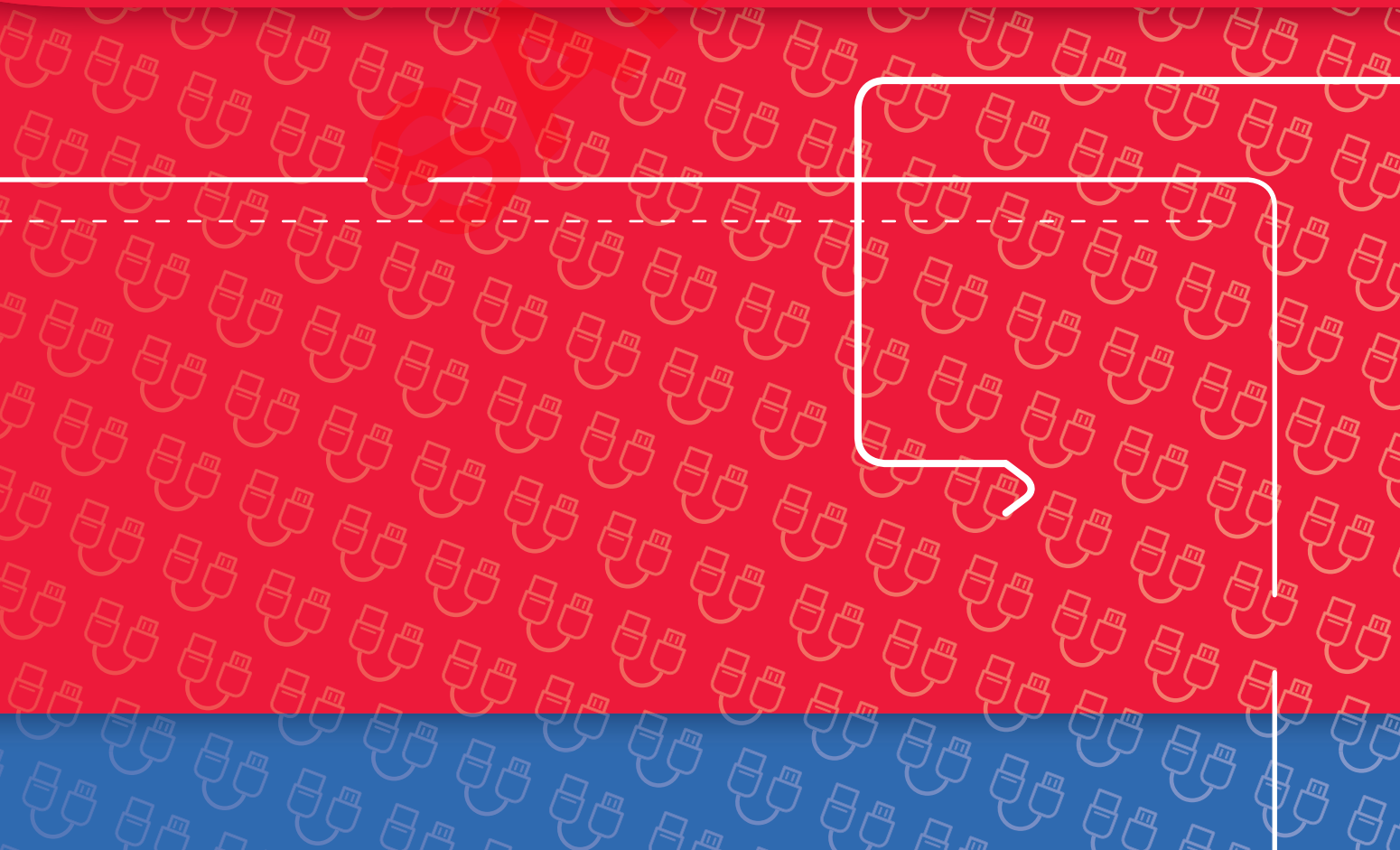
- 8-10** Congratulations! You can understand and use the language learned in this unit.
- 5-7** Good job! How about looking back over pages 14 to 23? Then answer the questions again.
- 0-4** Oops... I'm sure you can do better! Let's try again! Go back to pages 14 to 23 and answer the questions. Ask your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

Write your app score here:





READING HUB





1 These are some signs used in Ontario, Canada. Do you know what they mean? Are they similar to the signs in your country? Why are signs important?



2 Read the text and check your predictions.



SIGNS

Traffic signs give you important information about the law, warn you about dangerous conditions, and help you find your way. Signs use different symbols, colors, and shapes for easy identification.

Here are some of the many signs you will see on Ontario roads:



A stop sign is eight-sided and has a red background with white letters. It means you must come to a complete stop. Stop at the stop line if it is marked on the pavement. If there is no stop line, stop at the crosswalk. If there is no crosswalk, stop at the edge of the sidewalk. If there is no sidewalk, stop at the edge of the intersection. Wait until the road is clear before entering the intersection.



A school zone sign is five-sided and has a fluorescent yellow/green background with black symbols. It warns that you are close to a school zone. Slow down, drive with extra caution, and watch for children.

Regulatory signs

These signs give a direction that must be obeyed. They are usually rectangular or square with a white or black background and black, white, or colored letters. A sign with a green circle means you should or must do the activity shown inside the ring. A red circle with a line through it means the activity shown is not allowed.

Here are some common regulatory signs:



This road is an official bicycle route. Watch for cyclists and be prepared to share the road with them.



You may park in the area between the signs during the times posted. (Used in pairs or groups.)



Do not enter this road.

Adapted from: www.ontario.ca/document/official-mto-drivers-handbook/signs. Accessed on August 22, 2017.

3 According to the text, what's the difference between a sign with a green circle and a red circle with a line through the sign?



1 What do you know about Bill Gates? Did you know he is good at predicting the future? Do you know any of his predictions for the future?

2 Read the text and find out.



Bill Gates' physical body might reside in the present, but his brain lives in the future. The billionaire has made a career out of predicting what will happen in matters of computing, public health, and the environment. He correctly predicted the rise of smartphones and social media, and a wealth of evidence suggests his latest predictions could be on the right track, too.

Here's what Gates envisions for the future of our world.

- Bioterrorism could wipe out 33 million people in less than a year. [...]
- When it comes to food, Africa will become entirely self-sufficient. [...]
- Mobile banking will help the poor transform their lives. [...]
- By 2030, the world will discover a clean-energy breakthrough to power our world. [...]
- Countless jobs will be lost to automation. [...]

see word pop-up page 154

Adapted from: www.weforum.org/agenda/2017/05/bill-gates-is-pretty-good-at-predicting-the-future-this-is-what-he-thinks-will-happen-next1. Accessed on August 25, 2017.

3 Do you think his predictions will come true? Why? Why not? In small groups, discuss them.

WORKBOOK

SAMPLE

SAMPLE



SIMPLE PRESENT vs. PRESENT CONTINUOUS



Katherine **usually plays** the electric guitar in her bedroom.



Today, Katherine **is playing** the electric guitar with her band. They **are performing** in the auditorium.

Para falar sobre ações no presente, usamos dois tempos verbais: o **Simple Present** e o **Present Continuous**.

Conjugamos o verbo no **Simple Present** quando queremos indicar que um estado ou uma ação acontece sempre, é habitual ou rotineiro, ou ainda para expressar uma verdade que não muda.

Em contrapartida, usamos o **Present Continuous** para expressar ações que estão em progresso no presente, acontecendo no momento em que falamos.

Importante:

- No **Simple Present**, é comum usarmos advérbios que indicam a frequência com que realizamos uma ação. Alguns exemplos dessas palavras são **usually** e **generally** (geralmente), **always** (sempre), **sometimes** (às vezes) e **never** (nunca).

Agora faça a atividade 1.

ASKING FOR PERMISSION: CAN



A: Ms. Evans, **can** I go to the board, **please**?
B: Yes, you **can**.



A: Mom, **can** I use my cell phone now?
B: No, **you can't**. You have to finish your homework.

Usamos **can** quando queremos pedir permissão a alguém para fazer algo.

Formar frases com esse verbo é muito simples. Ele tem a mesma forma para todas as pessoas do discurso e, depois dele, empregamos o verbo principal na **base form** (no infinitivo sem **to**).

Na negativa, usamos **cannot** (formal) ou a forma contraída **can't** (mais comum). Na interrogativa, invertemos a posição entre **can** e o sujeito.

Importante:

- Quando pedimos permissão, é aconselhável utilizarmos a palavra **please** (por favor). Ela indica boas maneiras.

Agora faça a atividade 2.

ABILITY: CAN



Sarah **can** play the tambourine very well.



Josh **can't** play the piano, but he **can** play the drums.

Usamos o verbo **can** também para indicar habilidades que temos, algo que conseguimos ou não conseguimos fazer.

Agora faça a atividade 3.

1 Complete the sentences with the Simple Present or Present Continuous.

a. Ed Sheeran a song now. He very well. (to sing)

b. He the guitar now. He every day. (to play)

c. Ed at the moment. He always to reporters. (to clap/to talk)

d. Now he for pictures. He pictures with fans. (to pose/to take)

Based on: www.rollingstone.com/music/pictures/ed-sheeran-a-day-in-the-life-20130201/hug-attack-0758249. Accessed on Oct 8, 2017.

2 Match the questions to the answers.

- | | | |
|---|---|---|
| a. Can I use my cell phone? | <input type="checkbox"/> | Of course you can. Are you hungry? |
| b. Excuse me, sir. Can I take pictures here? | <input type="checkbox"/> | No, you can't. Dogs are not allowed in the stores. |
| c. Can I take my dog to the mall? | <input checked="" type="checkbox" value="a"/> | Yes, you can. But don't talk for too long. |
| d. Can we play the tambourine here? | <input type="checkbox"/> | I'm sorry. You can't take pictures in the museum. |
| e. Can I eat my sandwich now? | <input type="checkbox"/> | No, you can't. You can't make noise in the library. |

3 Now answer the questions about you.

- a.** Can you play a musical instrument or sing in English?
- b.** Can you play volleyball?



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

- | | | | | |
|---|--------------------------|-------------|--------------------------|-----------|
| 1. I can talk about events happening at this moment. | <input type="checkbox"/> | Yes, I can. | <input type="checkbox"/> | Not sure. |
| 2. I can talk about habits and routine. | <input type="checkbox"/> | Yes, I can. | <input type="checkbox"/> | Not sure. |
| 3. I can ask and give permission using <i>can</i> . | <input type="checkbox"/> | Yes, I can. | <input type="checkbox"/> | Not sure. |
| 4. I can ask and answer about abilities using <i>can</i> . | <input type="checkbox"/> | Yes, I can. | <input type="checkbox"/> | Not sure. |

FUTURE: BE GOING TO

A: Is Sarah **going to** visit her uncle next holiday?
B: No, she **isn't**. She **is going to** stay with her grandparents.

Affirmative

Singular

I am going to
 You are going to
 He/She/It is going to

Plural

We are going to
 You are going to
 They are going to

Contractions

I'm - You're - He's - She's - It's - We're - You're - They're

Negative

Singular

I am not going to
 You are not going to
 He/She/It is not going to

Plural

We are not going to
 You are not going to
 They are not going to

Contractions

are not - 're not/ aren't is not - 's not/ isn't

Interrogative

Am I going to...?

he going to...?

Is she going to...?

it going to...?

Are we going to...?

Are you going to...?

Are they going to...?

Em inglês, quando queremos falar sobre ações futuras planejadas ou quase certas, usamos **be + going to**. Para formar essa estrutura na afirmativa, basta conjugar o **to be** no **Simple Present**, acrescentar **going to** e, em seguida, o verbo principal na **base form**.

Na negativa, utilizamos **to be** seguido de **not** ou suas formas contraídas.

Na interrogativa, invertemos a posição entre **to be** e o sujeito. O restante da estrutura permanece igual.

Importante:

- Respondemos a **yes/no questions** usando as formas contraídas de **to be**, sem o restante da estrutura nas respostas negativas somente.

Agora faça as atividades 1 e 2.

FUTURE WITH BE GOING TO: QUESTIONS

A: How long are your parents **going to stay** in London?
B: They are **going to stay** there for one week.

Formar perguntas com **to be + going to** é muito simples. A **question word** fica no início da pergunta. O restante segue a mesma estrutura das **yes/no questions**.

Algumas das **question words** mais comuns são:

- **what:** o que ou qual (quais);
- **who:** quem;
- **where:** onde;
- **when:** quando;
- **how:** como;
- **how long:** quanto tempo ou por quanto tempo.

Agora faça a atividade 3.

OBLIGATIONS: HAVE TO AND DON'T HAVE TO

A: Does Mark **have to** make his bed every day?
B: Yes, he **does**.

Usamos **have to** para indicar obrigações, geralmente que outras pessoas atribuam a nós.

Na afirmativa, há duas formas: **have to** (para **I, you, we** e **they**) e **has to** (para **he, she** e **it**). Ambas são seguidas do verbo principal.

Na negativa, essa estrutura expressa a falta de obrigatoriedade de realizar uma ação. Para formá-la, usamos os auxiliares **do** seguido de **not** (ou a forma contraída **don't**) para **I, you, we** e **they**; e **does** (ou a contração **doesn't**) para **he, she** e **it**.

Na interrogativa, basta empregar a seguinte estrutura: **do** ou **does** + sujeito + **have to** + verbo principal.

Faça a atividade 4.

SO FOR CONSEQUENCES



Ashley got an A on her math test, **so** her parents are very proud.

Assim como em português, em inglês existem diversas conjunções (**conjunctions**), palavras que conectam as orações para que elas façam sentido.

Nesta unidade, você conheceu a conjunção **so**. Ela introduz uma oração que expressa uma consequência ou um resultado do que afirmamos na oração anterior.

Agora faça a atividade 5.



Word pop-up

admission – entrada

available – disponível

arranged – organizada(s)/o(s)

courtyard – jardim

foreigner – estrangeiro

to request – solicitar

wishing – que desejar(em)

allowed – permitido

crosswalk – faixa de pedestres

law – lei

obeyed – obedecido

pavement – chão, pavimento

sidewalk – calçada

to warn – avisar, prevenir



1 These are Felipe's plans for next week. Look at the words and the pictures. Then write sentences using *be going to*.

to visit
to study to have
to go to watch
to stay



a. He is going to study for a test.

b.

c.

d.

e.

2 Look at the pictures and guess what this teenager is going to do on her next vacation. Then answer the questions using short answers.



MANDY CLARKSON

a. Is she going to travel to Rio de Janeiro?

Yes, she is.

b. Is she going to make cupcakes?


c. Is she going to listen to music?

d. Is she going to read a book?

e. Is she going to stay at a hotel?


3 Read the blog page with people's plans while visiting California. Then write questions to the answers.

VISIT CALIFORNIA




My sister and I are going to visit the Golden Gate Bridge in San Francisco. She's going to ride a bike and I'm going to walk. I'm a skater, but I am not going to skateboard there because skateboards are not allowed on the bridge.

Denise, 13
Tourist from New Zealand




I'm going to travel to California with my family. We're going to stay there for two weeks and visit the famous Santa Monica beach. I'm going to take a ride on the Ferris wheel. My brother and my mom are going to swim in the sea and my father is going to surf. There is a fun activity for everyone in California!

Estela, 13
Tourist from Costa Rica




I'm going to travel to Los Angeles on my next vacation. My father and I are not going to go to the beaches. We like city life, so we're going to visit the movie studios in L.A. I love movies and TV series, so I'm going to take lots of pictures there.

Bruno, 12
Tourist from Brazil.



My favorite place in California is Los Angeles. I'm going to eat a hamburger in a famous restaurant and visit the Hollywood Walk of Fame. I'm going to try to find the stars of my favorite singers and actors. It's going to be fun!

Lucca, 14
Tourist from Italy





I like computer and mobile technology. I want to be a game developer when I grow up. During my trip to California, I'm going to visit Silicon Valley. That's where most of the technology companies are.

Pedro, 13
Tourist from Portugal

- a. is going to visit Santa Monica beach?
Estela.
- b. is Bruno going to see the movie studios?
In Los Angeles.
- c. place is Pedro going to visit?
Silicon Valley.
- d. is Denise's sister going to cross the Golden Gate Bridge?
By bike.
- e. is Estela going to be in California?
For two weeks.
- f. is Lucca going to try to find in Los Angeles?
The stars of his favorite singers and actors.
- g. is Bruno going to travel to California?
On his next vacation.

4 Look at the table. Then write sentences about Kevin and Diana.

	to get up early	to finish the geography project	to make the bed	to clean the bedroom	to study for a history test	to visit a friend in hospital
 Kevin	✓		✓	✓	✓	
 Diana		✓	✓			✓

Kevin

Kevin has to get up early.

Diana

Diana doesn't have to get up early.

5 Match the columns to form sentences.

- a. It is very hot here,
- b. We don't have school tomorrow,
- c. It's raining,
- d. I'm too tired to walk,
- e. I have some extra money,
- f. We're going to be late for class,

- so let's hurry up.
- so let's take the bus.
- so let's play video games all day long.
- so let's take an umbrella.
- so let me pay for the ice cream.
- so let's turn on the air-conditioning.



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

1. I can talk about plans for the future.

Yes, I can.

Not sure.

2. I can talk about obligations.

Yes, I can.

Not sure.

3. I can talk about consequences.

Yes, I can.

Not sure.