

NEW **iLearn** ENGLISH

4

Student's Book

Gisele Aga
Patricia McKay Aronis
Renata Chimim
Tatiana Martin

New iLearn App and Site access code:
NewiLearn4@student

Head of Product - Pearson Brasil	Gabriela Diuana
Product Manager - Pearson Brasil	Marjorie Robles
Product Coordinator - ELT	Mônica Bicalho
Authors	Gisele Aga Patricia McKay Aronis Tatiana Martin Renata Chimim
Teacher's Book	Gisele Aga
Reader	Renata Chimim
Editor - ELT	Renata S. C. Victor Simara H. Dal'Alba (Allya Assessoria Linguística)
Editor (Teacher's Book)	Elise Carolina Schulz (Allya Assessoria Linguística)
Editorial Assistant - ELT	Sandra Vergani Dall'Agnol (Allya Assessoria Linguística)
Proofreader (English)	Rhiannon Ball
Proofreader (Portuguese)	Fernanda R. Braga Simon
Copyeditor	Maria Estela Alcântara
Pedagogical Reviewer	Najin Lima
Quality Control	Viviane Kirmeliene
Art and Design Manager	Cleber Carvalho
Art Editor - ELT	Emily Andrade
Acquisitions and permissions Manager	Maiti Salla
Acquisitions and permissions team	Cristiane Gameiro Heraldo Colon Maricy Queiroz Sandra Sebastião Shirlei Sebastião
Graphic design	Mirella Della Maggiore Armentano Apis Design Integrado
Graphic design (cover)	Apis Design Integrado
Production Editors	Daniel Reis Vitor Marins
Illustrated by	Alex Cói
Reader illustrated by	Raoni Marqs
Media Development	Estação Gráfica
Audio	Maximal Studio

The publisher would like to thank the following for their kind permission to reproduce their photographs:

Artsy.net: 129; **Barchester.com:** 139; **Calvinandhobbes.com:** 125; **Cartoonstock:** 42, 95; **Dreamstime:** 12, 28, 29, 34, 52, 84, 99, 100, 145; **Gettyimages:** 54, 55, 66; **Istock:** 10, 16, 18, 21, 27, 30, 32, 34, 38, 39, 40, 41, 42, 44, 45, 46, 48, 49, 57, 59, 60, 61, 62, 63, 64, 66, 68, 69, 71, 74, 75, 77, 78, 80, 82, 83, 84, 87, 88, 89, 90, 92, 95, 96, 98, 99, 100, 101, 104, 105, 108, 110, 112, 115, 117, 118, 119, 122, 124, 125, 126, 130, 133, 137, 139, 141, 144, 150, 152, 154, 156, 157, 158, 160, 161, 162, 163, 164, 165, 166, 167, 168, 170, 171, 172, 174, 175, 176, 178, 179, 181; **Pagepulp.com:** 85; **Shutterstock:** 10, 64, 78, 100, 151, 152, 161, 169, 175; **Smartcitiescouncil.com:** 114; **Transitionbroad.com:** 98; **Universidade Yale:** 68; **Whitney.org:** 129

Illustrations

Istock: 13, 24, 26, 37, 49, 66, 70, 76, 84, 96, 99, 103, 128, 140

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

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

New iLearn English 4 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 978-85-430-2442-4

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

18-13962

CDD-372.652

Índices para catálogo sistemático:

1. Inglês : Ensino fundamental 372.652

ISBN 978-85-430-2442-4 (Student's Book)

ISBN 978-85-430-2443-1 (Teacher's Book)

ISBN 978-85-430-2445-5 (Reader)

4

Student's Book

Welcome Unit	8
Unit 1 You should respect her new friends.	14
Unit 2 I've cleaned my room.	28
Rewind 1 – Units 1-2.....	42
Unit 3 How does social media affect our lives?	44
Unit 4 Great things about growing old.	58
Rewind 2 – Units 3-4.....	72
Unit 5 I had just read a horror story.	74
Unit 6 Moving away.	88
Rewind 3 – Units 5-6.....	102
Unit 7 If I had one wish... ..	104
Unit 8 Building healthy relationships.	118
Rewind 4 – Units 7-8.....	132
Reading Hub	134
Irregular Verb list	144
Workbook	147
Audioscripts	182
Audio tracks	185

Contents

UNIT	LANGUAGE	SKILLS	ENGLISH FOR...	READING HUB
Welcome unit page 8	Simple Past: affirmative, negative, and interrogative sentences, regular and irregular verbs Comparative and Superlative	Reading: Read about a girl's activities on her last vacation Writing: Write about a place you visited	-	-
1 You should respect her new friends. page 14	Advice: <i>Should</i> – review Formal obligations and prohibitions: <i>must</i> and <i>must not</i> Degrees of possibility: <i>May</i> , <i>Could</i> , and <i>Might</i>	Reading: Read an e-mail a 13-year-old girl wrote to an advice website Listening: Listen to a girl asking for advice Writing: Write rules Speaking: Speak to a classmate about moving to another city	ETHICS Effects of technology on teen friendships	Article: Tips for meeting people and making meaningful connections
2 I've cleaned my room. page 28	Present Perfect for events at an indefinite time in the past Simple Past vs. Present Perfect Present Perfect: <i>Yes/No</i> Questions, <i>Already</i> , and <i>Yet</i>	Listening: Listen to a boy talking to his aunt about getting some money from doing chores Writing: Write about what chores you would like to do to get some extra money Speaking: Talk about what chores you would like to do to get some extra money Reading: Philip talks about chores at home	CULTURE Gender equality	Memes: Doing chores
Rewind 1 (Units 1 & 2) page 42				
3 How does social media affect our lives? page 44	Present Perfect: <i>Just</i> , <i>Since</i> , and <i>For</i> Simple Present vs. Present Perfect <i>Too</i> vs. <i>Enough</i>	Reading: Read a blog about bloggers under 18 Speaking: Talk about how you use social media Writing: Write about your personality	CULTURE YouTube Stars	Blog post: Positive effects of social media
4 Great things about growing old. page 58	Present Perfect: Actions/ events in periods of time that have not finished yet Reflexive Pronouns Adverbs of Manner <i>Really</i> , <i>Very</i> , and <i>Quite</i> + adjectives or adverbs	Reading: Read part of Grandma Moses' biography Speaking: Talk about a classmate's experience using reflexive pronouns Listening: Listen to daily conversations	SCIENCE Older people's health	Infographic: What's important to older people nowadays?
Rewind 2 (Units 3 & 4) page 72				

UNIT	LANGUAGE	SKILLS	ENGLISH FOR...	READING HUB
5 I had just read a horror story. page 74	Past Perfect: Affirmative, Questions and negative statements Using sense verbs to make comparisons	Listening: Listen to a boy talking about his trip to Paris Writing: Write a list of your five favorite books Speaking: Talk about which books would make great movies Reading: A dialogue exchanging opinions on books and movies	LITERATURE William Shakespeare: Romeo and Juliet	Article: Teens and print books
6 Moving away. page 88	First Conditional: future consequence, Questions Prefixes and Suffixes	Reading: Read an article about communication from abroad Listening: Jonathan talks about problems in his new city Speaking: Talk to a classmate about your future Writing: Prepare a speech for an election for school president	CULTURE Brazilian immigration in the U.S.A.	Survey: Is Brazil a good place for foreigners to live?
Rewind 3 (Units 5 & 6) page 102				
7 If I had one wish... page 104	Second Conditional: hypothetical situations, Questions First Conditional vs. Second Conditional Question tags	Reading: Read about the effects of car pollutants on the environment Listening: Listen to some friends talking about what they would do if they had superpowers Speaking: Talk about hypothetical future situations Writing: Write the results of a poll	SOCIAL STUDIES Green cities	Article: Bicycle-Friendly Cities Index
8 Building healthy relationships. page 118	Relative Clauses Omission of Relative Pronouns <i>Be Going to</i> vs. <i>Will</i> (Review) Present Continuous for future arrangements	Listening: Listen to and read an interview with a YouTuber Speaking: Talk about questions you would like to ask an YouTuber Reading: Read quotes about relationships Writing: Write your own quotes	ARTS Museum, art gallery, and paintings	Dictionary: Dictionary entries
Rewind 4 (Units 7 & 8) page 132				
Reading Hub page 134				
Workbook page 147				
Audioscripts page 182				
Audio tracks page 185				

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

- give people some advice
- talk about obligations and prohibitions
- discuss possibilities

Start up
Warm-up activity for content contextualization.

START UP

Let's plug in! What is going on in the picture? Does this often happen among teenagers? Why? How does the teenager who is left out by his friends feel? What can we do to avoid this kind of situation?


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

LOADING

1 Read and listen to Eva, a 15-year-old girl, talk about her time at middle school.

"In sixth grade I went to a new school. I was really eager to make new friends and also keep my old ones. But after some weeks, my former best friend was spreading rumors about me. Her friends passed me notes saying she hated me – someone even wrote something mean on my locker. I didn't tell the teachers and I asked my parents not to say anything. Finally, after a few months we talked about it and figured it out. But it was pretty weird for a long time."

Source: www.pbs.org/parents/parenting/raising-girls/friends-social-life/understanding-middle-school-friendships. Accessed on October 30, 2017.



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

UPLOADING

3 Some teens at iLearn Middle School are having different problems with their friends. Read what they say and give them appropriate advice. Use *should* or *shouldn't* and the prompts from the box.

control your friends' behavior help him all the time practice more and talk to the coach take longer to respond to her texts and phone c

a. I really like Mariana, but she's too tiresome. c. I'm not part of the basketball team, but I'd like to

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

5 Answer the questions below. Use *may* or *might* and the phrases from the box.

go to Holland not have enough money stay at home

a. What are your plans for next year?
I may go to Holland.

b. Are you going to buy those sneakers?

c. What are you doing during the vacation?

Your turn!

Personalized oral practice of the structures presented.

iSkills

Listen

1 Zac is talking to his aunt about getting some money from doing chores. Listen to their conversation and check (✓) the sentences that are true.

iSkills

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

English for Science

1 What simple activities could older people do in order to improve their health? Did you know that walking a dog is an effective way of keeping the body and mind healthy in later life? Do you agree with this? Why? Exchange ideas with your teacher and classmates.

2 Read the text and find out what a newspaper...

English for

Cross-curricular themes and vocabulary expansion.

rePlay

1 Look at the signs for one minute. Then close your books.

a. b. c. d.

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 14 to 23 and answer the questions again.

0-4 Oops... I'm sure you can do better! Let's try again! Go 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 Read the messages below. Then complete the answers their friends gave them.

a. "Today I was in class doing a test and I was really hungry. I asked my teacher, Mr. Jones, to go outside and buy something to eat in the school canteen, but he didn't allow me to. Was he right?"

b. "Today I went to my cousin's place and he wasn't there. I left him a message to call me soon. I want to invite him for my birthday party! ... think he will call me?"

Rewind

Revision of grammatical and lexical structures every two units.

Reading Hub Unit 3

1 What are the positive effects of social media? Do most young people use social media correctly? Why? Why not? Share your ideas with your teacher and classmates. *Answers will vary.*

2 Read the following blog post and check if you mentioned any of the benefits the author mentions in her text.

Reading Hub

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

Workbook

Workbook I had just read a horror story. unit 5

PAST PERFECT

I had just read a horror story.

Grammar Reference

Formar **yes/no** questions no invertimos, a ordem entre as palavras muda e usamos **do** ou **does** para formar as perguntas. O restante da estrutura permanece a mesma. Importante: devemos responder as perguntas com o verbo auxiliar **had** e não **was** ou **were**. Agora faça as atividades 1, 4 e 5.

ADVERBS OF MANNER

Grammar Reference

Self-study guide for each unit.

iCan

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

1. I can talk about past actions. Not

2. I can identify which past action happened first.

3. I can use adverbs of frequency.

4. I can use adverbs of manner.

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

- review the use of the Simple Past
- review the use of the comparative and superlative forms of adjectives



START UP

Let's plug in! What did you do during summer break? Did you and your classmates do anything similar?

1 Maya's vacation was very special. She traveled with her family. Match her pictures to the correct description. Follow the model given. Number the sentences in the correct order (1-5).



We arrived in the evening. Our first meal there was tambaqui, a delicious fish served with chestnut sauce.

In the afternoon we went to the fish market. They have all kinds of fish and a lot of different kinds of bananas. It was amazing. There, we said goodbye to Manaus.

After visiting Manaus we took a boat to Belém. In the boat there were hammocks where we could rest.

The next morning we went canoeing on the Rio Negro with a group of visitors from New Zealand. We saw many birds and I think I saw an alligator swimming next to the canoe!

a On January 3rd I started a wonderful adventure with my mom, my dad, and my brother. We took a flight to Manaus. 1

2 Maya's classmates are asking her some questions about her vacation. Complete the questions and her answers with the verbs in parentheses in the Simple Past.

Carlos: Which city (you/to prefer), Manaus or Belém?

Maya: I (to prefer) Manaus, but my brother (to like) Belém more.

Bia: (you/to sleep) on the boat?

Maya: No, I . I (not/to want) to miss the view.

Ana: Where (you/to stay) in Belém?

Maya: I (to stay) at my uncle's house.

Rony: (you/to eat) any other fish?

Maya: No, I only (to eat) tambaqui. I also (to drink) some delicious cupuaçu juice.



Grammar feed

Simple Past

Affirmative

Maya **stayed** at her uncle's house.

Maya **flew** to Manaus.

Negative

Maya **didn't stay** at a hotel.

Maya **didn't fly** to Belém.

Interrogative

Did Maya **stay** at a hotel?

Did Maya **fly** to Manaus?



Study this

Regular Verbs

to stay – stayed

to travel – traveled

to arrive – arrived

to start – started

Irregular Verbs

to fly – flew

to eat – ate

to drink – drank

to go – went



UPLOADING

3

Write questions to these answers.

a. ?

No, I didn't. I arrived in the evening.

b. What ?

I ate tambaqui.

c. ?

Yes, I did. I went canoeing in the Rio Negro.

d. Where ?

I saw different kinds of fish at the fish market.

e. ?

Yes, I did. I traveled by boat from Manaus to Belém.



DOWNLOADING

4

Think of a place you visited and write a paragraph about your experience. Write where you went, when you went there, where you stayed, and what you did.



1 In class, the students talked about their vacations. Now it's recess. They are talking about their school subjects for this year. Listen and read.



Theo: Aagh! I am so annoyed! Math is the worst subject ever!

Mel: Hey! Why are you so angry? Today is only the first day of class...

Theo: I know, but our teacher gave us a test today. Can you believe it? And, of course, Will got the best grade, and guess what? I got the worst one.

Mel: What? Teachers can't compare grades! If so, I would probably be the worst at history and the best at math.

Theo: She didn't compare them, but I wanted to know and asked everybody's grades. At least I am better at history than you, I guess.

Mel: Why do you compare grades? Honestly, I think history is more boring than math.

Theo: Math is the most boring and the most difficult subject. Geography is the easiest.

Mel: Of course you'd say that; your dad is a geography teacher! I bet he helps you!

Theo: Well, maybe sometimes...

2 Read the dialogue again and circle **T** for Theo and **M** for Mel.

- a. This person had a test today.
- b. This person is better at math than history.
- c. This person is better at history than math.
- d. This person's father is a geography teacher.
- e. This person thinks history is more boring than math.

<input checked="" type="radio"/> T	<input type="radio"/> M
<input type="radio"/> T	<input type="radio"/> M
<input type="radio"/> T	<input type="radio"/> M
<input type="radio"/> T	<input type="radio"/> M
<input type="radio"/> T	<input type="radio"/> M

3 Listen again and read the dialogue.



Grammar feed

Comparative

easy – **easier** than
 difficult – **more** difficult than
 boring – **more** boring than

Superlative

the **easiest**
 the **most** difficult
 the **most** boring



Study this

The exceptions are:

good – better than – the best
 bad – worse than – the worst
 far – further/farther than – the furthest/farthest

UPLOADING

4 Complete the chart with the correct comparative and superlative form of the adjectives below.

Adjective	Comparative	Superlative
cold		
big	bigger than	
young		
short		
intelligent		the most intelligent
beautiful		
expensive		

5 Complete the sentences with the comparative or superlative form of the adjectives in parentheses.

- a. Mel is Theo at math. (good)
- b. Matt is in our class. (young)
- c. In your opinion, what is school subject? (easy)
- d. I think geography is history. (difficult)
- e. This is watch in the store. (expensive)

DOWNLOADING



6 Write three sentences giving your opinion on some school subjects.

- a.
- b.
- c.



unit

1

**You should respect
her new friends.**



STAMP



» IN THIS UNIT YOU WILL

- give people some advice
- talk about obligations and prohibitions
- discuss possibilities



START UP

Let's plug in! What is going on in the picture? Does this often happen among teenagers? Why? How does the teenager who is left out by her friends feel? What can we do to avoid this kind of situation?



1 Read and listen to Eva, a 15-year-old girl, talking about her time at middle school.

04

“In sixth grade I went to a new school. I was really eager to make new friends and also keep my old ones. But after some weeks, my former best friend was spreading rumors about me. Her friends passed me notes saying she hated me – someone even wrote something mean on my locker. I didn’t tell the teachers and I asked my parents not to say anything. Finally, after a few months we talked about it and figured it out. But it was pretty weird for a long time.”

Extracted from: www.pbs.org/parents/parenting/raising-girls/friends-social-life/understanding-middle-school-friendships. Accessed on October 30, 2017.



2 Read the text again and check (✓) the true sentence(s).

- a. The girl didn’t want to make new friends at school.
- b. She changed schools when she was in the sixth grade.
- c. Her former best friend didn’t care about her new friends.

see word
pop-up
page 150



Grammar feed

Advice: Should - review

Friends **should respect** each other’s new friends.

Friends **shouldn’t spread** rumors about each other.

UPLOADING

3 Some teens at iLearn Middle School are having different problems with their friends. Read what they say and give them appropriate advice. Use *should* or *shouldn't* and the prompts from the box.

control your friends' behavior help him all the time practice more and talk to the coach take longer to respond to her texts and phone calls

a. I really like Mariana, but she texts me all the time!

c. I'm not part of the basketball team, but I'd like to be.

b. Rob is constantly asking for help. I just don't have time for it.

d. My friends are skipping class. I have to talk to them about that.

4 Listen to Michaela asking for advice on a problem she is having with some friends. Then match the columns.



a. She left school because

b. She will study at home until

c. Her parents work a lot, so

d. Her friends only talk about

the new academic year starts.

things like crushes and dating.

she doesn't have anyone to talk to.

she was bullied.

DOWNLOADING

5 What advice would you give people in these situations? Write.

a. My friends laugh at me because I don't have expensive clothes.

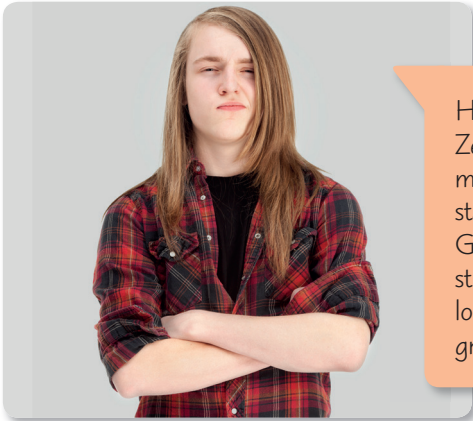
b. My best friend gets very bad grades at school.



Your turn!

Work with a partner. Read your pieces of advice. Are they similar to his/hers?

1 Read and listen to these three teens talk about some school rules in their cities.



Hi! My name is Oliver. I'm from Auckland, New Zealand. I keep my hair long out of respect for my grandfather, who also had long hair. I'm a star student and athlete. I'd like to study at AC Grammar School, but my mom was advised I can't study there unless I cut my hair. Male students with long hair can't study there. The school has a strict grooming policy.

Hello! I'm Kate and I'm from Toronto, Canada. Halloween is next week and some schools in the city sent a checklist out to parents of DO's and DON'Ts for Halloween costumes. We shouldn't dress as stereotypes (such as terrorists or gypsies) or change the color of our skin, for instance. These costumes can be considered offensive. There will be Halloween parties at school, but we must watch out for what we wear.



Hi! My name is Huang Mei and I am from a small village in Beijing, China. I study in a school far from my village. Students from rural areas in China must move from their family homes and live in dormitories. They visit their families on weekends. Students who want to go to middle school must take an entrance exam in the last year of elementary school.

2 Read the texts again and circle T (true) or F (false).

- a. AC Grammar School does not admit male students with long hair.
- b. Students in Toronto are free to wear any kind of Halloween costume.
- c. Students from small villages in China must live away from their family.

T	F
T	F
T	F



Grammar feed

Formal obligations and prohibitions: *Must* and *Must not*

Obligations

We **must watch out for** what we wear.
 Students **must take** an entrance exam
 in the last year of elementary school.

Prohibitions

We **must not dress** as stereotypes.
 Boys **must not have** long hair at AC
 Grammar School



Study this

Can = it's permitted

Must not = can't = it's not permitted



UPLOADING

3

Use *must* or *must not* to write sentences about the poster.

CLASSROOM RULES

1. Be in your seat with all necessary supplies when the bell rings.
2. Follow directions the first time they are given.
3. No cursing or teasing.
4. No distractions:
no grooming
no food or drinks
no electronics
5. Keep hands, feet, and objects to yourself.

1. You must be in your seat with all necessary supplies when the bell rings.

2.

3.

4.

5.



DOWNLOADING

4

What are some rules in your classroom? Write two rules using *must*, *must not/can't*, and *can*.

a.

b.



Your turn!

Work in groups of three. Compare the rules you wrote. Are they similar or different?



LOADING



1 Eva's father is being transferred to another state for work, so her family must move away. She is talking to some friends at school. Listen and read.



Tyler: When's your last day at school?

Eva: Friday. I don't want to go.
It's not fair.

Megan: Why don't you stay here with your grandma?

Eva: My dad said I have to go. He's afraid she might get too tired having a teen at home all the time.

Lily: We'll miss you, Eva.

Megan: Will we text each other every day?

Eva: Of course we will. I promise. Not all the time like we do now, but...

Tyler: Hey, cheer up! You might like the new school.

Eva: Yes, but I might not make friends there.

Lily: Oh, come on! You might come to visit your grandma in December, so we'll see you then.



2 Read the dialogue again and answer the questions.

- a. Is Eva happy about moving to another state?
- b. Is Eva going to stay with her grandma?
- c. Is Eva afraid that she might not make new friends?
- d. Is Eva going to visit her grandma in December?

Yes

No

Maybe

3 Listen again and repeat the dialogue.



Grammar feed

Future possibility: Will vs. Might

It's certain.

Affirmative Eva's friends **will miss** her.

Negative Eva **won't text** her friends all the time.

It's possible.

Affirmative Eva's grandma **might get** too tired.

Negative Eva **might not make** friends there.



Study this

will not → won't

might not → no contraction

UPLOADING

4 Use the prompts, the pictures, and the information in parentheses to write sentences with *will*, *won't*, *might*, or *might not*. They can be affirmative (✓) or negative (X).

a. clean her room on Sunday (It's certain. / X)



Liz *won't* clean her room on Sunday.

c. see his friends on the weekend (It's possible. / X)



Miguel

b. walk to school tomorrow (It's possible. / ✓)



We

d. do volunteer work on Friday (It's certain. / ✓)



They

DOWNLOADING

5 Imagine that you have to move to another city. Look at the information in the box. Write three true sentences about you. Use *will*, *won't*, *might*, or *might not*.

to miss my city to have fun to forget my friends to make new friends
to like my new school to start doing a new sport



Your turn!

Work with a partner.
Share your sentences.

I might not miss my city.

Are you serious? I will miss my city. But I might not like my school.



LOADING

1

Listen and read the dialogues.



a.

When are you moving away, Alison?



I may move away next weekend. We're still packing, but there isn't much left to do.

b.

Are you moving away next weekend, Anthony?



Well, we could move away on Saturday, but there's still a lot to pack, so I think we need some more time.

c.

I heard you're leaving the city, Ben.



Well, I might stay. My dad lost his job yesterday, so he's thinking of looking for a new job around here.

2

Read the dialogues again and circle the correct alternatives.

- a. In cartoon "A", it is **very possible** / **little possible** that Alison will move away next weekend.
- b. In cartoon "B", it's **very possible** / **quite possible** that Anthony is moving away next weekend.
- c. In cartoon "C", it's **little possible** / **very possible** that Ben will stay in the city.



Grammar feed

Degrees of possibility: *May, Could, and Might*

I **may move away** next weekend. → It is very possible that I will move away next weekend.

We **could move away** on Saturday, but there's still a lot to pack. → It is quite possible that we will move away next weekend.

I **might stay** in the city. → It's not very possible that I will stay in the city.

LEARNING STRATEGY

UPLOADING

3 Complete the sentences with the most appropriate word: *may*, *could*, or *might*.

- a. They ask me questions after my presentation, if we don't run out of time. (quite possible)
- b. A: I want to visit Anne. Do you think she is at home today?
B: We go there tomorrow, but let's check with Anne first. (quite possible)
- c. It rain this evening, do you think we need to change our plans? (not very possible)
- d. I come with you and meet our new neighbor. (not very possible)
- e. If we don't hurry, we be late for the party. (quite possible)
- f. Nowadays people travel all over Europe and not spend too much money. (very possible)

4 Match the sentences and form dialogues.

- a. Where are John and Stella? They're late! I wanted to finish it by tomorrow, but I am so tired!
I guess I'll probably only finish it the day after tomorrow.
- b. They're coming this week, but I don't know when. She might be working now.
- c. When are you going to finish this report? They may be coming tomorrow.
- d. I'll call Mandy right now. They might be stuck in traffic.
- e. We could see a movie. What do you think? I like that idea! But the weather forecast says it may rain today. Let's go by car.

DOWNLOADING

5 Answer the questions below. Use *may* or *might* and the phrases from the box.

to go to Holland to be a little late to stay at home

- a. What are your plans for next year?

I may go to Holland.

- b. Are you going to arrive on time?

- c. What are you going to do on the weekend?



iRead

1 Do you think teenagers often write to advice columns in magazines or websites? Would you ask for advice from these places? Why (not)?

2 Read the e-mail a 13-year-old girl wrote to an advice website and the reply she got.

← → ↻ http://www.askdrm.org/col_teens.html ☆

— **September 18, 2016** —

Dear Dr. M, I'm 13 years old and I'm having some trouble with my friends at school. I started high school (I live in Australia) at the beginning of the year, and made some great bonds with a large group of girls. It was all great until a month or so ago. Somehow, I became best friends with some of the boys in my class, too. I obviously tried to spend an equal amount of time with each group. When I hung out with the girls, the boys understood, but when I hung out with the boys, I could tell the girls weren't too happy. They're very nice people, so they didn't say anything, but they kind of exchanged looks. When I sat with my male friends, they would always try to interfere. The biggest problem is that I like one of the boys in the group (let's call him Ben), and one of my female friends said that she thinks I'm hanging out with the boys just because Ben is there. What can I do to make everyone happy? Do I have to choose one group over the other? Please help me.

— Clueless, 13

Dear Clueless,

You shouldn't have to choose one group over another. And it's okay if part of the reason you are hanging out with the group of boys is because you like Ben. Instead of trying to make everyone happy all the time, which is probably impossible, think about what makes you feel good. If you like spending time with that group of girls, then continue to do so, and make sure you let them know how much you enjoy hanging out with them. But you can certainly also spend time with the group of boys you've gotten friendly with. One strategy you might try is to set up an activity—maybe something music or sports-related—that both groups of friends would enjoy. That would allow the two groups to get to know each other and maybe even encourage the development of new friendships.

— Dr. M.

Adapted from: www.askdrm.org/col_teens.html. Accessed on November 3, 2017.

3 Read the texts again and answer the questions.

a. Is the girl having trouble with her friends at school?

Yes, she is.

b. What do the girls do when she sits with the boys?

c. What pieces of advice does the counselor give the girl? Complete the list.

Not to choose

To think about

Try to set up



1 Is social media impacting real-life friendships? How? Exchange ideas with your teacher and classmates.

2 Listen and read part of an article about the effects of technology on teen friendships.



← → ↻

If you think friendship is different in the digital age, you are right. But how different is it? Read some key facts and find out.

BY MONICA ANDERSON

- 1- 57% have made at least one new friend online.
- 2- 64% of teens who have met a friend online say they met via a social networking site.
- 3- For some teens, there are downsides to social media. 68% say they have experienced conflict among friends on the platform.
- 4- Approximately 88% spend time talking to their friends via text messaging at least occasionally, and 55% do so every day.
- 5- Around 25% have fought with a friend because of something that first happened online or because of a text message.
- 6- Video games seem to play an important role in the development and maintenance of friendships. 78% of online gaming teens say they feel more connected to the friends that they play video games with.

Adapted from: www.pewresearch.org/fact-tank/2015/08/06/6-key-takeaways-about-teen-friendships-in-the-digital-age/. Accessed on December 13, 2017.

READING STRATEGY

see word pop-up page 150

3 Read the text again and check (✓) the true statement(s).

- a. More than 50% of teens have made a new friend online.
- b. Less than 90% of teens talk to their friends via text message every day.
- c. About 25% of teens have had a fight with friends because of something that happened online.
- d. Less than 78% of teens feel more connected to friends they play online games with.





1 Look at the signs for one minute. Then close your books.

a.



c.



e.



b.



d.



f.



Work in pairs. Tell your partner about three of the signs. Use *must* or *must not*. Switch roles. Your partner will talk about the other three signs.

a.

d.

b.

e.

c.

f.

2 Work in pairs. Role-play a situation.

Student A: You are the principal of a middle school.

Student B: You are a new student.

You have to walk through the school. The principal has to tell the student what students *can*, *must*, and *must not do*. The student has to ask questions, such as *Can I leave an exam early?*

Take notes. Then create a poster about the school rules.

SCHOOL RULES

Self-Assessment

Circle the correct option to complete the sentences.

1. Friends **should** / **could** respect each other's new friends.
2. If he's always bothering you, you **shouldn't** / **should** take longer to respond to his texts and phone calls.
3. Students **must** / **may** take an entrance exam in the final year of elementary school to get into the middle school.
4. We **mustn't** / **might** not dress as stereotypes on Halloween.
5. **A:** Are you having dinner out tonight, Jane?
B: I'd like to, but I can't. I **may** / **must** finish my geography paper.
6. I have an idea! We **could** / **can** play tennis tomorrow.
7. I promise I **will** / **should** text you every day, but maybe not all the time as we do now.
8. **A:** Peter is thirty minutes late.
B: He **might** / **must** not come to the game then.
9. The children **may** / **might** go on a picnic on Thanksgiving Day. We are not sure yet, but it's very possible.
10. **A:** Are you going travel this weekend?
B: I **might** / **can** go to the beach with my parents.



What your score means...



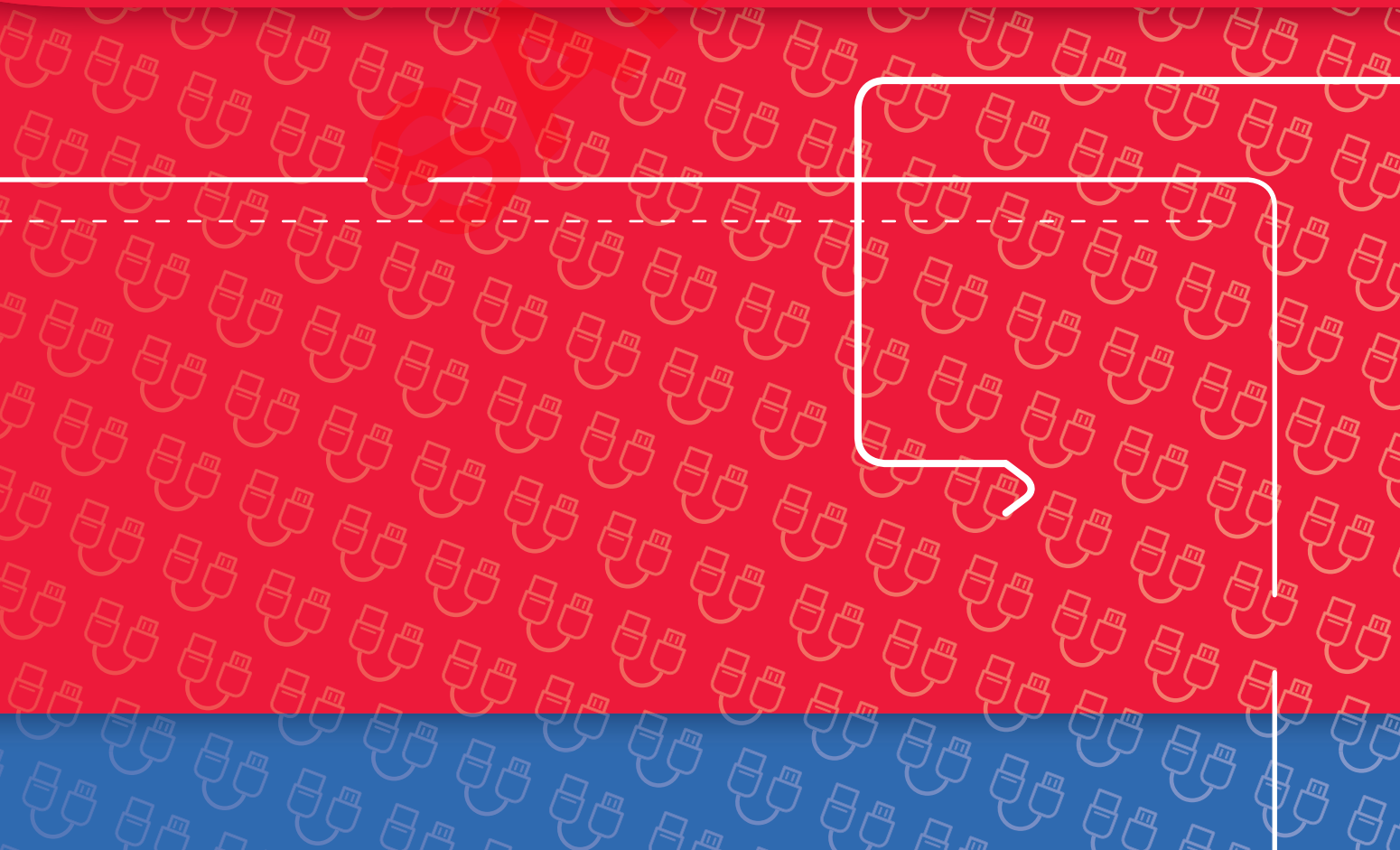
- 8-10** Congratulations! You can understand and use the language learned in this unit.
- 5-7** Good job! How about looking back over pages 14 to 23? Then answer the questions again.
- 0-4** Oops... I'm sure you can do better! Let's try again! Go back to pages 14 to 23 and answer the questions. Ask your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

Write your app score here:





READING HUB





1 Do you find it hard to make new friends? Why?

2 Listen and read about the benefits of friendships.



Making Good Friends

Tips for Meeting People and Making Meaningful Connections

Friendships have an enormous impact on your health and happiness. Good friends diminish stress, bring comfort, prevent isolation, and even intensify your physical health. But close friendships don't just happen. Many of us struggle to meet people and develop quality connections. No matter how old you are it's never too late to make new friends, reconnect with old ones, and improve your social life, emotional health, and overall well-being.

Why are friends so important?

Our society tends to emphasize romantic relationships. We think that we'll be happy if we just find the right person. But research shows that friends are actually even more important to our psychological welfare. Friends bring more happiness into our lives than anything else.
[...]

The benefits of friendships

While developing and maintaining friendships take time and effort, good friends can:

- **Improve your mood.** Spending time with happy and positive friends can elevate your mood and promote your view on life.
- **Help you to reach your goals.** Whether you're trying to get fit, give up smoking, or improve your life, encouragement from a friend can really support your personal determination and increase your chances of success.
- **Reduce your stress and depression.** Having an active social life can help your immune system and help reduce isolation, a big contributing factor for depression.
- **Support you through difficult times.** Even if it's just having someone to share your problems with, friends can help you cope with serious illness, the loss of a job or loved one, the breakup of a relationship, or any other challenges in life.
- **Support you as you get older.** As you get older, retirement, illness, and the death of loved ones can often leave you isolated. Having people you can count on can offer you purpose as you age and be a buffer against depression, disability, and loss.
- **Encourage your self-worth.** Friendship is a two-way street. Being there for your friends makes you feel needed and adds purpose to your life.

*Adapted from: www.helpguide.org/articles/relationships-communication/making-good-friends.htm.
Accessed on November 3, 2017.*

3 Read the text again and write YES or NO.

- Research shows that friendship is even more important than romantic relationships.
- People can make new friends whatever their age.
- Friendships do not bring any benefits to our lives.



1 What is a meme? What are some characteristics of memes that go viral? *Answers will vary.*

2 Read two memes about doing chores. Then mark the sentences T (true) or F (false).

a.



b.



a) The person who created meme A probably feels happy when they finish cleaning the house.

b) The person who made meme B is probably an adult who lives with their children.

3 Write a meme for the picture below.



Answers will vary.

WORKBOOK

SAMPLE

x

SAMPLE



SIMPLE PAST



A: What **did you** do this weekend?
B: I **played** video games and **ate** popcorn with Mia.
A: That sounds fun!



A: **Did you travel** to New York on your vacation?
B: No, I **didn't**. I **went** camping with my cousins.

Quando queremos expressar ações e estados iniciados e concluídos em um momento definido no passado, usamos o **Simple Past**.

Formar esse tempo verbal é muito simples. Na afirmativa para verbos regulares, acrescentamos **-ed** ao final do verbo.

Na negativa, para todas as pessoas, usamos **did not** ou **didn't** e o verbo principal na **base form** (no infinitivo sem **to**).

Para fazer perguntas no **Simple Past**, usamos a seguinte estrutura: **did + sujeito + verbo na base form**.

Importante:

- É preciso memorizar a forma dos verbos irregulares no **Simple Past**. Em caso de dúvida, vale consultar uma lista com esses verbos (como a que aparece nas páginas 144 e 145 do livro).
- Quando usamos o auxiliar **did** em perguntas ou em frases negativas, o verbo volta para a **base form**.
- Para formar **wh- questions**, basta começar a pergunta com a **wh- word** (como **what** ou **who**). O restante fica com a mesma estrutura das **yes/no questions**.

Agora faça a atividade 1.

COMPARATIVES AND SUPERLATIVES



Cars are **more expensive** than bikes.

Trucks are **bigger** than cars and bikes.

Bikes are one of **the smallest** means of transportation.

Trucks are **the most useful** vehicles for people when they move house.

Comparative

small → smaller than
 useful → **more** useful than
 expensive → **more** expensive than

Superlative

small → the **smallest**
 useful → the **most** useful
 expensive → the **most** expensive

Exceptions:

Comparative and Superlative

good → better than → the best
 bad → worse than → the worst
 far → farther/further than → the farthest/furthest

Utilizamos o **comparative** para comparar dois ou mais elementos.

O **superlative**, por sua vez, indica o elemento que tem a característica mais marcada ou elevada dentro de um grupo.

Em inglês, o **comparative** e o **superlative** são formados de maneira semelhante.

Comparativo:

- com adjetivos de **uma sílaba**, adicionamos **-er** ao final da palavra, que é, na maioria das vezes, seguida de **than**;
- com adjetivos de **duas ou mais sílabas**, usamos a seguinte estrutura: **more + adjetivo + than**.

Superlativo:

- com adjetivos de **uma sílaba**, adicionamos **-est** ao final da palavra;
- com adjetivos de **duas ou mais sílabas**, usamos a seguinte estrutura: **the most + adjetivo**.

Importante:

- Quando o adjetivo que tem apenas **uma sílaba** termina em **consoante + vogal + consoante** (CVC), dobramos a última consoante e acrescentamos **-er** para formar o **comparativo** e **-est** para formar o **superlativo**.
- Em adjetivos de **uma sílaba** terminados em **-e**, acrescentamos apenas **-r** para formar o **comparativo** e **-st** para formar o **superlativo**.
- No caso de adjetivos de **duas sílabas** terminados em **-y**, tiramos o **-y** e acrescentamos **-ier** para formar o comparativo e **-iest** para formar o superlativo.

Agora faça a atividade 2.

1 Complete the sentences with the Simple Past form of the verbs in parentheses.

J. K. Rowling



Joanne Rowling was born on July 31, 1965 at Yate General Hospital just outside of Bristol, and (to grow up) in Gloucestershire in England and in Chepstow, Gwent, in South Wales.

Her father, Peter, (to be) an aircraft engineer at the Rolls Royce factory in Bristol and her mother, Anne, (to be) a science technician in the Chemistry department at Wyedean Comprehensive, where Jo (to go) to school. Jo (to want) to be a writer from an early age. She (to write) her first book at the age of six – a story about a rabbit, called 'Rabbit'. [...]

Taking her notes with ideas for the Harry Potter series with her, she (to move) to northern Portugal to teach English as a foreign language, (to marry) Jorge Arantes in October 1992, and (to have) a daughter, Jessica, in 1993. [...]

In Edinburgh, Jo (to train) as a teacher and (to begin) teaching in the city's schools, but she (to continue) to write in every spare moment. [...]

The first book of the Harry Potter series was published by Bloomsbury Children's Books in June 1997, under the name J.K. Rowling. [...]

Adapted from: www.jkrowling.com/about. Accessed on December 10, 2017.

2 Circle the correct form of comparative or superlative.

- a. The sun is **bright**/**brighter** than the moon.
- b. Oranges are **sweeter**/**the sweetest** than lemons.
- c. Airplanes are **more expensive**/**fast** than helicopters.
- d. The Nile is **longer**/**the longest** river in the world.



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

- | | | | | |
|--|--------------------------|-------------|--------------------------|-----------|
| 1. I can describe and ask about events in the past. | <input type="checkbox"/> | Yes, I can. | <input type="checkbox"/> | Not sure. |
| 2. I can describe and ask about actions in the past. | <input type="checkbox"/> | Yes, I can. | <input type="checkbox"/> | Not sure. |
| 3. I can use the comparative of superiority. | <input type="checkbox"/> | Yes, I can. | <input type="checkbox"/> | Not sure. |
| 4. I can use the superlative form. | <input type="checkbox"/> | Yes, I can. | <input type="checkbox"/> | Not sure. |

ADVICE: SHOULD (REVIEW)



You **should** talk to your teacher about any issues related to bullying.

Para dar conselhos a alguém, empregamos, na afirmativa, o modal **should**, seguido do verbo principal na **base form**.

Na negativa, basta acrescentarmos **not** após **should** ou usarmos a forma contraída **shouldn't**. Esse verbo tem a mesma forma para todas as pessoas.

Agora faça a atividade 1.

FORMAL OBLIGATIONS AND PROHIBITIONS: MUST AND MUST NOT



You **must** be silent in this area.
You **must not** use your cell phone in this area.

Na afirmativa, usamos **must** em situações formais para expressar uma obrigação. Esse verbo assume a mesma forma para todas as pessoas e é seguido sempre da **base form** do verbo principal.

Na negativa, acrescentamos **not** a esse modal ou empregamos a forma contraída **mustn't**. Nesse contexto, o verbo expressa uma proibição.

Importante:

- Em situações menos formais, podemos empregar **can't** em vez de **must not**.
- Na afirmativa, **can** indica que algo é possível, ao passo que **must** expressa uma obrigação.
- **Have to**, assim como **must**, indica uma obrigação. Contudo, **don't/doesn't have to** indica que algo não é obrigatório, ao passo que **must not** expressa que algo é proibido.

Agora faça as atividades 2, 3 e 4.

WILL VS. MIGHT



Kate: I hope you like your new school in Seattle, Dave.
We **will** miss you!

Dave: Thanks, Kate! I **will** miss everybody, too.

Kate: **Will** you play in the school band there, too?

Dave: Sure, but I **might** play a new instrument.

Usamos **will** para falar sobre acontecimentos certos no futuro. Ele é seguido sempre da **base form** do verbo principal e assume a mesma forma para todas as pessoas do discurso.

Para formar a negativa com **will**, acrescentamos **not** ao verbo ou usamos a forma contraída **won't**.

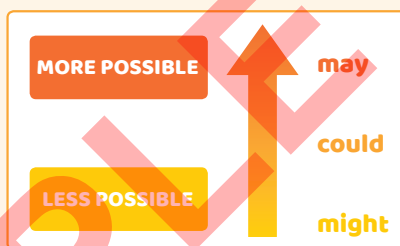
Empregamos o verbo **might** seguido da **base form** do verbo principal, por sua vez, quando queremos expressar uma possibilidade, mas não uma certeza no futuro.

Importante:

- a negativa de **might** é **might not**.

Agora faça a atividade 5.

DEGREES OF POSSIBILITY: MAY, COULD, AND MIGHT



The bus **may** arrive soon.

The bus **could** arrive soon.

The bus **might** arrive soon.

Usamos **may**, **could** e **might** para indicar a possibilidade de algo acontecer ou não. Esses verbos têm o sentido semelhante, mas expressam graus diferentes de certeza em relação às chances de algo se concretizar.

May indica que algo tem maior possibilidade de acontecer.

Could expressa a ideia de que algo pode acontecer, mas com menor grau de certeza do que a ação ou estado indicado por **may**.

Might, por fim, indica que algo pouco provavelmente acontecerá.

Esses verbos têm a mesma forma para todas as pessoas do discurso e vêm seguidos do verbo principal na **base form**.

Na negativa, basta acrescentar **not** após esses modais.

Importante:

- desses três verbos, apenas **could** tem uma forma contraída na negativa: **couldn't**.

Agora faça as atividades 6 e 7.



Word pop-up

spreading – espalhando

bonds – elos, laços

exchanged – passado de to exchange, trocou

somehow – de alguma forma

to cope – lidar

maintenance – manutenção

roughly – por volta de

measuring – medir

device – aparelho

self-worth – autovalorização

to struggle – lutar

welfare – bem-estar

1 Look at the pictures. Then complete with *should* or *shouldn't* according to each situation.



a. They spread rumors about other people.



d. Lynn be rude to people.



b. He give his seat to senior citizens.



e. You turn the volume down.



c. People talk loudly in the library.



f. You clean the tray before leaving the cafeteria.

2 Look at this street sign and write T (true) or F (false).

On the first and third Tuesday of each month...

- a. you can park on this side of the street in the afternoon.
- b. you must park on the other side of the street in the morning.
- c. you must not park on this side of the street at 7 a.m.
- d. you can park here anytime.
- e. you must park your car on this side of the street in the morning.



3 Now look at the sign below and check (✓) the correct answers.

- a. This is a sign for people who want to cross the street.
- b. This is a sign for people and cars.
- c. Pedestrians must push the button to cross the road.
- d. Pedestrians must not cross if walk signal is not shown.



4 Read these pool rules and write sentences using *must* or *must not*.

POOL RULES

DON'T RUN

SHOWER BEFORE ENTERING POOL

NO DIVING

USE RESTROOMS

a. You must not run.

b. _____

c. _____

d. _____

5 Look at the pictures and complete the predictions.



a. He will



d. The red team might



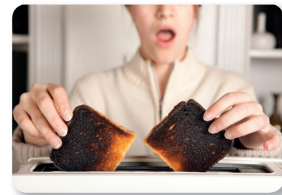
b. The boy will



e. The woman might



c. She will



f. The toast won't

6 Look at the table. Check (✓) the correct column according to your plans. Then write sentences about them.

	I may...	I could...	I might...
a. travel abroad in 5 years' time			
b. move to another city/neighborhood next year			
c. get a new smartphone			
d. watch a movie next weekend			
e. learn a new language			
f. visit a friend next Saturday			

- a. I may travel abroad in 5 years' time. My family is saving money for this trip.
- b.
- c.
- d.
- e.
- f.

7 Match the columns to form sentences.

- a. The baby is crying. My cousins may stay there.
- b. It's already 3:00 p.m. It might be Mom calling us.
- c. There are maps at the entrance of the zoo. We may get one so that we don't get lost.
- d. The phone is ringing. a He might be hungry.
- e. We have an extra room at our house. I'm sure we could be friends.
- f. She's so nice and friendly. If we don't hurry we will be late for class.



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

- 1. I can use *should* to give people advice. Yes, I can. Not sure.
- 2. I can talk about permission using *can*. Yes, I can. Not sure.
- 3. I can talk about obligations and prohibitions using *must (not)*. Yes, I can. Not sure.
- 4. I can discuss possibilities using *may, might, could*. Yes, I can. Not sure.