

Cristina Costa
Isabel Teixeira
Paula Menezes

REVISÃO PEDAGÓGICA
E LINGUÍSTICA
Cláudia Correia

HEY, YOU! 5

Inglês



www.heyyou5.te.pt


Texto

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COMPROMISSO

Envio regular de recursos
educativos, como materiais
de avaliação, ao longo da
vigência do projeto para
professores adotantes.

Manual: *Hey, you! 5*

ISBN: 978-972-47-5878-7 (Manual do aluno)

Ano: 5.º ano

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Esta informação destina-se a apoio/esclarecimento do órgão competente pela adoção.

1. Organização e método	Evidências no Manual
1.1 Apresenta uma organização coerente e funcional.	• O manual apresenta cinco unidades, facilmente identificadas pelas cores, que respeitam as Áreas temáticas/situacionais constantes nas Aprendizagens Essenciais do 5.º ano, em articulação com o Quadro Europeu Comum de Referência para as Línguas, respeitando o nível A1.1/A 1.2. • Promove o desenvolvimento das áreas de competências definidas no <i>Perfil dos Alunos à Saída da Escolaridade Obrigatória (PASEO)</i>. • Contém uma unidade inicial (<i>Starter</i>) que incide sobre aspetos culturais referidos no domínio da Competência Intercultural das AE (Reconhecer aspetos culturais de países de expressão inglesa, tais como bandeiras e símbolos nacionais) e sobre vocabulário e estruturas linguísticas que os alunos terão aprendido nos 3º e 4º anos. • O manual é <i>all inclusive</i> porque integra festividades, a leitura extensiva, o <i>Extra Practice</i>, o <i>Kid's Help</i>, e faz ainda remissões para o <i>Workbook</i>, o <i>Teacher's File</i> e todo um conjunto de ferramentas digitais. • A secção <i>Extra Practice</i> apresenta um conjunto de exercícios diversificados de gramática que complementam os conteúdos gramaticais trabalhados ao longo das unidades e permitem reforçar e consolidar as aprendizagens. • Em cada unidade, as <i>skills</i> são trabalhadas de forma equilibrada e em interligação através das rubricas: – <i>Vocabulary</i> – <i>Reading</i> – <i>Grammar</i> – <i>Listening</i> – <i>Speaking</i> – <i>Writing</i> – <i>Better together</i> – <i>Go Digital</i> – <i>Escape game</i> – <i>Project</i> – <i>On your own</i> (testes formativos) – <i>How well did you do?</i> (espaço para aprender a regular o processo de aprendizagem) – <i>Video</i> – <i>Song</i> – <i>Values</i> – <i>Let's play</i> – <i>Challenge</i> – <i>Check this out!</i> – <i>Have a go (Quiz, video, Kahoot)</i> – <i>Kids speak up</i> – <i>Sounds right</i> – <i>Go for it</i> • Para além destes aspetos, o projeto apresenta uma estrutura clara, de gestão fácil, com indicação de sugestões de atividades extra e

	com uma articulação efetiva de todos os recursos, tornando fácil a sua utilização. • As bandas do manual contêm indicações úteis para o professor, sugestões de utilização dos componentes e recursos disponíveis no projeto, incluindo vídeos extra, e sugestões metodológicas tendo em vista a inclusão.
1.2 Apresenta uma organização adequada aos alunos.	• O manual apresenta uma organização clara, dinâmica e sequencial, adequada quer à faixa etária, quer ao perfil dos alunos do século XXI. • O manual está articulado com duas secções (<i>Extra Practice</i> e <i>Kid's help</i>) que auxiliam o aluno no seu trabalho. Aqui os alunos encontram explicações e exercícios que permitem consolidar as aprendizagens e promovem a autonomia. • O <i>Kid's help</i> (apêndice na contracapa) facilita e apoia tanto a aprendizagem da gramática como a do vocabulário, contendo ainda um conjunto de exercícios para consolidação e/ou reforço dos conteúdos. • A Leitura Extensiva, integrada no manual, facilita a sua utilização. • Cada unidade abre com uma dupla página explorando uma fotografia do filme a ser trabalhado numa das subunidades. Retoma-se vocabulário trabalhado em anos anteriores, que é necessário rever e reciclar, e realiza-se uma primeira abordagem às áreas temáticas. • Na página inicial de cada subunidade, encontram-se identificados os conteúdos a trabalhar. • O desenvolvimento da unidade assenta em várias estratégias de <i>scaffolding</i> que permitem que os alunos construam novas aprendizagens em cima de conhecimentos adquiridos e consolidados. • As <i>skills</i> são apresentadas de forma integrada e articulada. Trabalham-se as <i>skills</i> de receção (<i>Reading</i> e <i>Listening</i>), tendo por objetivo apoiar as <i>skills</i> de produção (<i>Speaking</i> e <i>Writing</i>) através de modelos que contribuem para a aprendizagem e autonomia dos alunos (ver, por exemplo, págs. 21, 23, 28, 49, 75, 51, 94). • As unidades finalizam sempre com: <i>Escape game</i> (que visa estimular a criatividade e a cooperação, consolidando e alargando conteúdos), <i>Project</i> (sugestões de trabalhos de projeto) e <i>On your own</i> (teste formativo).
1.3 Explicita etapas essenciais para a aquisição de conhecimentos e o desenvolvimento de capacidades.	• De forma a desenvolver as <i>skills</i> e facilitar a aquisição de conhecimentos, o manual promove a revisão e a consolidação constante de conteúdos básicos lecionados nos anos anteriores, introduz os conteúdos novos de forma faseada, apresenta uma tipologia de exercícios muito diversificada e contempla uma grande variedade de recursos que apoiam os alunos na sua aprendizagem, nomeadamente: – animação de imagens – apoio visual à aquisição e consolidação de vocabulário; – animação de textos – auxílio visual e auditivo à compreensão dos textos;

	– <i>Video help</i> de escrita – auxílio visual e auditivo à produção escrita; – <i>Karaoke</i> de oralidade - auxílio visual e auditivo à interação e produção orais; – animações <i>Grammar presentation</i> – apresentação passo a passo de conteúdos para melhor compreensão e consolidação dos mesmos e exercícios interativos de gramática e vocabulário; – animações <i>Grammar in action</i> – situações de comunicação que servem de contexto às ocorrências linguísticas; – leitura dramatizada por falantes nativos dos textos de <i>Reading</i> e da Leitura Extensiva, que facilitam a sua compreensão; – apresentações em PowerPoint® que possibilitam uma apresentação diferente dos conteúdos gramaticais seguida de exercícios de aplicação. • O manual respeita os diferentes estilos e ritmos de aprendizagem dos alunos e promove a inclusão através de: – sugestões de atividades diferenciadas e/ou adaptações para apoiar todos os alunos na banda do professor; – páginas declinadas do manual no livro <i>Inclusion</i> para auxílio aos alunos com mais dificuldades; – exercícios e atividades <i>Go for it</i> diversos para <i>fast finishers</i>. • O manual apresenta espaços <i>Check this out!</i>, que alertam para particularidades da língua (ver, por exemplo, págs. 25, 38, 67, 98).
1.4 Motiva para o conhecimento.	• O manual fomenta conhecimentos complementares, ligados aos conteúdos abordados, que estimulam o interesse e curiosidade dos alunos, nomeadamente: – páginas de abertura de unidade apelativas e do interesse dos alunos, com pontos clicáveis para revisão e reciclagem de vocabulário, bem como motivação para a temática a ser abordada na unidade; – apontamentos culturais na caixa <i>Culture</i> sobre a temática das unidades, acompanhados de vídeos locucionados (ver, por exemplo, págs. 29, 68 e 111); – atividades <i>Time to Celebrate</i> sobre festividades que se celebram ao longo do ano nas culturas-alvo (ver págs. 130 e seg.); – textos próximos dos interesses dos alunos (ver, por exemplo, págs. 46, 55, 72, 77); – recursos digitais e interativos que respondem aos interesses dos alunos do séc. XXI (ver, por exemplo, animações de texto, <i>video extensions</i> – sugestões extra de vídeos, <i>video help</i>, <i>short videos</i>, gramáticas animadas, <i>grammar in action</i>, canções, karaokes, cliques de filmes, manual interativo); – canções atuais relacionadas com as diferentes temáticas; – conteúdos de vocabulário e gramática apoiados não só pelas imagens e/ou áudios, mas também por animações claras e apelativas e ainda atividades interativas; – rubricas <i>Let's play</i>, <i>Challenge</i>, <i>Values</i>, <i>Better Together</i>, <i>Go Digital</i>, sempre contextualizadas;

	– <i>Kid's Help</i> (gramática e glossário) com regras e exemplos traduzidos para português, acompanhado de exercícios de aplicação e consolidação de conteúdos; – vídeos tutoriais de <i>Writing</i> e <i>Speaking</i>, que facilitam o desenvolvimento destas competências.
1.5 Contempla sugestões de atividades de carácter prático/experimental.	• O manual apresenta sugestões de carácter prático/experimental: – nos exercícios de tipologia diversificada e de grau de complexidade crescente que se encontram em todas as rubricas associadas ao desenvolvimento das <i>skills</i>, do vocabulário e da gramática; – na secção final <i>Extra practice</i>; – nos desafios <i>Let's play</i> (ver, por exemplo, págs. 17, 21, 24 e 75); – na página de <i>Project</i>, com possibilidade de trabalho interdisciplinar (ver, por exemplo, págs. 31, 59 e 83); – nas páginas <i>On your own</i>, de avaliação formativa, no fim de cada unidade, com autocorreção em articulação com os conteúdos das unidades (ver, por exemplo, págs. 32-33); – no apêndice desdobrável <i>Kid's Help</i>, com exercícios de consolidação. • O manual apresenta remissões para o <i>Workbook</i>. • Através do manual interativo, é possível aceder a uma grande variedade de recursos interativos, de aplicação prática, com destaque para atividades gramaticais, <i>karaokes</i>, <i>quizzes</i>, <i>kahoots</i>, <i>testes interativos</i>, <i>wheels of verbs</i>, jogos...
1.6 Estimula a autonomia e o sentido crítico.	• Através de: – remissões para o <i>Kid's Help</i> e para o <i>Workbook</i>; – dupla página de avaliação formativa com possibilidade de autocorreção (<i>On your own</i>) que inclui espaço de reflexão (<i>How well did you do?</i>) com orientação para trabalho de remediação autónomo; – rubrica <i>Values</i>, que promove a reflexão, o pensamento crítico e os valores de cidadania; – rubrica <i>Better together</i>, na qual se apresentam propostas para os alunos pensarem primeiro individualmente, de seguida partilharem ideias com um(a) colega e depois com o resto da turma de uma forma mais confiante. Promove-se o trabalho colaborativo, o pensamento crítico, o questionamento de situações, a tolerância e o respeito por opiniões diferentes; – as páginas <i>Escape game</i>, que apresentam enigmas que os alunos têm de resolver em grupo, promovendo-se a cooperação e a autonomia. – propostas de trabalho de projeto exequíveis e que permitem a interdisciplinaridade, promovendo-se também a tomada de decisões.

2. Informação e comunicação	Evidências no Manual
2.1 Respeita as orientações constantes dos documentos curriculares e outras orientações gerais do Ministério da Educação.	• As Aprendizagens Essenciais do 5.º ano são cumpridas na sua totalidade (conforme a grelha incluída no manual), respeitando também o nível A1.1/A 1.2 de acordo com o Quadro Europeu Comum de Referência para as Línguas. Para além disso, procedeu-se a uma articulação com as aprendizagens de anos anteriores, a fim de se consolidar os conteúdos essenciais que permitem uma aprendizagem mais consistente no 5.º ano. • O manual está adequado e promove o desenvolvimento das áreas de competências previstas no Perfil dos Alunos à Saída da Escolaridade Obrigatória.
2.2 Tendo em conta as orientações curriculares: - veicula conhecimento correto; - veicula conhecimento relevante.	• O manual veicula o conhecimento previsto nas Aprendizagens Essenciais em vigor. • O manual foi certificado pela ESE de Viseu. • O projeto Hey, You! 5 foi objeto de revisão pedagógica e linguística por parte da consultora e <i>native speaker</i> Cláudia Correia.
2.3 Promove a educação para a cidadania, nomeadamente não apresentando discriminações de carácter cultural, étnico, racial, religioso ou sexual, e respeitando o princípio da igualdade de género.	• Desenvolve atitudes de responsabilidade, cooperação e solidariedade através de: – textos, personagens e situações que refletem a diversidade cultural e étnica, respeitando o princípio da igualdade de género e ainda desenvolvendo atitudes adequadas ao perfil do aluno do séc. XXI (ver, por exemplo, págs. 42, 50, 120); – rubrica <i>Values</i>, que promove a reflexão, o pensamento crítico e os valores de cidadania (ver, por exemplo, págs. 55, 80, 90, 122); – desafios <i>Better together</i> (ver, por exemplo, págs. 26 e 42). • Desenvolve atitudes de tolerância e respeito intercultural através de: – espaço de cultura (ver, por exemplo, págs. 29 e 100); – propostas de trabalho projeto (ver, por ex., págs. 31 e 103).
2.4 Apresenta uma organização gráfica ⁽¹⁾ que facilita o seu uso.	• A organização gráfica do manual é apelativa e facilitadora da aprendizagem. Quer o sentido de leitura da informação, quer a simbologia e as cores usadas facilitam a aprendizagem dos alunos e evitam o ruído na apresentação e exemplificação de conteúdos.
2.5 Apresenta ilustrações ⁽²⁾ corretas, necessárias e adequadas aos conteúdos e às atividades propostas.	• As ilustrações/imagens respeitam os interesses dos alunos e acompanham e auxiliam a compreensão: – dos textos, permitindo fazer uma exploração prévia dos mesmos e auxiliando na sua descodificação e interpretação; – do vocabulário, prestando apoio visual a vocábulos; – dos conteúdos gramaticais, na parte explicativa e de aplicação, já que permitem apresentar uma maior diversidade na tipologia de exercícios; – dos aspetos culturais, ilustrando de forma apelativa a informação apresentada.

3. Características materiais	Evidências no Manual
3.1 Apresenta robustez suficiente para resistir à normal utilização.	• A robustez do manual é garantida pela qualidade dos materiais e processo de produção utilizado, permitindo o seu uso continuado.
3.2 O formato, as dimensões e o peso do manual (ou de cada um dos seus volumes) são adequados ao nível etário do aluno.	• O formato, as dimensões e o peso do manual estão de acordo com as disposições legais.
3.3 Permite a reutilização.	• A Leitura Extensiva integrada assegura que todos os componentes sejam reutilizáveis.

4. Adequação ao Projeto Educativo de Escola.	Evidências no Manual
4.1 Adequa-se às características da comunidade escolar	• O manual adequa-se a todas as comunidades escolares pela diversidade que apresenta e por promover a integração de todos os alunos, respeitando os vários estilos e ritmos de aprendizagem.
4.2 Revela-se adequado ao contexto educativo.	• A forma como o manual foi concebido, o dinamismo e atualidade dos seus materiais, indo ao encontro da realidade dos jovens de hoje em dia, torna-o um instrumento adequado a qualquer contexto educativo.

(¹) Caracteres tipográficos, cores, destaques, espaços, títulos, subtítulos, etc.;

(²) Fotografias, desenhos, gravuras, mapas, gráficos, esquemas, etc.

**HEY,
YOU!**

**Teacher's
Planner**

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Personal Information

Name: _____

Phone Number: _____

Address: _____

Email: _____@_____

School: _____

Phone Number: _____

Schedule

Time	Mon	R	Tue	R	Wed	R	Thu	R	Fri	R

School Calendar

School Year ____/____

	1 st Term					2 nd Term					3 rd Term				
	Sep	Oct	Nov	Dec	T	Jan	Feb	Mar	Apr	T	Apr	May	Jun	T	Total
Mon															
Tue															
Wed															
Thu															
Fri															

1st Term

Starts: _____ Ends: _____

2nd Term

Starts: _____ Ends: _____

3rd Term

Starts: _____ Ends: _____

Breaks

Christmas: _____

Carnival: _____

Easter: _____

Calendars

2024

The figure displays a 3x3 grid of monthly calendars for the year 2019. Each calendar is a table with columns for the days of the week (Mon, Tue, Wed, Thu, Fri, Sat, Sun) and rows for the weeks of the month. The months are arranged in three rows: January, February, and March in the top row; April, May, and June in the middle row; and July, August, and September in the bottom row. The bottom row of the grid is empty.

January							February							March						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7				1	2	3	4					1	2	3
8	9	10	11	12	13	14	5	6	7	8	9	10	11	4	5	6	7	8	9	10
15	16	17	18	19	20	21	12	13	14	15	16	17	18	11	12	13	14	15	16	17
22	23	24	25	26	27	28	19	20	21	22	23	24	25	18	19	20	21	22	23	24
29	30	31					26	27	28	29				25	26	27	28	29	30	31

April							May							June						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7				1	2	3	4					1	2	3
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30

July							August							September							
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
1	2	3	4	5	6	7					1	2	3	4					1	2	3
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29	

October							November							December						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6					1	2	3					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29

2025

The figure displays 12 monthly calendars for the year 2019, arranged in a 4x3 grid. Each calendar shows the days of the week (Mon-Sun) and the dates. The months are arranged in four rows and three columns: January, February, March; April, May, June; July, August, September; and October, November, December. The dates are color-coded: green for the first 10 days, yellow for the next 10 days, and red for the last 10 days of each month.

January							February							March						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5						1	2						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30
														31						

April							May							June						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

July							August							September						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					

October							November							December						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31																

2026

The figure displays 12 monthly calendars for the year 2019, arranged in a 4x3 grid. Each calendar shows the days of the month in a grid with columns for days of the week (Mon-Sun) and rows for weeks. The months are arranged in three rows: January-March, April-June, July-September, and October-December. The dates are color-coded: 1st is red, 2nd is blue, 3rd is green, 4th is orange, 5th is pink, 6th is light blue, 7th is light green, 8th is light orange, 9th is light pink, 10th is light blue, 11th is light green, 12th is light orange, 13th is light pink, 14th is light blue, 15th is light green, 16th is light orange, 17th is light pink, 18th is light blue, 19th is light green, 20th is light orange, 21st is light pink, 22nd is light blue, 23rd is light green, 24th is light orange, 25th is light pink, 26th is light blue, 27th is light green, 28th is light orange, 29th is light pink, 30th is light blue, 31st is light green.

January							February							March						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4							1							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28		23	24	25	26	27	28	29
														30	31					

April							May							June						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30					

July							August							September						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				
							31													

October							November							December						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4							1	1	2	3	4	5	6	7
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18														

2027

The figure displays 12 monthly calendars for the year 2019, arranged in a 4x3 grid. Each calendar shows the days of the week (Mon-Sun) and the dates. The months are arranged in four rows and three columns: January, February, March; April, May, June; July, August, September; and October, November, December. The dates are color-coded: red for the current month, black for other months, and grey for days outside the month's range.

January							February							March								
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun		
					1	2	3															
4	5	6	7	8	9	10		1	2	3	4	5	6	7		1	2	3	4	5	6	7
11	12	13	14	15	16	17		8	9	10	11	12	13	14		8	9	10	11	12	13	14
18	19	20	21	22	23	24		15	16	17	18	19	20	21		15	16	17	18	19	20	21
25	26	27	28	29	30	31		22	23	24	25	26	27	28		22	23	24	25	26	27	28
																29	30	31				

April							May							June										
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun				
					1	2	3	4					1	2					1	2	3	4	5	6
5	6	7	8	9	10	11		3	4	5	6	7	8	9		7	8	9	10	11	12	13		
12	13	14	15	16	17	18		10	11	12	13	14	15	16		14	15	16	17	18	19	20		
19	20	21	22	23	24	25		17	18	19	20	21	22	23		21	22	23	24	25	26	27		
26	27	28	29	30				24	25	26	27	28	29	30		28	29							

July							August							September									
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun			
					1	2	3	4					1	2					1	2	3	4	5
5	6	7	8	9	10	11		2	3	4	5	6	7	8		6	7	8	9	10	11	12	
12	13	14	15	16	17	18		9	10	11	12	13	14	15		13	14	15	16	17	18	19	
19	20	21	22	23	24	25		16	17	18	19	20	21	22		20	21	22	23	24	25	26	
26	27	28	29	30	31			23	24	25	26	27	28	29		27	28	29	30				
								30	31														

October							November							December									
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun			
					1	2	3												1	2	3	4	5
4	5	6	7	8	9	10		1	2	3	4	5	6	7		6	7	8	9	10	11	12	
11	12	13	14	15	16	17		8	9	10	11	12	13	14		13	14	15	16	17	18	19	
18	19	20	21	22	23	24		15	16	17	18	19	20	21		20	21	22	23	24	25	26	
25	26	2																					

2028

January							February							March						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2														
3	4	5	6	7	8	9								6	7	8	9	10	11	12
10	11	12	13	14	15	16								13	14	15	16	17	18	19
17	18	19	20	21	22	23								20	21	22	23	24	25	26
24	25	26	27	28	29	30								27	28	29	30	31		
31							28	29												
April							May							June						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2														
3	4	5	6	7	8	9								5	6	7	8	9	10	11
10	11	12	13	14	15	16								12	13	14	15	16	17	18
17	18	19	20	21	22	23								19	20	21	22	23	24	25
24	25	26	27	28	29	30								26	27	28	29	30		
							29	30	31											
July							August							September						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2														
3	4	5	6	7	8	9								4	5	6	7	8	9	10
10	11	12	13	14	15	16								11	12	13	14	15	16	17
17	18	19	20	21	22	23								18	19	20	21	22	23	24
24	25	26	27	28	29	30								25	26	27	28	29	30	
31							28	29	30	31										
October							November							December						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1															
2	3	4	5	6	7	8								4	5	6	7	8	9	10
9	10	11	12	13	14	15								11	12	13	14	15	16	17
16	17	18	19	20	21	22								18	19	20	21	22	23	24
23	24	25	26	27	28	29								25	26	27	28	29	30	31
30	31						27	28	29	30										

2029

January							February							March						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2														
3	4	5	6	7	8	9								5	6	7	8	9	10	11
10	11	12	13	14	15	16								12	13	14	15	16	17	18
17	18	19	20	21	22	23								19	20	21	22	23	24	25
24	25	26	27	28	29	30								26	27	28	29	30	31	
31							26	27	28											
April							May							June						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2														
3	4	5	6	7	8	9								4	5	6	7	8	9	10
10	11	12	13	14	15	16								11	12	13	14	15	16	17
17	18	19	20	21	22	23								18	19	20	21	22	23	24
24	25	26	27	28	29	30								25	26	27	28	29	30	
							28	29	30	31										
July							August							September						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2														
3	4	5	6	7	8	9								3	4	5	6	7	8	9
10	11	12	13	14	15	16								10	11	12	13	14	15	16
17	18	19	20	21	22	23								17	18	19	20	21	22	23
24	25	26	27	28	29	30								24	25	26	27	28	29	30
31							27	28	29	30	31									
October							November							December						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1															
2	3	4	5	6	7	8								4	5	6	7	8	9	10
9	10	11	12	13	14	15								11	12	13	14	15	16	17
16	17	18	19	20	21	22								18	19	20	21	22	23	24
23	24	25	26	27	28	29								25	26	27	28	29	30	31
30	31						26	27	28	29	30									

2030

January							February							March								
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun		
		1	2	3	4	5	6					1	2	3					1	2	3	
7	8	9	10	11	12	13		4	5	6	7	8	9	10		4	5	6	7	8	9	10
14	15	16	17	18	19	20		11	12	13	14	15	16	17		11	12	13	14	15	16	17
21	22	23	24	25	26	27		18	19	20	21	22	23	24		18	19	20	21	22	23	24
28	29	30	31					25	26	27	28					25	26	27	28	29	30	31

April							May							June								
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun		
1	2	3	4	5	6	7				1	2	3	4	5					1	2	3	
8	9	10	11	12	13	14		6	7	8	9	10	11	12		3	4	5	6	7	8	9
15	16	17	18	19	20	21		13	14	15	16	17	18	19		10	11	12	13	14	15	16
22	23	24	25	26	27	28		20	21	22	23	24	25	26		17	18	19	20	21	22	23
29	30							27	28	29	30	31				24	25	26	27	28	29	30

July							August							September								
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun		
					1	2																
3	4	5	6	7	8	9					1	2	3	4						1		
8	9	10	11	12	13	14		5	6	7	8	9	10	11		2	3	4	5	6	7	8
15	16	17	18	19	20	21		12	13	14	15	16	17	18		9	10	11	12	13	14	15
22	23	24	25	26	27	28		19	20	21	22	23	24	25		16	17	18	19	20	21	22
29	30	31						26	27	28	29	30	31		23	24	25	26	27	28	29	30

October							November							December								
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun		
					1	2																
3	4	5	6	7	8	9					1	2	3							1		
10	11	12	13	14	15	16		4	5	6	7	8	9		2	3	4	5	6	7	8	
17	18	19	20	21	22	23		11	12	13	14	15	16	17		9	10	11	12	13	14	15
24	25	26	27	28	29	30		18	19	20	21	22	23	24		16	17	18	19	20	21	22
31								25	26	27	28	29	30		23	24	25	26	27	28	29	30

My Attendance Record (*registro de faltas*)

School Year ____/____

[illegible]

Meetings

School Year ____/____

School: _____

Date / Time	Room	Agenda
____/____ 20____ ____:____		
____/____ 20____ ____:____		
____/____ 20____ ____:____		
____/____ 20____ ____:____		
____/____ 20____ ____:____		
____/____ 20____ ____:____		
____/____ 20____ ____:____		

Students' List

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

No.	Name	Date of Birth	Notes
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

Class Profile

School Year ____/____

Class: _____ Head Teacher: _____

No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ A ge ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____
No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____	No. ____ Age ____

Classroom Display

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.
No.	No.	No.	No.	No.	No.	No.	No.

Teacher: _____

Students' Attendance Record (registro de faltas)

School Year ____/____

School: _____ Class: _____

	Sep		Oct		Nov		Dec		1 st Term		Jan		Feb		Mar		Apr		2 nd Term		Apr		May		Jun		3 rd Term		Total
	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	
No.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	Jus.	Inj.	
1																													
2																													
3																													
4																													
5																													
6																													
7																													
8																													
9																													
10																													
11																													
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23																													
24																													
25																													
26																													
27																													
28																													
29																													
30																													

Summaries

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

Lesson no. Date		Summary	Homework	Faltas	
				Presença	
Notes				Material	
				Atraso	
				Disciplinar	
				Homework	

Lesson no. Date		Summary	Homework	Faltas	
				Presença	
Notes				Material	
				Atraso	
				Disciplinar	
				Homework	

Lesson no. Date		Summary	Homework	Faltas	
				Presença	
Notes				Material	
				Atraso	
				Disciplinar	
				Homework	

Lesson no. Date		Summary	Homework	Faltas	
				Presença	
Notes				Material	
				Atraso	
				Disciplinar	
				Homework	

Lesson no. Date		Summary	Homework	Faltas	
				Presença	
Notes				Material	
				Atraso	
				Disciplinar	
				Homework	

Test Dates

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

Date	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1 st										
2 nd										
3 rd										
4 th										
5 th										
6 th										
7 th										
8 th										
9 th										
10 th										
11 th										
12 th										
13 th										
14 th										
15 th										
16 th										
17 th										
18 th										
19 th										
20 th										
21 st										
22 nd										
23 rd										
24 th										
25 th										
26 th										
27 th										
28 th										
29 th										
30 th										
31 st										

Values and Attitudes – Assessment Grid

Class: _____

No.	Name	Work Habits						Social Development			
		Shows effort	Listens and follows directions	Completes assignments	Works neatly and carefully	Works independently	Participates in class	Cooperates with peers	Respects property	Respects others	Behaves in class
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
23											
24											
25											
26											
27											
28											
29											
30											

HEY.
YOU!

All about
Hey, you! 5

O projeto **Hey, you! 5** foi construído privilegiando uma abordagem que tem o **aluno como figura central** de todo o processo de ensino e, com vista a desenvolver as competências do século XXI que se encontram plasmadas no *Perfil dos Alunos à Saída da Escolaridade Obrigatória*, em articulação com as Aprendizagens Essenciais e o *Quadro Europeu Comum de Referência para as Línguas*. Visa, por um lado, **apoiar o aluno** na consolidação de conhecimentos adquiridos nos 3.º e 4.º anos e na aquisição de novas aprendizagens e, por outro, **apoiar o professor** na sua prática letiva, com vista à promoção do sucesso educativo.

Paralelamente, foi também concebido para responder ao perfil atual dos alunos, que cresceram em contacto permanente com a **tecnologia**, com estímulos constantes à sua **curiosidade** e vontade de interagir com o mundo que os rodeia. Este contexto justifica a construção de materiais que promovam uma **sala de aula dinâmica, atual e inovadora**.

O design do projeto também reflete o dinamismo e a atualidade necessários. No mundo dos alunos desta faixa etária, o aspeto visual revela-se cada vez mais importante.

Princípios orientadores

O manual *Hey, you!* e o projeto no seu todo visam:

- motivar o aluno para se envolver na sua aprendizagem de uma forma ativa, em que se sinta parte do processo;
- estimular o uso da língua inglesa em situações diversificadas e próximas de vivências autênticas;
- respeitar diferentes ritmos e formas de aprendizagem, bem como os diferentes níveis de proficiência que os alunos apresentam;
- promover a autonomia através de espaços próprios, nomeadamente *On your own* (para trabalho individual sobre os conteúdos da unidade e autoavaliação) e *Kid's Help* (para reforço e consolidação do léxico e de conteúdos gramaticais);
- apoiar a apresentação, consolidação e aplicação de conteúdos gramaticais através de diferentes ferramentas digitais;
- proporcionar espaços para o desenvolvimento dos domínios da oralidade e da escrita (em situações de interação ou de produção), de forma dinâmica e com apoio de modelos, quer a nível temático, quer a nível de estrutura;
- motivar o aluno para a aprendizagem através da associação da vertente lúdica à vertente didática na abordagem dos conteúdos (tão importante, especialmente neste nível de ensino);
- diversificar formas de trabalho, atividades e exercícios.

21st century skills

Num mundo marcado por avanços constantes na comunicação e na tecnologia, que continuamente criam novos desafios e oportunidades, um projeto escolar deve preocupar-se em desenvolver o pensamento crítico, a comunicação e a cidadania globais, a colaboração e a criatividade – *skills* necessárias para ter sucesso no século XXI.

O projeto *Hey, you!* trabalha de uma forma sistemática estas competências. Tem como objetivos:

- promover a literacia tecnológica através dos espaços *Go digital* e *Project*;
- fomentar a comunicação (com o auxílio de modelos escritos e orais) e o trabalho em grupo (construindo o saber pela cooperação);
- contribuir para a reflexão, o desenvolvimento do pensamento crítico, a partilha e a colaboração (através das rubricas *Better together*, *Values* e *On your own*);
- estimular a criatividade e a cooperação, consolidando e alargando conteúdos, através das rubricas *Let's play*, *Challenge* e *Escape Game*.

Inclusão

Para fazer face à heterogeneidade de turmas com a qual os professores se veem confrontados diariamente na sua prática letiva e apoiar na criação de um ambiente inclusivo de sucesso, o projeto *Hey, you!* contém:

- propostas diversificadas de exercícios e atividades, organizadas em grau crescente de dificuldade;
- sugestões para *fast finishers*, integradas no manual, nas caixas de pé de página *Go for it*;
- fichas *Extra practice* incluídas no manual;
- explicações em português e exercícios de aplicação no *Kids' Help*;
- livro *Inclusion* – manual inclusivo;
- fichas e materiais para avaliação diferenciada no *Teacher's File*.

Cidadania

O projeto *Hey, you!* acredita que a sala de aula de inglês é um lugar privilegiado para o aluno refletir sobre o papel que desempenha na sociedade, nas consequências das suas escolhas e dos seus atos e no contributo que pode dar para o bem-estar de todos. Como tal, apresenta:

- textos para ouvir e ler sobre pessoas e situações reais, inspiradoras, e que convidam o aluno a refletir sobre valores e a considerar o papel que esses valores desempenham no seu mundo, através da rubrica *Values*;
- informação de natureza cultural que permite desenvolver atitudes de tolerância e respeito intercultural e estabelecer pontes com a sua própria realidade.

O manual

O Manual está dividido da seguinte forma **Starter e cinco unidades** que, por sua vez, se dividem em subunidades, uma secção dedicada às **festividades**, a **Extensive reading** e ainda uma secção **Extra practice**.

Ao longo das cinco unidades encontram-se as seguintes rubricas:

- Vocabulary
- Reading
- Listening
- Speaking
- Writing
- Grammar
- Watching a video
- Listening to a song
- Escape game
- Project
- On your own



No final do Manual, são apresentadas três **celebrations**, que contêm propostas divertidas e pequenos desafios no final, a **Extensive reading** e uma secção **Extra practice**, com exercícios que complementam e reforçam as propostas das páginas de **Grammar**.

Extensive reading – A special day

Trata-se de uma **short story** original que respeita o grau de dificuldade dos conteúdos apresentados ao longo do livro. A **short story** é complementada com exercícios de compreensão, respetivas soluções, animação de texto e leitura gravada disponível **online** para o aluno.

A extensão, a temática, o nível de língua e a ilustração da história fazem dela um instrumento atraente e adequado de imersão dos alunos na língua inglesa.



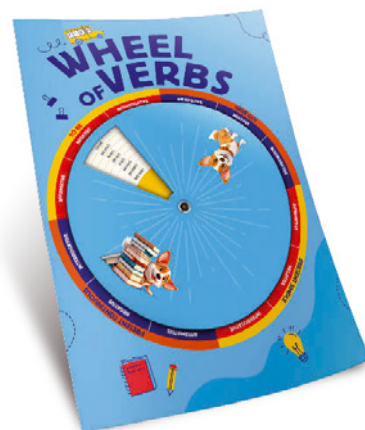
Kid's Help

Este apêndice apresenta explicações complementares dos itens gramaticais (em português) e respetivos exercícios de prática. Apresenta também glossários alusivos a todos os temas, com sinónimos em português, e também estes acompanhados de exercícios de aplicação. Visa auxiliar o aluno na compreensão do uso da língua e apoiá-lo no seu estudo autónomo.



Wheel of verbs

Na badana do manual é apresentada uma roda de verbos de acesso fácil e consulta rápida. Em cada rotação, a roda apresenta uma das três formas dos verbos e tempos que os alunos aprendem no 5.º ano de escolaridade.



Classroom language

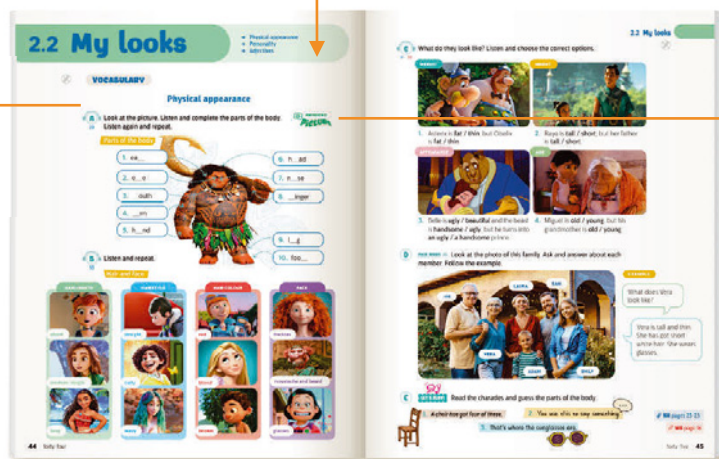
Também na badana, os alunos podem encontrar a linguagem de sala de aula de que precisam no dia a dia para poderem interagir com o professor e com os colegas em inglês.



Introduction

Os conteúdos de cada subunidade são apresentados junto ao título

As páginas de abertura apresentam e trabalham vocabulário com o apoio de imagens e textos áudio.



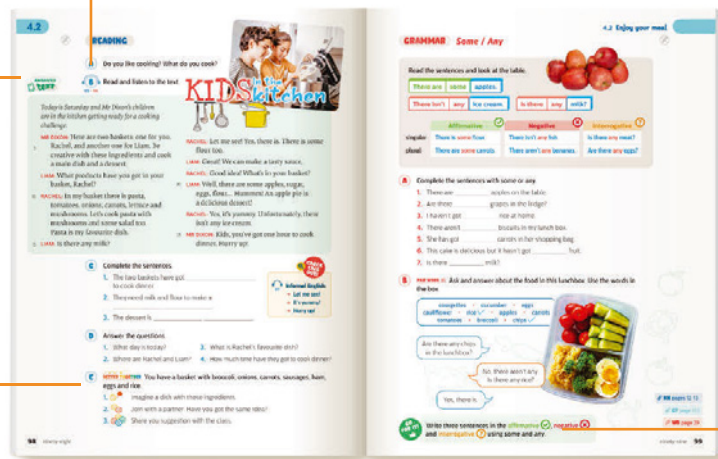
Animações que facilitam a compreensão do vocabulário.



Todos os textos são acompanhados por áudios em duas versões: *standard* e *slow*.



Animações que visam motivar os alunos para a leitura do texto e ajudar na sua compreensão.



Propostas para pensar individualmente e depois partilhar ideias com o/a colega e o resto da turma.



Exercícios para alunos mais rápidos.



Alertas para particularidades da língua.

Remissões para o **Kid's Help**, para as fichas **Extra practice** e para o **Workbook**.



Para complementar as explicações gramaticais, são apresentados recursos variados:

- **Grammar in action**, com situações de comunicação que servem de contexto ao conteúdo estudado.
- **Grammar presentation**, com explicações passo a passo sobre o uso e a forma, com exemplos ilustrativos.
- **Atividades interativas**, para aplicar os conteúdos em novos exercícios.
- **Apresentações** em PowerPoint®.

Introduction

CULTURE

Pequenos apontamentos culturais acompanhados de vídeos.

Vídeos de filmes do interesse dos alunos para desenvolver a compreensão audiovisual.



Pequenos momentos para desenvolver a capacidade de pesquisar online.



Situações de comunicação e diferentes tipologias de textos orais para os alunos treinarem a compreensão do oral.

Canções conhecidas dos alunos com melodias adaptadas aos temas estudados.



Ferramenta que apoia a leitura em voz alta com marcação do texto. Pode ser usada aquando da transição entre a análise do modelo e o momento de speaking propriamente dito.

Introduction



Escrita faseada, assente na apresentação de:

- texto-modelo e *video help*;
- orientações esquemáticas.



Jogo de grupo em que os alunos têm de desvendar os enigmas para conseguir chegar a uma palavra-passe que lhes permitirá escapar do sítio onde ficaram fechados.



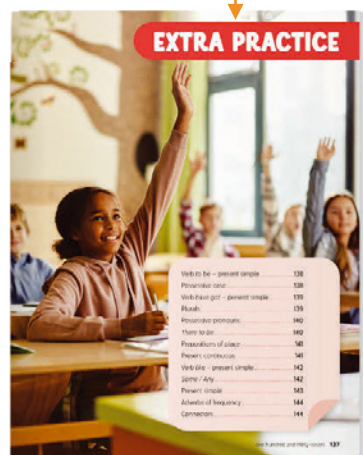
Project

Sugestões de trabalho
de projeto exequíveis.



Ficha formativa no final de cada unidade, com espaço para autoavaliação das aprendizagens e sugestões para remediação.

Extra practice
com exercícios de
vocabulário e
gramática.



Outros componentes do projeto

1. Workbook & Tablet

Workbook

1.ª parte

A cada subunidade do Manual correspondem, no *Workbook*, exercícios de vocabulário e gramática e ainda exercícios de *Listening* que visam apoiar todos os alunos na sua aprendizagem da língua inglesa.

Ao longo do Manual são feitas remissões para o *Workbook*, para que seja fácil e prática a sua utilização a par e passo.

2.ª parte

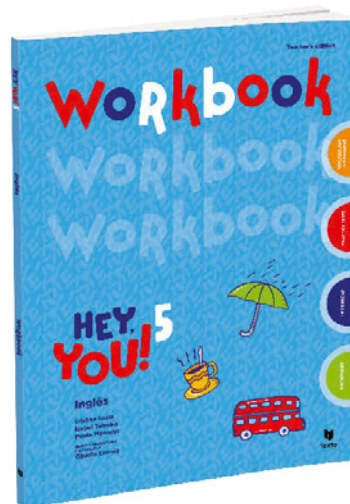
Fichas *Let's recap* de remediação de conteúdos essenciais do 1.º ciclo.

3.ª parte

Dicionário Português-Inglês organizado alfabeticamente e com aberturas para diagramas visuais relativos às principais áreas vocabulares. Visa apoiar o aluno nas atividades de escrita e no estudo autónomo.

No final do *Workbook* são apresentados dois tipos de *stickers*:

- *stickers* que são mobilizados na resolução dos exercícios sobre a língua;
- *stickers* com a Poppy, que podem ser usados com fins lúdicos ou como recompensa.



Tablet

Num formato apelativo, apenso ao *Workbook* para não se perder, são apresentadas *Fun activities* para reforço vocabular de forma lúdica e divertida.

2. Inclusion

Para os alunos que beneficiam de medidas de apoio à aprendizagem, é disponibilizada uma versão adaptada do manual. Este recurso permite trabalhar de forma diferenciada, com base em materiais idênticos aos do manual e igualmente apelativos. O objetivo desta publicação é proporcionar aos alunos que beneficiam deste apoio extra uma integração natural no grupo-turma e mais confiança e autonomia na realização dos exercícios e atividades propostos.

Este livro contém uma régua para apoio à leitura, ideal para alunos que saltam palavras e linhas.



3. Teacher's File

Disponibiliza recursos adicionais exclusivos do professor e articula todos os materiais do projeto como um todo. Inclui:

- **All about Hey, you! 5 (apresentação do projeto):** apresenta informação sobre os componentes do projeto e uma “tour” pelas diferentes rubricas do Manual.

- **Digital tools:** guia multimédia com a listagem de todos os recursos do projeto e ainda compilação dos *audioscripts* do manual e do *Workbook*.

- **Planning:** contempla a planificação anual, dividida por período, a planificação semestral, planos de aula e sugestões para plano anual de atividades. A versão completa é disponibilizada na  **auladigital**.

Estes documentos são disponibilizados em versão editável.

- **Worksheets:** apresenta fichas de *Vocabulary*, *Grammar*, *Listening* e *Reading* com níveis de complexidade diferente (fichas A, com grau de complexidade maior, e fichas B, com grau de complexidade menor) para cada subunidade do manual. Estas fichas podem ser utilizadas para reforço e consolidação na sala de aula, como trabalho de casa, em aulas de apoio ou como fichas formativas. Estão disponíveis em versão editável.

- **Assessment:** apresenta um *placement test* e testes de nível diferenciado para cada uma das unidades, por *skills*: *listening*, com o respetivo suporte áudio, *reading*, *vocabulary* e *grammar* e *writing* (teste A, de grau de complexidade maior, teste B, de grau de complexidade menor, e teste C, para alunos com necessidades educativas). Todos os testes são acompanhados das respetivas matrizes, grelhas Excel® de registo e ainda testes de produção oral, com a respetiva grelha Excel® com propostas de avaliação de *speaking*. São facultados também guiões de estudo para os testes.

- **Quick tests:** Apresenta um conjunto de mini-testes que podem ser realizados ao longo do ano letivo com carácter formativo ou sumativo.

- **Rubrics:** Rubricas e listas de verificação para todas as atividades de interação e produção do manual.

- **Go beyond:** Set de fichas sobre cada subunidade, com exercícios que permitem ir mais além no aprofundamento dos temas.

- **Cross-curricular projects:** Planificações para auxiliar a implementação dos projetos do manual apresentados nas páginas *Project*.

- **Follow-up ideas:** Apresenta um conjunto de fichas, *video extension worksheets*, para acompanhar as propostas extra de vídeo colocadas na banda do professor, e a versão papel dos *kahoots* apresentados nas duplas de entrada das unidades, que permitem a revisão de conteúdos trabalhados em anos anteriores e que vão voltar a ser ativados ao longo da unidade.



5. Hey, you! BOX

Trata-se de uma caixa que contém recursos diversificados exclusivos para os professores. São os seguintes:

- **Give me 3:** Jogo para rever o vocabulário trabalhado nas unidades.
- **Three in a row:** Baseado no jogo do galo, visa rever gramática de forma lúdica.
- **Spin & Spell:** Jogo para consolidar vocabulário e também a forma de escrever as palavras.
- **Paddles + Activities for paddles:** Este recurso possibilita um maior envolvimento e interação dos alunos nas atividades de uma forma lúdica.
- **Spoken production cards:** conjunto de 20 cartões A5 para o desenvolvimento de atividades individuais de produção oral.
- **Spoken interaction cards:** conjunto de 40 cartões A5 para o desenvolvimento de atividades de interação oral a pares.
- **Posters:** 6 posters graficamente apelativos, que podem ser afixados na sala de aula ou usados para decorar espaços em dias relevantes no PAA.
- **Big Ben:** Relógio para abordar as horas.



6. Aula Digital

O professor encontrará, no separador **Digital tools**, uma apresentação detalhada de todos os recursos e de todas as ferramentas disponibilizados na  **auladigital**.

**HEY,
YOU!**

Digital tools

Table of contents

Guia de recursos multimédia 35

Audioscripts 45

Listagem geral dos recursos multimédia do *Hey you! 5*

- **5 Imagens interativas com pontos clicáveis** – Imagens interativas apresentadas na abertura das unidades, com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática.
- **5 Kahoots** – Quiz com perguntas de exploração temática e vocabular de introdução às unidades.
- **5 vídeos Kids speak up** – Vídeos protagonizados por locutores nativos, em estilo entrevista, de introdução à temática a explorar nas unidades.
- **13 Animações** – Animações dos textos das rubricas *Reading* e *Extensive Reading – A special day*.
- **11 Animated pictures** – Animações de imagens do manual, de exploração temática, acompanhadas de áudios.
- **6 Flashcards interativos** – Imagens associadas a legendas e áudios.
- **18 Vídeos** – Vídeos de suporte às atividades do manual, com a possibilidade de apresentação de legendas em inglês ou português. Destaque para *trailers* de filmes e vídeos culturais.
- **5 Links** – Links para *quizzes* online *Kahoot*.
- **7 Video help** – Vídeos tutoriais de apoio à rubrica *Writing* com indicações, passo a passo, de como escrever textos sobre diferentes temáticas. Recurso disponível em versão multilingue (Francês, Português, Espanhol e Ucraniano).
- **16 Gramáticas explicativas** – Animações dos conteúdos gramaticais, com explicações passo a passo do uso e da forma e respetivos exemplos, intercaladas com exercícios de resposta rápida. Incluem *bookmarks* para as diferentes partes da animação, tabela final de sistematização e possibilidade de legendas *on/off*. Recurso disponível em versão multilingue (Francês, Português, Espanhol e Ucraniano).
- **16 Atividades gramaticais** – Atividades com exercícios de aplicação dos conteúdos gramaticais abordados nas gramáticas interativas. Inclui correção automática e notas de apoio (dicas).
- **5 Grammar in action** – Animações de exploração gramatical, com recurso a ilustrações/imagens e áudios, onde as estruturas aparecem contextualizadas de forma natural em situações de diálogo.
- **8 Karokes** – 5 vídeos de canções acompanhados das letras e 3 de diálogos temáticos, com respetivas imagens e marcação de texto. Permitem, de uma forma lúdica, a exploração das regras gramaticais e a aquisição e/ou consolidação de vocabulário, tal como a prática de novas estruturas orais.
- **10 Jogos** – Jogos de consolidação de conhecimentos, sugeridos no final de cada unidade: 5 jogos *Escape Game* e 5 jogos que revisitam o jogo *Quem Quer Ser Milionário?*.

- **5 Apresentações PowerPoint®** – Apresentações de exploração e aplicação de conteúdos gramaticais ou associados a um tema específico de unidade.
- **Áudios** – disponíveis em duas versões: *standard* e *slow*. Na versão digital do manual, estão identificados através de *hotspots*.
- **18 Testes interativos** – 12 testes com 6 itens de resposta fechada e correção automática, de revisão de cada subunidade; 6 testes exclusivos do professor, com 8 itens de resposta fechada e correção automática, de revisão de cada unidade.
- **1 Webquest** – Exploração no tema *Sports*.
- **16 Quizzes** – Quiz composto por questões de resposta automática com *feedback* imediato para revisão de conteúdos gramaticais e lexicais.
- **4 Simuladores** que podem ser usados em várias atividades e dinâmicas de sala de aula:
 - **Interactive Big Ben** – Ferramenta de apoio com o formato do relógio Big Ben, que permite a manipulação dos ponteiros do relógio com o intuito de treinar as horas.
 - **Timer** – Cronómetro personalizável que permite inserir o tempo estimado para a realização de tarefas em sala de aula e mostrar a contagem decrescente do tempo.
 - **Random number generator** – Ferramenta de atribuição aleatória de números que permite eleger um aluno, através do seu número de turma, para realizar uma determinada tarefa, organizar a saída dos alunos da sala de aula, etc.
 - **Recorder** – Ferramenta que permite gravar registos áudio.

Recursos multimédia disponíveis no projeto *Hey, you! 5*

	Starter
Apresentação de conteúdos	Flashcards interativos Flashcards: English-speaking countries Flashcards: Numbers Galeria de imagens com legenda e áudio para exploração de vocabulário.
Aplicação/Consolidação	- Simulador Random number generator [Exclusivo para o professor] Ferramenta de atribuição aleatória de números que permite eleger um aluno, através do seu número de turma, para realizar uma determinada tarefa, organizar a saída dos alunos da sala de aula, etc. - Simulador Timer [Exclusivo para o professor] Cronómetro personalizável que permite inserir o tempo estimado para a realização de tarefas em sala de aula e mostrar a contagem decrescente do tempo. - Apresentação Powerpoint® Presentation: Personal pronouns [Exclusivo para o professor] Apresentação de exploração e aplicação de conteúdos gramaticais.
Avaliação	Teste interativo Starter (Test Starter) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

	Unit 1 – Here we go! 1.1 This is us
Apresentação de conteúdos	- Imagem interativa Interactive picture: Here we go! [Exclusivo para o professor] Imagem interativa com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática. - Vídeo Kids speak up: Here we go! Vídeo protagonizado por locutores nativos em estilo entrevista, de introdução à temática a explorar na unidade. - Animação Animated picture: Introducing yourself Animação de imagens do manual, de exploração temática, acompanhadas de áudios. - Flashcards interativos Flashcards: Countries and nationalities Galeria de imagens com legenda e áudio para exploração de vocabulário. - Animação Animated text: Green Club new member Animação do texto do manual. - Gramáticas Grammar: Verb to be – present simple (affirmative and negative) Grammar: Verb to be – present simple (interrogative) Animações dos conteúdos gramaticais com explicações passo a passo e exercícios. - Karaoke Speaking karaoke: A new friend Vídeo de diálogo do manual nas versões falada e karaoke com atividade-modelo de <i>speaking</i>. - Vídeo Video: Dog gone [Exclusivo para o professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i>. - Animação Grammar in action: Verb to be [Exclusivo para o professor] Animação de diálogo de exploração de item gramatical em contexto. - Vídeo Video help: E-mail Vídeo tutorial de apoio à escrita com indicações passo a passo na temática. - Karaoke Karaoke: A perfect day [Exclusivo para o professor] Vídeo da canção acompanhado da letra, com marcação de texto.
	Link Kahoot: Here we go! [Exclusivo para o professor] Quiz com perguntas de exploração temática e vocabular de introdução à unidade.

Aplicação/ Consolidação	Quizzes Making friends Where are you from? Questões de resposta automática com <i>feedback</i> imediato.
Aplicação/ Consolidação	- Atividades Exercises: Verb to be – present (affirmative and negative) Exercises: Verb to be – present simple (interrogative) Exercícios interativos de aplicação dos conteúdos gramaticais, com correção automática e dicas. - Simulador Recorder Ferramenta que permite gravar registos áudio.
Avaliação	Teste interativo This is us (Test subunit 1.1) Teste com 6 itens de resposta fechada e correção automática.

1.2 Happy birthday

Apresentação de conteúdos	- Karaoke Speaking karaoke: When is your birthday? Vídeo de diálogo do manual nas versões falada e karaoke com atividade-modelo de <i>speaking</i>. - Animação Animated text: A special birthday party Animação do texto do manual. - Gramática Grammar: Possessive determiners Animação dos conteúdos gramaticais com explicações passo a passo e exercícios. - Vídeo Video help: Invitation card Vídeo tutorial de apoio à escrita com indicações passo a passo na temática. - Vídeo Video: Despicable Me 2 – Agnes’s birthday party [Exclusivo para o professor] Vídeo externo de suporte às atividades do manual, com legendagem on/off. - Vídeo Culture: The Fourth of July Vídeo de exploração cultural do tema.
Aplicação/ Consolidação	- Simulador Recorder Ferramenta que permite gravar registos áudio. - Atividade Exercises: Possessive determiners Exercícios interativos de aplicação dos conteúdos gramaticais, com correção automática e dicas. - Jogos Escape Game: Escape the garage Game: Who wants to be a Hey, you Master? (Unit 1) Jogos de consolidação de conhecimentos de final de unidade.
Avaliação	Testes interativos Happy birthday (Test subunit 1.2) Teste com 6 itens de resposta fechada e correção automática. Here we go! (Test Unit 1) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

Unit 2 – We are family

2.1 My family

Apresentação de conteúdos	- Imagem interativa Interactive picture: We are family [Exclusivo para o professor] Imagem interativa com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática. - Vídeo Kids speak up: We are family Vídeo protagonizado por locutores nativos em estilo entrevista, de introdução à temática a explorar na unidade. - Animação Animated picture: Family members Animação de imagens do manual, de exploração temática, acompanhadas de áudios.
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	• Vídeo Culture: The British Royal Family Vídeo de exploração cultural do tema. • Gramáticas Grammar: Possessive case Grammar: Verb have got – present simple (affirmative and negative) Grammar: Verb have got – present simple (interrogative) Animações dos conteúdos gramaticais, com explicações passo a passo e exercícios.
Apresentação de conteúdos	• Animação Animated text: Ellie Miller's family Animação do texto do manual. • Animação Grammar in action: Verb have got [Exclusivo para o professor] Animação de diálogo de exploração de item gramatical em contexto. • Vídeo Video: Cheaper by the dozen – The Bakers [Exclusivo para o professor] Vídeo externo de suporte às atividades do manual, com legendagem on/off. • Vídeo Video: Cheaper by the dozen (trailer) Vídeo do trailer do filme. • Flashcards interativos Flashcards: Pets Flashcards: Jobs Galeria de imagens com legenda e áudio para exploração de vocabulário.
Aplicação/Consolidação	• Link Kahoot: We are family [Exclusivo para o professor] Quiz com perguntas de exploração temática e vocabular de introdução à unidade. • Atividades Exercises: Possessive case Exercises: Verb have got – present simple (affirmative and negative) Exercises: Verb have got – present simple (interrogative) Exercícios interativos de aplicação dos conteúdos gramaticais, com correção automática e dicas. • Quizzes My ID (1) My ID (2) Questões de resposta automática com feedback imediato.
Avaliação	• Teste interativo My family (Test subunit 2.1) Teste com 6 itens de resposta fechada e correção automática.

2.2 My looks

Apresentação de conteúdos	• Animação Animated picture: Physical appearance Animação de imagens do manual, de exploração temática, acompanhadas de áudios. • Animação Animated text: Super Mario Animação do texto do manual. • Vídeo Video: The Super Mario Bros. Movie [Exclusivo para o professor] Vídeo externo de suporte às atividades do manual, com legendagem on/off. • Karaoke Speaking karaoke: A new member Vídeo de diálogo do manual nas versões falada e karaoke com atividade modelo de speaking. • Vídeo Video help: Our families Vídeo tutorial de apoio à escrita com indicações passo a passo na temática.
Aplicação/Consolidação	• Quiz Looking good Questões de resposta automática com feedback imediato. • Simulador Recorder Ferramenta que permite gravar registos áudio.
Avaliação	• Teste interativo My looks (Test subunit 2.2) Teste com 6 itens de resposta fechada e correção automática.

2.3 My clothes	
Apresentação de conteúdos	- Animação Animated picture: Clothes, footwear and accessories Animação de imagens do manual, de exploração temática, acompanhadas de áudios. - Gramáticas Grammar: Plurals Grammar: Possessive pronouns Animações do conteúdo gramatical, com explicações passo a passo e exercícios.
Apresentação de conteúdos	- Animação Animated text: Harry Styles Animação do texto do manual. - Karaoke Karaoke: You're beautiful [Exclusivo para o professor] - Vídeo da canção acompanhado da letra, com marcação de texto.
Aplicação/Consolidação	- Atividades Exercises: Plurals Exercises: Possessive pronouns Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas. - Quizzes Meet my family I like my clothes Look at me! (1) Questões de resposta automática com feedback imediato. - Jogos Escape Game: Escape the school fashion show Game: Who wants to be a Hey, you Master? (Unit 2) Jogos de consolidação de conhecimentos de final de unidade.
Avaliação	Testes interativos My clothes (Test subunit 2.3) Teste com 6 itens de resposta fechada e correção automática. We are family (Test Unit 2) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

Unit 3 – Life at home 3.1 Describing a house	
Apresentação de conteúdos	- Imagem interativa Interactive picture: Life at home [Exclusivo para o professor] Imagem interativa com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática. - Vídeo Kids speak up: Life at home Vídeo protagonizado por locutores nativos em estilo entrevista, de introdução à temática a explorar na unidade. - Animação Animated picture: Parts of the house Animação de imagens do manual, de exploração temática, acompanhadas de áudios. - Animação Animated text: The real Up house Animação do texto do manual. - Vídeo Video: Up [Exclusivo para o professor] Vídeo externo de suporte às atividades do manual, com legendagem on/off. - Gramática Grammar: There to be Animação do conteúdo gramatical, com explicações passo a passo e exercícios. - Vídeo Culture: Buckingham Palace Vídeo de exploração cultural do tema.

Aplicação/ Consolidação	• Link Kahoot: Life at home [Exclusivo para o professor] Quiz com perguntas de exploração temática e vocabular de introdução à unidade. • Atividade There to be Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas. • Quiz Our house Questões de resposta automática com <i>feedback</i> imediato.
Avaliação	• Teste interativo Describing a house (Test subunit 3.1) Teste com 6 itens de resposta fechada e correção automática.

3.2 Cosy home

Apresentação de conteúdos	• Animação Animated picture: Furniture and objects around the house Animação de imagens do manual, de exploração temática, acompanhadas de áudios. • Animação Animated text: Crazy cats Animação do texto do manual. • Gramática Grammar: Prepositions of place Animação do conteúdo gramatical, com explicações passo a passo e exercícios. • Vídeo Video: Encanto (trailer) Vídeo <i>trailer</i> do filme. • Vídeo Video: Encanto – The family Madrigal [Exclusivo para o professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i>. • Vídeo Video help: A magical place at home Vídeo tutorial de apoio à escrita com indicações passo a passo na temática.
Aplicação/ Consolidação	• Atividade Exercises: Prepositions of place Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas. • Quiz There's no place like... my bedroom! Questões de resposta automática com <i>feedback</i> imediato.
Avaliação	• Teste interativo Cosy home (Test subunit 3.2) Teste com 6 itens de resposta fechada e correção automática.

3.3 In and out

Apresentação de conteúdos	• Animação Animated picture: Activities around the house Animação de imagens do manual, de exploração temática, acompanhadas de áudios. • Animação Animated text: The Turners' new home Animação do texto do manual. • Gramáticas Grammar: Present continuous (affirmative and negative) Grammar: Present continuous (interrogative) Animações dos conteúdos gramaticais, com explicações passo a passo e exercícios. • Animação Grammar in action: Present continuous [Exclusivo para o professor] Animação de diálogo de exploração de item gramatical em contexto. • Karaoke Karaoke: My dog and I [Exclusivo para o professor] Vídeo da canção acompanhado da letra, com marcação de texto.
Aplicação/ Consolidação	• Atividades Exercises: Present continuous (affirmative and negative) Exercises: Present continuous (interrogative) Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas. • Quiz Activities at home Questões de resposta automática com <i>feedback</i> imediato.
	• Jogos Escape Game: Escape the old house

	Game: Who wants to be a Hey, you Master? (Unit 3) Jogos de consolidação de conhecimentos de final de unidade.
Avaliação	• Testes interativos In and out (Test subunit 3.3) Teste com 6 itens de resposta fechada e correção automática. • Life at home (Test Unit 3) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

Unit 4 – Good food, good mood

4.1 Food and drink

Apresentação de conteúdos	• Imagem interativa Interactive picture: Good food, good mood [Exclusivo para o professor] Imagem interativa com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática. • Vídeo Kids speak up: Good food, good mood Vídeo protagonizado por locutores nativos em estilo entrevista, de introdução à temática a explorar na unidade. • Animação Animated picture: Fresh Food Market Animação de imagens do manual, de exploração temática, acompanhadas de áudios. • Animação Animated text: A talented mini-chef Animação do texto do manual. • Gramáticas Grammar: Verb like – present simple (affirmative and negative) Grammar: Verb like – present simple (interrogative) Animações do conteúdo gramatical, com explicações passo a passo e exercícios. • Animação Grammar in action: Verb like [Exclusivo para o professor] Animação de diálogo de exploração do item gramatical em contexto. • Vídeo Video: Wonka (trailer) Vídeo trailer do filme.
Aplicação/Consolidação	• Link Kahoot: Good food, good mood [Exclusivo para o professor] Quiz com perguntas de exploração temática e vocabular de introdução à unidade. • Atividades Exercises: Verb like – present simple (affirmative and negative) Exercises: Verb like – present simple (interrogative) Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas. • Quiz Food and drinks Questões de resposta automática com feedback imediato.
Avaliação	• Teste interativo Food and drink (Test subunit 4.1) Teste com 6 itens de resposta fechada e correção automática.

4.2 Enjoy your meal

Apresentação de conteúdos	• Animação Animated picture: Meals and dishes Animação de imagens do manual, de exploração temática, acompanhadas de áudios. • Vídeo Video: The Garfield Movie [Exclusivo para o professor] Vídeo externo de suporte às atividades do manual, com legendagem on/off. • Animação Animated text: Kids in the kitchen Animação do texto do manual • Karaoke Karaoke: So do I [Exclusivo para o professor] Vídeo da canção acompanhado da letra, com marcação de texto. • Vídeo Culture: Fish and chips Vídeo de exploração cultural do referido tema.
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	• Vídeo Video help: My favourite meal Vídeo tutorial de apoio à escrita com indicações passo a passo na temática.
Aplicação/ Consolidação	• Apresentação Powerpoint® Presentation: Some / Any [Exclusivo para o professor] Apresentação de exploração e aplicação de conteúdos gramaticais. • Quiz Nice meals Questões de resposta automática com feedback imediato. • Jogos Escape Game: Escape the pantry Game: Who wants to be a Hey, you Master? (Unit 4) Jogos de consolidação de conhecimentos de final de unidade.
Avaliação	• Testes interativos Enjoy your meal (Test subunit 4.2) Teste com 6 itens de resposta fechada e correção automática. Good food, good mood (Test Unit 4) [Exclusivo para o professor] Teste com 8 itens de resposta fechada e correção automática.

Unit 5 – My life

5.1 A typical day

Apresentação de conteúdos	• Imagem interativa Interactive picture: My life [Exclusivo para o professor] Imagem interativa com pontos clicáveis que remetem para imagens, textos e/ou vídeos de exploração temática. • Vídeo Kids speak up: My life Vídeo protagonizado por locutores nativos em estilo entrevista, de introdução à temática a explorar na unidade. • Animação Animated picture: Daily routine Animação de imagens do manual, de exploração temática, acompanhadas de áudios. • Flashcards interativos Flashcards: Means of transport Galeria de imagens com legenda e áudio para exploração de vocabulário. • Animação Animated text: SPY kid Animação do texto do manual. • Vídeo Culture: Famous London clocks Vídeo de exploração cultural do referido tema. • Gramáticas Grammar: Present simple Grammar: Adverbs of frequency Animações do conteúdo gramatical, com explicações passo a passo e exercícios. • Animação Grammar in action: Present simple [Exclusivo para o professor] Animação de diálogo de exploração do item gramatical em contexto. • Vídeo Video: Turning red [Exclusivo para o professor] Vídeo externo de suporte às atividades do manual, com legendagem on/off. • Vídeo Video: Luck (trailer) Vídeo trailer do filme. • Vídeo Video help: Daily routines Vídeo tutorial de apoio à escrita com indicações passo a passo na temática.
Aplicação/ Consolidação	• Link Kahoot: My life [Exclusivo para o professor] Quiz com perguntas de exploração temática e vocabular de introdução à unidade. • Apresentação Powerpoint® Presentation: What time is it? [Exclusivo para o professor] Apresentação de exploração e aplicação de conteúdos gramaticais. • Simulador Interactive Big Ben [Exclusivo para o professor] Ferramenta de apoio com o formato de relógio Big Ben, que permite a manipulação dos ponteiros de um relógio com o intuito de treinar as horas.

	- Atividades Exercises: Present simple Exercises: Adverbs of frequency Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas. - Quizzes Wake me up! (1) Wake me up! (2) Questões de resposta automática com feedback imediato.
Avaliação	Teste interativo A typical day (Test subunit 5.1) Teste com 6 itens de resposta fechada e correção automática.

5.2 Free time fun

Apresentação de conteúdos	- Animação Animated picture: Free time activities Animação de imagens do manual, de exploração temática, acompanhadas de áudios. - Animação Animated text: My top free time activities Animação do texto do manual. - Karaoke Karaoke: Ready to go [Exclusivo para o professor] Vídeo da canção acompanhado da letra, com marcação de texto. - Vídeo Video help: Postcard Vídeo tutorial de apoio à escrita com indicações passo a passo na temática.
Aplicação/Consolidação	- Apresentações Powerpoint® Presentation: Connectors [Exclusivo para o professor] Presentation: Question words [Exclusivo para o professor] Apresentações de exploração e aplicação de conteúdos gramaticais. - Quiz My day Questões de resposta automática com feedback imediato. - Simulador Sports Webquest Apresentação de tarefa com links que direcionam o aluno para páginas de internet com o objetivo de resolver desafios que exploram questões temáticas e/ou culturais. - Jogos Escape Game: Escape the film studio Game: Who wants to be a Hey, you Master? (Unit 5) Jogos de consolidação de conhecimentos de final de unidade.
Avaliação	Testes interativos Free time fun (Test subunit 5.2) Teste com 6 itens de resposta fechada e correção automática. My life (Test Unit 5) Teste com 8 itens de resposta fechada e correção automática.

Time to celebrate

Apresentação de conteúdos	Vídeo Video: Dashing through the snow (trailer) Vídeo trailer do filme.
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Extensive Reading – A special day

Apresentação de conteúdos	Animação Animated text: A special day Animação do texto do manual.
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Student's book

Unit 1

p. 17 – ex. E

Superheroes have got real names too! Listen to them.

My superhero name is Iron Man. My name is Tony (T-O-N-Y) and my surname is Stark (S-T-A-R-K)

1. My superhero name is Ant-Man. My real name is Hank and my surname is Pym (P-Y-M).

2. My superhero name is Captain Marvel. My real name is Carol (C-A-R-O-L) and my surname is Danvers (D-A-N-V-E-R-S).

3. My superhero name is Spider-Man. My real name is Peter (P-E-T-E-R) and my surname is Parker (P-A-R-K-E-R).

Unit 2

p. 50 – ex. B

Part 1

My name is Emma and I've got a very cool grandma. Her name is Daisy. She's 73 but she is different from other grandmas. Look at her photos. Why is she different?

Yes, that's it: she's very modern and active. She loves sports and shopping too. She's very happy and friendly. Her favourite object is her mobile phone.

She's short and thin. She's got blue wavy hair and blue eyes.

p. 50 – ex. C

Part 2

Today is a very special day. I'm not at home with my parents and brother. It's Saturday. I'm with my grandma at the skatepark. Look at her! Wow! She's really great! I like doing things with her. She makes me laugh and I feel good when I am with her.

p. 53 – ex. D

Pat is wearing a dress and sandals. She has got a bag.

Ryan is wearing a shirt, shorts, trainers, a necklace and a bracelet.

Mrs Allen is wearing a blouse, jeans, sandals, a necklace, a bracelet, a ring and sunglasses.

Lucy is wearing a blouse, jeans, boots, a hat, a bracelet and a belt.

Mr Wilson is wearing a tracksuit, trainers and sunglasses.

p. 57 – ex. A

Jennifer: Wow, Emily! Look at all those bags!

Emily: (laughing) Yeah! Shopping bags with things for my family: clothes, footwear and accessories. My mother and I love shopping.

Jennifer: Really? I'm so curious! Let me see! Whose green shorts are these?

Emily: They are my brother's shorts. I like shorts too. Look! These brown ones are mine.

Jennifer: This pink dress is very cool! Is it yours?

Emily: No, it isn't. I love it, but it's Mary's dress. She's my sister. Look, this blue and white one is mine.

Jennifer: It's nice too. What's in this shopping bag here?

Emily: In that bag? I think it's a pair of trainers for my brother John.

Jennifer: Trainers?? These are boots!

Emily: Really? OK. He likes boots and flip-flops too.

Unit 3

p. 65 – ex. C

1. True – Mario and Luigi are in the bathroom.

2. True – Mei's parents are in the kitchen.

3. False – Luca and his friends are in the dining room.

4. False – Marinette's bedroom is pink.

5. False – There isn't a garden in the pictures.

p. 65 – ex. D

Mary: My house isn't very big, but it's very nice. The kitchen, the living room and the toilet are downstairs and my parents' bedroom, my sister's bedroom and mine are on the first floor. There isn't an attic, but there is a garage where our bikes are.

Simon: The best thing about my house is the garden and our small swimming pool. There are only two bedrooms in the house, one on the ground floor and one on the first floor. The bathroom is on the first floor too. The kitchen and the living room are downstairs.

p. 68 – ex. A

Laura: What's that?

Ryan: It's my new house.

Laura: Wow! There's a swimming pool in the garden.

Ryan: Yes, there is. It's not very big but we can swim and play there.

Laura: Cool! Tell me about the house. What is it like?

Ryan: On the ground floor, there is a modern kitchen, a dining room and a comfortable living room.

On the first floor, there are three bedrooms and two bathrooms. The big bedroom with a private bathroom is for my parents and the other two bedrooms are for me and for my little sister. And guess what! There are posters of famous bands and singers on my bedroom walls.

Laura: That's really cool!

Ryan: There's also a barbecue outside that we can use for parties.

p. 70 – ex. C

Laura

This room isn't very big, but it's comfortable. There's a big TV and a beautiful pot plant. There's a small coffee table

in front of the sofa and there's a lamp between two armchairs.

Kevin

This is where my granny is all the time. There's a big table and four chairs. The cupboards are blue and there is a large sink. The fridge and the cooker are grey. I love my granny's biscuits.

p. 73 – ex. A

Rocket is on the chair.

Whiskers is under the chair.

Rocket is between the bowls.

Rocket is next to the ball.

Whiskers is near the ball.

Rocket is above Whiskers.

Whiskers is below Rocket.

Rocket is in front of the box.

Whiskers is behind the box.

Rocket and Whiskers are opposite each other.

p. 76 – ex. B

Oliver: Hi, Ella, it's Oliver. Where are you?

Ella: Hi, Oliver. I'm at home with my cousins.

Oliver: What are you doing?

Ella: I am helping my mum. We are in the kitchen cooking dinner.

Oliver: What about your cousins?

Ella: Mateo and Abigail are riding their bikes outside and Dylan is washing the car with my dad.

Oliver: Is your brother riding his bike too?

Ella: No, he isn't. David is playing his new video game.

Oliver: Really? I love playing video games.

Ella: You can play with him.

Oliver: That's a great idea. I'm on my way.

p. 80 – ex. A

Today is Sunday and it's a very special day for Maya and her family. It's lunchtime, but they aren't having lunch at home at the moment. They're getting ready to go to Amir's house. Amir is Maya's cousin and today is his birthday. Maya's dad is washing the car with his son, Wali. They're in front of the garage. Maya's grandmother is waiting for Maya and her mum in the living room. She's reading. It's her favourite activity on Sunday. She also likes cooking, but not at the weekend. Maya is ready and she's helping her mum with Amir's birthday present. Now it's time to leave the house. Maya and her mum go downstairs to get their coats. Her father and her brother are already in the car with Maya's grandmother. They're waiting for them.

p. 80 – ex. B

Alex's father: Alex! Where are you? It's time to come downstairs. Are you sleeping?

Alex's mother: No, he isn't. He's in front of the house. He's selling lemonade with the other kids from our street. My mother is with him. Today is Saturday, remember?

Alex's father: I remember now... It's a project for the community, right?

Alex's mother: Yes, it is. Alex and the other kids are helping the local vet clinic next to the school. They need food for the animals, so they're selling lemonade and biscuits today and tomorrow.

Alex's father: Well... I think I need a lemonade. How much is it? Do you know?

Alex's mother: Well, I think a large glass of lemonade and a biscuit is 1 pound.

Alex's father: Thanks. Oh, would you also like a glass of lemonade?

Alex's mother: No, thanks. I'm fine. I'm having my morning coffee. Maybe later.

Unit 4

p. 89 – ex. B

Lisa: In my bag, I have got oranges and strawberries. I haven't got any watermelons. I have got cheese, but I haven't got milk. I have got a cauliflower too.

Kevin: In my bag, I have got some bread, some sausages and lettuce. I haven't got any meat or pasta. I have got sugar too.

p. 95 – ex. A

Part 1

Emma Stone is an American actress. Emma really likes chips, fruit and vegetables. She also likes yoghurt and ice cream a lot. She doesn't like food with mayonnaise. Her favourite drinks are coffee and water.

Part 2

Dwayne the Rock Johnson is a famous actor and he really likes cooking.

One of the things he likes, especially at the weekend, is his famous Rock Toast. He only likes pancakes with banana or pineapple and he also likes ice cream a lot. Other foods he likes are rice, chicken and salad. Dwayne likes biscuits and cakes too, but he doesn't like sweets. He drinks lots of water, but he doesn't really like coffee.

p. 96 – ex. B

Today is Sunday and it's my favourite day of the week because we spend the day at my aunt's house. She likes cooking and she's a great cook!

In the morning, for breakfast there are banana pancakes with chocolate milk for my sister and for me. My aunt and my parents don't like milk. They always have tea for breakfast.

At lunch, there is roast chicken, carrots, and mashed potatoes. Lunch is mum's favourite meal because she likes chicken a lot. I drink water and my sister drinks orange juice. My aunt and my parents drink wine. At dinner, we have vegetable soup and then we all eat fish and chips. After dinner, I have ice cream, but the rest of the family has fruit.

Unit 5

p. 109 – ex. D

Amelia: Hello! I'm Amelia and I'm from Canada. I get up at half past seven every day and I have a shower. It's very cold here, so I go to school on my skis. I have lunch at home with my parents and then I do my homework. I don't have lessons in the afternoon.

Zahir: Hi, I'm Zahir and I'm from India. I get up at half past six and I have a quick breakfast. Then I go to school by bike with my friend Hassan. I have lunch in the school canteen. In the afternoon I usually play with my friends.

p. 114 – exs. A/B

Part 1

On Saturdays, I usually get up at 9 o'clock, I take my dog for a walk. Then, I have breakfast with my family. I usually have cereal and yoghurt, but my brother has toast and milk. Next, I get dressed and I ride my bike to the gym. I have tennis practice for 2 hours. I have a quick shower in the gym and I go home at half past twelve to have lunch. In the afternoon, my parents, my brother and I make videos for our family's YouTube channel. After dinner, I listen to music and I go to bed at half past eleven.

p. 114 – ex. C

Part 2

Sunday is family day. We always have a family lunch at my grandparents' house. After lunch, I often play video games with my cousins or we watch a film together. We usually go home at half past five because I have tennis practice again at half past six. After dinner, I get my backpack ready for school, I brush my teeth and I go to bed at 10 o'clock.

I love my weekends because I have a great time with my family.

p. 119 – ex. C

Erica: In my free time, I like surfing. I also like listening to music. I really don't like playing sports like football or basketball. I don't like watching TV.

Joe: I have a lot of fun skateboarding. I also like playing hockey. I don't like dancing and singing.

p. 122 – ex. A

When I have some free time after school, I like playing football with my friends because it's a lot of fun. When I'm

at home, I enjoy reading because I like the stories. At the weekend, I usually spend time with my family. It's always fun. We also enjoy going to the cinema because we love a good film. My dad and I enjoy playing boardgames because we can learn a lot.

Workbook

p. 14 – ex. B

My name is Eva Spencer and this is my family: George is my grandfather and his wife is Anna. I've got a sister. Her name is Monica. My mum's name is Sophia. Her husband is Harry. James is my father's brother. He is my uncle and Alicia is my aunt. She is my mum's sister. I've got a cousin. His name is Liam.

p. 19 – ex. C

My best friend Diana is a member of the football club at school. She's a very tall and thin girl. She has got straight red hair. I like the colour of her hair very much. My hair isn't red. It's brown. She's got green eyes and she wears round glasses. I also wear glasses, but they aren't round. Diana is a very nice girl and she's very good at football.

p. 21 – ex. C

Hello, I'm James. My favourite sport is tennis. I like wearing white trainers when I play tennis. I also like blue caps. My favourite shorts are red, and they are very comfortable. Hi! My name is Greg. Today I'm wearing a yellow T-shirt. I like it very much. I'm also wearing blue shorts.

p. 30 – ex. B

It's Saturday and the Parkers are giving a party in their new house. Listen to Chloe.

It's a lovely day and we are having a great time in the garden with our family and friends. My best friends, Lucas and Claire, are swimming in the pool. My sister, Emma, and my cousin, Josh, are riding their bikes. Mum is in the kitchen. She is making a delicious cake for us. Dad and my brother are in the garden too. They are laying the table. Toby, our dog, isn't sleeping. He's playing with my little sister.

p. 48 – ex. B

Julie: I have a lot of fun skateboarding, but my favourite activities are going to the cinema and swimming.

Robert: In my free time I like going to the cinema, but it's not my favourite activity. My favourite activity is listening to music.

Tracy: I have two favourite activities: racing karts and skateboarding. I like going to the cinema but it's not my favourite activity.

**HEY,
YOU!**

Planning

Planning

As planificações e os planos de aula serão disponibilizados na  **auladigital**, em formato editável e na íntegra, aos professores adotantes do projeto. Com esta medida, procuramos contribuir para a sustentabilidade ambiental.

**HEY,
YOU!**

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Name _____

No. _____

Class _____

Date _____

A Choose the correct personal pronoun to complete the sentences.

I / You

1. _____ are a good friend.
2. _____ am living in a new city.

She / They

3. _____ is eleven years old.
4. _____ have got two sisters.

We / He

5. _____ is playing outside.
6. _____ are at the school party.

B Look at the pictures and write the correct personal pronoun.



1. _____ is happy.
2. _____ is driving.
3. _____ am Sonic.
3. _____ are friends.

C Complete with the correct personal pronoun.

1. My name is Joana. _____ am from the Azores.
2. Martin is new at school. _____ is eleven years old.
3. Dave and I are classmates. _____ are in Class C.
4. My Nintendo Switch is on the table. _____ is blue and red.
5. "Where are _____?" "I am at school."
6. Bella is very happy. _____ is a good student.
7. My brothers aren't Japanese. _____ are from Brazil.
8. You and Steve are helping me. _____ are nice.

Name

No. Class Date

A Choose the correct personal pronoun.

Selecione o pronome pessoal correto.

1. **I / You** are a good friend.

2. **I / You** am living in a new city.

3. **She / They** is eleven years old.

4. **She / They** have got two sisters.

5. **We / He** is playing outside.

6. **We / He** are at the school party.

B Look at the pictures and choose the correct personal pronoun.

Observe as imagens e selecione o pronome pessoal correto.



1. **He / We** is happy. 2. **She / It** is driving. 3. **You / I** am Sonic. 3. **We / I** are friends.

C Complete with the correct personal pronoun.

Completa com o pronome pessoal correto.

- My name is Joana. _____ am from the Azores.
- Martin** is new at school. _____ is eleven years old.
- Dave and I** are classmates. _____ are in Class C.
- My Nintendo Switch** is on the table. _____ is blue and red.
- "Where are _____?" "I am at school."
- Bella** is very happy. _____ is a good student.
- My brothers** aren't Japanese. _____ are from Brazil.
- You and Steve** are helping me. _____ are nice.

I
you
he
she
it
we
you
they

Name _____

No. _____ Class _____ Date _____

A Complete with the verb *to be* in the affirmative.



Hi! My name **1.** _____
Jenny.

Wow! That **3.** _____
cool! I **4.** _____ ten
years old. What about
them?



Hello! We **2.** _____
from Japan.



They **5.** _____
ten years old too.

B Write sentences with the negative form of the *verb to be*. Follow the example.

EXAMPLE we / sad _____ *We aren't sad.*

1. he / a new student _____
2. Riley and Miguel / Irish _____
3. I / eleven years old _____
4. my address / 24 Regent Street _____
5. you / a Green Club member _____

C Complete with the verb *to be* in the affirmative or negative form.

My name **(1)** _____ Janice.

I **(2)** _____ a new student.

My class **(3)** _____ class 5B.

My new friends **(4)** _____ English. I **(5)** _____ **(not)**
from England. I **(6)** _____ from China.

They **(7)** _____ **(not)** eleven years old.

We **(8)** _____ the new Sports Club members.

Liam, my new friend, **(9)** _____ **(not)** in Year 5.

I **(10)** _____ very happy!

Name _____

No. _____

Class _____

Date _____



Choose the correct option.

Selecione a opção correta.



Hi! My name **1. is / am** Jenny.

Wow! That **3. am / is** cool!
I **4. am / are** ten years old.
What about them?



Hello! We **2. is / are** from Japan.



They **5. is / are** ten years old too.



Complete with the negative form of the verb to be ('m not / isn't / aren't).

Completa com a forma negativa do verbo to be ('m not / isn't / aren't).

1. He _____ a new student.
2. Riley and Miguel _____ Irish.
3. I _____ eleven years old.
4. My address _____ 24 Regent Street.
5. You _____ a Green Club member.



Choose the correct option.

Selecione a opção correta.

My name **(1) am / is** Janice.

I **(2) am / are** new student.
My class **(3) is / are** Class 5 B.

My new friends **(4) is / are** English. I **(5) aren't / 'm not** from England. I **(6) are / am** from China.

They **(7) isn't / aren't** eleven years old.
We **(8) am / are** the new Sports Club members.

Liam, my new friend, **(9) aren't / isn't** in Year 5.
I **(10) is / am** very happy!

Name _____

No. _____ Class _____ Date _____

A Complete the questions and the answers.

1. _____ you ok?

Yes, I _____.

2. _____ this
your pencil?

No, it _____.

3. _____ Jason
and Frank at school?

No, they _____.

4. _____ Melissa
at the Green Club?

Yes, she _____.

B Complete the questions and match them with the answers.

- | | | |
|--|---|-----------------------|
| 1. _____ Daniel happy? | • | • a. Yes, you are. |
| 2. _____ they from China? | • | • b. Yes, we are. |
| 3. _____ I a good friend? | • | • c. No, they aren't. |
| 4. _____ her phone number 035 6673 0100? | • | • d. No, she isn't. |
| 5. _____ Maria ten years old? | • | • e. Yes, he is. |
| 6. _____ you and your brother Mexican? | • | • f. No, it isn't. |

C Write the questions and the answers. Follow the example.

EXAMPLE



May and Peter
American

1.

James
at school



2.

you
funny



3.

her address
23 South Street



4.

we
teachers



EXAMPLE

"Are May and Peter American?" "Yes, they are."

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

Name

No. Class Date

A Circle the correct option.

Rodeia a opção correta.

1. Are / Is you ok?

Yes, I are / am.

2. Are / Is this your pencil?

No, it isn't / aren't.

3. Am / Are Jason and Frank at school?

No, they isn't / aren't.

4. Are / Is Melissa at the Green Club?

Yes, she are / is.

B Choose the correct option to complete the questions and match them with the answers.

Selecione a opção correta para completar as perguntas e liga-as às respostas.

- | | | |
|--|---|-----------------------|
| 1. Are / Is Daniel happy? | • | • a. Yes, you are. |
| 2. Are / Am they from China? | • | • b. Yes, we are. |
| 3. Is / Am I a good friend? | • | • c. No, they aren't. |
| 4. Is / Am her phone number 035 6673 0100? | • | • d. No, she isn't. |
| 5. Are / Is Maria ten years old? | • | • e. Yes, he is. |
| 6. Am / Are you and your brother Mexican? | • | • f. No, it isn't. |

C Complete the questions and the answers. Follow the example.

Completa as perguntas e as respostas. Segue o exemplo.

EXAMPLE  May and Peter American	1.  James at school	2.  you funny	3.  her address 23 South Street	4.  we teachers
---	---	---	---	---

EXAMPLE “ Are May and Peter American?” “Yes, they are.”

- “ _____ James at school?” “No, he _____.”
- “ _____ you funny?” “No, I _____.”
- “ _____ her address 23 South Street?” “Yes, it _____.”
- “ _____ we teachers?” “Yes, we _____.”

Name _____

No. _____ Class _____ Date _____

A Complete the sentences with the affirmative form of the verb *to be*.

1. Tony and Hank _____ superheroes.
2. Peter Parker _____ from the USA.
3. I _____ a new student.
4. Julia and I _____ members of the Film Club.
5. Your phone number _____ 450 1552 9641.

B Rewrite the sentences using the negative form of the verb *to be*. Follow the example.

EXAMPLE You **are** Portuguese. _____ *You aren't Portuguese.*

1. They are at the Sports Club. _____
2. I am a new student. _____
3. Peter and I are from England. _____
4. He is twelve years old. _____

C Complete the dialogue with the verb *to be*.

Liz: Hi, John. How **1.** _____ you?

John: I **2.** _____ fine, thanks. And you?

Liz: I **3.** _____ great! This **4.** _____ Sophia Watson.

She **5.** _____ **(not)** English.

John: Hi, Sophia! Nice to meet you. Where **6.** _____ you from?

Sophia: I **7.** _____ from Venice, in Italy.

John: So, you **8.** _____ Italian! **9.** _____ you eleven years old?

Sophia: No, I **10.** _____ **(not)**. I'm twelve.

John: When **11.** _____ your birthday?

Sophia: On 10th October.

John: That **12.** _____ great! Welcome to our school!

Name

No. Class Date

A Complete the sentences with the affirmative of the verb *to be*. Use the words in the box.

Completa as frases com a afirmativa do verbo *to be*. Usa as palavras na caixa.

1. Tony and Hank _____ superheroes.
2. Peter Parker _____ from the USA.
3. I _____ a new student.
4. Julia and I _____ members of the Film Club.
5. Your phone number _____ 450 1552 9641.

am

is

are

B Complete the sentences with the negative of the verb *to be* (*am not, isn't, aren't*). Follow the example.

Completa as frases com a negativa do verbo *to be* (*am not, isn't, aren't*). Segue o exemplo.

EXAMPLE You **are** Portuguese. You aren't Portuguese.

1. They **are** at the Sports Club. They _____ at the Sports Club.
2. I **am** a new student. I _____ a new student.
3. Peter and I **are** from England. Peter and I _____ from England.
4. He **is** twelve years old. He _____ twelve years old.

C Choose the correct form of the verb *to be*.

Seleciona a forma correta do verbo *to be*.

Liz: Hi, John. How **1. is / are** you?

John: I **2. aren't / am** fine, thanks. And you?

Liz: I **3. am / is** great! This **4. is / are** Sophia Watson. She **5. aren't / isn't** English.

John: Hi, Sophia! Nice to meet you. Where **6. am / are** you from?

Sophia: I **7. am / is** from Venice, in Italy.

John: So, you **8. is / are** Italian! **9. Am / Are** you eleven years old?

Sophia: No, I **10. am not / is not**. I'm twelve.

John: When **11. are / is** your birthday?

Sophia: On 10th October.

John: That **12. is / am** great! Welcome to our school!

Name

No. Class Date

A Look at the birthday invitation. Match the columns to make sentences.



- | | | | |
|---------------------------|---|---|-------------------|
| 1. Lisa's party starts at | • | • | a. 7 p.m. |
| 2. Her birthday is on | • | • | b. February. |
| 3. The party ends at | • | • | c. Sunday. |
| 4. Lisa's birthday is in | • | • | d. 4 p.m. |
| 5. Lisa's party is in | • | • | e. the afternoon. |

B Write the correct preposition of time. Choose from the box.

- | | | |
|----------------------|-----------------|--------------------------------|
| 1. _____ the evening | 3. _____ summer | 5. _____ 28 th July |
| 2. _____ 9 o'clock | 4. _____ Monday | 6. _____ August |

in
on
at

C Complete the sentences with the correct preposition of time.

- Her birthday is _____ December. It's _____ 4th December.
- _____ Thursdays, I have piano lessons.
- The Gravity Park opens _____ 10 o'clock _____ the morning.
- My party is _____ Saturday.

D Write sentences. Follow the example.

EXAMPLE

John / 17th September *John's birthday is in September. It's on 17th September.*

- Leslie / 24th November _____
- Anna / 7th May _____

Name _____

No. _____ Class _____ Date _____

A Look at the birthday invitation. Match the columns to make sentences.

Observe o convite. Liga as colunas para fazer frases.



- | | | | |
|----------------------------------|---|---|-------------------|
| 1. Lisa's party starts at | • | • | a. 7 p.m. |
| 2. Her birthday is on | • | • | b. February. |
| 3. The party ends at | • | • | c. Sunday. |
| 4. Lisa's birthday is in | • | • | d. 4 p.m. |
| 5. Lisa's party is in | • | • | e. the afternoon. |

B Choose the correct preposition of time.

Selecione a preposição de tempo correta.

- | | | |
|-------------------------------|--------------------------|---|
| 1. in / on the evening | 3. in / at summer | 5. on / in 28 th July |
| 2. at / in 9 o'clock | 4. at / on Monday | 6. in / at August |

C Choose the correct preposition of time.

Selecione a preposição de tempo correta.

- Her birthday is **on / in** December. It's **at / on** 4th December.
- In / On** Thursdays, I have piano lessons.
- The Gravity Park opens **in / at** 10 o'clock **on / in** the morning.
- My party is **on / in** Saturday.

D Complete the sentences. Follow the example.

Completa as frases. Segue o exemplo.

EXAMPLE

John / 17th September John's birthday is in September. It's on 17th September.

- Leslie / 24th November** Leslie's birthday is _____. It's _____ 24th November.
- Anna / 7th May** Anna's birthday _____ May. It's _____.

Name

No. Class Date

A Circle the possessive determiners.

Eric's Escape Birthday



B Choose the correct possessive determiner to complete the sentences.

- They are very happy. It's _____ birthday today.
a. ☐ our b. ☐ their c. ☐ my
- I have new friends but _____ best friend is Janice.
a. ☐ my b. ☐ her c. ☐ our
- I can't find my bag. _____ colour is blue.
a. ☐ Its b. ☐ Your c. ☐ My
- James and I have got new trainers. _____ trainers are red and white.
a. ☐ Its b. ☐ Their c. ☐ Our
- Look at Sarah's hat! _____ hat is very colourful.
a. ☐ Their b. ☐ Her c. ☐ His

C Complete with the correct possessive determiner.

- I love my birthday present. _____ new camera is so cool!
- Jason and I love maths. _____ teacher is Mrs Simpson.
- "When is the twins' birthday?" "_____ birthday is on 14th November."
- Victoria likes cakes. _____ favourite cake is the chocolate cake.
- "What is _____ address?" "My address is 12 Colombia Road, London."
- Look at the mask. _____ colour is purple.

Name

No. Class Date

A Circle the possessive determiners (*my, your, his, her, its, our, your, their*).

Rodeia os determinantes possessivos.

Eric's Escape Room



B Choose the correct possessive determiner to complete the sentences.

Selecciona o determinante possessivo correto.

- They are very happy. It's _____ birthday today.
a. ☐ our b. ☐ their
- I have new friends but _____ best friend is Janice.
a. ☐ my b. ☐ her
- I can't find my bag. _____ colour is blue.
a. ☐ Its b. ☐ Your
- James and I have got new trainers. _____ trainers are red and white.
a. ☐ Its b. ☐ Our
- Look at Sarah's hat! _____ hat is very colourful.
a. ☐ Their b. ☐ Her

C Choose the correct possessive determiner.

Selecciona o determinante possessivo correto.

- I love my birthday present. **My / Your** new camera is so cool!
- Jason and I love maths. **Their / Our** teacher is Mrs Simpson.
- "When is the twins' birthday?" "**Their / Our** birthday is on 14th November."
- Victoria likes cakes. **Her / My** favourite is chocolate cake.
- "What is **her / your** address?" "My address is 12 Colombia Road, London."
- Look at the mask. **Its / Your** colour is purple.

Name _____

No. _____ Class _____ Date _____

A Choose the correct sentence.

1. a. ☐ These are Louis cousins.
b. ☐ These are Louis's cousins.
2. a. ☐ The page's the book.
b. ☐ The pages of the book.
3. a. ☐ This is Sally's new bag.
b. ☐ This is Sallys new bag.
4. a. ☐ Those are the twin's books.
b. ☐ Those are the twins' books.
5. a. ☐ Look at the horses teeth.
b. ☐ Look at the horse's teeth.
6. a. ☐ Oliver is Paula father.
b. ☐ Oliver is Paula's father.

B Complete the sentences with 's / ' / of.

1. It's my friends _____ birthday.
2. Connor _____ sister works in London.
3. It's at the top _____ the page.
4. This is my parents _____ family.
5. Lucas _____ turtle is cute.
6. Look! It's the women _____ football team.

C Write the questions and the answers. Follow the examples.

EXAMPLE

dog

Whose dog is this?

Peter

It's Peter's dog.

games

Whose games are these?

the friends

They're the friends' games.

1.

skateboard
Jason

 _____ ?

2.

T-shirts
the children

 _____ ?

3.

books
the girls

 _____ ?

4.

watch
Nicholas

 _____ ?

Name

No. Class Date

A Choose the correct sentence.

Escolhe a frase correta.

1. a. ☐ These are Louis cousins.
b. ☐ These are Louis's cousins.
2. a. ☐ The page's the book.
b. ☐ The pages of the book.
3. a. ☐ This is Sally's new bag.
b. ☐ This is Sallys new bag.
4. a. ☐ Those are the twin's books.
b. ☐ Those are the twins' books.
5. a. ☐ Look at the horses teeth.
b. ☐ Look at the horse's teeth.
6. a. ☐ Oliver is Paula father.
b. ☐ Oliver is Paula's father.

B Complete the sentences with 's / ' / of.

Completa as frases com 's / ' / of.

1. It's my friends ____ birthday.
2. Connor ____ sister works in London.
3. It's at the top ____ the page.
4. This is my parents ____ family.
5. Lucas ____ turtle is cute.
6. Look! It's the women ____ football team.

C Complete the questions and the answers. Follow the examples.

Completa as perguntas e as respostas. Segue os exemplos.

EXAMPLE

dog

Whose dog is this?

Peter

It's Peter's dog.

games

Whose games are these?

the friends

They're the friends' games.

1. Whose _____ is this?
It's _____ skateboard.

skateboard
Jason
2. Whose _____ are these?
They're _____ T-shirts.

T-shirts
the children
3. Whose _____ are these?
They're _____ books.

books
the girls
4. Whose _____ is this?
It's _____ watch.

watch
Nicholas

Name

No. Class Date

A Complete with *have got* or *has got*.

- Mary and Peter _____ a funny family.
- I _____ two sisters and one brother.
- Our niece _____ a new car.
- We _____ twin sisters.
- Her husband _____ a red T-shirt.
- The cat _____ a big tail.

B Choose the correct option.

- Jeremy **hasn't got** / **haven't got** a house in Scotland.
- My younger sister **haven't got** / **hasn't got** blue eyes.
- Her parents **haven't got** / **hasn't got** any brothers or sisters.
- I **hasn't got** / **haven't got** any pets.
- Our new friends **hasn't got** / **haven't got** any computers.
- Maria **haven't got** / **hasn't got** any cousins.
- The girls **haven't got** / **hasn't got** any bags.

C Write sentences with the verb *have got* in the affirmative or negative . Follow the example.

EXAMPLE Jane / a sister  *Jane has got a sister.*

- I / a big family 
- My nephew / a brother 
- James and I / a pet 
- His cousin / green eyes 
- They / a small house 
- My uncle / a daughter 
- You / a funny grandmother 

Name

No. Class Date

A Choose the correct option.

Selecciona a resposta correta.

1. Mary and Peter **have got / has got** a funny family.
2. I **have got / has got** two sisters and one brother.
3. Our niece **have got / has got** a new car.
4. We **have got / has got** twin sisters.
5. Her husband **have got / has got** a red T-shirt.
6. The cat **have got / has got** a big tail.

B Choose the correct option.

Selecciona a resposta certa.

1. Jeremy **hasn't got / haven't got** a house in Scotland.
2. My younger sister **haven't got / hasn't got** blue eyes.
3. Her parents **haven't got / hasn't got** any brothers or sisters.
4. I **hasn't got / haven't got** any pets.
5. Our new friends **hasn't got / haven't got** any computers.
6. Maria **haven't got / hasn't got** any cousins.
7. The girls **haven't got / hasn't got** any bags.

C Complete the sentences with *have got / has got* ✓ or *haven't got / hasn't got* ✗.

Completa as frases com *have got / has got* ou *haven't got / hasn't got*.

EXAMPLE Jane has got a sister. ✓

1. I _____ a big family. ✗
2. My nephew _____ a brother. ✗
3. James and I _____ a pet. ✓
4. His cousin _____ green eyes. ✗
5. They _____ a small house. ✓
6. My uncle _____ a daughter. ✗
7. You _____ a funny grandmother. ✓

Name

No. Class Date

A Write the words in the correct order. Follow the example.

EXAMPLE you / got / a brother / have / ?

Have you got a brother?

1. her / a bike / has / got / cousin / ?

2. have / got / you / an aunt / ?

3. John / a pet / got / has / ?

4. Zack and I / have / a new friend at school / got / ?

B Match the questions with the answers.

- | | | |
|---|---|----------------------|
| 1. Have you got a sister? | • | • a. Yes, it has. |
| 2. Has David got a big family? | • | • b. No, he hasn't. |
| 3. Have their parents got a big house? | • | • c. No, I haven't. |
| 4. Has your parrot got yellow feathers? | • | • d. Yes, they have. |

C Complete with the interrogative of the verb *have got*.

- "_____ his grandfather _____ a new tie?" "No, he _____."
- "_____ you _____ a hamster?" "Yes, I _____."
- "_____ your new house _____ internet?" "Yes, it _____."
- "_____ Julie and Patrick _____ nephews?" "Yes, they _____."
- "_____ Ava _____ a mobile phone?" "Yes, she _____."
- "_____ Lily and I _____ funny faces?" "No, you _____."

Name

No. Class Date

A Write the words in the correct order. Follow the example.

Ordena as palavras. Segue o exemplo.

EXAMPLE you / got / a brother / ~~have~~

Have you got a brother?

1. her / a bike / ~~has~~ / got / cousin

Has

2. ~~have~~ / got / you / an aunt

Have

3. John / a pet / got / ~~has~~

Has

4. Zack and I / ~~have~~ / a new friend at school / got

Have

B Match the questions with the answers.

Liga as perguntas às respostas.

- | | | |
|--|---|-----------------------------|
| 1. Have you got a sister? | • | • a. Yes, it has. |
| 2. Has David got a big family? | • | • b. No, he hasn't. |
| 3. Have their parents got a big house? | • | • c. No, I haven't. |
| 4. Has your parrot got yellow feathers? | • | • d. Yes, they have. |

C Choose the correct form of the verb *have got*.

Seleciona a forma correta do verbo *have got*.

- "Have / Has his grandfather got a new tie?" "No, he haven't / hasn't."
- "Have / Has you got a hamster?" "Yes, I have / has."
- "Have / Has your new house got internet?" "Yes, it have / has."
- "Have / Has Julie and Patrick got nephews?" "Yes, they have / has."
- "Have / Has Ava got a mobile phone?" "Yes, she has / have."
- "Have / Has Lily and I got funny faces?" "No, we haven't / have."

Name _____

No. _____ Class _____ Date _____

A Complete the sentences with the affirmative of the verb *have got*.

- Kate and Paul _____ a new brother.
- Zoey _____ a new dog.
- I _____ a big family.
- We _____ twin sisters.
- Luca _____ cool friends.

B Rewrite the sentences in the negative. Follow the example.

EXAMPLE You have got a parrot. You haven't got a parrot.

- They have got a shy niece. _____
- Helen has got lots of books. _____
- Their sisters have got new video games. _____
- I have got four pets. _____

C Look at the table. Ask and answer questions. Follow the example.



a goldfish



a new bike



three sisters



a birthday cake

EXAMPLE her grandmother

- your parents
- John
- you

✓			
	✗		
		✓	
			✓

EXAMPLE Has her grandmother got a goldfish? Yes, she has.

- _____ ? _____.
- _____ ? _____.
- _____ ? _____.

Name

No. Class Date

A Choose the correct option.

Escolhe a resposta correta.

- Kate and Paul **have got / has got** a new brother.
- Zoe **have got / has got** a new dog.
- I **has got / have got** a big family.
- We **has got / have got** twin sisters.
- Luca **have got / has got** cool friends.

B Complete the sentences in the negative. Follow the example.

Completa as frases na negativa. Segue o exemplo.

EXAMPLE You have got a parrot. You haven't got a parrot.

- They **have got** a shy niece. They _____ a shy niece.
- Helen **has got** lots of books. Helen _____ lots of books.
- Their sisters **have got** new video games. Their sisters _____ new video games.
- I **have got** four pets. I _____ four pets.

C Look at the table. Ask and answer questions for lines 1 to 4. Follow the example.

Observa a tabela. Completa as perguntas e respostas. Segue o exemplo.



a goldfish



a new bike



three sisters



a birthday cake

EXAMPLE her grandmother

- your parents
- John
- you

✓			
	✗		
		✓	
			✓

EXAMPLE Has her **grandmother** got a goldfish? Yes, **she** has.

- _____ **your parents** got _____? No, **they** _____.
- _____ **John** got _____? Yes, **he** _____.
- _____ **you** got a _____? Yes, **I** _____.

Name

No. Class Date

A Choose the correct sentence.

1.



- a. ☐ She has got wavy long hair.
b. ☐ She has got long wavy hair.

3.



- a. ☐ It has got big long ears.
b. ☐ It has got long big ears.

2.



- a. ☐ They are happy yellow minions.
b. ☐ They are yellow happy minions.

4.



- a. ☐ I've got a red small cap.
b. ☐ I've got a small red cap.

B Write the sentences with the adjective in the correct place.

1. He is a student. (**hard-working**) _____
2. Mary and Janet have got eyes. (**green**) _____
3. My uncle's parrot has got feathers. (**long**) _____
4. They are babies. (**noisy**) _____
5. My robot has got two legs. (**short**) _____

C Write the words in the correct order.

1. my / old / This / is / school
_____.
2. clowns / funny / are / The
_____.
3. girls / These / have / a / house / got / beautiful
_____.
4. moustache / got / I / have / a / big
_____.

Name _____

No. _____

Class _____

Date _____

A Choose the correct sentence.

Escolhe a frase correta.

1.



a. ☐ She has got hair wavy.

b. ☐ She has got wavy hair.

3.



a. ☐ It has got long ears.

b. ☐ It has got ears long.

2.



a. ☐ They are happy minions.

b. ☐ They are minions happy.

4.



a. ☐ I've got a cap red.

b. ☐ I've got a red cap.

B Write the sentences with the adjective in the correct place.

Escreve as frases com o adjetivo na posição correta.

1. He is a student. (hard-working) He is _____

2. Mary and Janet have got eyes. (green) Mary and Janet have got _____

3. My uncle's parrot has got feathers. (long) My uncle's parrot has got _____

4. They are babies. (noisy) They are _____

5. My robot has got two legs. (short) My robot has got two _____

C Write the words in the correct order.

Escreve as palavras na ordem correta.

1. my / old / ~~This~~ / is / school

This _____.

2. clowns / funny / are / ~~The~~

The _____.

3. girls / ~~These~~ / have got / a / house / beautiful

These girls _____.

4. moustache / I / got / ~~have~~ / a / big

I have _____.

Name

No. Class Date

A Write the plural of these words.

1. dress _____

2. foot _____

3. scarf _____

4. anorak _____

5. watch _____

6. necklace _____

7. shirt _____

8. baby _____



B Write the sentences in the plural.

1. I have got jeans and a pink T-shirt.

2. This child has got a beautiful dress.

3. The girl has got blue pyjamas.

4. He has got new sunglasses.

5. This is your beautiful family.

Name

No. Class Date

A Write the plural of these words.

Escreve o plural destas palavras.

1. dress d e s

2. foot f t

3. scarf s c a r f

4. anorak a n o r a k

5. watch w a t c h

6. necklace n e c k e l a c e

7. shirt s h i r t

8. baby b a b y



B Complete the sentences in the plural.

Completa as frases no plural.

1. I have got jeans and a pink T-shirt.

We have got

2. This child has got a beautiful dress.

These have got

3. The girl has got blue pyjamas.

The girls have got

4. He has got new sunglasses.

They have got

5. This is your beautiful family.

These are your

Name

No. Class Date
A Underline the possessive pronouns. Then complete the table.

1. Lucy loves wearing trainers. Those blue trainers are hers.
2. That jumper is mine. Where is yours?
3. Those gloves are ours.
4. These rings are theirs. They're beautiful!

Possessive determiners	Possessive pronouns
my	1.
your	2.
his	his
her	3.
our	4.
your	yours
their	5.

B Complete the sentences with the correct possessive pronoun.

1. "Whose coat is this? Is it Paul's coat?" "Yes, it's _____."
2. They have got new trainers too. _____ are white and mine are black.
3. My new jumper is beautiful. It's _____.
4. We've got a cool new video game. It's _____.
5. Molly has got two yellow scarves. They're _____.
6. You have got pink sandals. They're _____.

C Write the sentences. Follow the example.
EXAMPLE my father / shoes These are my father's shoes. They're his.

1. her sister / ring _____
2. their brothers / sunglasses _____
3. our / handbags _____
4. my / skirt _____

Name

No. Class Date
A Look at the underlined possessive pronouns and complete the table.

Observa os pronomes possessivos sublinhados e completa a tabela.

- Lucy loves wearing trainers. Those blue trainers are hers.
- That jumper is mine. Where is yours?
- Those gloves are ours.
- These rings are theirs. They're beautiful!

Possessive determiners	Possessive pronouns
my	1.
your	2.
his	his
her	3.
our	4.
your	yours
their	5.

B Complete the sentences with the correct possessive pronoun.

Seleciona o pronome possessivo correto.

- "Whose coat is this? Is it Paul's coat?" "Yes, it's **theirs / his**."
- They have got new trainers too. **Hers / Theirs** are white and mine are black.
- My new jumper is beautiful. It's **mine / ours**.
- We've got a cool new video game. It's **ours / theirs**.
- Molly has got two yellow scarves. They're **mine / hers**.
- You have got pink sandals. They're **its / yours**.

C Complete the sentences. Follow the example.

Completa as frases. Segue o exemplo.

EXAMPLE **my father / shoes** These are my father's shoes. They're his.

- her sister / ring** This is _____ ring. It's _____.
- their brothers / sunglasses** These are _____ sunglasses. They're _____.
- our / handbags** These are _____ handbags. They're _____.
- my / skirt** This is _____ skirt. It's _____.

Name

No.

Class

Date

A Complete the sentences with *there is* or *there are*.

1. _____ seven rooms in the house.
2. _____ a swimming pool outside.
3. Look! _____ lots of trees, too!
4. _____ a beautiful balcony.
5. In my living room _____ two sofas and a TV.
6. _____ an attic upstairs.

B Complete the sentences with *there isn't* or *there aren't*.

1. _____ a study in my new house.
2. In my kitchen _____ any sofas.
3. _____ a garage in the house.
4. _____ four bedrooms.
5. In my bedroom _____ a TV.
6. Oh, _____ a balcony!

C Complete the dialogue. Follow the examples.

Bob: There are eight rooms in my house. How many rooms are there in yours?

Josie: In my house, 1. _____ five rooms. 2. _____ two bedrooms, a bathroom, a kitchen and a living room.

3. _____ bedrooms 4. _____ in your house?

Bob: Upstairs 5. _____ three bedrooms and 6. _____ a study, too! Downstairs, 7. _____ a living room, a kitchen, a bathroom and a dining room.

Josie: Wow! Your house is so big! 8. _____ a swimming pool outside?

Bob: No, 9. _____, but 10. _____ a beautiful garden.

Josie: That's so nice!

Name

No. Class Date
A Complete the sentences with *there is* or *there are*.

Completa as frases com *there is* ou *there are*.

1. _____ **seven** rooms in the house.
2. _____ **a** swimming pool outside.
3. Look! _____ **lots of** trees, too!
4. _____ **a** beautiful balcony.
5. In my living room _____ **two** sofas and a TV.
6. _____ **an** attic upstairs.

B Complete the sentences with *there isn't* or *there aren't*.

Completa as frases com *there isn't* ou *there aren't*.

1. _____ **a study** in my new house.
2. In my kitchen _____ **any** sofas.
3. _____ **a garage** in the house.
4. _____ **four bedrooms**.
5. In my bedroom _____ **a TV**.
6. Oh, _____ **a balcony**!

C Choose the correct options to complete the dialogue. Follow the examples.

Selecione as opções corretas para completar o diálogo. Segue os exemplos.

Bob: There are / There is eight rooms in my house. How many / How much rooms are there / is there in yours?

Josie: In my house, **1. there is / there are** five rooms. **2. There is / There are** two bedrooms, a bathroom, a kitchen and a living room.

3. How many / There is bedrooms **4. is there / are there** in your house?

Bob: Upstairs **5. there is / there are** three bedrooms and **6. there is / there are** a study, too! Downstairs, **7. there is / there are** a living room, a kitchen, a bathroom and a dining room.

Josie: Wow! Your house is so big! **8. Is there / Are there** a swimming pool outside?

Bob: No, **9. there isn't / there aren't**, but **10. there is / there are** a beautiful garden.

Josie: That's so nice!

Name _____

No. _____

Class _____

Date _____

A Match the sentences with the pictures.

1. ☐ Linguini is in front of Remy.
2. ☐ Anton is between Colette and Linguini.
3. ☐ Remy is on Linguini's hand.
4. ☐ Gusteau is behind Remy.
5. ☐ Remy is next to his brother.

a.



Remy and Linguini

b.



Remy and his brother

c.



Gusteau and Remy

d.



Colette, Anton and Linguini

e.



Remy and Linguini

B Look at the picture. Complete with the correct prepositions of place.



1. The food is _____ the plate.
2. Colette is _____ Linguini.
3. Linguini is _____ Remy and Colette.
4. They are _____ the kitchen.

Name _____

No. _____

Class _____

Date _____

A Match the sentences with the pictures.

Liga as frases às imagens.

1. ☐ Linguini is **in front of** Remy.
2. ☐ Anton is **between** Colette and Linguini.
3. ☐ Remy is **on** Linguini's hand.
4. ☐ Gusteau is **behind** Remy.
5. ☐ Remy is **next to** his brother.

a.



Remy and Linguini

b.



Remy and his brother

c.



Gusteau and Remy

d.



Colette, Anton and Linguini

e.



Remy and Linguini

B Look at the picture. Choose the correct prepositions of place.

Observa a imagem. Selecciona a preposição de lugar correta.

1. The food is _____ the plate.
a. ☐ on b. ☐ in c. ☐ under
2. Colette is _____ Linguini.
a. ☐ between b. ☐ behind c. ☐ next to
3. Linguini is _____ Remy and Colette.
a. ☐ between b. ☐ above c. ☐ next to
4. They are _____ the kitchen.
a. ☐ on b. ☐ in c. ☐ under



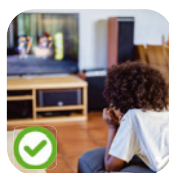
Name _____

No. _____ Class _____ Date _____

A Write the words in the correct order.

1. playing / the / is / He / guitar / . _____
2. are / My / sleeping / parents / . _____
3. We / not / dancing / are / . _____
4. living room / the / I / not / am / in / eating / . _____

B Look at the photos and write sentences. Follow the example.



EXAMPLE

✓ He is watching TV.

✗ He isn't reading a book.



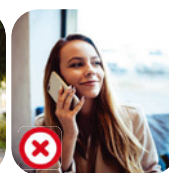
1. ✓ They _____

✗ They _____



2. ✓ She _____

✗ She _____



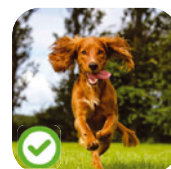
3. ✓ They _____

✗ They _____



4. ✓ I _____

✗ I _____



5. ✓ The dog _____

✗ The dog _____



C Complete with the present continuous.

1. My mother _____ (cook) dinner.
2. I _____ (write) a message to my best friend.
3. Mike _____ (not listen) to music. He _____ (ride) his bike.
4. We _____ (play) videogames in the bedroom. We _____ (not study).

Name _____

No. _____

Class _____

Date _____

A Complete the sentences by writing the words in the correct order.

Completa as frases colocando as palavras na ordem correta.

1. playing / the / is / ~~He~~ / guitar He
2. are / ~~My~~ / sleeping / ~~parents~~ My parents
3. ~~We~~ / not / dancing / are We
4. living room / the / ~~I~~ / not / ~~am~~ / in / eating I am

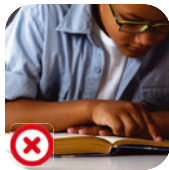
B Look at the photos and complete the sentences. Follow the example.

Observa para as imagens e completa as frases. Segue o exemplo.

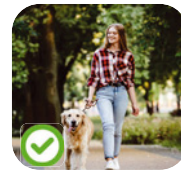


EXAMPLE

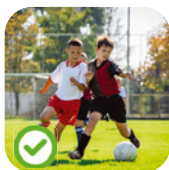
- ✓ He is watching TV.
 ✗ He isn't reading a book.



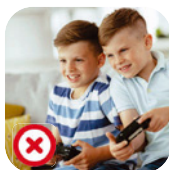
1. ✓ They _____ (lay) the table.
 ✗ They _____ (do) the dishes.



2. ✓ She _____ (walk) the dog.
 ✗ She _____ (talking) on the phone.



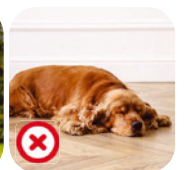
3. ✓ They _____ (play) football.
 ✗ They _____ (play) video games.



4. ✓ I _____ (make) the bed.
 ✗ I _____ (do) my homework.



5. ✓ The dog _____ (run).
 ✗ The dog _____ (sleep).



C Choose the correct form of the present continuous.

Seleciona a forma correta do *present continuous*.

1. My mother **are cooking** / **is cooking** dinner.
2. I **am writing** / **are writing** a message to my best friend.
3. Mike **aren't listening** / **isn't listening** to music. He **am riding** / **is riding** his bike.
4. We **are playing** / **am playing** video games in the bedroom. We **am not studying** / **aren't studying**.

Name _____

No. _____ Class _____ Date _____

A Match the questions with the answers.

- | | |
|--------------------------------------|---------------------|
| 1. Are they cooking in your house? • | • a. No, I'm not. |
| 2. Is she playing basketball? • | • b. Yes, he is. |
| 3. Are you laying the table? • | • c. Yes, they are. |
| 4. Is Jason talking on the phone? • | • d. No, she isn't. |

B Complete the sentences with the present continuous.

- | | |
|--|---|
| 1. "_____ he _____ (help) you?"
"No, _____." | 4. "_____ our parents _____ (sing)?"
"No, _____." |
| 2. "_____ the children _____
(play) in the bedroom?"
"Yes, _____." | 5. "_____ you _____ (drink) juice?"
"Yes, _____." |
| 3. "_____ Mary _____ (make)
the bed?"
"Yes, _____." | 6. "_____ Jamie and I _____
(play) chess?"
"No, _____." |

C Write the questions and the answers. Follow the example.

EXAMPLE you / make the bed / No / read a book
Are you making the bed?
No, I'm not. I'm reading a book.

- she / watch TV / Yes
 _____?
 _____.
- they / listen to music / No / do their homework
 _____?
 _____.
- Peter / run / Yes
 _____?
 _____.
- you / read a book / No / We / play cards
 _____?
 _____.

Name _____

No. _____ Class _____ Date _____

A Match the questions with the answers.

Liga as questões às respostas.

- | | | |
|---|---|----------------------------|
| 1. Are they cooking in your house? | • | • a. No, I'm not. |
| 2. Is she playing basketball? | • | • b. Yes, he is. |
| 3. Are you laying the table? | • | • c. Yes, they are. |
| 4. Is Jason talking on the phone? | • | • d. No, she isn't. |

B Complete the sentences with the present continuous.

Completa as frases com o *present continuous*.

- | | |
|--|--|
| 1. "_____ he helping you with the housework?" "No, he isn't ." | 4. "_____ our parents _____ (sing)?" "No, they aren't ." |
| 2. "Are the children _____ (play) in the bedroom?" "Yes, they are ." | 5. "_____ you drinking lemonade, Ann?" "Yes, I _____." |
| 3. "Is Mary _____ (make) the bed?" "Yes, she _____." | 6. "Are Jamie and I _____ (play) chess? No, we _____." |

C Complete the questions and the answers. Follow the example.

Completa as perguntas e respostas. Segue o exemplo.

EXAMPLE you / make the bed? / No / read a book

"Are you making the bed?" "No, I'm not. I am reading a book."

- she / watch TV? / Yes
"_____ she _____ TV?" "Yes, she _____."
- they / listen to music? / No / do their homework
"_____ they _____ to music?"
"No, they _____. They are _____ their homework."
- Peter / run / Yes
"_____ Peter _____?" "Yes, he _____."
- you / read a book? / No / we / play cards
"_____ you _____ a book?"
"No, we _____. We _____ cards."

Name _____

No. _____ Class _____ Date _____

A Look at the photos. What are they doing?



1. The girls _____
_____.



2. The cat _____
_____ on the sofa.



3. Our grandparents _____
_____.



4. Peter _____
_____.



5. We _____
_____.



6. Mrs Stone _____
_____.

B Write negative sentences using the present continuous. Follow the example.

EXAMPLE I / read a book _____ *I'm not reading a book.*

1. our neighbours / have lunch in the garden _____
2. she / make the bed _____
3. I / wash the car now _____
4. you / study maths _____

C Complete with the present continuous of the verbs in brackets.

What a wonderful day! The sun 1. _____ (shine) and the birds
2. _____ (sing). The kids 3. _____ (not study),
they 4. _____ (play) outside in the garden. I 5. _____
(cook) in the kitchen and James 6. _____ (lay) the table for lunch. Our
cat Bob 7. _____ (not sleep) in the balcony, he
8. _____ (run) outside. And you? 9. _____ you _____ (having)
a good day? 😊 🥳

Name _____

No. _____

Class _____

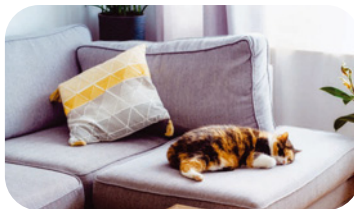
Date _____

A Look at the photos. What are they doing?

Olha para as imagens. O que estão a fazer?



1. The girls are _____
(walk) the dog.



2. The cat _____
(sleep) on the sofa.



3. Our grandparents are _____
(watch) TV.



4. Peter is _____ (lay)
the table.



5. We are _____
(drink) orange juice.



6. Mrs Stone is _____
(ride) her bike.

B Complete the sentences with the negative form of the present continuous.

Completa as frases com a negativa do *present continuous*.

1. our neighbours / have lunch in the garden Our neighbours _____ lunch in the garden.
2. she / make the bed She _____ the bed.
3. I / wash the car now I _____ the car now.
4. you / study maths You _____ maths.

C Choose the correct option.

Seleciona a opção correta.

What a wonderful day! The sun **1. are shining / is shining** and the birds **2. are singing / am singing**. The kids **3. aren't studying / isn't studying**, they **4. am playing / are playing** outside in the garden. I **5. is cooking / am cooking** in the kitchen and James **6. am laying / is laying** the table for lunch. Our cat Bob **7. am sleeping / isn't sleeping** in the balcony, he **8. running / is running** outside. And you? **9. Are you having / Is you having** a good day? 😊 🌟

Name _____

No. _____ Class _____ Date _____

A Choose the correct option.

1. I **like / likes** tomatoes.
2. Mary and I **like / likes** salmon.
3. He **like / likes** orange juice.
4. They **like / likes** milk.
5. You **like / likes** strawberries.
6. My parents **like / likes** soup.
7. Jessie **like / likes** pasta.
8. My rabbit **like / likes** carrots.

B Complete the sentences with *don't like* or *doesn't like*.

1. My sister _____ grapes or apples.
2. I _____ hot dogs.
3. His cousin _____ vegetables.
4. We _____ meat.
5. Janet and you _____ tuna.
6. Hussain _____ coffee.
7. Their dogs _____ rice.
8. She _____ mashed potatoes.

C Look at the photos and write sentences. Follow the example.



EXAMPLE

pears bananas

I **like** pears, but I **don't like** bananas.



ice cream
 biscuits

1. They _____,
but they _____.



strawberries
 coke

3. Marina _____,
but she _____.



watermelon
 sausages

2. Victor _____,
but he _____.



lettuce
 apple juice

4. My grandparents _____,
but they _____.

Name

No. Class Date

A Choose the correct option.

Selecione a opção correta.

1. I **like / likes** tomatoes.
2. Mary and I **like / likes** salmon.
3. He **like / likes** orange juice.
4. They **like / likes** milk.
5. You **like / likes** strawberries.
6. My parents **like / likes** soup.
7. Jessie **like / likes** pasta.
8. My rabbit **like / likes** carrots.

B Complete the sentences with *don't* or *doesn't*.

Completa as frases com *don't* ou *doesn't*.

1. My sister _____ like grapes or apples.
2. I _____ like hot dogs.
3. His cousin _____ like vegetables.
4. We _____ like meat.
5. Janet and you _____ like tuna.
6. Hussain _____ like coffee.
7. Their dogs _____ like rice.
8. She _____ like mashed potatoes.

C Look at the photos and complete the sentences. Follow the example.

Olha para as imagens e completa as frases. Segue o exemplo.



EXAMPLE



pears



bananas

I **like** (👍) pears, but I **don't like** (👎) bananas.



ice cream



biscuits

1. They _____ ice cream,
but they _____ biscuits.

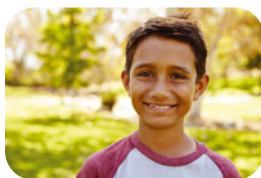


strawberries



coke

3. Marina _____ strawberries,
but she _____ coke.



watermelon



sausages

2. Victor _____ watermelon,
but he _____ sausages.



lettuce



apple juice

4. My grandparents _____ lettuce,
but they _____ apple juice.

Name _____

No. _____

Class _____

Date _____

A

Complete the sentences with *do / does / don't / doesn't*.

1. _____ Maria like
chocolate?
Yes, she _____.

3. _____ they like
strawberries?
Yes, they _____.

2. _____ you like
lollipops?
No, I _____.

4. _____ his brother
like jam?
No, he _____.

B

Match the questions with the answers. Then complete the answers.

- | | | |
|---|---|-----------------------|
| 1. Do you like meat and potatoes? | • | • a. Yes, he _____. |
| 2. Does Oliver like biscuits with milk? | • | • b. No, I _____. |
| 3. Do their sisters like tuna sandwiches? | • | • c. No, she _____. |
| 4. Does Sarah like crisps? | • | • d. Yes, they _____. |

C

Write questions and short answers. Follow the examples.

EXAMPLE

you / lemonade ✓

Do you like lemonade? Yes, I do.

she / toast and milk ✗

Does she like toast and milk? No, she doesn't.

- they / onions ✓ _____ ? _____.
- he / apple pie ✗ _____ ? _____.
- Kate / cereal and yoghurt ✓ _____ ? _____.
- his friends / tangerines ✗ _____ ? _____.
- she / fish and chips ✗ _____ ? _____.
- Daniel / pizza ✓ _____ ? _____.

Name _____

No. _____

Class _____

Date _____

A

Choose the correct option.

Selecione a opção correta.

1. **Do / Does** Maria like chocolate?
Yes, she **do / does**.

3. **Do / Does** they like strawberries?
Yes, they **do / does**.

2. **Do / Does** you like lollipops?
No, I **don't / doesn't**.

4. **Do / Does** his brother like jam?
No, he **don't / doesn't**.

B

Match the questions with the answers. Then choose the correct option to complete the answers.

Liga as perguntas às respostas. Depois, selecione a opção correta para completar as respostas.

- | | | |
|---|---|---------------------------------------|
| 1. Do you like meat and potatoes? | • | • a. Yes, he do / does . |
| 2. Does Oliver like biscuits with milk? | • | • b. No, I don't / doesn't . |
| 3. Do their sisters like tuna sandwiches? | • | • c. No, she don't / doesn't . |
| 4. Does Sarah like crisps? | • | • d. Yes, they do / does . |

C

Complete the questions and the short answers. Follow the examples.

Completa as perguntas e as respostas curtas. Segue os exemplos.

EXAMPLE

you / lemonade ✓

Do you like lemonade? Yes, I do.

she / toast and milk ✗

Does she like toast and milk? No, she doesn't.

- they / onions ✓ _____ they _____ onions? Yes, they _____.
- he / apple pie ✗ _____ he _____ apple pie? No, he _____.
- Kate / cereal and yoghurt ✓ _____ Kate _____ cereal and yoghurt? Yes, she _____.
- his friends / tangerines ✗ _____ his friends _____ tangerines? No, they _____.
- she / fish and chips ✗ _____ she _____ fish and chips? No, she _____.
- Daniel / pizza ✓ _____ Daniel _____ pizza? Yes, he _____.

Name _____

No. _____ Class _____ Date _____

A Complete the sentences with the affirmative form of the verb *like*.

1. Vince _____ vegetables.
2. My friend _____ lemonade.
3. I _____ grapes and pineapple.
4. We _____ cheese and milk.
5. You _____ salmon and tuna.
6. His uncle _____ junk food.
7. They _____ bacon and eggs.
8. She _____ cheesecake.

B Complete the sentences with the negative form of the verb *like*.

1. Our daughter _____ tea.
2. They _____ fruit salad.
3. The kids _____ broccoli.
4. Bianca _____ butter.
5. I _____ peas.
6. We _____ coffee.
7. Jason _____ turkey.
8. My aunts _____ meatballs.

C Look at the table. Ask and answer.



orange juice



roast chicken



pancakes



pasta carbonara

1. Adam and Lucy
2. Jack
3. Victoria
4. you

1. Adam and Lucy	×			
2. Jack		✓		
3. Victoria			✓	
4. you				×

1. _____ ?
_____.
2. _____ ?
_____.
3. _____ ?
_____.
4. _____ ?
_____.

Name _____

No. _____

Class _____

Date _____

A Choose the correct option.

Selecione a opção correta.

1. Vince **like / likes** vegetables.
2. My friend **like / likes** lemonade.
3. I **like / likes** grapes and pineapple.
4. We **like / likes** cheese and milk.
5. You **like / likes** salmon and tuna.
6. His uncle **like / likes** junk food.
7. They **like / likes** bacon and eggs.
8. She **like / likes** cheesecake.

B Choose the correct option.

Selecione a opção correta.

1. Our daughter **don't / doesn't** like tea.
2. They **don't / doesn't** like fruit salad.
3. The kids **don't / doesn't** like broccoli.
4. Bianca **don't / doesn't** like butter.
5. I **don't / doesn't** like peas.
6. We **don't / doesn't** like coffee.
7. Jason **don't / doesn't** like turkey.
8. My aunts **don't / doesn't** like meatballs.

C Look at the table. Complete the questions and answers.

Observe a tabela. Complete as perguntas e respostas.



orange juice



roast chicken



pancakes



pasta carbonara

1. Adam and Lucy
2. Jack
3. Victoria
4. you

	×			
		✓		
			✓	
				×

1. _____ Adam and Lucy _____ orange juice?" "No, they _____."
2. _____ Jack _____ roast chicken?" "Yes, he _____."
3. _____ Victoria _____ pancakes?" "Yes, she _____."
4. × _____ you _____ pasta carbonara?" "No, I _____."

Name _____

No. _____ Class _____ Date _____

A Match the pictures with the descriptions.


1.



2.



3.

a. There is some water, but there isn't any juice. There are some biscuits and some sandwiches, but there isn't any cake. There isn't any cheese.

b. There are some potatoes and some carrots, but there aren't any onions. There is some rice and flour. There aren't any cherries.

c. There is some juice, but there isn't any milk. There are some bananas and some cherries. There is some cake. There aren't any sandwiches.

B Complete the sentences with *some* or *any*.

1. There is _____ lemonade, but there isn't _____ juice.
2. There aren't _____ peas.
3. "Are there _____ hamburgers?"
4. This dish hasn't got _____ sauce.
5. They have got _____ coffee at home.
6. We don't have _____ broccoli.
7. Is there _____ watermelon?
8. There are _____ vegetables in the fridge.

C Write the sentences in the negative and the interrogative. Follow the example.

EXAMPLE There is some rice in the pantry. *There isn't any rice in the pantry.*
Is there any rice in the pantry?

1. There are some biscuits in the bag. _____
 _____?
2. There is some fruit. _____
 _____?
3. There are some beans in the basket. _____
 _____?

Name

No.

Class

Date

A Match the pictures with the descriptions.

Liga as imagens às descrições.



1.



2.



3.

a. There is some water, but there isn't any juice. There are some biscuits and some sandwiches, but there isn't any cake. There isn't any cheese.

b. There are some potatoes and some carrots, but there aren't any onions. There is some rice and flour. There aren't any cherries.

c. There is some juice, but there isn't any milk. There are some bananas and some cherries. There is some cake. There aren't any sandwiches.

B Choose the correct option.

Selecione a opção correta.

1. There is **some / any** lemonade, but there isn't **some / any** juice.
2. There aren't **some / any** peas.
3. Are there **some / any** hamburgers?
4. This dish hasn't got **some / any** sauce.
5. They have got **some / any** coffee at home.
6. We don't have **some / any** broccoli.
7. Is there **some / any** watermelon?
8. There are **some / any** vegetables in the fridge.

C Write the sentences in the negative and the interrogative. Follow the example.

Completa as frases na negativa e na interrogativa. Segue o exemplo.

EXAMPLE There is some rice in the pantry. There isn't any rice in the pantry.
Is there any rice in the pantry?

1. There are some biscuits in the bag. There aren't _____ biscuits in the bag.
Are there _____ biscuits in the bag?
2. There is some fruit. There isn't _____ fruit.
Is there _____ fruit?
3. There are some beans in the basket. There aren't _____ biscuits in the basket.
Are there _____ biscuits in the basket?

Name

No. Class Date
A Complete the sentences with the verbs in the present simple.

1. She **watch / watches** TV in the evening.
2. I **go / goes** home after my dance lessons.
3. They **study / studies** in the library.
4. James and I **catch / catches** the bus.
5. My cat **sleep / sleeps** a lot.
6. His friend **have / has** lunch at home.
7. We always **do / does** our homework.
8. This pilot **fly / flies** to London every week.

B Write the sentences in the negative. Follow the example.

EXAMPLE I brush my teeth after breakfast. *I don't brush my teeth after breakfast.*

1. She washes her face at school. _____
2. Connor's parents play the piano. _____
3. My baby brother cries a lot. _____
4. You have lunch in the canteen. _____

C Match the questions with the answers.

- | | | |
|--|---|----------------------|
| 1. Do you get up early every day? | • | • a. Yes, she does. |
| 2. Does she have cereal for breakfast? | • | • b. No, I don't. |
| 3. Does Sebastian live in a big city? | • | • c. Yes, they do. |
| 4. Do they go to school at nine o'clock? | • | • d. No, he doesn't. |

D Complete the sentences with the present simple.

1. Gabriela _____ (**go**) to school on foot with her best friends.
2. My father _____ (**not cook**) dinner on Sundays.
3. "_____ Mary and Sarah _____ (**stay**) at home?" "No, they _____."
4. My cousin _____ (**brush**) his teeth after dinner.
5. We _____ (**try**) to help our mother in the kitchen.
6. "_____ she _____ (**speak**) English?" "Yes, she _____."

Name

No. Class Date
A Choose the correct option.

Selecione a opção correta.

1. She **watch / watches** TV in the evening.
2. I **go / goes** home after my dance lessons.
3. They **study / studies** in the library.
4. James and I **catch / catches** the bus.
5. My cat **sleep / sleeps** a lot.
6. His friend **have / has** lunch at home.
7. We always **do / does** our homework.
8. This pilot **fly / flies** to London every week.

B Complete the sentences in the negative form. Follow the example.

Completa as frases na negative. Segue o exemplo.

EXAMPLE I **brush** my teeth after breakfast. I **don't brush** my teeth after breakfast.

1. She washes her face at school. She _____ her face at school.
2. Connor's parents play the piano. Connor's parents _____ the piano.
3. My baby brother cries a lot. My baby brother _____ a lot.
4. You have lunch in the canteen. You _____ lunch in the canteen.

C Match the questions with the answers.

Liga as perguntas às respostas.

- | | | |
|---|---|------------------------------------|
| 1. Do you get up early every day? | • | • a. Yes, she does. |
| 2. Does she have cereal for breakfast? | • | • b. No, I don't. |
| 3. Does Sebastian live in a big city? | • | • c. Yes, they do. |
| 4. Do they go to school at nine o'clock? | • | • d. No, he doesn't. |

D Choose the correct option.

Selecione a opção correta.

1. Gabriela **go / goes** to school on foot with her best friends.
2. My father **don't cook / doesn't cook** dinner on Sundays.
3. "**Do / Does** Mary and Sarah **stays / stay** at home?" "No, they **don't / doesn't**."
4. My cousin **brush / brushes** his teeth after dinner.
5. We **try / tries** to help our mother in the kitchen.
6. "**Do / Does** she **speak / speaks** English?" "Yes, she **do / does**."

Name

No. Class Date

A Look at the table. What is True (T) or False (F)?

WEEKENDS	SATURDAY	SUNDAY
		
		
David	✓✓✓	✓
Katy	X	✓✓
Mark and Adam	✓	✓✓

Always: ✓✓✓ Usually: ✓✓ Sometimes: ✓ Never: X

- | | | | |
|---|---|---|---|
| | T F | | T F |
| 1. Mark and Adam always make videos on Sundays. | ☐ ☐ | 4. David never makes videos on Sundays. | ☐ ☐ |
| 2. David usually plays rugby on Saturdays. | ☐ ☐ | 5. Katy sometimes plays rugby on Saturdays. | ☐ ☐ |
| 3. Katy always cooks on Sundays. | ☐ ☐ | 6. Mark and Adam never ride their bikes on Saturdays. | ☐ ☐ |

B Write the sentences with the adverb of frequency in the correct place.

- They go to the cinema. **(usually)** _____
- Jessica goes to bed early. **(never)** _____
- His sister gets up at 7 o'clock. **(always)** _____
- My brothers watch TV. **(sometimes)** _____

C Put the words in the correct order.

- have breakfast / sometimes / at school / The girls / .

- In the morning, / on foot / never / go to school / I / .

- cooks dinner / My father / usually / at weekends / .

Name

No.

Class

Date

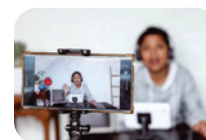
A Look at the table. What is True (T) or False (F)?

Observa a tabela. O que é verdadeiro (T) ou falso (F)?

WEEKENDS

SATURDAY

SUNDAY



David	✓✓✓	✓✓	✓	X
Katy	X	✓	✓✓	✓✓
Mark and Adam	✓	X	✓	✓✓

Always: ✓✓✓

Usually: ✓✓

Sometimes: ✓

Never: X

1. Mark and Adam always make videos on Sundays.

T F

☐ ☐

2. David usually plays rugby on Saturdays.

☐ ☐

3. Katy always cooks on Sundays.

☐ ☐

4. David never makes videos on Sundays.

T F

☐ ☐

5. Katy sometimes plays rugby on Saturdays.

☐ ☐

6. Mark and Adam never ride their bikes on Saturdays.

☐ ☐

B Complete the sentences with the adverb of frequency in the correct place.

Completa as frases com o advérbio de frequência na posição correta.

1. They **go** to the cinema. (**usually**) They _____ to the cinema every week.

2. Jessica **goes** to bed early. (**never**) Jessica _____ to bed early.

3. His sister **gets up** at 7 o'clock. (**always**) His sister _____ at 7 o'clock.

4. My brothers **watch** TV. (**sometimes**) After lunch, my brothers _____ TV.

C Put the words in the correct order.

1. have breakfast / sometimes / ~~at school~~ / ~~The girls~~
The girls _____ at school.

2. ~~In the morning~~ / on foot. / never / go to school / I

In the morning, I _____

3. cooks dinner / ~~My father~~ / usually / ~~at weekends~~
My father _____ weekends.

Name

No. Class Date

A Choose the correct option.

1. My students like playing the guitar **and / but** they don't like playing the saxophone.
2. Gabriel loves swimming **because / and** riding his bike.
3. Her grandfather enjoys racing cars **but / because** his father was a F1 driver.
4. You can't go out **and / but** you can play video games.
5. I am good at drawing **because / and** playing volleyball.
6. Today, Jenny doesn't want chocolates **but / because** she has got a stomach ache.

B Match the halves of the sentences using a connector.

- | | | | |
|--|---|--------------------|--|
| 1. At weekends, I go to the cinema | • | • | a. I have piano lessons. |
| 2. Her sister enjoys dancing | • | • and • | • b. they don't have classes in the afternoon. |
| 3. After school, I don't go home | • | • because • | • c. I eat popcorn. |
| 4. They love watching films | • | • but • | • d. playing cards together. |
| 5. On Fridays, they have lunch at home | • | • | • e. your sister can't. She is too young. |
| 6. You can go to the theatre | • | • | • f. she doesn't like singing. |

C Complete the sentences with *and, but* or *because*.

1. Frances likes hanging out with friends _____ she doesn't like surfing the net.
2. They love going to the beach _____ they live near the sea.
3. She is good at maths _____ history.
4. His cousin doesn't have to get up early _____ he is on holiday.
5. I am terrible at handball _____ I'm good at baseball.
6. The kids are excited _____ they are going to a birthday party.

Name

No. Class Date

A Choose the correct option.

Selecione a opção correta.

1. My students like playing the guitar **and / but** they don't like playing the saxophone.
2. Gabriel loves swimming **because / and** riding his bike.
3. Her grandfather enjoys racing cars **but / because** his father was a F1 driver.
4. You can't go out **and / but** you can play video games.
5. I am good at drawing **because / and** playing volleyball.
6. Today, Jenny doesn't want chocolates **but / because** she has got a stomach ache.

B Match the halves of sentences using a connector. Follow the example.

Liga as metades das frases com um conector. Segue o exemplo.

- | | | | | |
|--|---|---|---|--|
| 1. At weekends, I go to the cinema | • | • | • | a. I have piano lessons. |
| 2. Her sister enjoys dancing | • | • | • | b. they don't have classes in the afternoon. |
| 3. After school, I don't go home | • | • | • | c. I eat popcorn. |
| 4. They love watching films | • | • | • | d. playing cards together. |
| 5. On Fridays, they have lunch at home | • | • | • | e. your sister can't. She is too young. |
| 6. You can go to the theatre | • | • | • | f. she doesn't like singing. |
- Example: 1. At weekends, I go to the cinema **and** c. I eat popcorn.

C Complete the sentences with *and, but* or *because*.

Completa as frases com *and, but* ou *because*.

1. Frances **likes** hanging out with friends _____ she **doesn't like** surfing the net.
2. **They love** going to the beach _____ **they live** near the sea.
3. **She is good** at maths _____ history.
4. His cousin **doesn't have** to get up early _____ he is on holiday.
5. **I am terrible** at handball _____ **I'm good** at baseball.
6. The kids are **excited** _____ **they are going** to a birthday party.

Name

No. Class Date

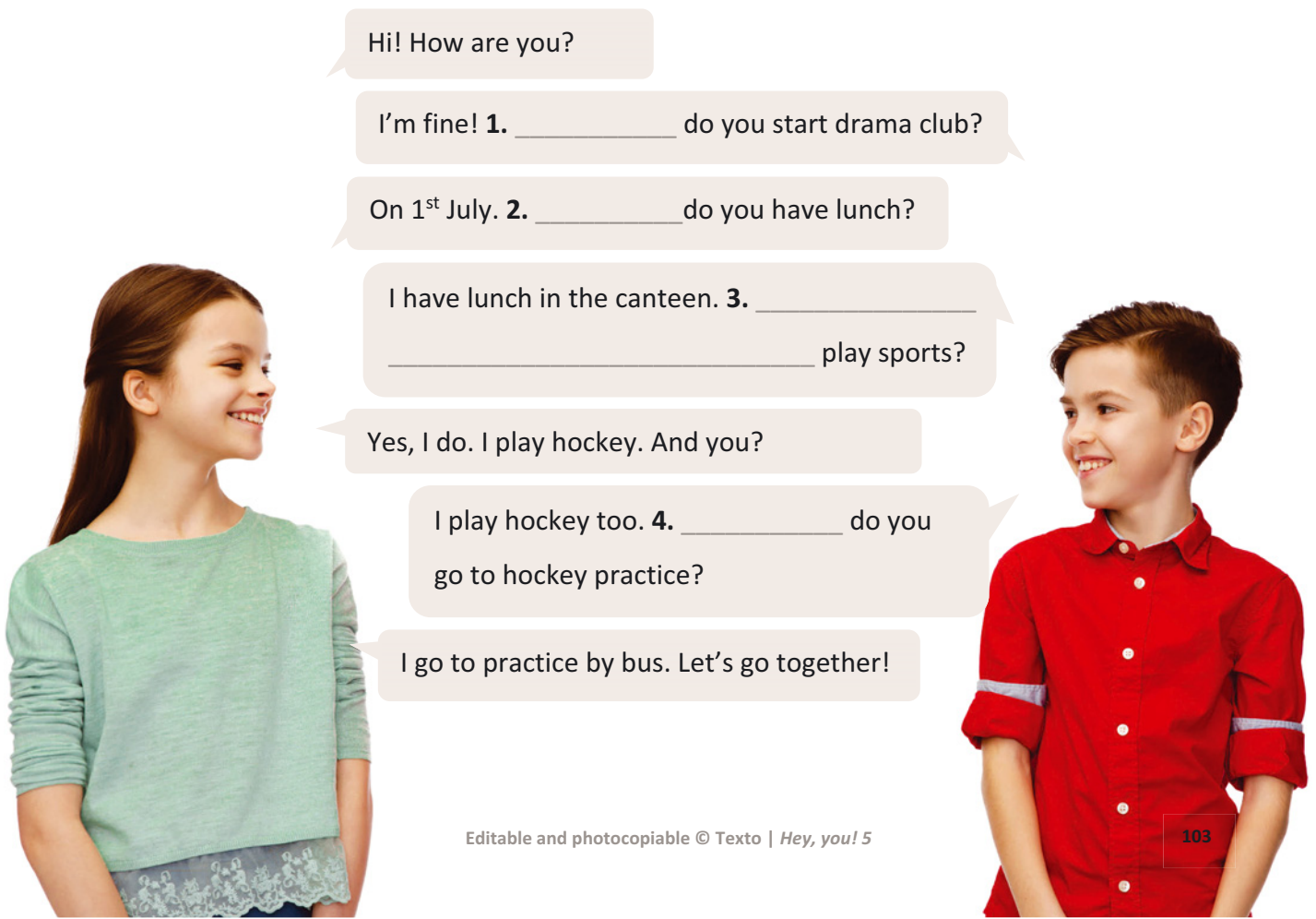
A Choose the correct option.

1. "Who / When is your best friend?" "James!"
2. "What / Where do you do after school?" "I go to the skate park."
3. "Which / Where do they have dinner?" "At home, with their parents."
4. "When / Who do you have the swimming competition?" "On 3rd June."
5. "How / Why does she go to the party?" "She goes on foot."

B Match the questions with the answers.

- | | | |
|-----------------------------------|---|------------------------------------|
| 1. Where do you play tennis? | • | • a. My grandparents. |
| 2. Why do you go home on Fridays? | • | • b. She prefers rollerblading. |
| 3. When does he watch TV? | • | • c. I play tennis in my village. |
| 4. Who is in the kitchen? | • | • d. He watches TV in the evening. |
| 4. Which sport does Kylie prefer? | • | • e. Because I don't have classes. |

C Make questions to complete the dialogue.



Hi! How are you?

I'm fine! 1. _____ do you start drama club?

On 1st July. 2. _____ do you have lunch?

I have lunch in the canteen. 3. _____
_____ play sports?

Yes, I do. I play hockey. And you?

I play hockey too. 4. _____ do you
go to hockey practice?

I go to practice by bus. Let's go together!

Name

No. Class Date
A Choose the correct option.

Selecione a opção correta.

1. "Who / When is your best friend?" "James!"
2. "What / Where do you do after school?" "I go to the skate park."
3. "Which / Where do they have dinner?" "At home, with their parents."
4. "When / Who do you have the swimming competition?" "On 3rd June."
5. "How / Why does she go to the party?" "She goes on foot."

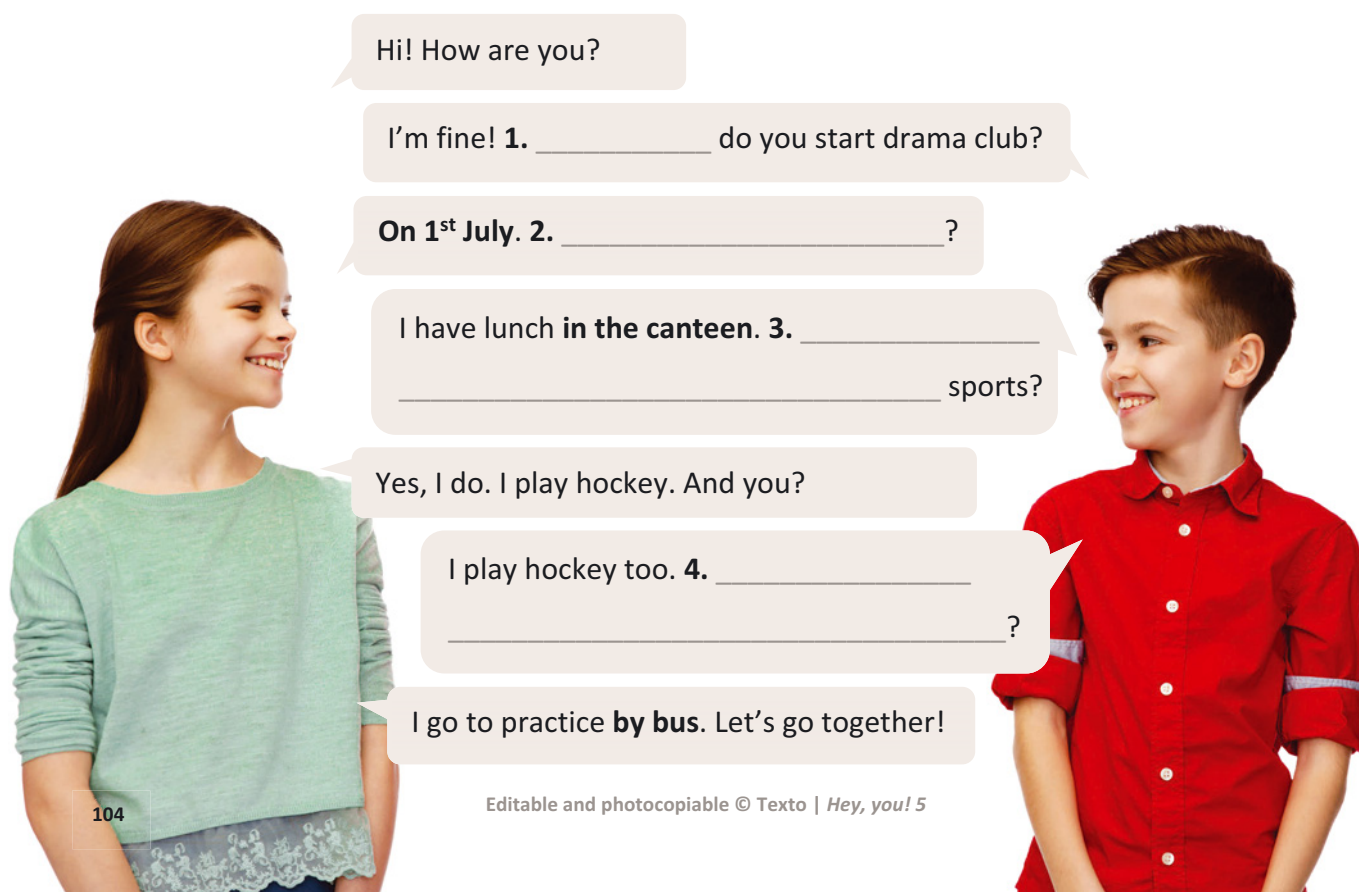
B Match the questions with the answers.

Liga as perguntas às respostas.

- | | | |
|-----------------------------------|---|----------------------------------|
| 1. Where do you play tennis? | • | a. My grandparents. |
| 2. Why do you go home on Fridays? | • | b. She prefers rollerblading. |
| 3. When does he watch TV? | • | c. I play tennis in my village. |
| 4. Who is in the kitchen? | • | d. He watches TV in the evening. |
| 5. Which sport does Kylie prefer? | • | e. Because I don't have classes. |

C Make questions to complete the dialogue.

Completa o diálogo.



Hi! How are you?

I'm fine! 1. _____ do you start drama club?

On 1st July. 2. _____?

I have lunch in the canteen. 3. _____ sports?

Yes, I do. I play hockey. And you?

I play hockey too. 4. _____?

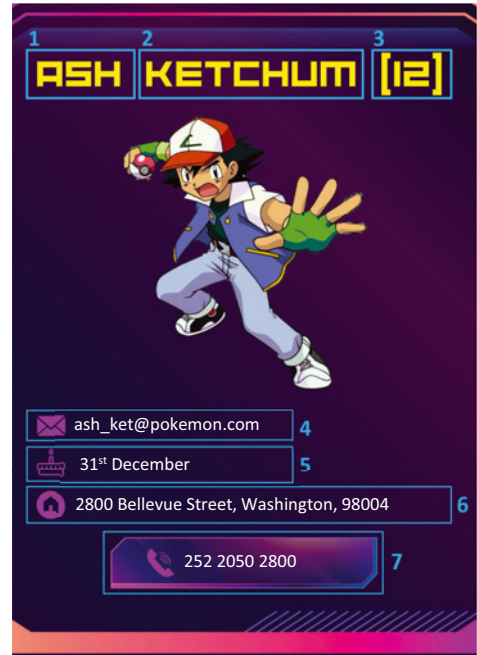
I go to practice by bus. Let's go together!

Name

No. Class Date

A Complete the *Pokémon* card. Follow the example.

1. *Name* _____
2. _____
3. *Age* _____
4. _____
5. _____
6. _____
7. _____



B Complete the card with your information.

My name is _____. My surname is _____.

I am _____ years old.

My birthday is on _____.

My address is _____.

My email address is _____.

C Complete the questions and match them with the answers.

- | | |
|-----------------------------|--|
| 1. What is your _____? • | • a. My birthday is on 2 nd November. |
| 2. What is _____ surname? • | • b. I am 68 years old. |
| 3. _____ is your address? • | • c. My surname is Rivera. |
| 4. How _____ are you? • | • d. My address is 78 Acatitlán Avenue, Mexico City. |
| 5. When is _____? • | • e. My name is Helena. |

Name

No. Class Date

A Complete the *Pokémon* card. Use the words in the box.

Completa o Cartão *Pokémon*. Usa as palavras da caixa.

Surname Address Phone number
Birthday Email address

1. *Name* _____
2. _____
3. *Age* _____
4. _____
5. _____
6. _____
7. _____



B Complete the card with your information.

Completa o cartão com as tuas informações.

My name is _____. My surname is _____.

I am _____ years old.

My birthday is on _____.

My address is _____.

My email address is _____.

C Match the questions with the answers.

Liga as perguntas às respostas.

- | | |
|-----------------------------|--|
| 1. What is your name? • | • a. My birthday is on 2 nd November. |
| 2. What is your surname? • | • b. I am 68 years old. |
| 3. What is your address? • | • c. My surname is Rivera. |
| 4. How old are you? • | • d. My address is 78 Acatitlán Avenue, Mexico City. |
| 5. When is your birthday? • | • e. My name is Helena. |

Name _____

No. _____ Class _____ Date _____

A Look at the flags and complete with the nationalities. Follow the example.



1. Country: Ireland
Nationality: Irish



5. Country: New Zealand
Nationality: _____



2. Country: The UK
Nationality: _____



6. Country: South Africa
Nationality: _____



3. Country: India
Nationality: _____



7. Country: The USA
Nationality: _____



4. Country: Australia
Nationality: _____

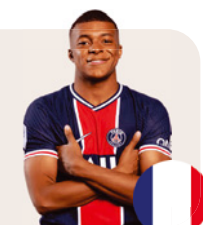


8. Country: Canada
Nationality: _____

B Complete the questions and the answers. Follow the example.

1. **EXAMPLE**

Where is he from?
He is from France.
He is French.



Kilian Mbappé (footballer)

2.

Where is she from?
She is from _____.
She is _____.



Mayra Andrade (singer)

3.

Where is _____ from?
He _____ from _____.
He _____.



Max Verstappen (Formula 1 driver)

4.

Where is _____?
She _____ from _____.
_____.



Liu Yifei (actress/singer)

5.

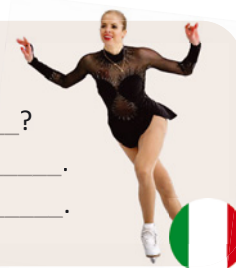
Where are _____?
_____ from _____.
They _____.



Felipe e Luccas Neto (YouTubers)

6.

Where is she _____?
_____ from _____.
_____.



Carolina Kostner (figure skater)

7.

Where _____?
_____ from _____.
They _____.



Kalush (band)

8.

_____?
_____ from _____.
_____.



Carlos Alcaraz (tennis player)

Name _____

No. _____ Class _____ Date _____

A Look at the flags and complete with the nationalities. Follow the example.

Observa as bandeiras e completa com as nacionalidades. Segue o exemplo.



1. Country: Ireland
Nationality: Irish



2. Country: The UK
Nationality: British



3. Country: India
Nationality: Indian



4. Country: Australia
Nationality: Australian



5. Country: New Zealand
Nationality: New Zealand



6. Country: South Africa
Nationality: South African



7. Country: The USA
Nationality: American



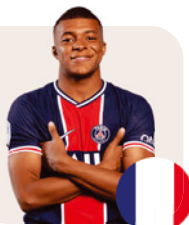
8. Country: Canada
Nationality: Canadian

B Complete the questions and the answers. Follow the example.

Completa as questões e respostas. Segue o exemplo.

1. **EXAMPLE**

Where is he from?
He is from France.
He is French.



Kylian Mbappé (footballer)

2.

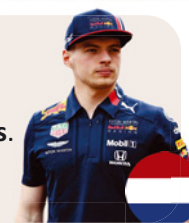
Where is she from?
She is from _____.
She is Cape Verdean.



Mayra Andrade (singer)

3.

Where is he from?
He is from The Netherlands.
He is Dutch.



Max Verstappen (Formula 1 driver)

4.

Where is she _____?
She is from _____.
She is Chinese.



Liu Yifei (actress/singer)

5.

Where are _____?
_____ are from Brazil.
They are Brazilian.



Felipe e Luccas Neto (YouTubers)

6.

Where is she _____?
_____ from _____.
She is Italian.



Carolina Kostner (figure skater)

7.

Where are they _____?
They are _____.
They are Ukrainian.



Kalush (band)

8.

Where is he _____ from?
_____ from Spain.
He is Spanish.



Carlos Alcaraz (tennis player)

Name _____

No. _____ Class _____ Date _____

A Find 12 ordinal numbers.

cdfirstamfourteenthlkntenthhythirdqaeleventhgbsecondkininthpo
iufifthoptwentiethleeeighthiptwelfthtseventeenth

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B Look at the chart and complete the sentences with the ordinal numbers.

OLYMPIC WORLD SKATEBOARDING RANKINGS

1. Aurélien Giraud	11. Chris Joslin	21. JC Gonzalez
2. Nyjah Huston	12. Yuto Horigome	22. Joseph Garbaccio
3. Gustavo Ribeiro	13. Vincent Milou	23. Cordano Russell
4. Kelvin Hoefler	14. Matias Dell Olio	24. Shane O'Neill
5. Sora Shirai	15. Kairi Netsuke	25. Angelo Caro
6. Richard Tury	16. Ryan Decenzo	26. Alexander Midler
7. Ginwoo Onodera	17. Yukito Aoki	27. Gabryel Aguilar
8. Toa Sasaki	18. Mauro Iglesias	28. Braden Hoban
9. Jagger Eaton	19. Felipe Gustavo	29. Justin Sommer
10. Giovanni Vianna	20. Kairi Matsumoto	30. Koffe Kroon

- | | |
|---------------------------------|-----------------------------------|
| 1. Kelvin Hoefler is the _____. | 6. Joseph Garbaccio is the _____. |
| 2. Vincent Milou is the _____. | 7. Felipe Gustavo is the _____. |
| 3. JC Gonzalez is the _____. | 8. Kairi Netsuke is the _____. |
| 4. Richard Tury is the _____. | 9. Gustavo Ribeiro is the _____. |
| 5. Koffe Kroon is the _____. | 10. Braden Hoban is the _____. |

C Write the ordinal numbers.

- | | | |
|---------------------------|---------------------------|---------------------------|
| 1. 55 th _____ | 3. 71 st _____ | 5. 63 rd _____ |
| 2. 42 nd _____ | 4. 95 th _____ | 6. 39 th _____ |

Name _____

No. _____ Class _____ Date _____

A Find 12 ordinal numbers.

Encontra 12 números ordinais.

first fourteenth tenth third eleventh second ninth
fifth twentieth eighth twelfth seventeenth

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B Look at the chart and complete the sentences with the ordinal numbers.

Lê a tabela e completa as frases com os números ordinais.

OLYMPIC WORLD SKATEBOARDING RANKINGS

1. Aurélien Giraud	11. Chris Joslin	21. JC Gonzalez
2. Nyjah Huston	12. Yuto Horigome	22. Joseph Garbaccio
3. Gustavo Ribeiro	13. Vincent Milou	23. Cordano Russell
4. Kelvin Hoefler	14. Matias Dell Olio	24. Shane O'Neill
5. Sora Shirai	15. Kairi Netsuke	25. Angelo Caro
6. Richard Tury	16. Ryan Decenzo	26. Alexander Midler
7. Ginwoo Onodera	17. Yukito Aoki	27. Gabryel Aguilar
8. Toa Sasaki	18. Mauro Iglesias	28. Braden Hoban
9. Jagger Eaton	19. Felipe Gustavo	29. Justin Sommer
10. Giovanni Vianna	20. Kairi Matsumoto	30. Koffe Kroon

fifteenth
fourth
nineteenth
sixth
third
thirteenth
thirtieth
twenty-eighth
twenty-first
twenty-second

- | | |
|---------------------------------|-----------------------------------|
| 1. Kelvin Hoefler is the _____. | 6. Joseph Garbaccio is the _____. |
| 2. Vincent Milou is the _____. | 7. Felipe Gustavo is the _____. |
| 3. JC Gonzalez is the _____. | 8. Kairi Netsuke is the _____. |
| 4. Richard Tury is the _____. | 9. Gustavo Ribeiro is the _____. |
| 5. Koffe Kroon is the _____. | 10. Braden Hoban is the _____. |

C Write the ordinal numbers.

Escreve os números ordinais.

- | | | |
|---|---|---|
| 1. 55 th <i>f</i> _____ - <i>f</i> _____ | 3. 71 st <i>s</i> _____ - <i>f</i> _____ | 5. 63 rd <i>s</i> _____ - <i>t</i> _____ |
| 2. 42 nd <i>f</i> _____ - <i>s</i> _____ | 4. 95 th <i>n</i> _____ - <i>f</i> _____ | 6. 39 th <i>t</i> _____ - <i>n</i> _____ |

Name

No. Class Date

A Find the jobs. Follow the example.

	A	B	C	D
1				
2				
3				
4				
5				
6				

EXAMPLE B6: a football player

- | | |
|------------------|-------------------|
| 1. A1: <u>a</u> | 8. A5: <u>a</u> |
| 2. C1: <u>an</u> | 9. B2: <u>an</u> |
| 3. A4: <u>a</u> | 10. C3: <u>a</u> |
| 4. B4: <u>a</u> | 11. D2: <u>an</u> |
| 5. D3: <u>a</u> | 12. C4: <u>a</u> |
| 6. C6: <u>an</u> | 13. C5: <u>a</u> |
| 7. A3: <u>a</u> | 14. D6: <u>a</u> |
| | 15. D5: <u>a</u> |

Name _____

No. _____

Class _____

Date _____



Find the jobs. Use the words in the box. Follow the example.

Encontra as profissões. Usa as palavras na caixa. Segue o exemplo.

actor artist astronaut bus driver chef dancer doctor engineer
firefighter mechanic photographer pilot police officer scientist vet

	A	B	C	D
1				
2				
3				
4				
5				
6				

EXAMPLE B6: a football player

1. A1: a

2. C1: an

3. A4: a

4. B4: a

5. D3: a

6. C6: an

7. A3: a

8. A5: a

9. B2: an

10. C3: a

11. D2: an

12. C4: a

13. C5: a

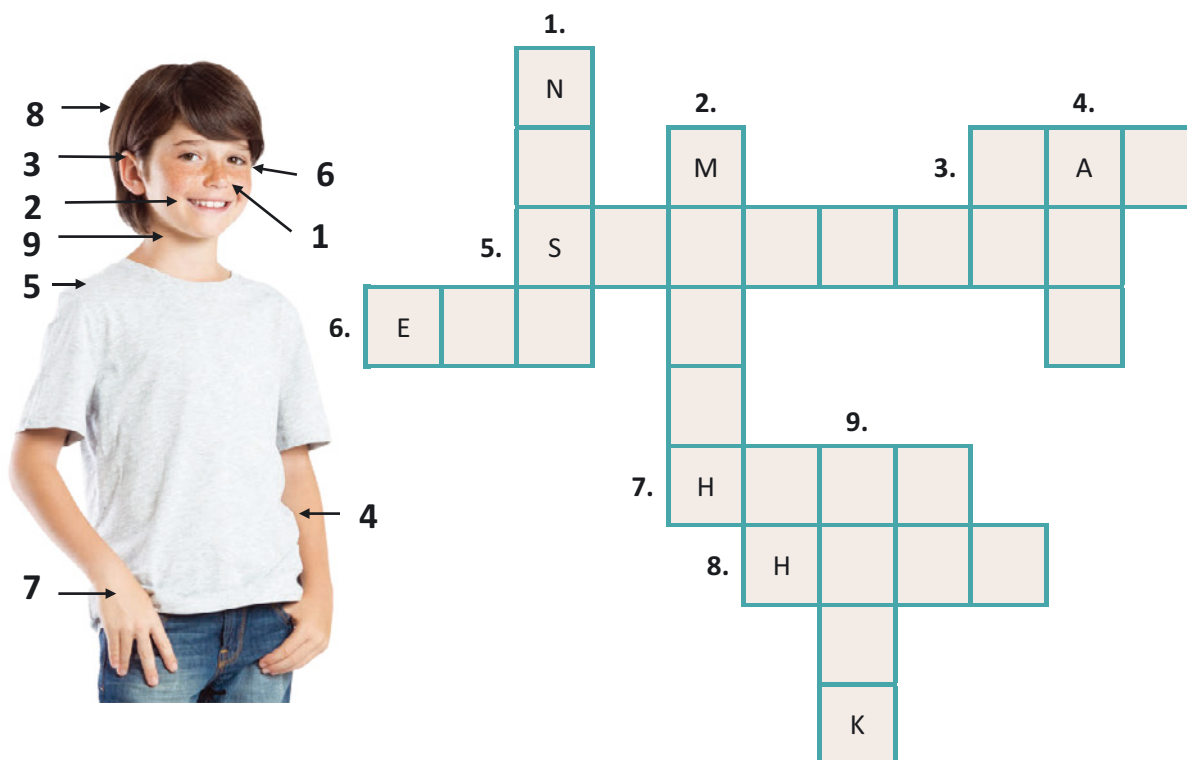
14. D6: a

15. D5: a

Name

No. Class Date

A Do the crossword puzzle.



B What do they look like? Look at the photos and choose the correct option.



Princess Charlotte is a **1. beautiful / ugly** **2. young / old** girl. She is **3. fat / thin**. She has got **4. wavy / straight** **5. blond / red** hair. She has got green eyes.

Prince George is tall and **6. fat / thin**. He has got **7. medium-length / short** **8. curly / straight** **9. blond / red** hair. He has got brown eyes. He is **10. handsome / ugly**.



C Unscramble the words and write the personality adjectives.

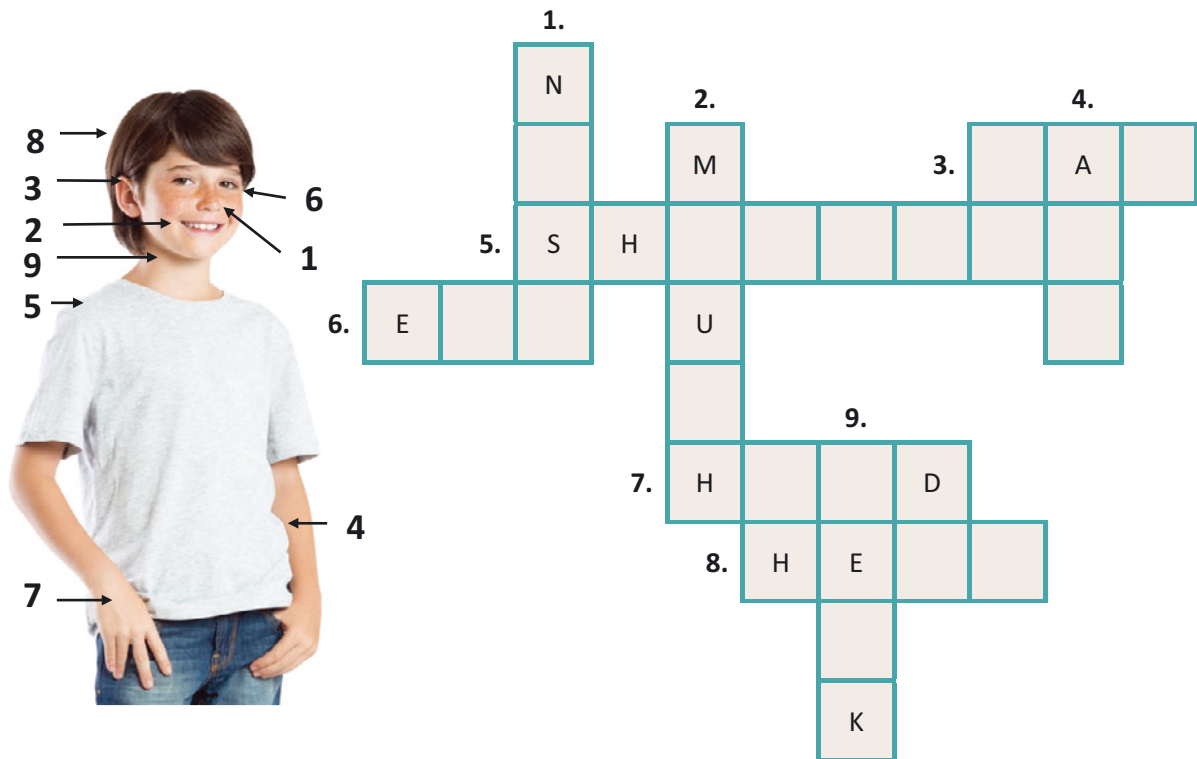
1. ALCM c
 2. VRENSOU n
 3. AHRD-KIORWNG h -w
 4. NYNUF f
 5. DAS s

6. ETILOP p
 7. UDRE r
 8. IRESOUS s
 9. YLAZ l

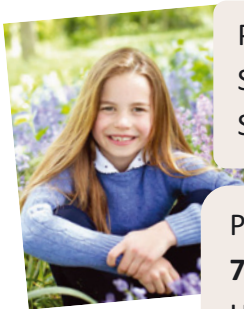
Name

No. Class Date

- A** Do the crossword puzzle.
Resolve as palavras cruzadas.



- B** What do they look like? Look at the photos and choose the correct option.
Observa as fotografias e seleciona a opção correta.



Princess Charlotte is a **1. beautiful / ugly** **2. young / old** girl. She is **3. fat / thin**. She has got **4. curly / straight** **5. blond / red** hair. She has got green eyes.

Prince George is tall and **6. fat / thin**. He has got **7. medium-length / short** **8. wavy / straight** **9. blond / red** hair. He has got brown eyes. He is **10. handsome / ugly**.



- C** Unscramble the words and write the personality adjectives.
Ordena as letras e escreve os adjetivos.

- | | | | |
|-----------------|---|------------|-------------------------------|
| 1. ALCM | <u>c</u> _ _ <u>m</u> | 6. ETILOP | <u>p</u> _ _ _ _ <u>e</u> |
| 2. VRENSOU | <u>n</u> _ _ <u>v</u> _ _ _ | 7. UDRE | <u>r</u> _ _ <u>e</u> |
| 3. AHRD-KIORWNG | <u>h</u> _ _ _ _ <u>w</u> _ _ <u>k</u> _ _ <u>g</u> | 8. IRESOUS | <u>s</u> _ _ _ _ <u>o</u> _ _ |
| 4. NYNUF | <u>f</u> _ _ _ <u>v</u> | 9. YLAZ | <u>l</u> _ _ <u>z</u> _ |
| 5. DAS | <u>s</u> _ _ <u>d</u> | | |

Name

No. Class Date

A Unscramble the words and match them with the photos.

CLOTHES

1. ☐ JAPYMAS

p _ i _ _ _ s

2. ☐ KNAT POT

t _ _ k t _ p

3. ☐ CKARTTIUS

t _ _ _ k u _ t

4. ☐ CKJAET

i _ _ k _ t

5. ☐ EIOOHD

h _ o _ i _

6. ☐ JNSEA

i _ _ _ s

FOOTWEAR

7. ☐ ERSNIART

t _ _ _ _ e _ s

8. ☐ OOBTS

b _ _ t _

9. ☐ PILF-OLFPS

f _ _ p-f _ _ _ s

10. ☐ LSADSA

s _ _ d _ _ s

ACCESSORIES

11. ☐ PCA

c _ _

12. ☐ GLSESUNSAS

s _ _ a _ a _ e _

13. ☐ LBET

b _ _ t

14. ☐ KLNEACEC

n _ _ _ l _ e

15. ☐ CHTAW

w _ _ _ h

16. ☐ GNIR

r _ _ a



Name

No. Class Date

A Match the words with the photos.

Associa as palavras às imagens.

CLOTHES

1. ☐ pyjamas
2. ☐ tank top
3. ☐ tracksuit
4. ☐ jacket
5. ☐ hoodie
6. ☐ jeans



FOOTWEAR

7. ☐ trainers
8. ☐ boots
9. ☐ flip-flops
10. ☐ sandals



ACCESSORIES

11. ☐ cap
12. ☐ sunglasses
13. ☐ belt
14. ☐ necklace
15. ☐ watch
16. ☐ ring



Name

No. Class Date

A Label the parts of the house.



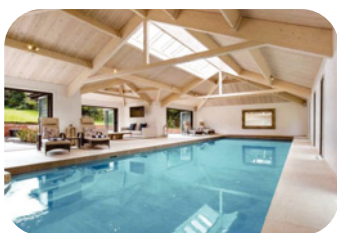
1.



2.



3.



4.



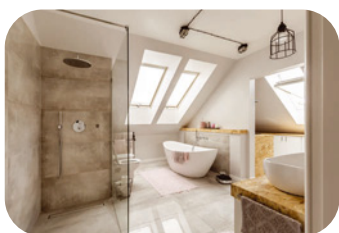
5.



6.



7.



8.



9.



10.

Name

No. Class Date

A Label the parts of the house with the words in the box.

Legenda as partes da casa com as palavras da caixa.

attic bathroom bedroom garage garden kitchen
living room study toilet swimming pool



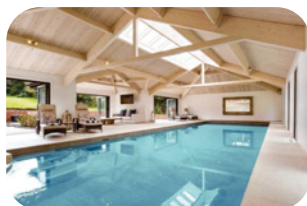
1.



2.



3.



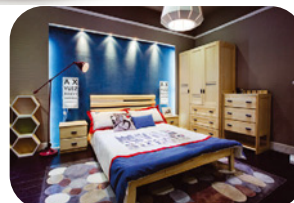
4.



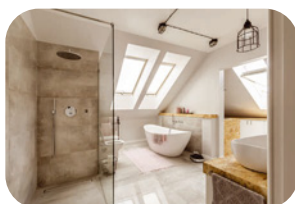
5.



6.



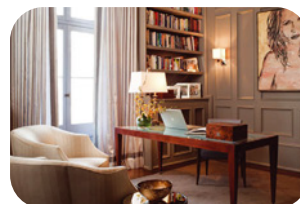
7.



8.



9.



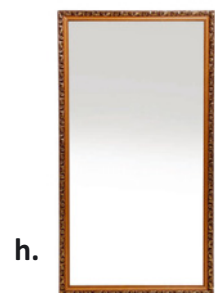
10.

Name

No. Class Date

A Match the halves of the words. Then match them with the photos.

- | | | |
|---------------------------------|---|-----------|
| 1. <input type="text"/> war | • | • shelves |
| 2. <input type="text"/> dish | • | • chair |
| 3. <input type="text"/> book | • | • ker |
| 4. <input type="text"/> frid | • | • drobe |
| 5. <input type="text"/> arm | • | • plant |
| 6. <input type="text"/> wash | • | • washer |
| 7. <input type="text"/> bedside | • | • board |
| 8. <input type="text"/> coo | • | • ge |
| 9. <input type="text"/> pot | • | • let |
| 10. <input type="text"/> cup | • | • ror |
| 11. <input type="text"/> toi | • | • basin |
| 12. <input type="text"/> mir | • | • table |



Name

No. Class Date

A Match the words with the photos.

Liga as palavras às imagens.

1. ☐ wardrobe

2. ☐ dishwasher

3. ☐ bookshelves

4. ☐ fridge

5. ☐ armchair

6. ☐ washbasin

7. ☐ bedside table

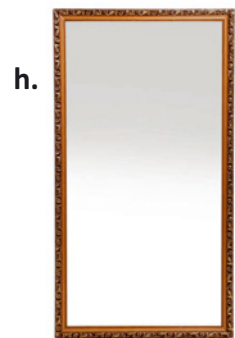
8. ☐ cooker

9. ☐ pot plant

10. ☐ cupboard

11. ☐ toilet

12. ☐ mirror



Name

No. Class Date

A Look at the photos. What are they doing?



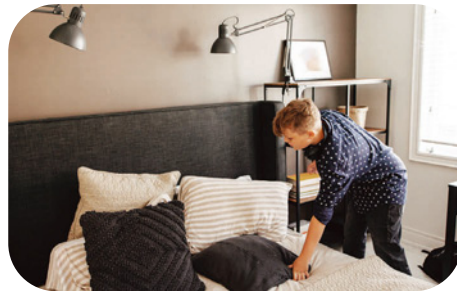
1.



2.



3.



4.



5.



6.



7.



8.

Name

No.

Class

Date



What are they doing? Match the activities with the photos.

O que estão a fazer? Associa as atividades às imagens corretas.

1. ☐ cooking

2. ☐ washing the car

3. ☐ doing the dishes

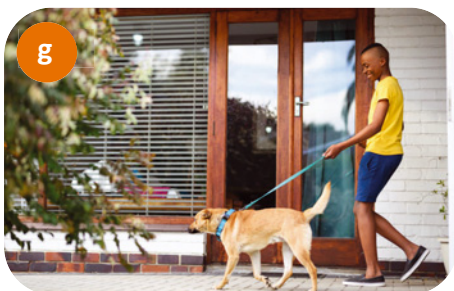
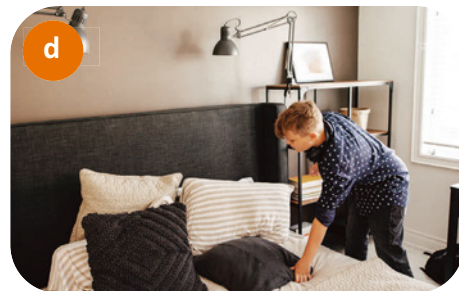
4. ☐ making the bed

5. ☐ laying the table

6. ☐ riding a bike

7. ☐ watching TV

8. ☐ walking the dog



Name

No. Class Date

A Label the photos.



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



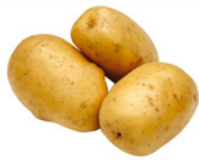
11.



12.



13.



14.



15.



16.



17.



18.



19.



20.

Name

No. Class Date



Label the photos.

Legenda as imagens.



1. a



2. b



3. b



4. c



5. c



6. c



7. c



8. g



9. l



10. m



11. o



12. o



13. p



14. p



15. r



16. s



17. s



18. t



19. w



20. y

Name _____

No. _____ Class _____ Date _____

A Find four meals in the word puzzle.

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



B Choose the odd one out. Follow the example.

EXAMPLE



chocolate milk



orange juice



ice cream



tea

1.



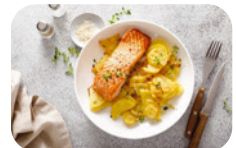
grilled fish with
vegetables



fish and chips



sausages and
mashed potatoes



salmon with
potatoes

2.



biscuits



pancakes



toast



green salad

3.



spaghetti bolognese



vegetable soup



roast chicken



meat with rice

4.



coke



water



coffee



chocolate

Name _____

No. _____

Class _____

Date _____

A Find four meals in the word puzzle.

Encontra quatro refeições na sopa de letras.

1. l _____
2. b _____
3. d _____
4. s _____



B Choose the odd one out. Follow the example.

Encontra o intruso. Segue o exemplo.

EXAMPLE



chocolate milk



orange juice



ice cream

1.



salmon with potatoes



fish and chips



sausages and
mashed potatoes

2.



biscuits



pancakes



green salad

3.



meat with rice



vegetable soup



roast chicken

4.



chocolate



water



coke

Name

No. Class Date

A Match the words.

1. put	•	• a. breakfast
2. have	•	• b. the bed
3. go	•	• c. TV
4. brush	•	• d. on pyjamas
5. watch	•	• e. dog for a walk
6. take the	•	• f. my teeth
7. make	•	• g. to school

B Label the photos with daily actions.



1. _____



2. _____



3. _____



4. _____



5. _____

Name

No. Class Date

A Match the words. Follow the example.

Liga as palavras. Segue o exemplo.

1. put	•	a. breakfast
2. have	•	b. the bed
3. go	•	c. TV
4. brush	•	d. on pyjamas
5. watch	•	e. dog for a walk
6. take the	•	f. my teeth
7. make	•	g. to school

B Label the photos with daily actions. Use the words in the box.

Legenda as imagens com ações do dia a dia. Usa as palavras na caixa.

get up have lunch have a shower get dressed do homework



1. _____



2. _____



3. _____



4. _____



5. _____

Name

No. Class Date

A What time is it? Choose the correct option.

1.



a. ☐ It's quarter past eleven.

b. ☐ It's quarter to ten.

2. It's twenty-five past two.

a. ☐



b. ☐



3.



a. ☐ It's half past midday.

b. ☐ It's a half past six.

4. It's six o'clock.

a. ☐



b. ☐



B Write the time.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Name

No. Class Date

A What time is it? Look and choose the correct option.

Que horas são? Escolhe a opção correta.

1.



a. ☐ It's quarter past eleven.

b. ☐ It's quarter to ten.

2. It's twenty-five past two.

a. ☐



b. ☐



3.



a. ☐ It's half past midday.

b. ☐ It's a half past six.

4. It's six o'clock.

a. ☐



b. ☐



B Write the time. Choose from the box.

Escreve as horas. Selecciona da caixa.

half past five midnight nine o'clock quarter past three quarter to nine twenty to five



1. It's _____



2. It's _____



3. It's _____



4. _____



5. _____



6. _____

Name

No. Class Date

A Find the words and match them with the correct photos.



rk listening to music nk flying a kite hi playing basketball jk reading eu



lk rollerblading fg running sh skateboarding v h playing the guitar jh



j u going to the cinema o z swimming x r going to the beach l j racing karts l k

Name

No. Class Date

A Match the free time activities with the correct photos.

Liga as atividades dos tempos livres às fotografias corretas.



☐ listening to music

☐ flying a kite

☐ playing basketball

☐ reading



☐ rollerblading

☐ running

☐ skateboarding

☐ playing the guitar



☐ going to the cinema

☐ swimming

☐ going to the beach

☐ racing karts

Name

No. Class Date

Read the dialogue.

Judy Hopps

Judy: Excuse me. Hi! I'm the new police officer.

Clawhauser: Oh, hi! Welcome to Zootopia Police Department. Let's complete your profile. What's your name?

Judy: Judith.

Clawhauser: And what's your surname?

Judy: Hopps.

Clawhauser: Are you twenty-two years old?

Judy: No, I'm not. I'm twenty-four years old.

Clawhauser: What's your address?

Judy: My address is 126 Grand Pangolin Avenue, Zootopia.

Clawhauser: Is your phone number 184 4732 0010?

Judy: No, it isn't. It's 184 4732 1010.

Clawhauser: And finally, your email address?

Judy: My email address is judy.hopps@zootopia.com.

Clawhauser: Done! Thank you.

A Complete Judy's profile.

ZOOTOPIA POLICE DEPARTMENT

NAME

SURNAME

AGE

ADDRESS

PHONE NUMBER



B Are the sentences True (T) or False (F)? Correct the false ones.

- | | T | F | |
|---------------------------------------|--------------------------|--------------------------|-------|
| 1. Judy is a police officer. | ☐ | ☐ | _____ |
| 2. Her surname is Judith. | ☐ | ☐ | _____ |
| 3. Her phone number is 184 4732 0010. | ☐ | ☐ | _____ |

C Answer the questions.

1. Who's Judy Hopps?

2. What's her email address?

Name

No. Class Date

Read the dialogue.

Lê o diálogo.

Judy Hopps

Judy: Excuse me. Hi! I'm the new police officer.

Clawhauser: Oh, hi! Welcome to Zootopia Police Department. Let's complete your profile. What's your name?

Judy: Judith.

Clawhauser: And what's your surname?

Judy: Hopps.

Clawhauser: Are you twenty-two years old?

Judy: No, I'm not. I'm twenty-four years old.

Clawhauser: What's your address?

Judy: My address is 126 Grand Pangolin Avenue, Zootopia.

Clawhauser: Is your phone number 184 4732 0010?

Judy: No, it isn't. It's 184 4732 1010.

Clawhauser: And finally, your email address?

Judy: My email address is judy.hopps@zootopia.com.

Clawhauser: Done! Thank you.

A Complete Judy's profile.

Completa o perfil da Judy.

ZOOTOPIA POLICE DEPARTMENT

NAME	
SURNAME	
AGE	
ADDRESS	
PHONE NUMBER	



B Are the sentences True (T) or False (F)?

As frases são verdadeiras (T) ou falsas (F)?

1. Judy is a police officer.
2. Her surname is Judith.
3. Her phone number is 184 4732 0010.

T	F
☐	☐
☐	☐
☐	☐

C Answer the questions.

Responde às perguntas.

1. Who's Judy Hopps?

Judy Hopps _____ the _____.

2. What's her email address?

Her email address _____.

Name

No. Class Date

Read the dialogue.

Happy birthday!

Alex: Okay, hurry up, Mrs Anderson is coming.

Sarah: Let's prepare the surprise.

Mia: Today is Tuesday, 20th October – it's Mrs Anderson's birthday.

When she arrives in the classroom, we all say "Surprise!"

Alex: Fantastic! I've got the cake and candles.

Mrs Anderson walks in.

All: Surprise, Mrs Anderson! Happy birthday!

Mrs Anderson: Oh, thank you! What an amazing surprise!

Sarah: How old are you, Mrs Anderson?

Mrs Anderson: I'm 30 today. Let's eat the cake. I am so happy! Thank you, class.

A Choose the correct option.

1. The students are

- a. ☐ in the playground. b. ☐ in the classroom. c. ☐ at home.

2. They are

- a. ☐ studying. b. ☐ eating cake. c. ☐ preparing a surprise.

3. Mrs Anderson's birthday is in

- a. ☐ Thursday. b. ☐ October. c. ☐ Tuesday.

4. Mrs Anderson is

- a. ☐ happy. b. ☐ sad. c. ☐ tired.

B Answer the questions.

1. Mrs Anderson is the teacher. When is her birthday?

2. What day of the week is it today?

3. How old is Mrs Anderson?

Name

No. Class Date

Read the dialogue.

Lê o diálogo.

Happy birthday!

Alex: Okay, hurry up, Mrs Anderson is coming.

Sarah: Let's prepare the surprise.

Mia: Today is Tuesday, 20th October – it's Mrs Anderson's birthday.

When she arrives in the classroom, we all say "Surprise!"

Alex: Fantastic! I've got the cake and the candles.

Mrs Anderson walks in.

All: Surprise, Mrs Anderson! Happy birthday!

Mrs Anderson: Oh, thank you! What an amazing surprise!

Sarah: How old are you, Mrs Anderson?

Mrs Anderson: I'm 30 today. Let's eat the cake. I am so happy! Thank you, class.

A Choose the correct option.

Selecione a opção correta.

1. The students are

a. ☐ at home.

b. ☐ in the classroom.

2. They are

a. ☐ studying.

b. ☐ preparing a surprise.

3. Mrs Anderson's birthday is in

a. ☐ Thursday.

b. ☐ October.

4. Mrs Anderson is

a. ☐ happy.

b. ☐ sad.

B Match the questions with the answers.

Liga as perguntas às respostas.

1. Mrs Anderson is the teacher.
When is her birthday?

•

• a. She's thirty years old.

2. What day of the week is it today?

•

• b. It's on 20th October.

3. How old is Mrs Anderson?

•

• c. It's Tuesday.

Name

No. Class Date

Read the text.

My family

Hi! My name is Amelia McKellan. I'm American and this is my family. We are from Seattle, USA, but now we live in Columbus.

My father's name is Moses "Moz" McKellan. He is forty-two years old. He is a retired¹ American football player. He has got a brother, my uncle Daniel, and a sister, my aunt Grace. My mother's name is Nicole. She is forty-three years old.

My parents have got five children: me, my three brothers, my older sister and me. We are all students. My brothers' names are Shaka, Mazzi and Skye and my sister is called Jade. She is seventeen years old and she is a babysitter.

My grandmother's name is Ruth and she is seventy-three years old. Jebediah, or Jeb, is my grandfather and he is seventy-nine years old. They are my father's parents.

My family is very funny!



¹retired: reformado

A Are the sentences True (T) or False (F)? Correct the false ones.

- | | T | F | |
|--|--------------------------|--------------------------|-------|
| 1. The McKellan family live in Colombus. | ☐ | ☐ | _____ |
| 2. Amelia's father has got three brothers. | ☐ | ☐ | _____ |
| 3. Grace is her mother's sister. | ☐ | ☐ | _____ |
| 4. Amelia's sister is seventeen years old. | ☐ | ☐ | _____ |
| 5. Jeb is Amelia's cousin. | ☐ | ☐ | _____ |

B Answer the questions.

- Where are the McKellans from?

- What is Jade's job?

- How old is Amelia's grandmother?

Name

No.

Class

Date

Read the text.

Lê o texto.

My family

Hi! My name is Amelia McKellan. I'm American and this is my family. We are from Seattle, USA, but now we live in Columbus.

My father's name is Moses "Moz" McKellan. He is forty-two years old. He is a retired¹ American football player. He has got a brother, my uncle Daniel, and a sister, my aunt Grace. My mother's name is Nicole. She is forty-three years old.

My parents have got five children: me, my three brothers, my older sister and me. We are all students. My brothers' names are Shaka, Mazzi and Skye and my sister is called Jade. She is seventeen years old and she is a babysitter.

My grandmother's name is Ruth and she is seventy-three years old. Jebediah, or Jeb, is my grandfather and he is seventy-nine years old. They are my father's parents.

My family is very funny!


¹retired: reformado

A

Are the sentences True (T) or False (F)?

As frases são verdadeiras (T) ou falsas (F)?

1. The McKellan family live in Colombus.
2. Amelia's father has got three brothers.
3. Grace is her mother's sister.
4. Amelia's sister is seventeen years old.
5. Jeb is Amelia's cousin.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B

Match the questions with the answers.

Liga as perguntas às respostas.

- | | | |
|-------------------------------------|---|-----------------------------|
| 1. Where are the McKellans from? | • | • a. She is 73. |
| 2. What is Jade's job? | • | • b. They are from Seattle. |
| 3. How old is Amelia's grandmother? | • | • c. She is a babysitter. |

Name

No. Class Date

Read the text.

Avatar story

Emma and Adam are in their ICT¹ class. They are creating avatar characters for their story.

Emma: First, let's choose a girl and call her Jane.

Adam: Yes, done! Now let's start with the face. What does Jane look like?

Emma: She's got short curly hair, a small nose, small green eyes and red glasses. She is tall and thin. She is a professional football player.

Adam: How tall is she?

Emma: She is 1.75 metres tall.

Adam: OK. Now it's my turn. We need to create her best friend. A boy named Fred.

Emma: Ok, what does Fred look like?

Adam: He's got long blond hair, a big nose and big brown eyes. He's short and fat.

Emma: What is he like?

Adam: Fred is friendly. And he loves football, too – they play in the same team.

Emma: Good idea! Now we can start writing the story.

¹ICT: TIC

A Look at the pictures and choose the correct avatar.

1. ☐ Jane

2. ☐ Fred

a.



b.



c.



d.



B Answer the questions.

1. Where are Emma and Adam? _____

2. What does Jane look like? _____

3. Is Jane 1.78 metres tall? _____

4. What is Jane's job? _____

5. Has Fred got big brown eyes? _____

6. What is Fred like? _____

Name

No. Class Date

Read the text.

Lê o texto.

Avatar story

Emma and Adam are in their ICT¹ class. They are creating avatar characters for their story.

Emma: First, let's choose a girl and call her Jane.

Adam: Yes, done! Now let's start with the face. What does Jane look like?

Emma: She's got short curly hair, a small nose, small green eyes and red glasses. She is tall and thin. She is a professional football player.

Adam: How tall is she?

Emma: She is 1.75 metres tall.

Adam: OK. Now it's my turn. We need to create her best friend. A boy named Fred.

Emma: Ok, what does Fred look like?

Adam: He's got long blond hair, a big nose and big brown eyes. He's short and fat.

Emma: What is he like?

Adam: Fred is friendly. And he loves football, too – they play in the same team.

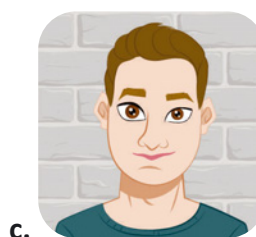
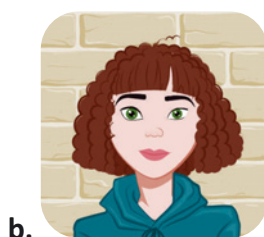
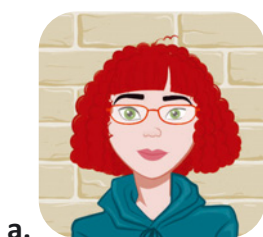
Emma: Good idea! Now we can start writing the story.

¹ICT: TIC

A Look at the pictures and choose the correct avatar.

Observe as imagens e escolha os avatares corretos.

1. ☐ Jane

2. ☐ Fred


B Match the questions with the answers.

Liga as perguntas às respostas.

- | | | |
|---------------------------------|---|--|
| 1. Where are Emma and Adam? | • | a. Short curly hair, a small nose, small green eyes and red glasses. |
| 2. What does Jane look like? | • | b. She is a football player. |
| 3. Is Jane 1.78 metres tall? | • | c. Yes, he has. |
| 4. What is Jane's job? | • | d. He is very friendly. |
| 5. Has Fred got big brown eyes? | • | e. In their ICT class. |
| 6. What is Fred like? | • | f. No, she isn't. |

Name

No. Class Date

Read the text.

A fashion show

Good evening! I'm journalist Janice Clayton and I'm at a fashion show!

Here comes the famous basketball player, Nick Lackers. He is wearing a blue hoodie, black shorts, white socks and yellow trainers. He is wearing a yellow cap too. And look at him, he is so friendly.

And now, the famous actress Julie Stars! She is wearing a very long black dress, a necklace and sandals. She is also wearing big white sunglasses and a small white handbag. She loves sunglasses!

And the last one is the singer Johnny Ben. Wow... He is very tall and has got curly red hair. He is wearing large purple trousers, an orange shirt and black boots. He is wearing three necklaces, two purple rings and a black belt.



A Choose the correct option.

1. Janice Clayton is a(n)

a. ☐ model.

b. ☐ actress.

c. ☐ journalist.

2. Nick Lackers is

a. ☐ shy.

b. ☐ friendly.

c. ☐ nervous.

3. Julie Stars loves

a. ☐ sunglasses.

b. ☐ trainers.

c. ☐ sandals.

4. Johnny Ben is wearing

a. ☐ three rings.

b. ☐ three necklaces.

c. ☐ two necklaces.

B Answer the questions.

1. Where is Janice Clayton? _____

2. What colour is Nick's cap? _____

3. Is Nick wearing black trousers? _____

4. Whose dress is long and black? _____

5. What is Julie Stars' job? _____

Name

No. Class Date

Read the text.

Lê o texto.

A fashion show

Good evening! I'm journalist Janice Clayton and I'm at a fashion show!

Here comes the famous basketball player, Nick Lackers. He is wearing a blue hoodie, black shorts, white socks and yellow trainers. He is wearing a yellow cap too. And look at him, he is so friendly.

And now, the famous actress Julie Stars! She is wearing a very long black dress, a necklace and sandals. She is also wearing big white sunglasses and a small white handbag. She loves sunglasses!

And the last one is the singer Johnny Ben. Wow... He is very tall and has got curly red hair. He is wearing large purple trousers, an orange shirt and black boots. He is wearing three necklaces, two purple rings and a black belt.



A Choose the correct option.

Selecciona a resposta correta.

1. Janice Clayton is a

a. ☐ model.

b. ☐ journalist.

2. Nick Lackers is

a. ☐ shy.

b. ☐ friendly.

3. Julie Stars loves

a. ☐ sunglasses.

b. ☐ trainers.

4. Johnny Ben is wearing

a. ☐ three rings.

b. ☐ three necklaces.

B Match the questions with the answers.

Liga as perguntas às respostas.

1. Where is Janice Clayton?

•

a. It's yellow.

2. What colour is Nick's cap?

•

b. At a fashion show.

3. Is Nick wearing black trousers?

•

c. Julie's dress.

4. Whose dress is long and black?

•

d. She is an actress.

5. What is Julie Stars' job?

•

e. No, he isn't.

Name

No. Class Date

Read the text.

Family holiday

Hi, everyone! My parents and I are on holiday. We are in this beautiful place in the Royal National Park in Australia because my parents love nature. It is really amazing and our hotel is fantastic!

This beautiful house has got three floors and a garden on the roof¹. There is also a big garage next to the house.

On the ground floor there is a living room, a dining room, a modern kitchen and a toilet. Upstairs, there are four bedrooms and three bathrooms. This house is perfect! So cosy and modern. You have to visit this magical place!

Best wishes, Luna



Bundeena Beach House

¹roof: telhado

A Are the sentences True (T) or False (F)? Correct the false ones.

- | | T | F | |
|--|--------------------------|--------------------------|-------|
| 1. Luna and her family are in America. | ☐ | ☐ | _____ |
| 2. Her parents love nature. | ☐ | ☐ | _____ |
| 3. The house has got a garden on the roof. | ☐ | ☐ | _____ |
| 4. There is a small garage. | ☐ | ☐ | _____ |

B Answer the questions.

- Where is Luna spending her holidays? _____
- How many floors are there in the house? _____
- Is there a garden next to the house? _____
- How many bedrooms are there? _____
- Is the toilet upstairs? _____

Name

No.

Class

Date

Read the text.

Lê o texto.

Family holiday

Hi, everyone! My parents and I are on holiday. We are in this beautiful place in the Royal National Park in Australia because my parents love nature. It is really amazing and our hotel is fantastic!

This beautiful house has got three floors and a garden on the roof¹. There is also a big garage next to the house.

On the ground floor there is a living room, a dining room, a modern kitchen and a toilet. Upstairs, there are four bedrooms and three bathrooms. This house is perfect! So cosy and modern. You have to visit this magical place!

Best wishes, Luna



Bundeena Beach House

¹roof: telhado

A

Are the sentences True (T) or False (F)?

As frases são verdadeiras (T) ou falsas (F)?

1. Luna and her family are in America.
2. Her parents love nature.
3. The house has got a garden on the roof.
4. There is a small garage.

T	F
☐	☐
☐	☐
☐	☐
☐	☐

B

Match the questions with the answers.

Liga as perguntas às respostas.

- | | | |
|--|---|--|
| 1. Where is Luna spending her holidays? | • | • a. No, there isn't. |
| 2. How many floors are there in the house? | • | • b. No, it isn't. It's on the ground floor. |
| 3. Is there a garden next to the house? | • | • c. In the Royal National Park, in Australia. |
| 4. How many bedrooms are there? | • | • d. There are four bedrooms. |
| 5. Is the toilet upstairs? | • | • e. There are three floors. |

Name _____

No. _____

Class _____

Date _____

Read the dialogue.**Cosy caravan**

Susan and James are in the library doing a class project.

James: Susan, I have a great idea for our project! I have this old book, *Five go off in a Caravan* by Enid Blyton. So, we can recreate their caravan. What do you think?

Susan: That's a cool idea. Ok, first we need to describe it. Let's use the original colour: red!

James: Yes, a red caravan with three small windows. There is a door at the back. Inside there is a blue sofa next to a small coffee table and some shelves above it.

Susan: There is a dining table between two chairs. There is also a small kitchen: a fridge, a sink next to a cooker and many cupboards.

James: Opposite the kitchen there is a bedroom with two beds and a small chest of drawers. Finally, there is a bathroom with a shower, a toilet and a washbasin.

Susan: Perfect! Our caravan is very comfortable!

**A** Answer the questions.

1. Where are Susan and James?

2. How many windows are there in the caravan?

3. Where is the sofa?

4. What furniture is there in the bedroom?

5. Where are the beds?

6. Is there a bath in the caravan?

Name

No.

Class

Date

Read the dialogue.

Lê o diálogo.

Cosy caravan

and James are in the library doing a class project.

James: Susan, I have a great idea for our project! I have this old book, *Five go off in a Caravan* by Enid Blyton. So, we can recreate their caravan. What do you think?

Susan: That's a cool idea. Ok, first we need to describe it. Let's use the original colour: red!

James: Yes, a red caravan with three small windows. There is a door at the back. Inside there is a blue sofa next to a small coffee table and some shelves above it.

Susan: There is a dining table between two chairs. There is also a small kitchen: a fridge, a sink next to a cooker and many cupboards.

James: Opposite the kitchen there is a bedroom with two beds and a small chest of drawers. Finally, there is a bathroom with a shower, a toilet and a washbasin.

Susan: Perfect! Our caravan is very comfortable!



A Choose the correct option.

Selecione a opção correta.

1. Where are Susan and James?

- a. ☐ They are in Susan's bedroom. b. ☐ They are in the library.

2. How many windows are there in the caravan?

- a. ☐ There are three. b. ☐ There are two.

3. Where is the sofa?

- a. ☐ Opposite the coffee table. b. ☐ Next to the coffee table.

4. What furniture is there in the bedroom?

- a. ☐ There are two beds and a small chest of drawers. b. ☐ There are two beds, a bedside table and a small chest of drawers.

5. Where are the beds?

- a. ☐ In a bedroom opposite the bathroom. b. ☐ In a bedroom opposite the kitchen.

6. Is there a bath in the caravan?

- a. ☐ Yes, there is. b. ☐ No, there isn't.

Name No. Class Date

Read the text.

Family Sunday

Hi! My name is Harry and I am so happy because today is Sunday and my family and I are at home together! Mum is cooking a delicious lunch and I am helping her with the dessert. Dad is setting up a family game in the living room. My three brothers are playing board games and laughing together. Grandpa is reading a book on the sofa and grandma is talking with a friend on the phone. The dog is running outside in the garden and playing with my little sister and my cousin. My uncle is laying the table outside. Everyone is busy but having a great time!

**A Choose the correct option.**

1. Harry's family is

a. ☐ in the park.b. ☐ at home.c. ☐ at a party.

2. Harry is

a. ☐ helping his mother.b. ☐ helping his father.c. ☐ cooking lunch.

3. His grandfather is in

a. ☐ the garden.b. ☐ the kitchen.c. ☐ the living room.

4. Everyone is

a. ☐ watching TV.b. ☐ having a great time.c. ☐ tired.**B Answer the questions.**

1. Who is setting up a family game? _____

2. What are his brothers doing? _____

3. Is grandpa talking on the phone? _____

4. Who is playing with his cousin? _____

5. What is his uncle doing? _____

Name No. Class Date **Read the text.**

Lê o texto.

Family Sunday

Hi! My name is Harry and I am so happy because today is Sunday and my family and I are at home together! Mum is cooking a delicious lunch and I am helping her with the dessert. Dad is setting up a family game in the living room. My three brothers are playing board games and laughing together. Grandpa is reading a book on the sofa and grandma is talking with a friend on the phone. The dog is running outside in the garden and playing with my little sister and my cousin. My uncle is laying the table outside. Everyone is busy but having a great time!

**A Choose the correct option.**

Selecione a opção correta.

1. Harry's family is

- a. ☐ in the park. b. ☐ at home.

2. Harry is

- a. ☐ helping his mother. b. ☐ helping his father.

3. His grandfather is in

- a. ☐ the garden. b. ☐ the living room.

4. Everyone is

- a. ☐ watching TV. b. ☐ having a great time.

B Complete the answers.

Completa as respostas.

1. Who is setting up a family game? *Harry's* _____ *is setting up a family game.*
2. What are his brothers doing? *His brothers* _____.
3. Is grandpa talking on the phone? *No,* _____. *He* _____.
4. Who is playing with his cousin? *Harry's* _____.
5. What is his uncle doing? *His uncle* _____.

Name No. Class Date **Read the text.****Sundays at granny's**

On Sundays, my parents and I go to granny's home for lunch. Granny usually prepares a big meal for all the family.

"You're a big boy now," granny says. "Time for you to learn. We are making Mac and cheese¹ today."

"I love Mac and cheese!"

So today I am helping granny make lunch. I am preparing the cheese and I am washing the vegetables while grandad is outside grilling meat.

"Your cousins are here. Do you want to play with them?" granny says.

"No. I like to cook and I am making something special", I say.

"And do you need help?"

"No, thanks, granny."

When I see my mum putting the food on the table, I put a jug² next to the Mac and cheese, the vegetables, the chicken and the sausages.

"Is this what I think it is? Yummy... This tea is the best," granny tells me.

"Thank you, granny!" I say.



based on Winsome Bingham, *Soul Food Sunday*, 2021, Abrams Books, USA

¹Mac and cheese (macaroni and cheese): macarrão com queijo ²jug: jarro

A Choose the correct option.

1. The family has lunch together on

a. ☐ Mondays.

b. ☐ Sundays.

c. ☐ Saturdays.

2. The grandson is learning with

a. ☐ his granny.

b. ☐ his grandad.

c. ☐ his mother.

3. Grandad is

a. ☐ in the living room.

b. ☐ in the kitchen.

c. ☐ at the barbecue.

B Answer the questions.

1. What food does the grandson love? _____

2. Does he want to play? _____

3. What food is the mother putting on the table? _____

4. Does Granny like her grandson's tea? _____

Name _____
No. _____ Class _____ Date _____

Read the text.

Lê o texto.

Sundays at granny's

On Sundays, my parents and I go to granny's home for lunch. Granny usually prepares a big meal for all the family.

"You're a big boy now," Granny says. "Time for you to learn. We are making Mac and cheese¹ today."

"I love Mac and cheese!"

So today I am helping granny make lunch. I am preparing the cheese and I am washing the vegetables while grandad is outside grilling meat.

"Your cousins are here. Do you want to play with them?" granny says.

"No. I like to cook and I am making something special", I say.

"And do you need help?"

"No, thanks, granny."

When I see my mum putting the food on the table, I put a jug² next to the Mac and cheese, the vegetables, the chicken and the sausages.

"Is this what I think it is? Yummy... This tea is the best," granny tells me.

"Thank you, granny!" I say.



based on Winsome Bingham, *Soul Food Sunday*, 2021, Abrams Books, USA

¹Mac and cheese (= macaroni and cheese): macarrão com queijo ²jug: jarro

A Choose the correct option.

Escolhe a opção correta.

1. The family has lunch together on a. ☐ Mondays. b. ☐ Sundays.
2. The grandson is learning with a. ☐ his granny. b. ☐ his grandad.
3. Grandad is a. ☐ at the barbecue. b. ☐ in the kitchen.

B Complete the answers.

Completa as respostas.

1. What food does the grandson love? *He loves* _____.
2. Does he want to play? _____, _____.
3. What food is the mother putting on the table? _____, _____, _____ and _____.
4. Does Granny like his grandson's tea? _____, *she* _____.

Name _____

No. _____ Class _____ Date _____

Read the texts.

Hi! I'm Luca and I am from Italy. My favourite dish is pizza! I make my own pizza... I put a lot of tomato sauce, mushrooms and ham. I don't like cheese. Bye!

Hello everyone! My name is Jean and my favourite meal is lunch. I usually have rice, fish and a salad or bread and cheese. For dessert, I like a piece of cake or some ice cream.

I'm Livia and my favourite dinner is chicken, peas and chips. I like soup because it has lots of vegetables. I also drink water and I have fruit after dinner.

Hello, everyone! I'm Alicia! My favourite meal is breakfast. I like pancakes with fruit, orange juice and a banana to give me energy. Bye!

A Who says what? Write the names Luca, Alicia, Livia or Jean.

1. I like rice, fish and salad for lunch. _____
2. I don't like cheese. _____
3. My favourite meal is dinner. _____
4. I put ham on my pizza. _____
5. Banana gives me energy. _____

B Answer the questions.

1. Where is Luca from?

2. Are there any olives on Luca's pizza?

3. Who likes fruit?

4. What is Jean's favourite meal?

5. Why does Livia like soup?

Name _____

No. _____ Class _____ Date _____

Read the texts.

Lê os textos.

Hi! I'm Luca and I am from Italy.
My favourite dish is pizza! I make my own pizza...
I put a lot of tomato sauce, mushrooms and ham. I don't like cheese.
Bye!

Hello everyone!
My name is Jean and my favourite meal is lunch. I usually have rice, fish and a salad or bread and cheese.
For dessert, I like a piece of cake or some ice cream.

I'm Livia and my favourite dinner is chicken, peas and chips.
I like soup because it has lots of vegetables. I also drink water and I have fruit after dinner.

Hello, everyone! I'm Alicia! My favourite meal is breakfast. I like pancakes with fruit, orange juice and a banana to give me energy.
Bye!

A Who says what? Write the names Luca, Alicia, Livia or Jean. Follow the example.

Quem diz o quê? Escreve os nomes Luca, Alicia, Livia ou Jean. Segue o exemplo.

EXAMPLE I like orange juice.

Alicia

1. I have rice, fish and salad for lunch.

2. I don't like cheese.

3. My favourite meal is dinner.

4. I put ham on my pizza.

5. Banana gives me energy.

B Match the questions with the answers.

Liga as perguntas às respostas.

1. Where is Luca from?

2. Are there any olives on Luca's pizza?

3. Who likes fruit?

4. What is Jean's favourite meal?

5. Why does Livia like soup?

a. Luca, Alicia and Livia.

b. Her favourite meal is lunch.

c. He's from Italy.

d. Because it has lots of vegetables.

e. No, there aren't.

Name

No.

Class

Date

Read the article.

My typical day

This is Caroline Marks, an American professional surfer. She is telling us about her daily routine.

I usually get up at around 6 a.m. First, I feed my dogs and then I have breakfast. I have avocado toast because I surf for a few hours.

I get dressed and at around 7 a.m. I go to the beach, here in Florida. After surfing for some hours, I get out of the water, change clothes and drive home.

In the afternoon I have lessons at home, three times a week. My dad helps me a lot with school. At 6 p.m. I go surfing again.

Then, I come back home and I have dinner. I like when my mum cooks at home and we usually eat together at the dinner table. After dinner, I watch a film and go to bed at half past ten.


¹feed: dar de comer

<https://www.teenvogue.com> (adapted)

A Choose the correct option.

1. Caroline is from

a. ☐ the USA.

b. ☐ the United Kingdom.

c. ☐ Australia.

2. She gets up at

a. ☐ 7 o'clock.

b. ☐ half past six.

c. ☐ six o'clock.

4. In the afternoon, she

a. ☐ plays games.

b. ☐ has lessons.

c. ☐ watches TV.

4. After dinner, Caroline

a. ☐ watches a film.

b. ☐ reads a book.

c. ☐ plays games.

B Answer the questions.

1. What does Caroline have for breakfast? _____

2. Where does she go at 7 o'clock? _____

3. How many times does she have lessons? _____

4. Who helps her with school? _____

5. What time does she go to bed? _____

Name _____

No. _____

Class _____

Date _____

Read the article.

Lê o artigo.

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¹feed: dar de comer

<https://www.teenvogue.com> (adapted)

A

Choose the correct option.

Selecione a resposta correta.

1. Caroline is from

a. ☐ the USA.

b. ☐ United Kingdom.

c. ☐ Australia.

2. She gets up at

a. ☐ 7 o'clock.

b. ☐ half past six.

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a. ☐ plays games.

b. ☐ has lessons.

c. ☐ watches TV.

4. After dinner, Caroline

a. ☐ watches a film.

b. ☐ reads a book.

c. ☐ plays games.

B

Complete the answers.

Completa as respostas.

1. What does Caroline have for breakfast? *She _____ for breakfast.*

2. Where does she go at 7 o'clock? *At 7 o'clock she _____.*

3. How many times does she have lessons? *She _____ lessons _____.*

4. Who helps her with school? _____ *helps her with school.*

5. What time does she go to bed? *She _____ to bed at _____.*

Name

No. Class Date

Read the reviews of the adventure park.

«**AWESOME!**» by Santi, 20th June

This park is awesome! The weather is great, sunny and hot! I am here with my school friends, and we can do so many activities... I like swimming, but I prefer flying a kite! My favourite activity is racing karts – I am good at it!

«**EXCELLENT**» by Mary and Jane (twin sisters), 11th April

Wow! We are spending our Easter holidays here with our family! We can do lots of activities and we can choose our favourites! We enjoy going to the beach, swimming and rollerblading!

«**AMAZING**» by female football team, 8th August

This fantastic team is so happy! We want to thank everyone! We are having so much fun! Our favourite activity is playing football, of course, but in this park we like going to the disco, dancing and skateboarding. Some of our colleagues are at the beach having surfing lessons because they love surfing!

A Are the sentences True (T) or False (F)? Correct the false ones.

- | | T | F | |
|--|--------------------------|--------------------------|-------|
| 1. They are writing about an adventure park. | ☐ | ☐ | _____ |
| 2. Santi is at the park with his family. | ☐ | ☐ | _____ |
| 3. Mary and Jane are on holidays. | ☐ | ☐ | _____ |
| 4. The football team doesn't like skateboarding. | ☐ | ☐ | _____ |

B Answer the questions.

- What is the weather like in the park? _____
- Does Santi like flying a kite? _____
- What is Santi good at? _____
- What are Mary and Jane's favourite activities? _____
- Why are some members of the football team having surfing lessons? _____

Name

No. Class Date

Read the reviews of the adventure park.

Lê as críticas do parque de aventuras.

«AWESOME!» by Santi, 20th June

This park is awesome! The weather is great, sunny and hot! I am here with my school friends, and we can do so many activities... I like swimming, but I prefer flying a kite! My favourite activity is racing karts – I am good at it!

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A Are the sentences True (T) or False (F)?

As frases são verdadeiras ou falsas?

1. They are writing about an adventure park.
2. Santi is at the park with his family.
3. Mary and Jane are on holidays.
4. The football team doesn't like skateboarding.

T	F
☐	☐
☐	☐
☐	☐
☐	☐

B Match the questions with the answers.

Liga as perguntas às respostas.

- | | | |
|--|---|---|
| 1. What is the weather like in the park? | • | • a. Because they love surfing. |
| 2. Does Santi like flying a kite? | • | • b. He's good at driving karts. |
| 3. What is Santi good at? | • | • c. Yes, he does. |
| 4. What are Mary and Jane's favourite activities? | • | • d. They enjoy going to the beach, swimming and rollerblading. |
| 5. Why are some members of the football team having surfing lessons? | • | • e. Sunny and hot. |

Name

No. Class Date



Listen and complete the teacher's identification card.

TEACHER'S IDENTIFICATION CARD

NAME		
SURNAME		
COUNTRY		
AGE		
EMAIL ADDRESS	@email.uk.com	



Listen again and choose the correct option.

1. He is _____ teacher.

a. ☐ an English
b. ☐ a music
c. ☐ a PE
2. The teacher is _____.

a. ☐ Spanish
b. ☐ English
c. ☐ Scottish
3. The students are _____.

a. ☐ Welsh
b. ☐ English
c. ☐ Scottish
4. The teacher is _____ years old.

a. ☐ thirty-one
b. ☐ forty-two
c. ☐ forty
5. His birthday is on _____.

a. ☐ 3rd June
a. ☐ 13th July
a. ☐ 23rd June

Name

No. Class Date



1. 2

Listen and complete the teacher's identification card.

Ouve e completa. Usa as palavras da caixa.

Halley

42

Scotland

Graham

grhalley

TEACHER'S IDENTIFICATION CARD

NAME		
SURNAME		
COUNTRY		
AGE		
EMAIL ADDRESS	@email.uk.com	



1. 2

Listen again and choose the correct option.

Ouve de novo e seleciona a opção correta.

1. He is _____ teacher.

a. ☐ a PE

b. ☐ a music

2. The teacher is _____.

a. ☐ Spanish

b. ☐ Scottish

3. The students are _____.

a. ☐ Welsh

b. ☐ Scottish

4. The teacher is _____ years old.

a. ☐ thirty-one

b. ☐ forty-two

5. His birthday is on the _____.

a. ☐ 3rd June

b. ☐ 23rd June

Name

No. Class Date



Listen and circle the correct birthday.

3. 4

1. William

3rd January

23rd January

2. Arina

4th April

24th April

3. Steve and Sam

20th December

12th December

4. Dan

1st March

1st March

5. Melanie

8th September

18th September



Listen to the conversation and answer the questions in note form.

5. 6

1. What's **his** name?
2. What's **her** surname?
3. How old is **she**?
4. How old is **he**?
5. When is **his** birthday?
6. When is **her** birthday?



Name

No. Class Date



Listen and circle the correct birthday.

Ouve e rodeia a o aniversário correto.

1. William

3rd January

23rd January

2. Arina

4th April

24th April

3. Steve and Sam

20th December

12th December

4. Dan

1st March

1st March

5. Melanie

8th September

18th September



Listen to the conversation and choose the correct option.

Ouve a conversa e seleciona a opção correta.

1. What's his name?

Marcus / Matthew

2. What's her surname?

Cameron / Jameson

3. How old is she?

ten / eleven years old

4. How old is he?

ten / twelve years old

5. When is his birthday?

19th July / 9th June

6. When is her birthday?

2nd August / 10th July

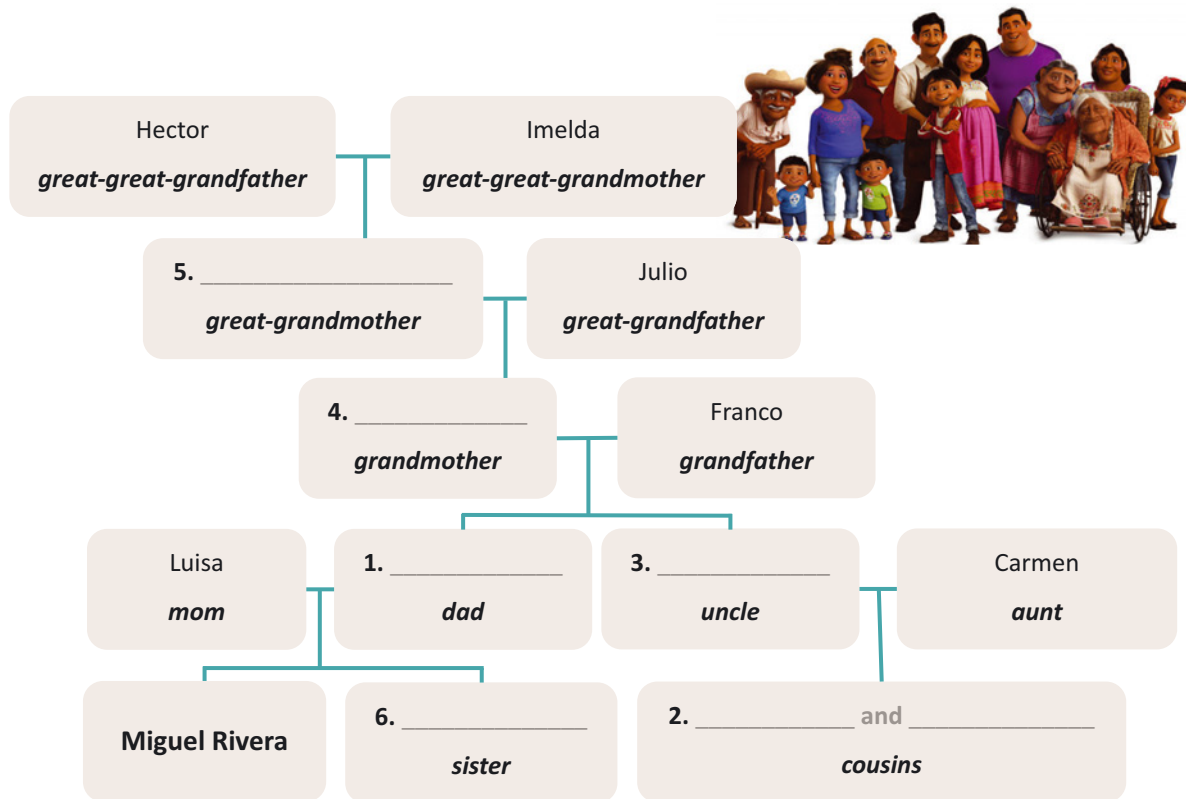


Name

No. Class Date



Listen to Miguel and write the correct names in the family tree.



Listen again and complete the sentences.

1. Miguel Rivera is Enrique's _____.
2. Enrique is a _____.
3. Berto's sons are _____.
4. Berto is Enrique's _____.
5. Elena is Franco's _____.
6. Coco is Imelda's _____.
7. Socorro is Miguel's _____.
8. Enrique and Luisa are Miguel and Socorro's _____.

Name

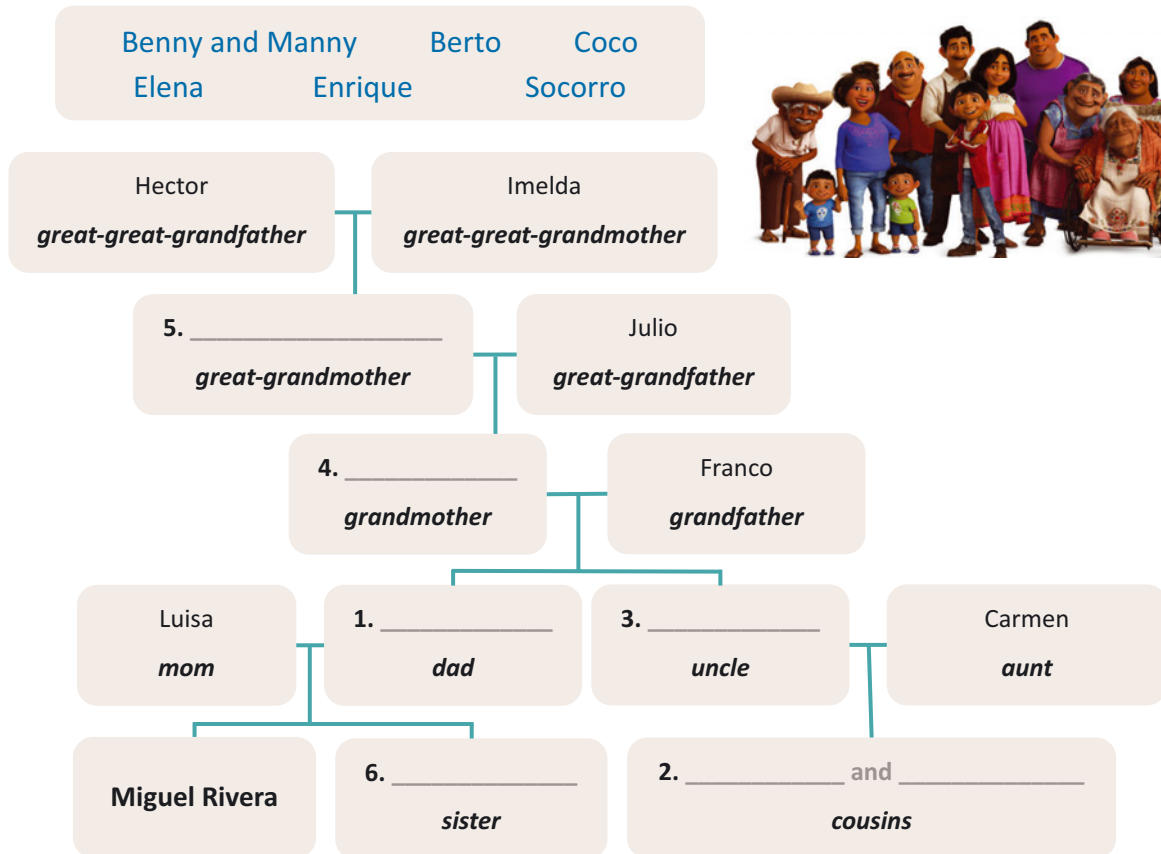
No. Class Date



7 + 8

Listen to Miguel and complete the family tree. Use the names in the box.

Ouve o Miguel e completa a árvore genealógica. Usa os nomes na caixa.



7 + 8

Listen again and choose the correct option.

Ouve novamente e seleciona a opção correta.

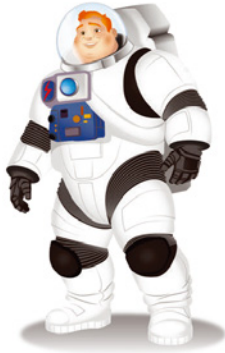
1. Miguel Rivera is Enrique's **brother / son**.
2. Henrique is a **teacher / shoemaker**.
3. Berto's sons are **Socorro and Miguel / Benny and Manny**.
4. Berto is Enrique's **brother / sister**.
5. Elena is Franco's **husband / wife**.
6. Coco is Imelda's **daughter / cousin**.
7. Socorro is Miguel's **cousin / sister**.
8. Enrique and Luisa are Miguel and Socorro's **parents / grandparents**.

Name

No. Class Date



Listen to the descriptions and write the correct number under each picture.











Listen again and choose the correct option.

1. Jenny is

- a. ☐ short and fat. b. ☐ short and thin. c. ☐ tall and thin.

2. Jenny has got

- a. ☐ glasses. b. ☐ beard. c. ☐ freckles.

3. Adam has got _____ hair.

- a. ☐ wavy b. ☐ curly c. ☐ straight

4. Tom has got _____ eyes.

- a. ☐ blue b. ☐ brown c. ☐ green

5. Henry has got one _____ nose.

- a. ☐ big blue b. ☐ small yellow c. ☐ big yellow

6. Henry has got

- a. ☐ four arms b. ☐ three arms. c. ☐ one arm.

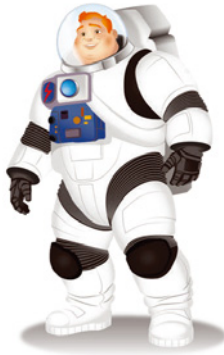
Name

No. Class Date



Listen to the descriptions and write the correct number under each picture.

Ouve as descrições e escreve o número correto por baixo de cada imagem.











Listen again and choose the correct option.

Ouve novamente e seleciona a opção correta.

1. Jenny is

a. ☐ tall and thin.

b. ☐ short and thin.

2. Jenny has got

a. ☐ glasses.

b. ☐ beard.

3. Adam has got _____ hair.

a. ☐ straight

b. ☐ wavy

4. Tom has got _____ eyes.

a. ☐ blue

b. ☐ brown

5. Henry has got one _____ nose.

a. ☐ big blue

b. ☐ big yellow

6. Henry has got

a. ☐ three arms

b. ☐ four arms

Name

No. Class Date



Listen and circle what they are wearing.

11. 12

1. Frank



2. Jane



3. Lucy



Listen and complete the sequence.

13. 14

1.



2.



3.



Name _____

No. _____

Class _____

Date _____



Listen and circle what they are wearing.

11 - 12

Ouve e rodeia o que eles estão a usar.

1. Frank



2. Jane



3. Lucy



Listen and complete the sequence.

13 - 14

Ouve e completa a sequência.

1.



watch

2.



flip-flops

sandals

3.



Name

No. Class Date



Listen and choose the correct option.

15 · 16

1. Where does Jessica live?

a. ☐ In a flat.

b. ☐ In a house.

c. ☐ On a boat.

2. How many floors are there in Janet's house?

a. ☐ Two floors.

b. ☐ One floor.

c. ☐ Three floors.

3. Is there a garage in Olivia's cottage?

a. ☐ Yes, there are.

b. ☐ Yes, there is.

c. ☐ No, there isn't.

4. How many rooms are there in Rachel's flat?

a. ☐ Seven rooms.

b. ☐ Five rooms.

c. ☐ Six rooms.



Listen. Where are they? Write the name of the room, then match it with the correct photo.

17 · 18

1. _____ •

• a.



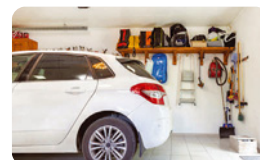
2. _____ •

• b.



3. _____ •

• c.



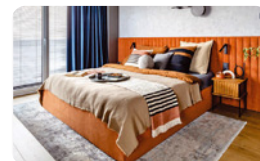
4. _____ •

• d.



5. _____ •

• e.



6. _____ •

• f.



Name

No. Class Date



Listen and choose the correct option.

15 · 16

Ouve e seleciona a opção correta.

1. Where does Jessica live?

- a. ☐ In a flat. b. ☐ In a house.

2. How many floors are there in Janet's house?

- a. ☐ Two floors. b. ☐ Three floors.

3. Is there a garage in Olivia's cottage?

- a. ☐ No, there isn't. b. ☐ Yes, there is.

4. How many rooms are there in Rachel's flat?

- a. ☐ Seven rooms. b. ☐ Six rooms.



Listen. Where are they? Choose the correct room. Match it with the correct photo.

17 · 18

Ouve. Seleciona a divisão correta. Depois, liga-a à imagem correta.

1. bedroom / bathroom



a.



2. attic / bedroom



b.



3. garden / garage



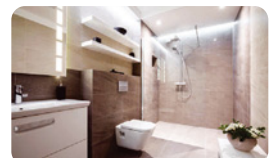
c.



4. kitchen / bedroom



d.



5. dining room / living room



e.



6. bedroom / bathroom



f.



Name

No. Class Date



Listen and choose the correct option.

19 - 20

1. Which is Sarah's kitchen?



a. ☐



b. ☐



c. ☐

2. Which is her living room?



a. ☐

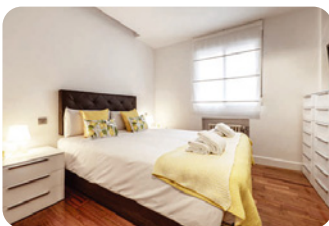


b. ☐

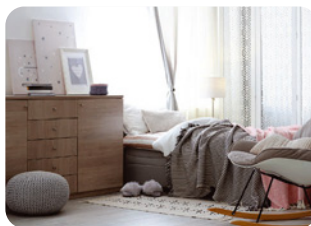


c. ☐

3. Which is Sarah's bedroom?



a. ☐

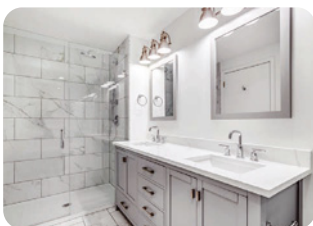


b. ☐

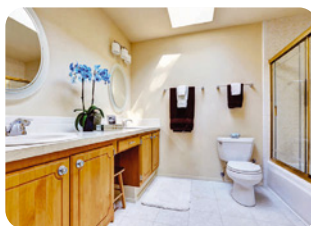


c. ☐

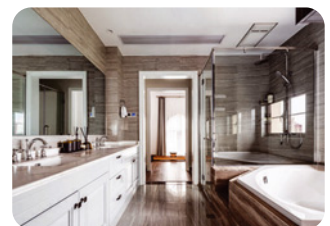
4. Which is Sarah's bathroom?



a. ☐



b. ☐



c. ☐

Name

No.

Class

Date



Listen and choose the correct option.

19 • 20

Ouve e seleciona a opção correta.

1. Which is Sarah's kitchen?



a. ☐



b. ☐

2. Which is her living room?

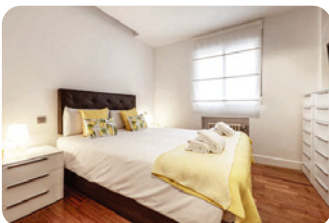


a. ☐



b. ☐

3. Which is Sarah's bedroom?

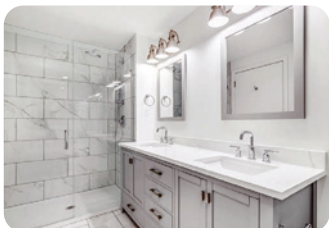


a. ☐

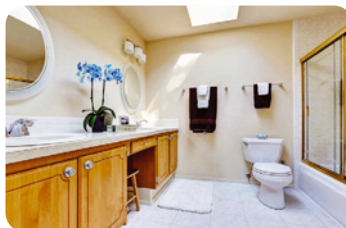


b. ☐

4. Which is Sarah's bathroom?



a. ☐



b. ☐

Name

No. Class Date



Listen. Who is doing what? Write the names under the photos.

21 22



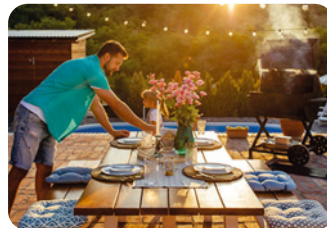
1.



2.



3.



4.



5.



6.



Listen again. Are the sentences True (T) or False (F)?

21 22

1. The family is in a castle.
2. Charles is in the living room.
3. Kate is drinking tea.
4. William is laying the table.
5. Charlotte is playing video games.
6. Harry is with his nephew.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Name

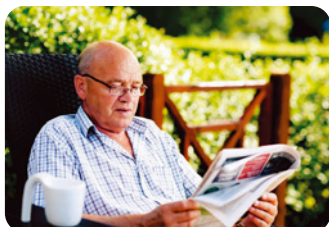
No. Class Date



Listen. Who is doing what? Choose the correct name.

21 . 22

Ouve. Quem está a fazer o quê? Selecciona o nome correto.



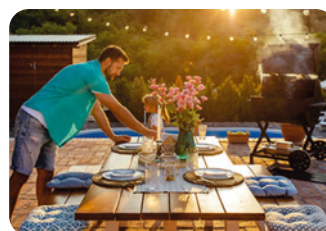
1. Charles / Harry



2. Kate / Charlotte



3. William / Harry



4. William / Louis



5. Louis / George



6. Charlotte / Kate



Listen again. Are the sentences True (T) or False (F)?

21 . 22

Ouve de novo. As frases são verdadeiras ou falsas?

1. The family is in a castle.
2. Charles is in the living room.
3. Kate is drinking tea.
4. William is laying the table.
5. Charlotte is playing video games.
6. Harry is with his nephew.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Name

No. Class Date



Listen and match the person with the correct basket.

1. James •

• a.



2. Kimberlyn •

• b.



3. Annie •

• c.



Listen. Choose if they like (👍) or don't like (👎) each food.

1.



2.



3.



Name

No. Class Date



Listen and match the person with the correct basket.

23 - 24

Ouve e liga a pessoa ao cesto correto.

1. James •

• a.



2. Annie •

• b.



3. Kimberlyn •

• c.



Listen. Choose if they like (👍) or don't like (👎) each food.

25 - 26

Ouve e assinala a comida de que eles gostam (👍) ou não gostam (👎).

1.



cucumber



salmon



lettuce



beans



2.



tuna



strawberries



eggs



olives



3.



lemonade



orange juice



biscuits



ice cream



Name

No. Class Date



Listen and choose the correct option.

27 28

1. What's her favourite morning snack?

a. ☐



b. ☐



c. ☐



2. What does Celina have for lunch?

a. ☐



b. ☐



c. ☐



3. What's Alfred's favourite drink?

a. ☐



b. ☐



c. ☐



4. What's your favourite meal?

a. ☐



b. ☐



c. ☐



Listen and write.

29 30



1. _____



2. _____



3. _____



watermelon



roast chicken



4. _____

LIST

5. _____

6. _____

7. _____

8. _____

Name

No. Class Date



Listen and choose the correct option.

27 · 28 Ouve e seleciona a opção correta.

1. What's her favourite morning snack?

a. ☐



b. ☐



c. ☐



2. What does Celina have for lunch?

a. ☐



b. ☐



c. ☐



3. What's Alfred's favourite drink?

a. ☐



b. ☐



c. ☐



4. What's his favourite meal?

a. ☐



b. ☐



c. ☐



Listen and write the names of each dish and drink. Use the words in the box.

29 · 30

Ouve e escreve o nome de cada prato e bebida. Usa as palavras na caixa.

sandwiches apples chips hot dogs lemonade
orange juice vegetables grapes



1. _____



2. _____



3. _____



watermelon



roast chicken



4. _____

LIST

5. _____

6. _____

7. _____

8. _____

Name

No. Class Date



Listen. Who does what? Write Liz or John.

31 32

1. _____ sometimes goes to school on foot.
2. _____ goes to skateboarding practice at half past six.
3. _____ has piano lessons on Mondays and Wednesdays.
4. _____ usually cooks dinner on Fridays.
5. _____ helps her sisters do their homework.
6. _____ makes videos in the park at the weekend.



Listen and choose the correct time.

33 34

1. Janet gets up at
 - a. ☐ 7:30 a.m.
 - b. ☐ 7:15 a.m.
2. Janet has breakfast at
 - a. ☐ 8 a.m.
 - b. ☐ 7:45 a.m.
3. Janet brushes her teeth at
 - a. ☐ 8:20 a.m.
 - b. ☐ 8:30 a.m.
4. Janet and her sister take the dog for a walk at
 - a. ☐ 8:45 a.m.
 - b. ☐ 9:05 a.m.
5. They go to school at
 - a. ☐ 9:45 a.m.
 - b. ☐ 9:15 a.m.



Listen and write the time.

35 36

1. It's _____ in Lisbon.
2. It's _____ in New York.
3. It's _____ in Tokyo.
4. It's _____ in London.



Name

No. Class Date



Listen. Who does what? Choose the correct name.

31 . 32

Ouve. Quem diz o quê? Selecciona a opção correta.

1. Liz / John sometimes goes to school on foot.
2. Liz / John goes to skateboarding practice at half past six.
3. Liz / John has piano lessons on Mondays and Wednesdays.
4. Liz / John usually cooks dinner on Fridays.
5. Liz / John helps her sisters do their homework.
6. Liz / John makes videos in the park at the weekend.



Listen and choose the correct time.

33 . 34

Ouve e selecciona a hora correta.

1. Janet gets up at
 - a. ☐ 7:30 a.m.
 - b. ☐ 7:15 a.m.
2. Janet has breakfast at
 - a. ☐ 8 a.m.
 - b. ☐ 7:45 a.m.
3. Janet brushes her teeth at
 - a. ☐ 8:20 a.m.
 - b. ☐ 8:30 a.m.
4. Janet and her sister take the dog for a walk at
 - a. ☐ 8:45 a.m.
 - b. ☐ 9:05 a.m.
5. They go to school at
 - a. ☐ 9:45 a.m.
 - b. ☐ 9:15 a.m.



Listen and choose the correct option.

35 . 36

Ouve e selecciona a opção correta.

1. It's ten past five / ten past six in Lisbon.
2. It's ten past midday / midnight in New York.
3. It's ten past two / ten past one in Tokyo.
4. It's ten past five / ten past four in London.



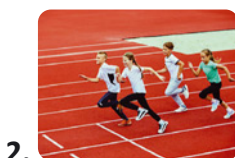
Name

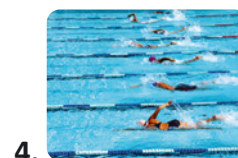
No. Class Date

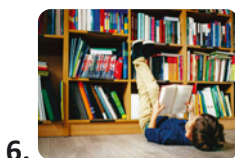


37 . 38

Listen and choose Noah's friends' favourite activities.


☐

☐

☐

☐

☐

☐

☐

☐


39 . 40

Listen and write the activities they like and don't like. Use the words in the box.

1. JAMIE

Likes: _____

Doesn't like: _____

2. CAROLYN

Likes: _____

Doesn't like: _____

3. PHILIP

Likes: _____

Doesn't like: _____

Name _____

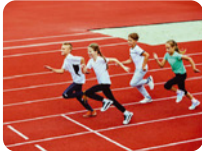
No. _____ Class _____ Date _____



Listen and choose Noah's friends' favourite activities.

37 . 38

Ouve e assinala as atividades favoritas dos amigos do Noah.

- | | | | |
|--|--|---|--|
| 1.  | 2.  | 3.  | 4.  |
| ☐ | ☐ | ☐ | ☐ |
| 5.  | 6.  | 7.  | 8.  |
| ☐ | ☐ | ☐ | ☐ |



Listen and write the activities they like and don't like. Use the words from the box.

39 . 40

Ouve e escreve as atividades que eles gostam e não gostam. Usa as palavras da caixa.

flying a kite going to the cinema listening to music playing the guitar
 racing karts rollerblading skateboarding

1. JAMIE

Likes: _____

Doesn't like: _____

2. CAROLYN

Likes: _____

Doesn't like: _____

3. PHILIP

Likes: _____

Doesn't like: _____

GRAMMAR

Starter – Personal pronouns

Worksheets A/B

- A. 1. You 2. I 3. She 4. They 5. He 6. We
B. 1. He 2. She 3. I 4. We
C. 1. I 2. He 3. We 4. It 5. you 6. She 7. They 8. You

1.1 Verb *to be* – present simple (affirmative and negative)

Worksheets A/B

- A. 1. is 2. are 3. is 4. am 5. are
B. 1. He isn't a new student. 2. Riley and Miguel aren't Irish.
3. I 'm not eleven years old. 4. My address isn't 24 Regent Street. 5. You aren't a Green Club member.
C. 1. is 2. am 3. is 4. are 5. 'm not 6. am 7. aren't 8. are 9. isn't 10. am

1.1 Verb *to be* – present simple (interrogative)

Worksheets A/B

- A. 1. Are; am 2. Is; isn't 3. Are; aren't 4. Is; is
B. 1. Is – e 2. Are – c 3. Am – a 4. Is – f 5. Is – d 6. Are – b
C. 1. Is James at school? No, he isn't. 2. Are you funny? No, I 'm not. 3. Is her address 23 South Street? Yes, it is. 4. Are we teachers? Yes, we are.

1.1 Verb *to be* (all forms)

Worksheets A/B

- A. 1. are 2. is 3. am 4. are 5. is
B. 1. They aren't at the Sports Club. 2. I am not a new student. 3. Peter and I aren't from England. 4. He isn't twelve years old.
C. 1. are 2. am 3. am 4. is 5. isn't 6. are 7. am 8. are 9. Are 10. am not 11. is 12. is

1.2 Prepositions of time: *in, on, at*

Worksheets A/B

- A. 1. d 2. c 3. a 4. b 5. e
B. 1. in 2. at 3. in 4. on 5. on 6. in
C. 1. in; on 2. On 3. at; in 4. on
D. 1. Leslie's birthday is in November. It's on 24th November. 2. Anna's birthday is in May. It's on 7th May.

1.2 Possessive determiners

Worksheet A

- A. 1. my 2. your 3. her 4. His 5. our 6. their
B. 1. b 2. a 3. a 4. c 5. b
C. 1. My 2. Our 3. Their 4. Her 5. your 6. Its

Worksheet B

- A. 1. my 2. your 3. her 4. His 5. our 6. their
B. 1. b 2. a 3. a 4. b 5. b
C. 1. My 2. Our 3. Their 4. Her 5. your 6. Its

2.1 Possessive case / *whose*

Worksheets A/B

- A. 1. b 2. b 3. a 4. b 5. b 6. b
B. 1. ' 2. 's 3. of 4. ' 5. 's 6. 's
C. 1. Whose skateboard is this? It's Jason's skateboard.
2. Whose T-shirts are these? They're the children's T-shirts.
3. Whose books are these? They're the girls' books.
4. Whose watch is this? It's Nicholas's watch.

2.1 Verb *have got* (affirmative and negative)

Worksheets A/B

- A. 1. have got 2. have got 3. has got 4. have got 5. has got 6. has got
B. 1. hasn't got 2. hasn't got 3. haven't got 4. haven't got 5. haven't got 6. hasn't got 7. haven't got
C. 1. I haven't got a big family. 2. My nephew hasn't got a brother. 3. James and I have got a pet. 4. His cousin hasn't got green eyes. 5. They have got a small house. 6. My uncle hasn't got a daughter. 7. You have got a funny grandmother.

2.1 Verb *have got* (interrogative)

Worksheets A/B

- A. 1. Has her cousin got a bike? 2. Have you got an aunt? 3. Has John got a pet? 4. Have Zack and I got a new friend at school?
B. 1. c 2. b 3. d 4. a
C. 1. Has / got; hasn't 2. Have / got; have 3. Has / got; has 4. Have / got; have 5. Has / got; has 6. Have / got; haven't

2.1 Verb *have got* (all forms)

Worksheets A/B

- A. 1. have got 2. has got 3. have got 4. have got 5. has got
B. 1. They haven't got a shy niece. 2. Helen hasn't got lots of books. 3. Their sisters haven't got new video games. 4. I haven't got four pets.
C. 1. Have your parents got a new bike? No, they haven't. 2. Has John got three sisters? Yes, he has. 3. Have you got a birthday cake? Yes, I have.

2.2 Adjectives

Worksheets A/B

- A. 1. b 2. a 3. a 4. b
B. 1. He is a hard-working student. 2. Mary and Janet have got green eyes. 3. My uncle's parrot has got long feathers. 4. They are noisy babies. 5. My robot has got two short legs.
C. 1. This is my old school. 2. The clowns are funny. 3. These girls have got a beautiful house. 4. I have got a big moustache.

2.3 Plurals

Worksheets A/B

- A. 1. dresses 2. feet 3. scarves 4. anoraks 5. watches 6. necklaces 7. shirts 8. babies
B. 1. We have got jeans and pink T-shirts. 2. These children have got beautiful dresses. 3. The girls have got blue pyjamas. 4. They have got new sunglasses. 5. These are your beautiful families.

2.3 Possessive pronouns

Worksheets A/B

- A. 1. mine 2. yours 3. hers 4. ours 5. theirs
B. 1. his 2. Theirs 3. mine 4. ours 5. hers 6. Yours
C. 1. This is her sister's ring. It's hers. 2. These are their brothers' sunglasses. They're theirs. 3. These are our handbags. They're ours. 4. This is my skirt. It's mine.

3.1 There to be

Worksheets A/B

- A. 1. There are 2. There is 3. There are 4. There is 5. there are 6. There is
 B. 1. There isn't 2. there aren't 3. There isn't 4. There aren't 5. there isn't 6. there isn't
 C. 1. there are 2. There are 3. How many 4. are there 5. there are 6. there is 7. there is 8. Is there 9. there isn't 10. there is

3.2 Prepositions of place

Worksheet A

- A. 1. e 2. d 3. a 4. c 5. b
 B. 1. on 2. next to 3. between 4. in

Worksheet B

- A. 1. e 2. d 3. a 4. c 5. b
 B. 1. a 2. c 3. a 4. b

3.3 Present continuous (affirmative and negative)

Worksheets A/B

- A. 1. He is playing the guitar. 2. My parents are sleeping. 3. We are not dancing. 4. I am not eating in the living room.
 B. 1. They are laying the table. They aren't doing the dishes. 2. She is walking the dog. She isn't talking on the phone. 3. They are playing football. They aren't playing video games. 4. I am making the bed. I'm not doing my homework. 5. The dog is running. The dog isn't sleeping.
 C. 1. is cooking 2. am writing 3. isn't listening; is riding 4. are playing; aren't studying

3.3 Present continuous (interrogative)

Worksheets A/B

- A. 1. c 2. d 3. a 4. b
 B. 1. Is / helping; he isn't 2. Are / playing; they are 3. Is / making; she is 4. Are / singing; they aren't 5. Are / drinking; I am 6. Are / playing; we aren't
 C. 1. Is she watching TV? Yes, she is. 2. Are they listening to music? No, they aren't. They are doing their homework. 3. Is Peter running? Yes, he is. 4. Are you reading a book? No, we aren't. We are playing cards.

3.3 Present continuous (all forms)

Worksheets A/B

- A. 1. are walking the dog 2. is sleeping 3. are watching TV 4. is laying the table 5. are drinking orange juice 6. is riding her bike
 B. 1. Our neighbours aren't having lunch in the garden. 2. She isn't making the bed. 3. I am not washing the car now. 4. You aren't studying maths.
 C. 1. is shining 2. are singing 3. aren't studying 4. are playing 5. am cooking 6. is laying 7. isn't sleeping 8. is running 9. Are (you) having

4.1 Verb like – present simple (affirmative and negative)

Worksheets A/B

- A. 1. like 2. like 3. likes 4. like 5. like 6. like 7. likes 8. likes
 B. 1. doesn't like 2. don't like 3. doesn't like 4. don't like 5. don't like 6. doesn't like 7. don't like 8. doesn't like;
 C. 1. They like ice cream, but they don't like biscuits. 2. Victor likes watermelon, but he doesn't like sausages. 3. Marina likes strawberries, but she doesn't like coke.

4. My grandparents like lettuce, but they don't like apple juice.

4.1 Verb like – present simple (interrogative)

Worksheets A/B

- A. 1. Does; does 2. Do; don't 3. Do; do 4. Does; doesn't
 B. 1. b – don't 2. a – does 3. d – do 4. c – doesn't
 C. 1. Do they like onions? Yes, they do. 2. Does he like apple pie? No, he doesn't. 3. Does Kate like cereal and yoghurt? Yes, she does. 4. Do his friends like tangerines? No, they don't. 5. Does she like fish and chips? No, she doesn't. 6. Does Daniel like pizza? Yes, he does.

4.1 Verb like – present simple (all forms)

Worksheets A/B

- A. 1. likes 2. likes 3. like 4. like 5. like 6. likes 7. like 8. likes
 B. 1. doesn't like 2. don't like 3. don't like 4. doesn't like 5. don't like 6. don't like 7. doesn't like 8. don't like
 C. 1. Do Adam and Lucy like orange juice? No, they don't. 2. Does Jack like roast chicken? Yes, he does. 3. Does Victoria like pancakes? Yes, she does. 4. Do you like pasta carbonara? No, I don't.

4.2 Some / Any

Worksheets A/B

- A. 1. b 2. a 3. c
 B. 1. some; any 2. any 3. any 4. any 5. some 6. any 7. any 8. some
 C. 1. There aren't any biscuits in the bag. Are there any biscuits in the bag? 2. There isn't any fruit. Is there any fruit? 3. There aren't any beans in the basket. Are there any beans in the basket?

5.1 Present simple

Worksheets A/B

- A. 1. watches 2. go 3. study 4. catch 5. sleeps 6. has 7. do 8. flies
 B. 1. She doesn't wash her face at school. 2. Connor's parents don't play the piano. 3. My baby brother doesn't cry a lot. 4. You don't have lunch in the canteen.
 C. 1. b 2. a 3. d 4. C
 D. 1. goes 2. doesn't cook 3. Do / stay; don't 4. brushes 5. try 6. Does / speak; does

5.1 Adverbs of frequency

Worksheets A/B

- A. 1. F 2. T 3. F 4. T 5. T 6. F
 B. 1. They usually go to the cinema. 2. Jessica never goes to bed early. 3. His sister always gets up at 7 o'clock.
 4. My brothers sometimes watch TV.
 C. 1. The girls sometimes have breakfast at school. 2. In the morning, I never go to school on foot. 3. My father usually cooks dinner at weekends.

5.2 Connectors (and, but, because)

Worksheets A/B

- A. 1. but 2. and 3. because 4. but 5. and 6. Because
 B. 1. and – c 2. but – f 3. because – a 4. and – d 5. because – b 6. but; e
 C. 1. but 2. because 3. and 4. because 5. but 6. because

5.2 Question words

Worksheets A/B

- A. 1. Who 2. What 3. Where 4. When 5. How
 B. 1. c 2. e 3. d 4. a 5. b
 C. 1. When 2. Where do you have lunch 3. Do you play (any) sports 4. How do you go to (hockey) practice

VOCABULARY

1.1 Introducing yourself

Worksheets A/B

- A. 2. Surname 4. Email address 5. Birthday 6. Address
 7. Phone number
 B. Personal answer
 C. 1. name – e 2. What – d 3. old – b 4. your birthday – a
 5. your – c

1.1 Countries and nationalities

Worksheets A/B

- A. 2. British 3. Indian 4. Australian 5. New Zealander
 6. South African 7. American 8. Canadian
 B. 2. She is from Cape Verde. She is Cape Verdean. 3. Where is he from? He is from The Netherlands. He is Dutch.
 4. Where is she from? She is from China. She is Chinese.
 5. Where are they from? They are from Brazil. They are Brazilian. 6. Where is she from? She is from Italy. She is Italian. 7. Where are they from? They are from Ukraine. They are Ukrainian. 8. Where is he from? He is from Spain. He is Spanish.

1.2 Ordinal numbers

Worksheets A/B

- A. first; fourteenth; tenth; third; eleventh; second; ninth; fifth; twentieth; eighth; twelfth; seventeenth
 B. 1. fourth 2. thirteenth 3. twenty-first 4. sixth
 5. thirtieth 6. twenty-second 7. nineteenth 8. fifteenth
 9. third 10. twenty-eighth
 C. 1. fifty-fifth 2. forty-second 3. seventy-first 4. ninety-fifth 5. sixty-third 6. thirty-ninth

2.1 Jobs

Worksheets A/B

- A. 1. doctor 2. engineer 3. chef 4. mechanic 5. bus driver
 6. artist 7. scientist 8. pilot 9. actor 10. photographer
 11. astronaut 12. police officer 13. dancer 14. vet
 15. firefighter

2.2 Physical appearance and personality adjectives

Worksheets A/B

- A. 1. nose 2. mouth 3. ear 4. arm 5. shoulder 6. eye
 7. hand 8. head 9. neck
 B. 1. beautiful 2. young 3. thin 4. straight 5. blond 6. thin
 7. short 8. straight 9. blond 10. handsome
 C. 1. calm 2. nervous 3. hard-working 4. funny 5. sad
 6. polite 7. rude 8. serious 9. lazy

2.3 Clothes, footwear and accessories

Worksheets A/B

- A. 1. pyjamas – c 2. tank top – a 3. tracksuit – f 4. jacket – d
 5. hoodie – e 6. jeans – b 7. trainers – j 8. boots – h
 9. flip-flops – g 10. sandals – i 11. cap – o 12. sunglasses – m
 13. belt – p 14. necklace – l 15. watch – k 16. ring – n

3.1 Parts of the house

Worksheets A/B

- A. 1. garage 2. garden 3. toilet 4. swimming pool 5. kitchen
 6. living room 7. bedroom 8. bathroom 9. attic 10. study

3.2 Furniture

Worksheet A

- A. 1. wardrobe – a 2. dishwasher – d 3. bookshelves – c
 4. fridge – b 5. armchair – i 6. washbasin – g 7. bedside table – j
 8. cooker – e 9. pot plant – l 10. cupboard – k
 11. toilet – f 12. mirror – h

Worksheet B

- A. 1. a 2. d 3. c 4. b 5. i 6. g 7. j 8. e 9. l 10. k 11. f 12. h

3.3 Activities around the house

Worksheet A

- A. 1. cooking 2. doing the dishes 3. laying the table 4. making the bed
 5. watching TV 6. riding a bike 7. walking the dog 8. washing the car

Worksheet B

- A. 1. a 2. c 3. h 4. f 5. b 6. e 7. d 8. g

4.1 Food and drink

Worksheets A/B

- A. 1. apple 2. banana 3. broccoli 4. cauliflower 5. cheese
 6. chicken 7. coffee 8. grapes 9. lemonade 10. milk
 11. onion 12. orange 13. pasta 14. potatoes 15. rice
 16. salmon 17. strawberries 18. tea 19. watermelon
 20. yoghurt

4.2 Meals and dishes

Worksheets A/B

- A. 1. lunch 2. breakfast 3. dinner 4. snack
 B. 1. sausages and mashed potatoes 2. green salad
 3. vegetable soup 4. chocolate

5.1 Daily routine

Worksheets A/B

- A. 1. d 2. a 3. g 4. f 5. c 6. e 7. b
 B. 1. get dressed 2. have a shower 3. get up 4. do (my) homework/studying 5. have lunch

5.1 Telling the time

Worksheets A/B

- A. 1. a 2. b 3. b 4. a
 B. 1. It's quarter past three. 2. It's quarter to nine. 3. It's midnight (midday/twelve o'clock). 4. It's half past five.
 5. It's nine o'clock. 6. It's twenty to five.

5.2 Free time activities

- A. 1. flying a kite 2. listening to music 3. reading 4. playing basketball
 5. running 6. skateboarding 7. playing the guitar
 8. rollerblading 9. going to the cinema 10. racing karts
 11. going to the beach 12. swimming

READING

1.1 Judy Hopps

Worksheets A/B

- A. Name: Judith Surname: Hopps Age: twenty-four
 Address: 126 Grand Pangolin Avenue, Zootopia Phone number: 184 4732 1010

- B. 1. T 2. F 3. F

- C. 1. She is the new police officer. 2. Her email address is judy.hopps@zootopia.com.

1.2 Happy birthday!

Worksheet A

A. 1. b 2. c 3. b 4. a

B. 1. Her birthday is on 20th October. 2. It's Tuesday. 3. She's thirty years old.

Worksheet B

A. 1. b 2. b 3. b 4. a

B. 1. b 2. c 3. a

2.1 My family

Worksheet A

A. 1. T 2. F – Amelia's father has got a brother and a sister. 3. F – Grace is her father's sister. 4. T 5. F – Jeb is Amelia's grandfather.

B. 1. The McKellans are from Seattle. 2. Jade is a babysitter. 3. Amelia's grandmother is seventy-three (73).

Worksheet B

A. 1. T 2. F 3. F 4. T 5. F

B. 1. b 2. c 3. a

2.2 Avatar story

Worksheet A

A. 1. a 2. d

B. 1. They are in their ICT class. 2. She's got short curly hair, a small nose, small green eyes and red glasses. She is tall and thin. 3. No, she isn't. She is 1,75 metres tall. 4. She is a football player. 5. Yes, he has. 6. He's very friendly.

Worksheet B

A. 1. a 2. d

B. 1. e 2. a 3. f 4. b 5. c 6. d

2.3 A fashion show

Worksheet A

A. 1. c 2. b 3. a 4. b

B. 1. Janice Clayton is at a fashion show. 2. It's yellow. 3. No, he isn't. He is wearing black shorts. 4. Julie's dress. 5. She is an actress.

Worksheet B

A. 1. b 2. b 3. a 4. b

B. 1. b 2. a 3. e 4. c 5. d

3.1 Family holiday

Worksheet A

A. 1. F – Luna and her family are in Australia. 2. T 3. T 4. F – There is a big garage.

B. 1. She is spending her holidays in the Royal National Park, in Australia. 2. There are three floors. 3. No, there isn't. 4. There are four bedrooms. 5. No, it isn't. It's on the ground floor.

Worksheet B

A. 1. F 2. T 3. T 4. F

B. 1. c 2. e 3. a 4. d 5. b

3.2 Cosy caravan

Worksheet A

A. 1. They are in the library. 2. There are three windows. 3. It's next to the coffee table. 4. There are two beds and a small chest of drawers. 5. In the bedroom, opposite the kitchen. 6. No, there isn't.

Worksheet B

A. 1. b 2. a 3. b 4. a 5. b 6. b

3.3 Family Sunday

Worksheet A

A. 1. b 2. a 3. c 4. b

B. 1. Harry's dad is setting up a family game. 2. His brothers are playing board games. 3. No, he isn't. He is reading a book. 4. Harry's little sister is playing with his cousin. 5. His uncle is laying the table outside.

Worksheet B

A. 1. b 2. a 3. b 4. b

B. 1. dad 2. are playing board games 3. he isn't; is reading a book 4. little sister is playing with his cousin 5. is laying the table outside.

4.1 Sunday at granny's

Worksheet A

A. 1. b 2. a 3. c

B. 1. He loves Mac and cheese. 2. No, he doesn't. Because he wants to make something special/to cook. 3. Mac and cheese, vegetables, chicken and sausages. 4. Yes, she does.

Worksheet B

A. 1. b 2. a 3. a

B. 1. Mac and cheese 2. No, he doesn't; he wants to make something special/to cook 3. Mac and cheese; vegetables; chicken; sausages 4. Yes; does

4.2 Favourite meals

Worksheet A

A. 1. Jean 2. Luca 3. Livia 4. Luca 5. Alicia

B. 1. Luca is from Italy. 2. No, there aren't. 3. Luca, Alicia and Livia like fruit. 4. Jean's favourite meal is lunch. 5. Livia likes soup because it has lots of vegetables.

Worksheet B

A. 1. Jean 2. Luca 3. Livia 4. Luca 5. Alicia

B. 1. c 2. e 3. a 4. b 5. d

5.1 My typical day

A. 1. a 2. c 3. b 4. a

B. 1. She has avocado toast for breakfast. 2. At 7 o'clock she goes to the beach. 3. She has lessons three times a week. 4. Her father helps her with school. 5. She goes to bed at half past ten.

5.2 Adventure park

Worksheet A

A. 1. T 2. F – Santi is at the park with his friends. 3. T 4. F – The football team likes skateboarding.

B. 1. It's sunny and hot. 2. Yes, he does. 3. Santi is good at driving karts. 4. They enjoy going to the beach, swimming and rollerblading. 5. Because they love surfing.

Worksheet B

A. 1. T 2. F 3. T 4. F

B. 1. e 2. c 3. b 4. d 5. a

LISTENING

1.1 Introducing yourself

Worksheet A

A. Name: Graham Surname: Halley Country: Scotland Age: forty-two (42) Email address: grhalley@email.uk.com

B. 1. b 2. c 3. a 4. b 5. a

Worksheet B

A. Name: Graham Surname: Halley Country: Scotland Age: forty-two (42) Email address: grhalley@email.uk.com

B. 1. b 2. b 3. a 4. b 5. a

1.2 Birthdays

Worksheets A/B

- A. 1. 23rd January 2. 4th April 3. 12th December 4. 1st March
5. 18th September
B. 1. Marcus 2. Cameron 3. ten (years old) 4. (ten years old)
5. 19th July 6. 2nd August

2.1 Family tree

Worksheets A/B

- A. 1. Enrique 2. Benny and Manny 3. Berto 4. Elena
5. Coco 6. Socorro
B. 1. son 2. shoemaker 3. Benny and Manny (twins)
4. brother 5. wife 6. daughter 7. sister 8. parents

2.2 Physical description

Worksheet A

- A. 3, 2, 1, 4
B. 1. c 2. a 3. a 4. b 5. c 6. b

Worksheet B

- A. 3, 2, 1, 4
B. 1. a 2. a 3. b 4. b 5. b 6. a

2.3 Clothes, footwear and accessories

Worksheets A/B

- A. 1. white shirt, blue trousers, brown shoes, brown belt
2. long green dress, black sandals, necklace, black handbag
3. purple shorts, yellow T-shirt, orange trainers, red cap.
B. 1. scarf, watch, umbrella, ring 2. flip-flops, boots, shoes, sandals
3. coat, suit, anorak, pyjamas

3.1 Describing a house

Worksheet A

- A. 1. a 2. c 3. b 4. a
B. 1. bathroom – d 2. attic – f 3. garage – c 4. kitchen – b
5. living room – a 6. bedroom – e

Worksheet B

- A. 1. a 2. b 3. b 4. A
B. 1. d 2. f 3. c 4. b 5. a 6. e

3.2 Cosy home

Worksheets A/B

- A. 1. b 2. a 3. a 4. b

3.3 Activities around the house

Worksheets A/B

- A. 1. Charles 2. Kate 3. Harry 4. William 5. Louis 6. Charlotte
B. 1. F 2. T 3. F 4. T 5. F 6. T

4.1 Food and drinks

Worksheets A/B

- A. 1. b 2. a 3. c
B. 1. likes: salmon, beans; **doesn't like:** cucumber, lettuce
2. like: tuna, eggs; **don't like:** strawberries, olives
3. likes: orange juice, biscuits; **doesn't like:** lemonade, ice cream

4.2 Meals

Worksheets A/B

- A. 1. a 2. b 3. c 4. b
B. 1. chips 2. sandwiches 3. vegetables 4. lemonade
5. apples 6. orange juice 7. hot dogs 8. grapes

5.1 Daily routine and telling the time

Worksheets A/B

- A. 1. John 2. Liz 3. John 4. John 5. Liz 6. Liz
B. 1. a 2. b 3. a 4. a 5. b
C. 1. ten past five 2. ten past midday 3. ten past two 4. ten past five

5.2 Free time activities

Worksheets A/B

- A. 2, 3, 4, 6, 8
B. 1. likes: listening to music; **doesn't like:** racing karts.
2. likes: rollerblading, flying a kite; **doesn't like:** playing the guitar, skateboarding. 3. likes: playing the guitar, skateboarding; **doesn't like:** going to the cinema.

1.1 Introducing yourself A/B

Teacher: Hello class! I am your new music teacher.

Girl: Good morning! What's your name?

Teacher: My name is Graham Halley.

Girl: How do you spell it?

Teacher: G-R-A-H-A-M and H-A-L-L-E-Y.

You can call me Mr Halley.

Boy 1: Where are you from?

Teacher: I'm from Scotland. I'm Scottish.

Girl: Oh! We are Welsh. Are you forty years old?

T: No, I'm not. I'm forty-two years old.

Boy 2: When is your birthday?

T: My birthday is on 3rd June. Now, class, please write down my e-mail address if you ever need to contact me. It's grhalley@email.uk.com.

Boy 2: Sorry, Mr Halley, can you spell your email address, please?

T: Yes, of course. It's G-R-H-A-L-L-E-Y@email.uk.com.

Boy 2: Thank you.

T: You're welcome. Let's start our lesson!

1.2 Birthdays A/B

A.

1. Teacher: William, when is your birthday?

William: My birthday is on 23rd January.

2. Boy: Hi! When is Arina's birthday?

Girl: Her birthday is on 4th April.

3. Teacher: Steve and Sam, when is your birthday?

Steve and Sam: Our birthday is on 12th December.

4. Girl: Hi! When is Dan's birthday?

Friend: His birthday is on 1st March.

5. Teacher: And you, Melanie, when is your birthday?

Melanie: My birthday is on 18th September.

B.

Marcus: Hi! My name is Marcus. M-A-R-C-U-S. What's your name?

Jennifer: My name is Jennifer, and my surname is Cameron. C-A-M-E-R-O-N.

Marcus: How old are you?

Jennifer: I'm ten years old.

Marcus: Ten?

Jennifer: Yes, that's right. And you?

Marcus: I am ten too. My birthday is in July. It's on 19th July.

Jennifer: 19th July?

Marcus: Yes, that's it! And you?

Jennifer: My birthday is on 2nd August.

Marcus: In August?

Jennifer: Yes, that's it!

Marcus: Ok. See you soon!

Jennifer: Bye!

2.1 Family tree A/B

Hi! I'm Miguel Rivera and this is my family! This is my dad. His name is Enrique. He is a shoemaker.

These are my cousins, Benny and Manny. They are twins and they are Carmen and Berto's sons.

My uncle Berto is the father of my cousins. He is my father's brother and he is Carmen's husband.

Elena is Franco's wife. She is my grandmother. She loves our family. She is Julio and Coco's daughter.

Coco is my great-grandmother. She is Hector and Imelda's daughter. She is one hundred years old.

This is my sister, Socorro. She is ten months old. She is from Santa Cecilia. Our parents are Enrique and Luisa.

2.2 Physical description A/B

Hello, everyone. Let's listen to the descriptions of your pictures.

1. Jenny is tall and thin. She's got wavy blue hair, big blue eyes and glasses.

2. Adam is short and thin. He's got wavy brown hair and small green eyes.

3. Tom is fat and tall. He's got short red hair, brown eyes and freckles.

4. Henry is short and thin. He has got two big purple eyes, one big yellow nose, four mouths, three arms and seven legs.

2.3 Clothes, footwear and accessories

A.

Hello everyone! Welcome to our incredible school party! Wow...look at these outfits:

1. Frank is wearing a white shirt, blue trousers, brown shoes and a brown belt.

2. Jane is wearing a long green dress, black sandals, a necklace and a black handbag.

3. Lucy is wearing purple shorts, a yellow T-shirt, orange trainers and a red cap.

B.

Woman: Let's create an amazing shop window!

Man: Great idea. First, we need the accessories. Pick up a scarf, a watch, an umbrella and a ring.

Woman: Here you are: a scarf, a watch, an umbrella and a ring.

Man: Thank you. Now, for the footwear shelves we need flip-flops, boots, shoes and sandals.

Woman: Ok! Do you need trainers?

Man: No, I don't. Only flip-flops, boots, shoes and sandals.

Woman: Fine. Anything else?

Man: Yes, please. I need a coat, a suit, an anorak and pyjamas. I'm going to dress the mannequins...

Woman: How many mannequins do you need?

Man: Four... one for the coat, one for the suit, another one for the anorak and a fourth one for the pyjamas.

Woman: That's fantastic! Thank you so much!

3.1 Describing a house A/B

A.

1. Anna: Hi, Jessica. Nice photo! Is that your house?

Jessica: Yes, it is. I live in a small but cosy flat in the city centre.

Anna: That's cool! I live in a flat, too!

2. Ron: Janet, your house is very big. How many floors are there?

Janet: There are three floors. The basement, the ground floor and the first floor.

Ron: Three floors?! It's so big. In my house there is only one floor. I live in a flat.

Janet: That's nice. I like small houses.

3. Olivia: Hi, everyone. I'm going to show you my house. This is my beautiful cottage.

Frances: Olivia, it looks so nice. Is there a garden?

Olivia: Yes, there is a garden with big trees and a swimming pool.

Frances: Is there a garage, too?

Olivia: Yes, there is. Look! It's where I have my bike and my skateboard.

4. Rachel: Welcome to my flat!

Becky: Thank you! Your flat is so modern.

Rachel: Oh, thank you.

Becky: How many rooms are there?

Rachel: There are seven: a kitchen, a living room, two bedrooms, one bathroom, a toilet and a study.

Becky: Seven? What's your favourite room?

Rachel: Yes, seven. My favourite is my bedroom. It's where I spend most of my time.

B.

1. Son: Dad, where is mum?

Father: She is in the bathroom.

Son: Oh, ok! Thank you.

2. Mother: Is Molly in the bedroom?

Father: No, she isn't. She is in the attic.

Mother: Oh, that's right.

3. Girl: Is grandpa in the garage?

Boy: Yes, he is. He is there with our little sister.

4. Man: Good afternoon, Mrs Jackson. Where is your husband?

Mrs Jackson: Good afternoon. He is in the kitchen.

Man: I want to talk to him.

Mrs Jackson: Okay. Come in.

5. Girl: Who is in the living room?

Boy: Grandma is in the living room reading a book.

6. Man: Shhhh! Don't speak... Josh is sleeping.

Woman: Oh, sorry! Is he in the bedroom?

Man: Yes! Go downstairs!

3.2 Cosy home A/B

1. I really like my kitchen! There are white cupboards on the walls. There is a fridge near the door, and next to it there is the cooker. Above the sink is a big window. Opposite the cooker there is a dishwasher. It's a cosy space!

2. In the living room, there's a coffee table in front of a sofa. Near the sofa, there's an armchair. There is a rug under the table. Next to the sofa, there is a tall lamp and, on the other side, there is a side table. On the wall, there are beautiful paintings.

3. Look at my bedroom! My bed is so comfortable! Opposite the bed there is a big chest of drawers. Next to the bed, there's a white bedside table with a small lamp. I can relax and read my books!

4. In my bathroom there's a toilet next to the bath. Opposite the bath, there are two washbasins! Above each washbasin, there's a round mirror. There's also a pot plant.

3.3 Activities around the house A/B

This family is on holiday in a beautiful house. Everyone is happy and they are spending time together. Charles, C-H-A-R-L-E-S, is in the garden reading the newspaper. Kate, K-A-T-E, is in the kitchen drinking some lemonade. It's so hot today! William, W-I-L-L-I-A-M, is in the garden laying the table for dinner. Their son Louis, L-O-U-I-S, is playing in the bedroom and their daughter Charlotte, C-H-A-R-L-O-T-T-E, is making the bed and tidying up her bedroom. William's brother, Harry, H-A-R-R-Y, is in the living room watching TV with his nephew George, G-E-O-R-G-E. Everyone is happy!

4.1 Food and drinks A/B

A.

Presenter: Good evening! Welcome again to *MasterChef Junior*! Today our chefs are cooking for their families. Let's see what ingredients they are using!

Hi, James! What do you have in your basket?

James: Hi, Chef! Oh, my parents love desserts... So I have got sugar, flour, butter, milk, apples and pears!

Presenter: Interesting... Thank you! Now, Kimberlyn. What about you?

Kimberlyn: Hello, Chef! My cousins love broccoli risotto, so I have got rice, mushrooms, broccoli, cheese and onions.

Presenter: Wow! That is hard work! Thank you! And finally... Annie! Who is here with you today?

Annie: My sisters and my mum are here today! In my basket, I have got pasta, tomatoes, meat, sausages and some cheese.

Presenter: Very well! I wish you all good luck! You can start in 3... 2... 1... Go!

B.

1. She likes salmon and beans, but she doesn't like lettuce and cucumber.

2.

Woman: Hello, good afternoon. Can I ask you some questions?

Girl: Yes, of course.

Woman: Thanks. Do you like tuna?

Girl: Yes, we do.

Woman: Do you like strawberries?

Girl: No, we don't strawberries.

Woman: And do you like eggs and olives?

Girl: We like eggs, but we don't like olives.

Woman: Thank you.

3.

Man: Excuse me, does he like lemonade?

Woman: No, he doesn't like lemonade. Have you got some orange juice?

Man: Yes, of course.

Woman: Does he like biscuits? Or ice cream?

Man: Yes, he likes biscuits, but he doesn't like ice cream.

Woman: Ok, perfect!

4.2 Meals A/B

A.

1. Man: What's your favourite morning snack?

Girl: Oh, I like pancakes, but my favourite snack is fruit and yoghurt. I like to mix them... It's delicious.

2. Friend: Celina, what are you having for lunch? Fish and chips, mashed potatoes or tuna salad?

Celina: Humm, I like fish and chips... And potatoes... Hmm, I'll have the tuna salad, please.

Friend: Tuna salad?

Celina: Yes, that's it.

3. Friend: Alfred, do you like orange juice?

Alfred: Yes, I do. And you?

Friend: No, I don't. I like coke, it's my favourite drink. What's your favourite drink, Alfred?

Alfred: It's chocolate milk. I love chocolate...

Friend: Really? I love chocolate too, but I don't like milk.

4. Amy: Hey, what's your favourite meal?

Ben: My favourite meal is dinner.

Amy: Dinner?

Ben: Yes, dinner! I don't eat much during the day.

B.

Woman: Wow... What a beautiful picnic! So many delicious things to eat!

Man: Yes, that's right! There are chips and sandwiches.

Woman: Yummy... I love sandwiches. Are there any vegetables?

Man: Yes, there are, but there aren't any apples.

Woman: Apples?

Man: Yes! Can you bring some?

Woman: Of course.

Man: Fantastic! There is roast chicken and watermelon too.

Woman: And there's lemonade, but there isn't any orange juice.

Man: You're right. We also need to get some orange juice.

Woman: And there aren't any hot dogs or grapes.

Man: Hot dogs and grapes? What a good idea. Kids love hot dogs.

5.1 Daily routine and telling the time A/B

A.

Liz: I go to school by bus. And you, John? How do you go to school?

John: I go by car but, when my mother is out, I sometimes go to school on foot.

Liz: Oh, all right! Today I have skateboarding practice at half past six.

John: Half past six? Ok! I love skateboarding and playing the piano, they're my favourite activities.

Liz: Do you have piano lessons? When?

John: Yes, I have piano lessons on Mondays and Wednesdays. My teacher is so nice!

Liz: That's cool! And John, do you help at home?

John: Yes, I do. I enjoy cooking with my father. On Fridays we usually cook dinner together.

Liz: Really? I don't like cooking, but I help my sisters with their homework.

John: Well, I don't have any brothers or sisters... But sometimes I help my cousins with maths. I am good at maths.

Liz: That's great! I am good at making videos. At the weekend I go to the park and I make my videos.

John: Wow! We need to meet and you can teach me how to do it!

Liz: Yes, sure! Now I have to go because my mother is waiting for me! Bye!

John: Bye!

B.

Mrs Simpson: Janet, now it's your turn! Tell us, what do you do in the morning?

Janet: Ok! So... I get up at half past seven... It's really early! After that, I have my breakfast at quarter to eight with my family. Then I get dressed and brush my teeth at twenty past eight. My sister and I take our dog for a walk before school. We go at quarter to nine. Our dog loves going for walks! When we're back, we pick up our bags, put on our jackets and we usually leave the house at quarter past nine and walk to school. This is my morning, Mrs Simpson!

C.

Boy: Look at this website: we can find out what time it is around the world!

Girl: Amazing! Hmmm, in Lisbon, it's ten past five. What time is it in New York?

Boy: It's ten past midday! And in Tokyo?

Girl: It's ten past two... And look! In London is ten past five, too! Just like in Lisbon!

Boy: Yes, ten past five! You're right!

5.2 Free time activities A/B

A.

My friends all do cool activities in their free time. Harry likes swimming. He is very good at it! Nala and Kiana like rollerblading. George enjoys reading. He loves books! John likes playing the guitar. He plays for hours and hours! Nadia loves running. She is very good at sports!

B.

Carolyn: Hey, Jamie! What free time activities do you like?

Jamie: I like listening to music, but I don't like racing karts. I am afraid of them. And you Carolyn? What do you like?

Carolyn: Oh... I like lots of different activities, but I don't like playing the guitar.

Jamie: Really, Carolyn? My brother Philip loves playing the guitar and skateboarding. Do you like skateboarding, Carolyn?

Carolyn: No, I don't. I prefer flying a kite. But Philip doesn't like going to the cinema, does he?

Jamie: It's true, Philip doesn't like going to the cinema.

HEY,
YOU!

Assessment

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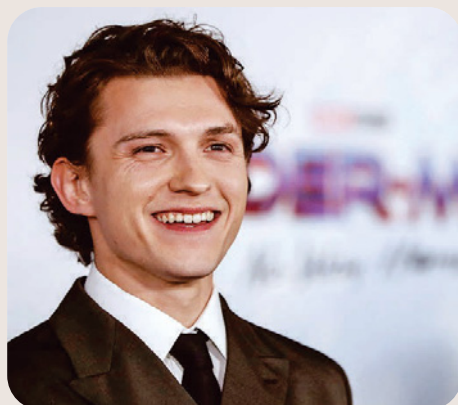
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Name No. Class
 Date Mark Teacher



Read the fact file about Tom Holland.



Full name: Thomas Stanley Holland

Job: Actor

Birthday: 1st June

Nationality: English

Pets: Dog (Tessa)

Are these sentences True (T) or False (F)?

1. Tom's surname is Holland.
2. He is an actor.
3. His birthday is in June.
4. He is American.
5. Tom has got a cat called Tessa.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Write the numbers in full.

1. 3 _____
2. 7 _____
3. 11 _____

4. 14 _____
5. 16 _____
6. 20 _____



Look at the photos and write the names of the school objects.



1. p _____



2. r _____



3. p _____

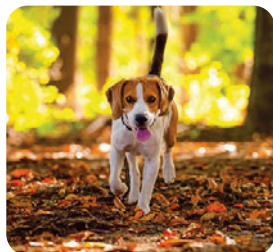


4. n _____

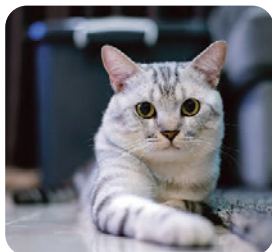


5. r _____

D Label the photos with the names of the animals.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

E Write the words in the correct order to form a sentence.

1. name / Alan / is / His / . _____

2. colour / favourite / blue / My / is / . _____

3. have / I / a / got / cat / . _____

4. friends / are / We / . _____

5. bike / is / My / red / . _____

F Match the questions with the answers.

- | | | |
|-----------------------------|---|---------------------------------------|
| 1. How are you? | • | • a. I'm ten years old. |
| 2. How old are you? | • | • b. I'm Irish. |
| 3. What's your surname? | • | • c. I'm fine, thanks. |
| 4. Where are you from? | • | • d. It's on 10 th August. |
| 5. What's your nationality? | • | • e. I'm from Ireland. |
| 6. When is your birthday? | • | • f. My surname is Walker. |

Name No. Class
 Date Mark Teacher



41 . 42

Megan is a huge fan of Dua Lipa. Listen to the dialogue and fill in Megan's fan club card.

• DUA LIPA FAN CLUB •

NAME	
SURNAME	
AGE	
ADDRESS	
PHONE NUMBER	
EMAIL ADDRESS	
FAVOURITE SONG	





43 . 44

Listen to a conversation between Megan and her friend and complete the dialogue.

April: Who's your (1) _____ singer, Megan?

Megan: Oh! I'm the biggest Dua Lipa fan.

April: Really? I like her too!

Megan: What's (2) _____ favourite song?

April: I love "Be the One".

Megan: That's a great song.

April: When is her (3) _____?

Megan: It's on 22nd (4) _____.

April: Is she British?

Megan: Yes, she is. She is from (5) _____, but her parents are Albanian.

April: So Dua must be an Albanian (6) _____.

Megan: Yes, it is. It means (7) _____ in Albanian.

April: That's so cool!



45

Listen to the numbers and circle the ones you hear.

15
7
15th
16
13
13th
20
6
17
2nd
12
3rd
11
1st

Name No. Class
 Date Mark Teacher

Read the text about Nate.

Hello! My name is Nathaniel Thompson, but my friends and family call me Nate. I'm ten years old and I'm in Year 5. I live in Leeds, England with my parents and my brother, James. He's 8. My address is 47 Market Street, Leeds. My e-mail address is natethompson@yahoo.com and my phone number is 023 1773 8456.

My birthday is on 23rd September. I love superheroes and my favourite one is Superman because he can fly. My brother loves Hulk because he is very strong.



A Are these sentences True (T) or False (F)? Correct the false ones.

- | | T | F | |
|-------------------------------------|--------------------------|--------------------------|-------|
| 1. His friends call him Nathaniel. | ☐ | ☐ | _____ |
| 2. He lives in London, England. | ☐ | ☐ | _____ |
| 3. Nate is a student. | ☐ | ☐ | _____ |
| 4. He has got a brother. | ☐ | ☐ | _____ |
| 5. Nate's brother is ten years old. | ☐ | ☐ | _____ |

B Answer the questions about the text.

- What is Nathaniel's surname?
_____.
- What is his address?
_____.
- What is his phone number?
_____.
- When is his birthday?
_____.
- Who is his favourite superhero?
_____.

Name No. Class
Date Mark Teacher

VOCABULARY

A How do we say these dates? Write in full.

1. 14/02 _____
2. 01/04 _____
3. 02/07 _____
4. 03/11 _____



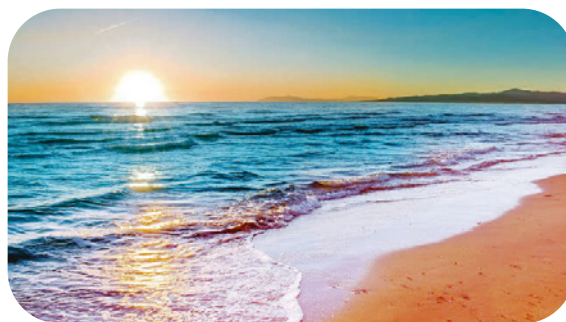
B Write the days of the week.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

C Label the photos with the seasons.



1. _____



2. _____



3. _____



4. _____

GRAMMAR

A Complete with the correct form of the verb to be.

1. Nate _____ **(not)** from Scotland. He _____ from England.
2. Nate's parents _____ **(not)** from England. They _____ from Scotland.
3. **Andy:** "How old _____ you?"
Nate: "I _____ 10 years old."
4. **Andy:** "_____ Hulk your favourite superhero?"
Nate: "No, he _____."
5. **Andy:** "_____ we friends?"
Nate: "Of course we _____."
6. **Nate and James:** "We _____ brothers. We _____ **(not)** cousins."

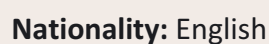
B Complete the sentences with the correct personal pronoun.

1. This is Melissa. _____ is my best friend.
2. I love all my teachers. _____ are great!
3. I live in Edinburgh. _____ is a beautiful city.
4. That's James. _____ is my brother.
5. I'm Emma and this is Anne. _____ are students.
6. "How are _____?" "I'm fine, thanks."

C Complete the sentences with the correct possessive determiner.

1. This is my brother. _____ favourite superhero is Hulk.
2. Today is a special day for me. It's _____ birthday.
3. My mother is very cool. _____ name is Mary.
4. That's not my parents' car. _____ car is blue.
5. Hello! We are the Johnsons. Welcome to _____ house!
6. Wow! Is that _____ new bike, Amy? I love it!

A Read the fact file about Jude Bellingham and write a text about him.

[illegible]

Name No. Class
Date Mark Teacher

A Read the fact file about another famous football player and talk about him.



Full name: Cristiano Ronaldo dos Santos Aveiro

Job: football player

Date of birth: 5th February 1985

Birthplace: Madeira

Country: Portugal

Nationality: Portuguese

Name No. Class
Date Mark Teacher

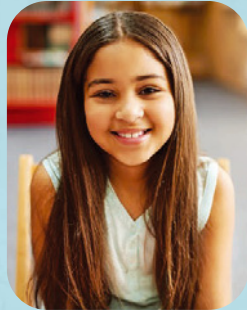


41 - 42

Megan is a huge fan of Dua Lipa. Listen to the dialogue and fill in her fan club card.

• DUA LIPA FAN CLUB •

NAME	<u>M</u>
SURNAME	<u>W</u>
AGE	<u> </u>
ADDRESS	<u>Abbey</u> , <u> </u>
PHONE NUMBER	<u>023</u>
EMAIL ADDRESS	<u>mymail</u>
FAVOURITE SONG	<u>the Night</u>




43 - 44

Listen to a conversation between Megan and her friend and complete the dialogue.

April: Who's your (1) f singer, Megan?

Megan: Oh! I'm the biggest Dua Lipa fan.

April: Really? I like her too!

Megan: What's (2) favourite song?

April: I love "Be the One".

Megan: That's a great song.

April: When is her (3) ?

Megan: It's on 22nd (4) A.

April: Is she British?

Megan: Yes, she is. She is from (5) , but her parents are Albanian.

April: So Dua must be an Albanian (6) .

Megan: Yes, it is. It means (7) in Albanian.

April: That's so cool!



45

Listen to the numbers and circle the ones you hear.

15 17 2nd 13 13th 11 20
6 7 15th 12 16 3rd 1st 20th

Name No. Class
 Date Mark Teacher

Read the text about Nate.

Hello! My name is Nathaniel Thompson, but my friends and family call me Nate. I'm ten years old and I'm in Year 5. I live in Leeds, England with my parents and my brother, James. He's 8. My address is 47 Market Street, Leeds. My e-mail address is natethompson@yahoo.com and my phone number is 023 1773 8456.

My birthday is on 23rd September. I love superheroes and my favourite one is Superman because he can fly. My brother loves Hulk because he is very strong.



A Are these sentences True (T) or False (F)?

1. His friends call him Nathaniel.
2. He lives in London, England.
3. Nate is a student.
4. He has got a brother.
5. Nate's brother is ten years old.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Answer the questions about the text.

1. What is Nathaniel's surname?

His surname is _____.

2. What is his address?

His address is _____.

3. What is his phone number?

His phone number is _____.

4. When is his birthday?

His birthday is _____.

5. Who is his favourite superhero?

His favourite superhero is _____.

Name No. Class
Date Mark Teacher

VOCABULARY

A How do we say these dates? Write in full.

1. 14/02 _____
2. 01/04 _____
3. 02/07 _____
4. 03/11 _____



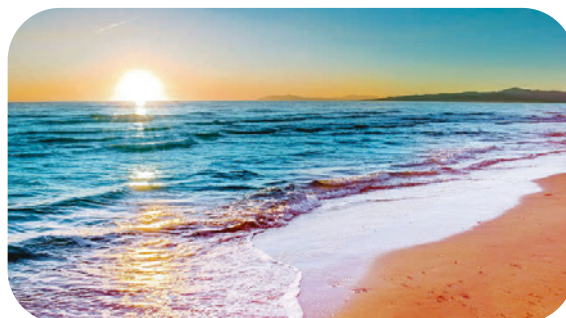
B Write the days of the week.

1. M _____
2. T _____
3. W _____
4. T _____
5. F _____
6. S _____
7. S _____

C Label the photos with the seasons.



1. S _____



2. S _____



3. A _____



4. W _____

GRAMMAR

A Complete with the correct form of the verb to be (*am, is, are, isn't, aren't*).

1. Nate _____ (**not**) from Scotland. He _____ from England.
2. Nate's parents _____ (**not**) from England. They _____ from Scotland.
3. **Andy:** "How old _____ you?"
Nate: "I _____ 10 years old."
4. **Andy:** "_____ Hulk your favourite superhero?"
Nate: "No, he _____."
5. **Andy:** "_____ we friends?"
Nate: "Of course we _____."
6. **Nate and James:** "We _____ brothers. We _____ (**not**) cousins."

B Complete the sentences with the correct personal pronoun (*you, he, she, it, we, they*).

1. This is **Melissa**. _____ is my best friend.
2. I love **all my teachers**. _____ are great!
3. I live in **Edinburgh**. _____ is a beautiful city.
4. That's **James**. _____ is my brother.
5. **I'm Emma** and this is **Anne**. _____ are students.
6. "How are _____?" "I'm fine, thanks."

C Complete the sentences with the correct possessive determiner (*my, your, his, her, our, their*).

1. This is my brother. _____ favourite superhero is Hulk.
2. Today is a special day for me. It's _____ birthday.
3. My mother is very cool. _____ name is Mary.
4. That's not my parents' car. _____ car is blue.
5. Hello! We're the Johnsons. Welcome to _____ house!
6. Wow! Is that _____ new bike, Amy? I love it!

Name No. Class
Date Mark Teacher

A Read the fact file about Jude Bellingham and write a text about him.



Full name: Jude Victor William Bellingham

Job: football player

Date of birth: 29th June 2003

Birthplace: Stourbridge

Country: England

Nationality: English

_____ full name _____.

He is a _____.

_____ birthday _____.

He _____ from _____, _____.

He _____.

Name No. Class
Date Mark Teacher

A Read the fact file about another famous football player and talk about him.



Full name: Cristiano Ronaldo dos Santos Aveiro

Job: football player

Date of birth: 5th February 1985

Birthplace: Madeira

Country: Portugal

Nationality: Portuguese

Use these questions to help you:

- What's his name?
- What's his job?
- When is his birthday?
- Where is he from?
- What nationality is he?



Name No. Class
 Date Mark Teacher



A Megan is a huge fan of Dua Lipa. Listen to the dialogue and fill in her fan club card.

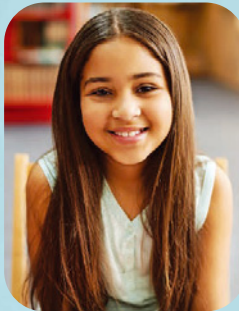
41 - 42

Use the words in the box.

Williams 22 Abbey Road, London 10 "Dance the Night"
 023 1664 9748 Megan megan10@mymail.com

• DUA LIPA FAN CLUB •

NAME	
SURNAME	
AGE	
ADDRESS	22 Abbey Road, London
PHONE NUMBER	
EMAIL ADDRESS	megan10@mymail.com
FAVOURITE SONG	




B Listen to a conversation between Megan and her friend and complete the dialogue.

43 - 44

April: Who's your (1) f _ v _ r _ _ singer, Megan?

Megan: Oh! I'm the biggest Dua Lipa fan.

April: Really? I like her too!

Megan: What's (2) y _ _ r favourite song?

April: I love "Be the One".

Megan: That's a great song.

April: When is her birthday?

Megan: It's on 22nd (3) A _ g _ s _.

April: Is she British?

Megan: Yes, she is. She is from London, but her parents are Albanian.

April: So Dua must be an Albanian (4) n _ _ e.

Megan: Yes, it is. It means (5) l _ _ e in Albanian.

April: That's so cool!



C Listen to the numbers and circle the ones you hear.

45

16 17 15th 6 2nd 3rd 20th 13th 1st 20



Name No. Class
 Date Mark Teacher

Read the text about Nate.

Hello! My name is Nathaniel **Thompson**, but my friends and family call me Nate. I'm ten years old and I'm in Year 5. I live in Leeds, England with my parents and my brother, James. He's 8. My address is **47 Market Street, Leeds**. My e-mail address is **natethompson@yahoo.com** and my phone number is **023 1773 8456**.

My birthday is on **23rd September**. I love superheroes and my favourite one is **Superman** because he can fly. My brother loves Hulk because he is very strong.



A Are these sentences True (T) or False (F)?

1. His friends call him Nathaniel.
2. He lives in London, England.
3. Nate is a student.
4. He has got a brother.
5. Nate's brother is ten years old.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Choose the correct option. Look for the answers in the text.

1. What is Nathaniel's surname?

- a. ☐ Thompson b. ☐ Nate c. ☐ Leeds

2. What is his address?

- a. ☐ 17 Market Street, Leeds b. ☐ 47 Market Street, London c. ☐ 47 Market Street, Leeds

3. What is his phone number?

- a. ☐ 023 1771 8456 b. ☐ 023 1773 8456 c. ☐ 023 1773 8406

4. When is his birthday?

- a. ☐ 23rd February b. ☐ 22nd September c. ☐ 23rd September

5. Who is his favourite superhero?

- a. ☐ Hulk b. ☐ Superman c. ☐ Spider-Man



Name No. Class
Date Mark Teacher

VOCABULARY

A How do we say these dates? Write in full. Use the words in the box.

November fourteenth April first second third February July

1. 14/02 _____
2. 01/04 _____
3. 02/07 _____
4. 03/11 _____



B Unscramble the letters and write the days of the week.

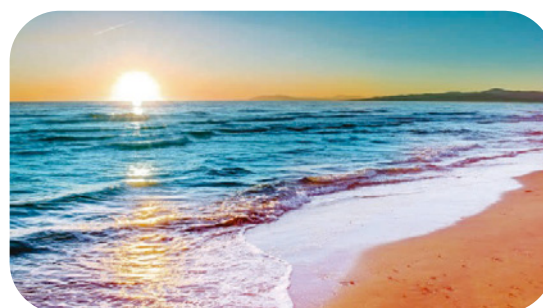
1. M _ N _ A _
2. T _ E _ D _ Y
3. W _ D _ E _ D _ Y
4. T _ U _ S _ A _
5. F _ I _ A _
6. S _ T _ R _ A _
7. S _ N _ A _

C Label the photos with the seasons. Use the words from the box.

Winter Autumn Spring Summer



1. _____



2. _____



3. _____



4. _____

GRAMMAR

A Circle the correct form of the verb to be.

1. Nate **isn't / aren't** from Scotland. He **is / are** from England.
2. Nate's parents **am not / are not** from England. They **am / are** from Scotland.
3. **Andy:** "How old **are / is** you?"
Nate: "I **are / am** 10 years old."
4. **Andy:** "**Is / Are** Hulk your favourite superhero?"
Nate: "No, he **isn't / aren't**."
5. **Andy:** "**Are / Am** we friends?"
Nate: "Of course we **are / am**."
6. **Nate and James:** "We **is / are** brothers. We **isn't / aren't** cousins."

B Circle the correct personal pronoun.

1. This is Melissa. **He / She** is my best friend.
2. I love all my teachers. **I / They** are great!
3. I live in Edinburgh. **I / It** is a beautiful city.
4. That is James. **He / She** is my brother.
5. I'm Emma and this is Anne. **We / They** are students.
6. "How are **you / he**?" "I'm fine, thanks."

C Circle the correct possessive determiner.

1. This is my brother. **Her / His** favourite superhero is Hulk.
2. Today is a special day for me. It's **their / my** birthday.
3. My mother is very cool. **Her / His** name is Mary.
4. That's not my parents' car. **Their / Its** car is blue.
5. "Hello! Welcome to **their / our** house."
6. Wow! Is that **your / its** new bike, Amy? I love it!



Name No. Class
Date Mark Teacher

A Read the fact file about Jude Bellingham and write a text about him.



Full name: Jude Victor William Bellingham

Job: football player

Date of birth: 29th June 2003

Birthplace: Stourbridge

Country: England

Nationality: English

His **full name** is _____.

He is a _____ (**job**).

His **birthday** is on _____.

He is from _____ (**birthplace**), _____ (**country**).

He is _____ (**nationality**).



Name No. Class
Date Mark Teacher

A Read the fact file about another famous football player and talk about him.



Full name: Cristiano Ronaldo dos Santos Aveiro

Job: football player

Date of birth: 5th February 1985

Birthplace: Madeira

Country: Portugal

Nationality: Portuguese

Here is some help:

- His **full name** is...
- He is a... (**job**).
- His **birthday** is...
- He is from... (**birthplace**) in... (**country**).
- He is... (**nationality**).

Progress Test A

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Preenchimento de tabela	$7 \times 5 = 35$	Certo / Errado
	B. Completamento de espaços	$7 \times 5 = 35$	Certo / Errado
	C. Seleção de itens	$6 \times 5 = 30$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro / Falso com correção das afirmações falsas	Afirmacões verdadeiras e sem referência: $2 \times 5 = 10$ (A.3, A.4) Afirmacões falsas: $3 \times 5 = 15$ (A.1, A.2, A.5) Correção das afirmações falsas: $3 \times 5 = 15$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com datas (números ordinais e meses), dias da semana e estações do ano.	A. Resposta restrita	$4 \times 4 = 16$	Certo / Errado
	B. Resposta restrita	$7 \times 2 = 14$	Certo / Errado
	C. Legendagem de imagens	$4 \times 4 = 16$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>to be</i> , <i>personal pronouns</i> e <i>possessive determiners</i> .	A. Completamento de espaços	$12 \times 2 = 24$	Certo / Errado
	B. Completamento de espaços	$6 \times 2 = 12$	Certo / Errado
	C. Completamento de espaços	$6 \times 3 = 18$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test B

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Preenchimento de tabela	$7 \times 5 = 35$	Certo / Errado
	B. Completamento de espaços	$7 \times 5 = 35$	Certo / Errado
	C. Seleção de itens	$6 \times 5 = 30$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com datas (números ordinais e meses), dias da semana e estações do ano.	A. Resposta restrita	$4 \times 4 = 16$	Certo / Errado
	B. Resposta restrita	$7 \times 2 = 14$	Certo / Errado
	C. Legendagem de imagens	$4 \times 4 = 16$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>to be</i> , <i>personal pronouns</i> e <i>possessive determiners</i> .	A. Completamento de espaços	$12 \times 2 = 24$	Certo / Errado
	B. Completamento de espaços	$6 \times 2 = 12$	Certo / Errado
	C. Completamento de espaços	$6 \times 3 = 18$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test C

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Identificar palavras e expressões de pequenos textos orais.	A. Preenchimento de tabela	$5 \times 7 = 35$	Certo / Errado
	B. Completamento de espaços	$5 \times 7 = 35$	Certo / Errado
	C. Seleção de itens	$6 \times 5 = 30$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Escolha múltipla	$5 \times 12 = 60$	Certo / Errado
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com datas (números ordinais e meses), dias da semana e estações do ano.	A. Resposta restrita	$4 \times 4 = 16$	Certo / Errado
	B. Resposta restrita	$7 \times 2 = 14$	Certo / Errado
	C. Legendagem de imagens	$4 \times 4 = 16$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>to be</i> , <i>personal pronouns</i> e <i>possessive determiners</i> .	A. Seleção de alternativa	$12 \times 2 = 24$	Certo / Errado
	B. Seleção de alternativa	$6 \times 2 = 12$	Certo / Errado
	C. Seleção de alternativa	$6 \times 3 = 18$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Produção escrita – Níveis de desempenho

Pragmática	N3	Escreve um texto, respeitando as instruções dadas. Articula as ideias de forma adequada num texto claro e coerente, embora utilize um número limitado de mecanismos de coesão.	60
	N2		40
	N1	Ainda escreve frases soltas, abordando o tema de forma genérica e recorrendo a repetições e pormenores pouco relevantes. Não usa conectores simples para ligar as frases elementares. Ordena apenas uma cadeia de frases.	25

Linguística	A competência linguística apenas será avaliada se o aluno tiver tratado o tema e obtido, pelo menos, Nível 1 na competência pragmática.		
	N3	Escreve um texto simples e bem estruturado. Revela geralmente bom domínio gramatical. Não comete erros que possam causar incompreensão. A pontuação e a ortografia são razoavelmente precisas.	40
	N2		30
	N1	Escreve um texto simples, utilizando padrões frásicos muito elementares. Utiliza vocabulário elementar muito limitado. Utiliza, com alguma correção, estruturas muito simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça a compreensão global da mensagem. A pontuação nem sempre é adequada.	10

Expressão Oral - Níveis de desempenho

Pragmática	N3	Produz um discurso oral, respeitando as instruções dadas. Articula as ideias de forma adequada e fluente, com uma pronúncia clara, embora ainda utilize um número muito limitado de mecanismos de coesão.	80-100
	N2		50-79
	N1	Produz frases soltas, abordando o tema de forma genérica e recorrendo a repetições. Não pronuncia corretamente algumas palavras. Não usa conectores simples para ligar as frases elementares.	Até 49

Name No. Class
 Date Mark Teacher



Listen to Claire and complete the text about her family.

46-47

Hello! I'm Claire and I'm 10 years old. I live in Sydney with my (1) _____ and my brother. We are (2) _____, but my (3) _____ are from New Zealand. They are (4) _____. My father is a (5) _____ and he loves animals! My (6) _____ is a nurse. She works in a very big (7) _____. My (8) _____ is Zack and he is 8 years old. We are both (9) _____, but we go to different (10) _____.



What do Claire's friends look like? Listen to her and match the names with their physical description. There are two extra options.

48-49

- | | | |
|-------------|---|--|
| 1. Marianne | • | • a. very tall and thin |
| 2. Jack | • | • b. short and a bit fat |
| 3. Kelly | • | • c. short curly hair and brown eyes |
| 4. Lucy | • | • d. black hair and brown eyes |
| 5. Peter | • | • e. long blond hair and blue eyes |
| | | • f. tall and a bit fat |
| | | • g. red hair, green eyes and freckles |



What are they wearing? Listen and write a name under each photo. There is an extra name in the box.

50-51

Kevin Andy John Molly Sally Kate



1. _____



2. _____



3. _____



4. _____



5. _____

Name No. Class
Date Mark Teacher

Read the text about Finn's family.

Hello! My name is Finnegan Doyle, but everyone calls me Finn. I'm Irish. I live in Dublin, Ireland, with my parents and my sister Keira. She's 8 years old. She's short and she has got straight red hair and grey eyes.

My mother is also a redhead¹, but her eyes are green. She is beautiful and very calm. Her name is Cassidy and she is a science teacher. She works in my school. My father is an engineer. His name is Connor. He is very tall. He has got short brown hair and brown eyes. He is very active and we do sports together. My grandparents live in Belfast, Northern Ireland. My grandfather is a firefighter and my grandmother is a hairdresser. They are both very funny.



¹redhead: a person with red hair

A Are these sentences True (T) or False (F)? Correct the false ones.

- | | T | F | |
|---|--------------------------|--------------------------|-------|
| 1. Finn is Irish. | ☐ | ☐ | _____ |
| 2. He lives in Belfast, Northern Ireland. | ☐ | ☐ | _____ |
| 3. He lives with his parents and his brother. | ☐ | ☐ | _____ |
| 4. Keira and Cassidy are both redheads. | ☐ | ☐ | _____ |
| 5. Finn's father is a science teacher. | ☐ | ☐ | _____ |

B Answer the questions about the text.

- How old is Finn's sister?
_____.
- What does she look like?
_____.
- What is Finn's mother's name?
_____.
- Where do Finn's grandparents live?
_____.
- What is Finn's grandfather's job?
_____.

Name No. Class
 Date Mark Teacher

VOCABULARY

A What are their jobs? Label the photos.



1.



2.



3.



4.



5.



6.



7.



8.

B Write the personality adjectives.

1. n

5. l

2. p

6. q

3. n

7. s

4. h

C Complete the table with the words in the box.

shoes skirt scarf boots coat gloves trainers jumper belt sandals trousers cap

Clothes	Footwear	Accessories

- D** Complete the table with the correct family members. Follow the example.

Male	Female
EXAMPLE brother	<i>sister</i>
1. _____	aunt
son	2. _____
3. _____	grandmother
husband	4. _____
5. _____	stepmother

GRAMMAR

- A** Complete the sentences with the correct form of the verb have got.

- Finnegan _____ **(not)** a brother. He _____ a sister.
- Keira and Cassidy _____ **(not)** brown hair. They _____ red hair.
- "_____ you _____ a new bike?"
"Yes, I _____."
- "_____ your parents _____ a black car?"
"No, they _____. Their car is grey."
- We _____ **(not)** any dogs, but we _____ two cats.
- My sister _____ **(not)** many toys, but she _____ many books.

- B** Complete the sentences with the possessive case.

- This is Anne _____ coat.
- These are the children _____ toys.
- That is James _____ skateboard.
- That is my grandparents _____ house.
- This is the boys _____ toilet.
- That is my sister _____ bike.

A

Footwear: white shoes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name No. Class
Date Mark Teacher



Read the fact file about another famous actress and talk about her.



Name: Emma Watson

Height: tall

Weight: thin

Hair: wavy brown

Eyes: brown

Clothes: cream dress and white hat

Accessories: brown belt, white hat, bag

Footwear: white shoes

Name No. Class
 Date Mark Teacher



Listen to Claire and complete the text about her family with the words in the box.

46 . 47

schools students parents grandparents mother brother
Australian farmers vet hospital

Hello! I'm Claire and I'm 10 years old. I live in Sydney with my (1) _____ and my brother. We are (2) _____, but my (3) _____ are from New Zealand. They are (4) _____. My father is a (5) _____ and he loves animals! My (6) _____ is a nurse. She works in a very big (7) _____. My (8) _____ is Zack and he is 8 years old. We are both (9) _____, but we go to different (10) _____.



What do Claire's friends look like? Listen to her and match the names with their physical description. There is one extra option.

48 . 49

- | | | |
|-------------|---|--|
| 1. Marianne | • | • a. very tall and thin |
| 2. Jack | • | • b. short and a bit fat |
| 3. Kelly | • | • c. short curly hair and brown eyes |
| 4. Lucy | • | • d. red hair, green eyes and freckles |
| 5. Peter | • | • e. tall and a bit fat |
| | | • f. long blond hair and blue eyes |



What are they wearing? Listen and write a name (Kevin, Andy, John, Sally, Kate) under each photo.

50 . 51



1. _____



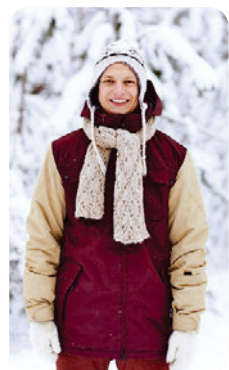
2. _____



3. _____



4. _____



5. _____

Name No. Class
Date Mark Teacher

Read the text about Finn's family.

Hello! My name is Finnegan Doyle, but everyone calls me Finn. I'm Irish. I live in Dublin, Ireland, with my parents and my sister Keira. She's 8 years old. She's short and she has got straight red hair and grey eyes.

My mother is also a redhead¹, but her eyes are green. She is beautiful and very calm. Her name is Cassidy and she is a science teacher. She works in my school. My father is an engineer. His name is Connor. He is very tall. He has got short brown hair and brown eyes. He is very active and we do sports together. My grandparents live in Belfast, Northern Ireland. My grandfather is a firefighter and my grandmother is a hairdresser. They are both very funny.

¹redhead: a person with red hair



A Are these sentences True (T) or False (F)?

1. Finn is Irish.
2. He lives in Belfast, Northern Ireland.
3. He lives with his parents and his brother.
4. Keira and Cassidy are both redheads.
5. Finn's father is a science teacher.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Answer the questions about the text.

1. How old is Finn's sister?
She _____.
2. What does she look like?
She is _____.
3. What is Finn's mother's name?
Her name is _____.
4. Where do Finn's grandparents live?
They live in _____.
5. What is Finn's grandfather's job?
He is a _____.

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

VOCABULARY

A What are their jobs? Label the photos.



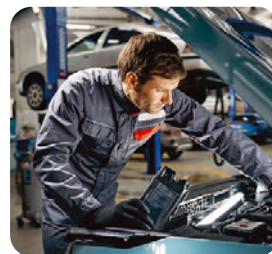
1. p o



2. d



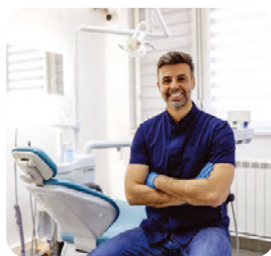
3. b d



4. m



5. p



6. d



7. v



8. f

B Complete the personality adjectives.

1. n

5. l

2. p

6. q

3. n

7. s

4. h

C Complete the table with the words in the box.

shoes skirt scarf boots coat gloves trainers jumper belt sandals trousers cap

Clothes	Footwear	Accessories

- D** Complete the table with the correct family members. Use the words *stepfather, daughter, wife, uncle, grandfather*.

Male	Female
EXAMPLE brother	<i>sister</i>
1. _____	aunt
son	2. _____
3. _____	grandmother
husband	4. _____
5. _____	stepmother

GRAMMAR

- A** Circle the correct form of the verb have got.

1. Finnegan **haven't got / hasn't got** a brother. He **have got / has got** a sister.
2. Keira and Cassidy **haven't got / hasn't got** brown hair. They **have got / has got** red hair.
3. "**Have / Has** you got a new bike?"
"Yes, I **have / has**."
4. "**Have / Has** your parents got a black car?"
"No, they **haven't / hasn't**. Their car is grey."
5. We **haven't got / hasn't got** any dogs, but we **have got / has got** two cats.
6. My sister **haven't got / hasn't got** many toys, but she **have got / has got** many books.

- B** Complete the sentences with the possessive case. Use 's or '.

1. This is Anne _____ coat.
2. These are the children _____ toys.
3. That is James _____ skateboard.
4. That is my grandparents _____ house.
5. This is the boys _____ toilet.
6. That is my sister _____ bike.

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

A Look at Millie Bobby Brown's information and write her description.



Name: Millie Bobby Brown

Height: short

Weight: thin

Hair: straight brown

Eyes: brown

Clothes: white dress and white trousers

Accessories: necklace, bracelet, rings

Footwear: white shoes

Her name _____.

She is _____ and _____.

She _____ hair and
_____ eyes.

She is wearing _____,

and _____.

Name No. Class
Date Mark Teacher



Read the fact file about another famous actress and talk about her.



Name: Emma Watson

Height: tall

Weight: thin

Hair: wavy brown

Eyes: brown

Clothes: cream dress and white hat

Accessories: brown belt, white hat, bag

Footwear: white shoes

Here is some help:

- What's her name?
- Is she tall or short?
- Is she thin or fat?
- What's her hair like?
- What colour are her eyes?
- What is she wearing?



Name No. Class
 Date Mark Teacher



46 . 47

Listen to Claire and choose the correct words to complete the text about her family.

Hello! I'm Claire and I'm 10 years old. I live in Sydney with my **1. parents / grandparents** and my brother. We are **2. Irish / Australian**, but my **3. parents / grandparents** are from New Zealand. They are **4. doctors / farmers**. My father is a **5. nurse / vet** and he loves animals! My **6. mother / brother** is a nurse. She works in a very big **7. school / hospital**. My **8. father / brother** is Zack and he is 8 years old. We are both **9. students / teachers**, but we go to different **10. homes / schools**.



48 . 49

What do Claire's friends look like? Listen to her and match the names with their physical description.

- | | | |
|-------------|---|--|
| 1. Marianne | • | • a. very tall and thin |
| 2. Jack | • | • b. short and a bit fat |
| 3. Kelly | • | • c. short curly hair and brown eyes |
| 4. Lucy | • | • d. red hair, green eyes and freckles |
| 5. Peter | • | • e. long blond hair and blue eyes |



50 . 51

What are they wearing? Listen and circle the correct names.



1. Andy / Kevin



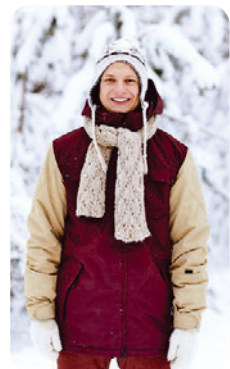
2. Kate / Sally



3. John / Kevin



4. Kate / Sally



5. Andy / John



Name No. Class
 Date Mark Teacher

Read the text about Finn's family.

Hello! My name is Finnegan Doyle, but everyone calls me Finn. I'm Irish. I live in Dublin, Ireland, with my parents and my sister Keira. She's 8 years old. She's short and she has got straight red hair and grey eyes.

My mother is also a redhead¹, but her eyes are green. She is beautiful and very calm. Her name is Cassidy and she is a science teacher. She works in my school. My father is an engineer. His name is Connor. He is very tall. He has got short brown hair and brown eyes. He is very active and we do sports together. My grandparents live in Belfast, Northern Ireland. My grandfather is a firefighter and my grandmother is a hairdresser. They are both very funny.



¹redhead: a person with red hair

A Are these sentences True (T) or False (F)?

1. Finn is Irish.
2. He lives in Belfast, Northern Ireland.
3. He lives with his parents and his brother.
4. Keira and Cassidy are both redheads.
5. Finn's father is a science teacher.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Choose the correct answer to the questions about the text.

1. How old is Finn's sister?
 - a. ☐ twelve years old
 - b. ☐ eight years old
 - c. ☐ eleven years old
2. Cassidy is short and she has got
 - a. ☐ straight red hair and grey eyes.
 - b. ☐ curly red hair and green eyes.
 - c. ☐ wavy blond hair and grey eyes.
3. What is Finn's mother's name?
 - a. ☐ Keira
 - b. ☐ Connor
 - c. ☐ Cassidy
4. Where do Finn's grandparents live?
 - a. ☐ Dublin, Ireland
 - b. ☐ Belfast, Northern Ireland
 - c. ☐ Dublin, Northern Ireland
5. What is Finn's grandfather's job?
 - a. ☐ firefighter
 - b. ☐ engineer
 - c. ☐ hairdresser



Name No. Class
 Date Mark Teacher

VOCABULARY

A What are their jobs? Label the photos with the words/expressions in the box.

mechanic football player dentist vet photographer police officer doctor bus driver



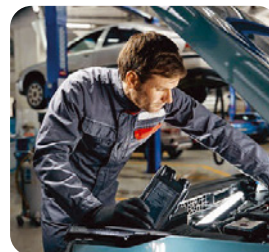
1.



2.



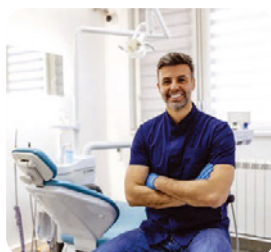
3.



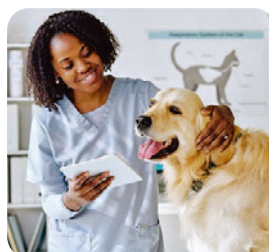
4.



5.



6.



7.



8.

B Complete the personality adjectives.

1. n _ _ v _ _ s

5. l _ _ z _

2. p _ l _ _ e

6. q u _ _ t

3. n _ _ _ y

7. s _ _ i _ _ s

4. h _ _ _ y

C Complete the table with the words in the box.

shoes skirt scarf boots coat trainers belt cap

Clothes	Footwear	Accessories

- D** Complete the table with the correct family members. Use the words *stepfather, daughter, wife, uncle, grandfather*.

Male	Female
EXAMPLE brother	<i>sister</i>
1. _____	aunt
son	2. _____
3. _____	grandmother
husband	4. _____
5. _____	stepmother

GRAMMAR

- A** Circle the correct form of the verb have got.

1. Finnegan **haven't got / hasn't got** a brother. He **have got / has got** a sister.
2. Keira and Cassidy **haven't got / hasn't got** brown hair. They **have got / has got** red hair.
3. "**Have / Has** you got a new bike?"
"Yes, I **have / has**."
4. "**Have / Has** your parents got a black car?"
"No, they **haven't / hasn't**. Their car is grey."
5. We **haven't got / hasn't got** any dogs, but we **have got / has got** two cats.
6. My sister **haven't got / hasn't got** many toys, but she **have got / has got** many books.

- B** Circle the correct possessive case.

1. This is **Anne's / Anne'** coat.
2. These are the **children's / children'** toys.
3. That is **James's / James'** skateboard.
4. That is my **grandparents's / grandparents'** house.
5. This is the **boys's / boys'** toilet.
6. That is my **sister's / sister'** bike.



Name No. Class
Date Mark Teacher

A Look at Millie Bobby Brown's information and write her description.



Name: Millie Bobby Brown

Height: short

Weight: thin

Hair: straight brown

Eyes: brown

Clothes: white dress and white trousers

Accessories: necklace, bracelet, rings

Footwear: white shoes

Her name is _____.

She is _____ (height) and _____ (weight).

She has got _____ (hair) _____ (eyes).

She is wearing _____ (clothes),

_____ (accessories)

and _____ (footwear).



Name No. Class
Date Mark Teacher

A Read the fact file about another famous actress and talk about her.



Name: Emma Watson

Height: tall

Weight: thin

Hair: wavy brown

Eyes: brown

Clothes: cream dress and white hat

Accessories: brown belt, white hat, bag

Footwear: white shoes

Here is some help:

- Her name is ...
- She is tall/short.
- She is thin/fat.
- She has got straight/wavy/curly blond/brown/red/black hair and brown/black/blue/green eyes.
- She is wearing ... **(clothes)**, ... **(accessories)** and ... **(footwear)**.

Progress Test A

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Completamento de espaços	$10 \times 5 = 50$	Certo / Errado
	B. Correspondência de itens	$5 \times 5 = 25$	Certo / Errado
	C. Legendagem de imagens	$5 \times 5 = 25$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro / Falso com correção das afirmações falsas	Afirmações verdadeiras e sem referência: $2 \times 5 = 10$ (A.1, A.4) Afirmções falsas: $3 \times 5 = 15$ (A.2, A.3, A.5) Correção das afirmações falsas: $3 \times 5 = 15$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com profissões, adjetivos, graus de parentesco e roupa, calçado e acessórios.	A. Legendagem de imagens	$8 \times 2 = 16$	Certo / Errado
	B. Resposta restrita	$7 \times 2 = 14$	Certo / Errado
	C. Preenchimento de tabela	$12 \times 1 = 12$	Certo / Errado
	D. Preenchimento de tabela	$5 \times 2 = 10$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>have got</i> e o <i>possessive case</i> .	A. Completamento de espaços	$12 \times 3 = 36$	Certo / Errado
	B. Completamento de espaços	$6 \times 2 = 12$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test B

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Identificar palavras e expressões de pequenos textos orais.	A. Completamento de espaços	$10 \times 5 = 50$	Certo / Errado
	B. Correspondência de itens	$5 \times 5 = 25$	Certo / Errado
	C. Resposta restrita	$5 \times 5 = 25$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com profissões, adjetivos, graus de parentesco e roupa, calçado e acessórios.	A. Legendagem de imagens	$8 \times 2 = 16$	Certo / Errado
	B. Resposta restrita	$7 \times 2 = 14$	Certo / Errado
	C. Preenchimento de tabela	$12 \times 1 = 12$	Certo / Errado
	D. Preenchimento de tabela	$5 \times 2 = 10$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>have got</i> e o <i>possessive case</i> .	A. Seleção de itens	$12 \times 3 = 36$	Certo / Errado
	B. Completamento de espaços	$6 \times 2 = 12$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test C

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Identificar palavras e expressões de pequenos textos orais.	A. Seleção de alternativa	$10 \times 5 = 50$	Certo / Errado
	B. Correspondência de itens	$5 \times 5 = 25$	Certo / Errado
	C. Seleção de alternativa	$5 \times 5 = 25$	Certo / Errado
	Total: 100		

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Escolha múltipla	$5 \times 12 = 60$	Certo / Errado
	Total: 100		

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com profissões, adjetivos, graus de parentesco e roupa, calçado e acessórios.	A. Legendagem de imagens	$8 \times 2 = 16$	Certo / Errado
	B. Resposta restrita	$7 \times 2 = 14$	Certo / Errado
	C. Preenchimento de tabela	$8 \times 1,5 = 12$	Certo / Errado
	D. Preenchimento de tabela	$5 \times 2 = 10$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>have got</i> e o <i>possessive case</i> .	A. Seleção de alternativa	$12 \times 3 = 36$	Certo / Errado
	B. Seleção de alternativa	$6 \times 2 = 12$	Certo / Errado
	Total: 100		

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Produção escrita – Níveis de desempenho

Pragmática	N3	Escreve um texto, respeitando as instruções dadas. Articula as ideias de forma adequada num texto claro e coerente, embora utilize um número limitado de mecanismos de coesão.	60
	N2		40
	N1	Ainda escreve frases soltas, abordando o tema de forma genérica e recorrendo a repetições e pormenores pouco relevantes. Não usa conectores simples para ligar as frases elementares. Ordena apenas uma cadeia de frases.	25

Linguística	A competência linguística apenas será avaliada se o aluno tiver tratado o tema e obtido, pelo menos, Nível 1 na competência pragmática.		
	N3	Escreve um texto simples e bem estruturado. Revela geralmente bom domínio gramatical. Não comete erros que possam causar incompreensão. A pontuação e a ortografia são razoavelmente precisas.	40
	N2		30
	N1	Escreve um texto simples, utilizando padrões frásicos muito elementares. Utiliza vocabulário elementar muito limitado. Utiliza, com alguma correção, estruturas muito simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça a compreensão global da mensagem. A pontuação nem sempre é adequada.	10

Expressão Oral – Níveis de desempenho

Pragmática	N3	Produz um discurso oral, respeitando as instruções dadas. Articula as ideias de forma adequada e fluente, com uma pronúncia clara, embora ainda utilize um número muito limitado de mecanismos de coesão.	80-100
	N2		50-79
	N1	Produz frases soltas, abordando o tema de forma genérica e recorrendo a repetições. Não pronuncia corretamente algumas palavras. Não usa conectores simples para ligar as frases elementares.	Até 49

Name No. Class
Date Mark Teacher



52 - 53

Listen to Sophie. Where is everybody? Complete the sentences with the correct parts of the house.

1. Sophie is in the _____.
2. Amy is in the _____.
3. Mark is in the _____.
4. Sophie's father is in the _____.
5. Sophie's mother is in the _____.



52 - 53

Listen to Sophie again. What is everybody doing? Match the columns. There are two extra options.

- | | | |
|-----------------------|---|------------------------------|
| 1. Sophie is | • | • a. laying the table. |
| 2. Amy is | • | • b. washing the car. |
| 3. Mark is | • | • c. doing her homework. |
| 4. Sophie's father is | • | • d. having a shower. |
| 5. Sophie's mother is | • | • e. reading a book. |
| | | • f. cooking a special meal. |
| | | • g. making her bed. |



54 - 55

Listen and circle the words you hear.

cupboard	sink	fridge
cooker	bed	mirror
toilet	lamp	armchair
chest of drawers	bath	coffee table

Name No. Class
 Date Mark Teacher

Read the text.

Hello! I'm Janet Hamilton and I live in Liverpool with my family. This is my house. It has got two floors, a garden and a garage. On the ground floor there is a kitchen, a living room, a study and a toilet. On the first floor there are three bedrooms and a bathroom.



My favourite place at home is my bedroom. My bedroom is between my brother's bedroom and the bathroom. It's not very big, but it's very cool. There are many posters on the walls. There is a wardrobe, a bed, a bedside table, a desk and a chair. On the desk there is a globe that I love and above the desk there are some bookshelves. On my bedside table there is a lamp, an alarm clock and a picture frame with a photo of my family.

A Are these sentences True (T) or False (F)? Correct the false ones.

- | | T | F | |
|---|--------------------------|--------------------------|-------|
| 1. Janet lives in London. | ☐ | ☐ | _____ |
| 2. Her house has got a garden and a garage. | ☐ | ☐ | _____ |
| 3. There is a living room on the first floor. | ☐ | ☐ | _____ |
| 4. There is a study on the ground floor. | ☐ | ☐ | _____ |
| 5. Janet's bedroom is very big. | ☐ | ☐ | _____ |

B Answer the questions about the text.

- How many floors are there in Janet's house?
_____.
- What's her favourite place at home?
_____.
- Where is her bedroom?
_____.
- Where are the bookshelves?
_____.
- Is there a chest of drawers in her bedroom?
_____.

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

VOCABULARY

A Label the picture with the parts of the house.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



B Label the photos with the name of house objects.

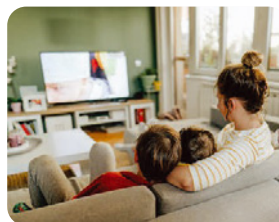


1. _____
2. _____
3. _____
4. _____

C Label the photos with the name of the activities.



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



5. _____
6. _____
7. _____
8. _____

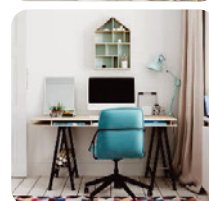
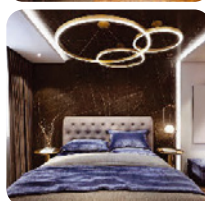
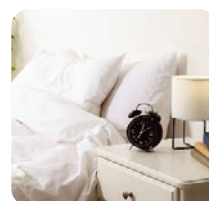
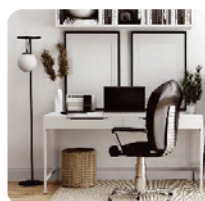
GRAMMAR

A Complete with the correct form of the verb there to be.

1. In Janet's house _____ **(not)** a swimming pool but _____ a garden.
2. Downstairs _____ **(not)** a bathroom.
3. Upstairs _____ three bedrooms.
4. _____ posters on the wall but _____ **(not)** any photos.
5. "_____ an attic in your house?" "No, _____."
6. "_____ any books in the living room?" "Yes, _____."

B Complete the sentences with the correct preposition of place.

1. The wastepaper basket is _____ the desk.
2. The alarm clock is _____ the bedside table.
3. The bedside table is _____ the bed.
4. The books are _____ the globe and the plant.
5. There is a big lamp _____ the bed.
6. The chair is _____ the desk.



C Complete the sentences with the verbs in the present continuous.

1. My brother and his friends _____ **(not watch)** TV.
They _____ **(play)** basketball outside.
2. Margaret _____ **(not cook)** dinner.
She _____ **(make)** an orange cake.
3. Mr Evans _____ **(not do)** the laundry.
He _____ **(read)** the newspaper.
4. My parents _____ **(not wash)** the car.
They _____ **(walk)** our dog.
5. "_____ Jack _____ **(ride)** his bike?" "Yes, he _____."
6. "_____ your cats _____ **(sleep)**?" "No, they _____."

Look at the photo and write a text describing the living room. Name the furniture and objects you can see and use at least three prepositions of place.

[illegible]

Name No. Class
Date Mark Teacher



Look at the picture and talk about the people in it. What are they doing?



Name No. Class
Date Mark Teacher

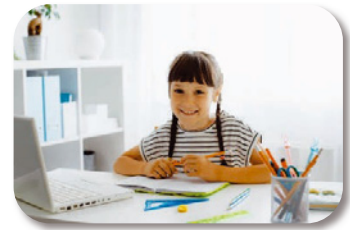


Listen to Sophie. Where is everybody? Complete the sentences with the correct parts of the house. Use the words in the box. There are two extra options.

52 • 53

bathroom bedroom kitchen toilet study hall dining room

1. Sophie is in the _____.
2. Amy is in the _____.
3. Mark is in the _____.
4. Sophie's father is in the _____.
5. Sophie's mother is in the _____.



Listen to Sophie again. What is everybody doing? Match the columns. There is one extra option.

52 • 53

- | | | |
|-----------------------|---|------------------------------|
| 1. Sophie is | • | • a. laying the table. |
| 2. Amy is | • | • b. doing her homework. |
| 3. Mark is | • | • c. cooking a special meal. |
| 4. Sophie's father is | • | • d. having a shower. |
| 5. Sophie's mother is | • | • e. reading a book. |
| | | • f. making her bed. |



Listen and circle the words you hear.

54 • 55

cupboard

sink

fridge

cooker

lamp

mirror

washbasin

coffee table

armchair

chest of drawers

bedside table

bath

Name No. Class
Date Mark Teacher

Read the text.

Hello! I'm Janet Hamilton and I live in Liverpool with my family. This is my house. It has got two floors, a garden and a garage. On the ground floor there is a kitchen, a living room, a study and a toilet. On the first floor there are three bedrooms and a bathroom.

My favourite place at home is my bedroom. My bedroom is between my brother's bedroom and the bathroom. It's not very big, but it's very cool. There are many posters on the walls. There is a wardrobe, a bed, a bedside table, a desk and a chair. On the desk there is a globe that I love and above the desk there are some bookshelves. On my bedside table there is a lamp, an alarm clock and a picture frame with a photo of my family.



A Are these sentences True (T) or False (F)?

1. Janet lives in London.
2. Her house has got a garden and a garage.
3. There is a living room on the first floor.
4. There is a study on the ground floor.
5. Janet's bedroom is very big.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Answer the questions about the text.

1. How many floors are there in Janet's house?

There are _____.

2. What's her favourite place at home?

Her favourite place _____.

3. Where is her bedroom?

Her bedroom _____.

4. Where are the bookshelves?

They _____.

5. Is there a chest of drawers in her bedroom?

No, _____.

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

VOCABULARY

A Label the picture with the names of the parts of the house.

1. a
2. b
3. b
4. l
5. d
6. k
7. g
8. g



B Label the photos with the name of house objects.



1. a
2. m
3. c
4. c

C Label the photos with the name of the activities.

making the bed
doing the dishes

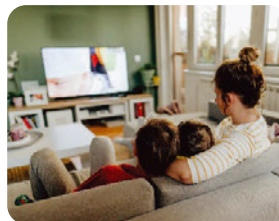
cooking
washing the car

walking the dog
playing video games

laying the table
watching TV



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



5. _____
6. _____
7. _____
8. _____

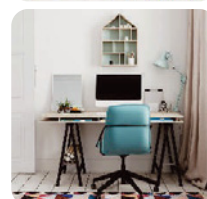
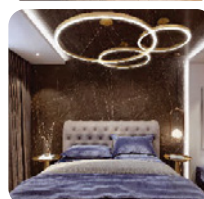
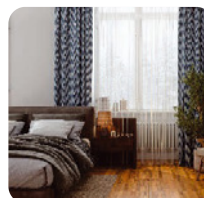
GRAMMAR

A Complete with the correct form of the verb there to be. Use: *there is, there are, there isn't, there aren't, is there, are there*.

1. In Janet's house _____ (not) a swimming pool but _____ a garden.
2. Downstairs _____ (not) a bathroom.
3. Upstairs _____ three bedrooms.
4. _____ posters on the wall but _____ (not) any photos.
5. "_____ an attic in your house?" "No, _____."
6. "_____ any books in the living room?" "Yes, _____."

B Complete the sentences with the prepositions of place *between, in front of, on, under, above* and *next to*.

1. The wastepaper basket is _____ the desk.
2. The alarm clock is _____ the bedside table.
3. The bedside table is _____ the bed.
4. The books are _____ the globe and the plant.
5. The lamp is _____ the bed.
6. The chair is _____ the desk.



C Circle the correct form of the verbs in the present continuous.

1. My brother and his friends **isn't watching / aren't watching** TV. They **is playing / are playing** basketball outside.
2. Margaret **isn't cooking / aren't cooking** dinner. She **is making / are making** an orange cake.
3. Mr Evans **isn't doing / aren't doing** the laundry. He **is reading / are reading** the newspaper.
4. My parents **isn't washing / aren't washing** the car. They **is walking / are walking** our dog.
5. " **Is / Are** Jack riding his bike?" "Yes, he **is / are**."
6. " **Is / Are** your cats sleeping?" "No, they **isn't / aren't**."

Name No. Class
Date Mark Teacher

A Look at the photo and describe the living room. The words in the boxes may help you.



There is...

There are...

sofas

armchairs

lamps

pot plant

TV

fireplace

big windows

coffee table

rug

next to

opposite

behind

near

on

in front of

in

Name No. Class
Date Mark Teacher

A Look at the picture and talk about the people in it. What are they doing?



Use these expressions to help you:

- There's a man... (what is he doing?)
- There's a boy... (what is he doing?)
- There's a girl... (what is she doing?)
- There's a woman... (what is she doing?)
- There's a couple... (what are they doing?)



Name No. Class
Date Mark Teacher



Listen to Sophie. Where is everybody? Circle the correct option.

52 - 53

1. Sophie is in the **bedroom** / study.
2. Amy is in the **bedroom** / kitchen.
3. Mark is in the **dining room** / living room.
4. Sophie's father is in the **Kitchen** / bathroom.
5. Sophie's mother is in the **bedroom** / bathroom.



Listen to Sophie again. What is everybody doing? Complete the sentences with the words/expressions in the box.

52 - 53

shower her homework table cooking her bed

1. Sophie is doing _____.
2. Amy is making _____.
3. Mark is laying the _____.
4. Sophie's father is _____ a special meal.
5. Sophie's mother is having a _____.



Listen and circle the words you hear.

54 - 55

cupboard

toilet

mirror

sink

fridge

chest of drawers

bed

bath

coffee table

bedside table

washbasin



Name No. Class
 Date Mark Teacher

Read the text.

Hello! I'm Janet Hamilton and I live in Liverpool with my family. This is my house. It has got two floors, a garden and a garage. On the ground floor there is a kitchen, a living room, a study and a toilet. On the first floor there are three bedrooms and a bathroom.

My favourite place at home is my bedroom. My bedroom is between my brother's bedroom and the bathroom. It's not very big, but it's very cool. There are many posters on the walls. There is a wardrobe, a bed, a bedside table, a desk and a chair. On the desk there is a globe that I love and above the desk there are some bookshelves. On my bedside table there is a lamp, an alarm clock and a picture frame with a photo of my family.



A Are these sentences True (T) or False (F)?

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Janet lives in London. | ☐ | ☐ |
| 2. Her house has got a garden and a garage. | ☐ | ☐ |
| 3. There is a living room on the first floor. | ☐ | ☐ |
| 4. There is a study on the ground floor. | ☐ | ☐ |
| 5. Janet's bedroom is very big. | ☐ | ☐ |

B Choose the correct answer to the questions about the text.

- How many floors are there in Janet's house?
 - ☐ There is one floor.
 - ☐ There are two floors.
 - ☐ There are three floors.
- What's her favourite place at home?
 - ☐ The living room.
 - ☐ The garden.
 - ☐ Her bedroom.
- Where is her bedroom?
 - ☐ next to the study
 - ☐ between her brother's bedroom and the bathroom
 - ☐ opposite the kitchen
- Where are the bookshelves?
 - ☐ above the desk
 - ☐ near the window
 - ☐ next to the bed
- Is there a chest of drawers in her bedroom?
 - ☐ Yes, there are.
 - ☐ No, there isn't.
 - ☐ No, there aren't.

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

VOCABULARY

A Label the picture with the names of the parts of the house in the box.

garden garage attic bathroom bedroom living room kitchen dining room

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



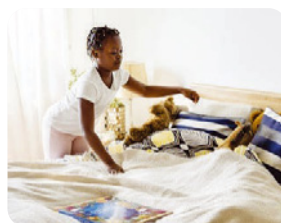
B Label the photos with the name of house objects.



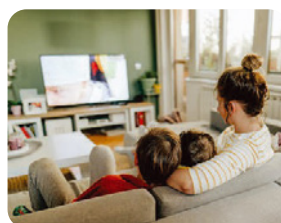
1. a _____
2. m _____
3. c _____
4. c _____

C Label the photos with the words in the box.

making cooking walking laying doing washing playing watching



1. _____ the car
2. _____ the dishes
3. _____ the bed
4. _____



5. _____ the dog
6. _____ the table
7. _____ TV
8. _____ video games

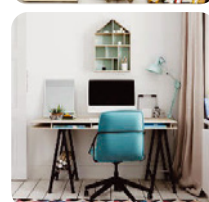
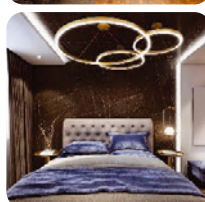
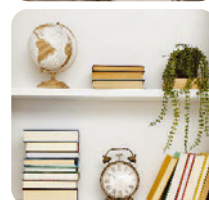
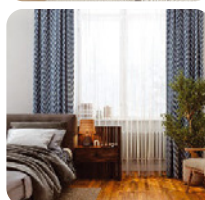
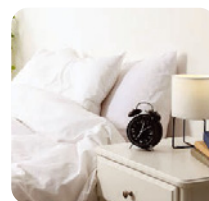
GRAMMAR

A Circle the correct form of the verb there to be.

1. In Janet's house **there isn't / there aren't** a swimming pool but **there is / there are** a garden.
2. Downstairs **there isn't / there aren't** a bathroom.
3. Upstairs **there is / there are** three bedrooms.
4. **There is / There are** posters on the wall but **there isn't / there aren't** any photos.
5. "Is there / Are there an attic in your house?" "No, **there isn't / there aren't**."
6. "Is there / Are there any books in the living room?" "Yes, **there is / there are**."

B Choose the correct preposition of place.

1. The wastepaper basket is **under / above** the desk.
2. The alarm clock is **in / on** the bedside table.
3. The bedside table is **next to / in front of** the bed.
4. The books are **between / behind** the globe and the plant.
5. The lamp is **under / above** the bed.
6. The chair is **in front of / under** the desk.



C Circle the correct form of the verbs in the present continuous.

1. My brother and his friends **isn't watching / aren't watching** TV. They **is playing / are playing** basketball outside.
2. Margaret **isn't cooking / aren't cooking** dinner. She **is making / are making** an orange cake.
3. Mr Evans **isn't doing / aren't doing** the laundry. He **is reading / are reading** the newspaper.
4. My parents **isn't washing / aren't washing** the car. They **is walking / are walking** our dog.
5. "Is / Are Jack riding his bike?" "Yes, he **is / are**."
6. "Is / Are your cats sleeping?" "No, they **isn't / aren't**."

Name No. Class
Date Mark Teacher

- A** Look at the photo and write a text describing the living room. Name the furniture and objects you can see and use at least three prepositions of place.

Here are some words you can use: *sofa, armchair, TV, pot plant, coffee table, window(s), rug, lamp, bookshelves, fireplace...*



In this living room there is a(n) _____,
a(n) _____ and a(n) _____.

There are some _____
and _____.

The pot plant is between the _____
_____.

In front of the sofa, there is/are _____
_____.

Opposite the window there is/are _____
_____.

It's a very nice living room.



Name No. Class
Date Mark Teacher

A Look at the picture and talk about the people in it. What are they doing?



Use these expressions to help you:

- There's a man... (what is he doing?)
- There's a boy... (what is he doing?)
- There's a girl... (what is she doing?)
- There's a woman... (what is she doing?)
- There is a couple... (what are they doing?)

doing exercise
running
reading a book
eating an ice cream
riding a bike/scooter
talking
walking the dog

Progress Test A

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Completamento de espaços	$5 \times 7 = 35$	Certo / Errado
	B. Associação	$5 \times 8 = 40$	Certo / Errado
	C. Seleção de itens	$5 \times 5 = 25$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro / Falso com correção das afirmações falsas	Afirmarões verdadeiras e sem referência: $2 \times 5 = 10$ (A.2, A.4) Afirmarões falsas: $3 \times 5 = 15$ (A.1, A.3, A.5) Correção das afirmações falsas: $3 \times 5 = 15$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com <i>parts of the house, furniture e activities around the house</i> .	A. Legendagem de imagem	$8 \times 2 = 16$	Certo / Errado
	B. Legendagem de imagens	$4 \times 4 = 16$	Certo / Errado
	C. Legendagem de imagens	$8 \times 3 = 24$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>there to be, prepositions of place</i> e o tempo verbal <i>present continuous</i> .	A. Completamento de espaços	$10 \times 2 = 20$	Certo / Errado
	B. Completamento de espaços	$6 \times 2 = 12$	Certo / Errado
	C. Completamento de espaços	$12 \times 1 = 12$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test B

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Completamento de espaços	$5 \times 7 = 35$	Certo / Errado
	B. Associação	$5 \times 8 = 40$	Certo / Errado
	C. Seleção de itens	$5 \times 5 = 25$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com <i>parts of the house, furniture</i> e <i>activities around the house</i> .	A. Legendagem de imagem	$8 \times 2 = 16$	Certo / Errado
	B. Legendagem de imagens	$8 \times 2 = 16$	Certo / Errado
	C. Legendagem de imagens	$8 \times 3 = 24$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>there to be, prepositions of place</i> e o tempo verbal <i>present continuous</i> .	A. Completamento de espaços	$10 \times 2 = 20$	Certo / Errado
	B. Completamento de espaços	$6 \times 2 = 12$	Certo / Errado
	C. Seleção de alternativa	$12 \times 1 = 12$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test C

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Identificar palavras e expressões de pequenos textos orais.	A. Seleção de alternativa	$5 \times 7 = 35$	Certo / Errado
	B. Completamento de espaços	$5 \times 8 = 40$	Certo / Errado
	C. Seleção de itens	$5 \times 5 = 25$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Escolha múltipla	$5 \times 12 = 60$	Certo / Errado
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com <i>parts of the house, furniture</i> e <i>activities around the house</i> .	A. Legendagem de imagem	$8 \times 2 = 16$	Certo / Errado
	B. Legendagem de imagens	$8 \times 2 = 16$	Certo / Errado
	C. Legendagem de imagens	$8 \times 3 = 24$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>there to be, prepositions of place</i> e o tempo verbal <i>present continuous</i> .	A. Seleção de alternativa	$10 \times 2 = 20$	Certo / Errado
	B. Seleção de alternativa	$6 \times 2 = 12$	Certo / Errado
	C. Seleção de alternativa	$12 \times 1 = 12$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Produção escrita – Níveis de desempenho

Pragmática	N3	Escreve um texto, respeitando as instruções dadas. Articula as ideias de forma adequada num texto claro e coerente, embora utilize um número limitado de mecanismos de coesão.	60
	N2		40
	N1	Ainda escreve frases soltas, abordando o tema de forma genérica e recorrendo a repetições e pormenores pouco relevantes. Não usa conectores simples para ligar as frases elementares. Ordena apenas uma cadeia de frases.	25

Linguística	A competência linguística apenas será avaliada se o aluno tiver tratado o tema e obtido, pelo menos, Nível 1 na competência pragmática.		
	N3	Escreve um texto simples e bem estruturado. Revela geralmente bom domínio gramatical. Não comete erros que possam causar incompreensão. A pontuação e a ortografia são razoavelmente precisas.	40
	N2		30
	N1	Escreve um texto simples, utilizando padrões frásicos muito elementares. Utiliza vocabulário elementar muito limitado. Utiliza, com alguma correção, estruturas muito simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça a compreensão global da mensagem. A pontuação nem sempre é adequada.	10

Expressão Oral – Níveis de desempenho

Pragmática	N3	Produz um discurso oral, respeitando as instruções dadas. Articula as ideias de forma adequada e fluente, com uma pronúncia clara, embora ainda utilize um número muito limitado de mecanismos de coesão.	80-100
	N2		50-79
	N1	Produz frases soltas, abordando o tema de forma genérica e recorrendo a repetições. Não pronuncia corretamente algumas palavras. Não usa conectores simples para ligar as frases elementares.	Até 49

Name No. Class
 Date Mark Teacher



Listen to Jane and complete the text.

56 - 57

In my family, we all like different things, so once a (1) _____ each one of us decides what we have for (2) _____. My favourite (3) _____ is roast (4) _____ and chips. My brother likes sausages and mashed (5) _____. My mother loves grilled (6) _____ and salad and my father likes (7) _____ pasta. We all love (8) _____, so on (9) _____ we always have it for dinner. At weekends my mother always makes a (10) _____.



What do they like? Listen and match the names with their favourite dishes. There are two extra options.

58 - 59

- | | | |
|-----------|---|--------------------------|
| 1. Karen | • | • a. sushi |
| 2. Peter | • | • b. fish and chips |
| 3. Claire | • | • c. paella |
| 4. Thomas | • | • d. moussaka |
| 5. Daisy | • | • e. spaghetti bolognese |
| | | • f. vegetarian lasagne |
| | | • g. tacos |



Listen and circle the words you hear.

60 - 61

bread

strawberries

rice

milk

apple

onion

pancakes

biscuits

cheeseburger

lettuce

Name No. Class
Date Mark Teacher

Read the text about Cathy.

I'm Cathy. I live in London with my parents and my brother. I am a very good student and I love playing all kinds of sports, but my favourite hobby is cooking. During the week, I never cook.

My parents always make dinner. My father is Italian so we often eat Italian food. My mother is an excellent cook too. She likes to make food from all parts of the world, so we try many different dishes. My brother and I like to help in the kitchen. My brother lays the table and I do the dishes.

At weekends, I always make a cake or a pie. Strawberry pie is my favourite. My brother loves chocolate cake and my parents like apple crumble a lot. I love cooking for my family!



A Are these sentences True (T) or False (F)? Correct the false ones.

- | | T | F | |
|--|--------------------------|--------------------------|-------|
| 1. Cathy has got a brother. | ☐ | ☐ | _____ |
| 2. Her favourite hobby is playing sports. | ☐ | ☐ | _____ |
| 3. She cooks during the week. | ☐ | ☐ | _____ |
| 4. Her mum likes to cook international food. | ☐ | ☐ | _____ |
| 5. Her favourite dessert is apple pie. | ☐ | ☐ | _____ |

B Answer the questions about the text.

- What is Cathy's favourite hobby?
_____.
- Why does Cathy's family like to eat Italian food?
_____.
- Who is also a very good cook?
_____.
- Do Cathy and her brother like to help in the kitchen?
_____.
- What is her brother's favourite cake?
_____.

Name No. Class
Date Mark Teacher

VOCABULARY

A Label the photos.



1.



2.



3.



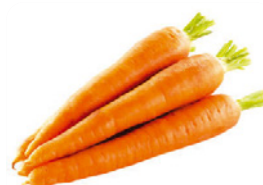
4.



5.



6.



7.



8.



9.



10.



11.



12.

B Complete the table with the words in the box.

water ice cream fruit salad pasta carbonara lemonade fish and chips
wine apple pie grilled fish and vegetables tea orange cake roast chicken

Main dishes	Drinks	Desserts

GRAMMAR

A

Complete the sentences with the correct form of the verb like.

1. Brenda _____ vegetables very much but she _____ (not) onions.
2. Nate and David _____ (not) meat very much but they _____ hamburgers.
3. My sister and I _____ all kinds of fish but we _____ (not) codfish.
4. Keith _____ chocolate but he _____ (not) chocolate ice cream.
5. "_____ you _____ cheese?"
"Yes, I _____. I love cheese!"
6. "_____ your parents _____ coffee?"
"No, they _____."

B

Complete the sentences with some or any.

1. This cake is delicious and it hasn't got _____ sugar!
2. There are _____ peaches in the fridge.
3. There aren't _____ biscuits in the biscuits jar.
4. We have got _____ blueberries for the morning snack.
5. Is there _____ cake left?
6. Have you got _____ fruit in your lunch box?

C

Put the words in the correct order.

1. Dylan / much / likes / cherries / very / .

2. favourite / is / Debora's / dish / fish / chips / and / .

3. is / carrot / My / dessert / favourite / cake / .

4. friend / doesn't / My / best / soup / like / .

A portrait of a young boy with short, wavy red hair and a bright smile. He is wearing a blue hooded sweatshirt. The background is a soft, out-of-focus landscape with warm, golden-brown tones, suggesting a sunset or sunrise. The image is framed with rounded corners.

Drinks he doesn't like: lemonade, coffee

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name No. Class
Date Mark Teacher

A Read the information about Kelly and talk about her.



Name: Kelly Mason

Favourite meal: dinner

Favourite dish: lasagne

Food she likes: pasta, chicken, candy

Food she doesn't like: vegetable soup, sausages

Drinks she likes: water, pineapple juice

Drinks she doesn't like: coke, tea

Name No. Class
 Date Mark Teacher



56-57

Listen to Jane and complete the text. Use the words in the box. There is one extra option.

water cake pizza week dinner chicken fish
 potatoes dish tuna Fridays pasta

In my family, we all like different things, so once a (1) _____ one of us decides what we have for (2) _____. My favourite (3) _____ is roast (4) _____ and chips. My brother likes sausages and mashed (5) _____. My mother loves grilled (6) _____ and salad and my father likes (7) _____ pasta. We all love (8) _____, so on (9) _____ we always have it for dinner. At weekends my mother always makes a (10) _____.



58-59

What do they like? Listen and match the names with their favourite dishes. There is one extra option.

- | | | |
|-----------|---|--------------------------|
| 1. Karen | • | • a. sushi |
| 2. Peter | • | • b. fish and chips |
| 3. Claire | • | • c. paella |
| 4. Thomas | • | • d. tacos |
| 5. Daisy | • | • e. spaghetti bolognese |
| | | • f. vegetarian lasagne |



60-61

Listen and circle the words you hear.

bread

strawberries

rice

milk

apple

onion

pancakes

biscuits

cheeseburger

lettuce

Name No. Class
Date Mark Teacher

Read the text about Cathy.

I'm Cathy. I live in London with my parents and my brother. I am a very good student and I love playing all kinds of sports, but my favourite hobby is cooking. During the week, I never cook.

My parents always make dinner. My father is Italian so we often eat Italian food. My mother is an excellent cook too. She likes to make food from all parts of the world, so we try many different dishes. My brother and I like to help in the kitchen. My brother lays the table and I do the dishes.

At weekends, I always make a cake or a pie. Strawberry pie is my favourite. My brother loves chocolate cake and my parents like apple crumble a lot. I love cooking for my family!



A Are these sentences True (T) or False (F)?

1. Cathy has got a brother.
2. Her favourite hobby is playing sports.
3. She cooks during the week.
4. Her mum likes to cook international food.
5. Her favourite dessert is apple pie.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Answer the questions about the text.

1. What is Cathy's favourite hobby?

Her favourite hobby _____.

2. Why does Cathy's family like to eat Italian food?

Cathy's family _____.

3. Who is also a very good cook?

_____ *is also a very good cook.*

4. Do Cathy and her brother like to help in the kitchen?

Yes, _____.

5. What is Cathy's brother's favourite cake?

His favourite cake _____.

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

VOCABULARY

A Label the photos. Use the words in the box. There are two extra options.

cheese tomatoes sausages butter mushrooms orange juice milk
flour carrots lettuce coffee bread pineapple peas



1. _____



2. _____



3. _____



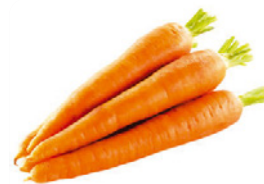
4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

B Complete the table with the words in the box.

water ice cream fruit salad pasta carbonara lemonade fish and chips wine
apple pie grilled fish and vegetables tea orange cake roast chicken

Main dishes	Drinks	Desserts

GRAMMAR

A

Circle the correct form of the verb like.

1. Brenda **like / likes** vegetables very much but she **don't like / doesn't like** onions.
2. Nate and David **don't like / doesn't like** meat very much but they **like / likes** hamburgers.
3. My sister and I **like / likes** all kinds of fish but we **don't like / doesn't like** codfish.
4. Keith **like / likes** chocolate but he **don't like / doesn't like** chocolate ice cream.
5. "Do you **like / likes** cheese?"
"Yes, I **do / does**. I love cheese!"
6. "Do your parents **like / likes** coffee?"
"No, they **don't / doesn't**."

B

Complete the sentences with some or any.

1. This cake is delicious and it hasn't got _____ sugar!
2. There are _____ peaches in the fridge.
3. There aren't _____ biscuits in the biscuits jar.
4. We have got _____ blueberries for the morning snack.
5. Is there _____ cake left?
6. Have you got _____ fruit in your lunch box?

C

Put the words in the correct order. Start with the word in bold.

1. **Dylan** / much / likes / cherries / very / .

2. favourite / is / **Debora's** / dish / fish / chips / and / .

3. is / carrot / **My** / dessert / favourite / cake / .

4. friend / doesn't / **My** / best / soup / like / .

Name No. Class
Date Mark Teacher

A Read the information about Matthew and write a short text about him.



Name: Matthew Tudor

Favourite meal: breakfast

Favourite dish: pizza

Food he likes: pancakes, eggs, fruit

Food he doesn't like: meat, broccoli, lettuce

Drinks he likes: milk, orange juice

Drinks he doesn't like: lemonade, coffee

His name _____.

His favourite meal _____ and his favourite dish _____.

He _____ pancakes _____,

but he _____ meat _____.

He _____ to drink _____,

but he _____ lemonade _____.

Name No. Class
Date Mark Teacher

A Read the information about Kelly and talk about her.



Name: Kelly Mason

Favourite meal: dinner

Favourite dish: lasagne

Food she likes: pasta, chicken, candy

Food she doesn't like: vegetable soup, sausages

Drinks she likes: water, pineapple juice

Drinks she doesn't like: coke, tea

Here is some help:

- What's her name?
- What's her favourite meal?
- What's her favourite dish?
- What does she like?
- What doesn't she like?



Name No. Class
Date Mark Teacher



56 . 57

Listen to Jane and complete the text. Use the words in the box.

cake pizza week dinner chicken fish potatoes dish tuna

In my family, we all like different things, so once a (1) _____ one of us decides what we have for (2) _____. My favourite (3) _____ is roast (4) _____ and chips. My brother likes sausages and mashed (5) _____. My mother loves grilled (6) _____ and salad and my father likes (7) _____ pasta. We all love (8) _____, so on (9) _____ we always have it for dinner. At weekends my mother always makes a (10) _____.



58 . 59

What do they like? Listen and match the names to their favourite dishes.

- | | | |
|-----------|---|--------------------------|
| 1. Karen | • | • a. sushi |
| 2. Peter | • | • b. fish and chips |
| 3. Claire | • | • c. paella |
| 4. Thomas | • | • d. spaghetti bolognese |
| 5. Daisy | • | • e. vegetarian lasagne |



60 . 61

Listen and circle the words you hear.

strawberries

rice

milk

pancakes

biscuits

onion

lettuce

apple



Name No. Class
Date Mark Teacher

Read the text about Cathy.

I'm Cathy. I live in London with my parents and my brother. I am a very good student and I love playing all kinds of sports, but my favourite hobby is cooking. During the week, I never cook.

My parents always make dinner. My father is Italian so we often eat Italian food. My mother is an excellent cook too. She likes to make food from all parts of the world, so we try many different dishes. My brother and I like to help in the kitchen. My brother lays the table and I do the dishes.

At weekends, I always make a cake or a pie. Strawberry pie is my favourite. My brother loves chocolate cake and my parents like apple crumble a lot. I love cooking for my family!



A Are these sentences True (T) or False (F)?

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Cathy has got a brother. | ☐ | ☐ |
| 2. Her favourite hobby is playing sports. | ☐ | ☐ |
| 3. She cooks during the week. | ☐ | ☐ |
| 4. Her mum likes to cook international food. | ☐ | ☐ |
| 5. Her favourite dessert is apple pie. | ☐ | ☐ |

B Answer the questions about the text.

- What is Cathy's favourite hobby?

a. ☐ playing sports	b. ☐ cooking	c. ☐ studying
--	-------------------------------------	--------------------------------------
- Why does Cathy's family like to eat Italian food?

a. ☐ Her father is Italian.	b. ☐ They live in Italy.	c. ☐ They don't like any other food.
--	---	---
- Who is also a very good cook?

a. ☐ Her dad is.	b. ☐ Her mum is.	c. ☐ Her brother is.
---	---	---
- Do Cathy and her brother like to help in the kitchen?

a. ☐ Yes, they do.	b. ☐ No, they don't.	c. ☐ Her brother does.
---	---	---
- What is her brother's favourite cake?

a. ☐ strawberry pie	b. ☐ apple crumble	c. ☐ chocolate cake
--	---	--

Name No. Class
Date Mark Teacher

VOCABULARY

A Label the photos. Use the words in the box.

cheese tomatoes sausages butter mushrooms orange juice milk
carrots lettuce coffee bread pineapple



1.



2.



3.



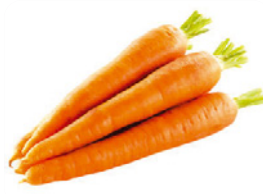
4.



5.



6.



7.



8.



9.



10.



11.



12.

B Complete the table with the words in the box.

water ice cream fruit salad pasta carbonara
fish and chips apple pie tea roast chicken

Main dishes	Drinks	Desserts

GRAMMAR

A Circle the correct form of the verb like.

1. Brenda **like / likes** vegetables very much but she **don't like / doesn't like** onions.
2. Nate and David **don't like / doesn't like** meat very much but they **like / likes** hamburgers.
3. My sister and I **like / likes** all kinds of fish but we **don't like / doesn't like** codfish.
4. Keith **like / likes** chocolate but he **don't like / doesn't like** chocolate ice cream.
5. "Do you **like / likes** cheese?"
"Yes, I **do / does**. I love cheese!"
6. "Do your parents **like / likes** coffee?"
"No, they **don't / doesn't**."

B Circle the correct option.

1. This cake is delicious and it hasn't got **some / any** sugar!
2. There are **some / any** peaches in the fridge.
3. There aren't **some / any** biscuits in the biscuits jar.
4. We have got **some / any** blueberries for the morning snack.
5. Is there **some / any** cake left?
6. Have you got **some / any** fruit in your lunch box?

C Put the words in the correct order. The first words have been given.

1. ~~Dylan~~ / much / ~~likes~~ / cherries / very
Dylan likes _____.
2. ~~favourite~~ / is / ~~Deborah's~~ / dish / fish / chips / and
Deborah's favourite _____.
3. is / carrot / ~~My~~ / dessert / ~~favourite~~ / cake
My favourite _____.
4. friend / doesn't / ~~My~~ / ~~best~~ / soup / like
My best _____.



Name No. Class
Date Mark Teacher

A Read the information about Matthew and write a short text about him.



Name: Matthew Tudor

Favourite meal: breakfast

Favourite dish: pizza

Food he likes: pancakes, eggs, fruit

Food he doesn't like: meat, broccoli, lettuce

Drinks he likes: milk, orange juice

Drinks he doesn't like: lemonade, coffee

His **name** is _____.

His **favourite meal** is _____ and his **favourite dish** is _____.

He **likes** _____

but he **doesn't like** _____.

He likes **to drink** _____,

but he **doesn't like** _____.



Name No. Class
Date Mark Teacher

A Read the information about Kelly and talk about her.



Name: Kelly Mason

Favourite meal: dinner

Favourite dish: lasagne

Food she likes: pasta, chicken, candy

Food she doesn't like: vegetable soup, sausages

Drinks she likes: water, pineapple juice

Drinks she doesn't like: coke, tea

Here is some help:

- What's her **name**?
- What's her **favourite meal**?
- What's her **favourite dish**?
- What does she **like** (food/drinks)?
- What **doesn't** she **like** (food/drinks)?

Progress Test A

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Completamento de espaços	$10 \times 5 = 50$	Certo / Errado
	B. Associação	$5 \times 5 = 25$	Certo / Errado
	C. Seleção de itens	$5 \times 5 = 25$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro / Falso com correção das afirmações falsas	Afirmarões verdadeiras e sem referência: $2 \times 5 = 10$ (A.1, A.4) Afirmarões falsas: $3 \times 5 = 15$ (A.2, A.3, A.5) Correção das afirmações falsas: $3 \times 5 = 15$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com comida, bebidas e refeições.	A. Legendagem de imagens	$12 \times 2 = 24$	Certo / Errado
	B. Preenchimento de tabela	$12 \times 2 = 24$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>like</i> no presente e <i>some/any</i> .	A. Completamento de espaços	$12 \times 2 = 24$	Certo / Errado
	B. Completamento de espaços	$6 \times 2 = 12$	Certo / Errado
	C. Ordenação de palavras	$4 \times 4 = 16$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test B

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Identificar palavras e expressões de pequenos textos orais.	A. Completamento de espaços	$10 \times 5 = 50$	Certo / Errado
	B. Associação	$5 \times 5 = 25$	Certo / Errado
	C. Seleção de itens	$5 \times 5 = 25$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com comida, bebidas e refeições.	A. Legendagem de imagens	$12 \times 2 = 24$	Certo / Errado
	B. Preenchimento de tabela	$12 \times 2 = 24$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>like</i> no presente e <i>some/any</i> .	A. Seleção de alternativa	$12 \times 2 = 24$	Certo / Errado
	B. Completamento de espaços	$6 \times 2 = 12$	Certo / Errado
	C. Ordenação de palavras	$4 \times 4 = 16$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test C

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Identificar palavras e expressões de pequenos textos orais.	A. Completamento de espaços	$10 \times 5 = 50$	Certo / Errado
	B. Associação	$5 \times 5 = 25$	Certo / Errado
	C. Seleção de itens	$5 \times 5 = 25$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Escolha múltipla	$5 \times 12 = 60$	Certo / Errado
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com comida, bebidas e refeições.	A. Legendagem de imagens	$12 \times 2 = 24$	Certo / Errado
	B. Preenchimento de tabela	$8 \times 3 = 24$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>like</i> no presente e <i>some/any</i> .	A. Seleção de alternativa	$12 \times 2 = 24$	Certo / Errado
	B. Seleção de alternativa	$6 \times 2 = 12$	Certo / Errado
	C. Ordenação de palavras	$4 \times 4 = 16$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉrios de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Produção escrita – Níveis de desempenho

Pragmática	N3	Escreve um texto, respeitando as instruções dadas. Articula as ideias de forma adequada num texto claro e coerente, embora utilize um número limitado de mecanismos de coesão.	60
	N2		40
	N1	Ainda escreve frases soltas, abordando o tema de forma genérica e recorrendo a repetições e pormenores pouco relevantes. Não usa conectores simples para ligar as frases elementares. Ordena apenas uma cadeia de frases.	25

Linguística	A competência linguística apenas será avaliada se o aluno tiver tratado o tema e obtido, pelo menos, Nível 1 na competência pragmática.		
	N3	Escreve um texto simples e bem estruturado. Revela geralmente bom domínio gramatical. Não comete erros que possam causar incompreensão. A pontuação e a ortografia são razoavelmente precisas.	40
	N2		30
	N1	Escreve um texto simples, utilizando padrões frásicos muito elementares. Utiliza vocabulário elementar muito limitado. Utiliza, com alguma correção, estruturas muito simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça a compreensão global da mensagem. A pontuação nem sempre é adequada.	10

Expressão Oral - Níveis de desempenho

Pragmática	N3	Produz um discurso oral, respeitando as instruções dadas. Articula as ideias de forma adequada e fluente, com uma pronúncia clara, embora ainda utilize um número muito limitado de mecanismos de coesão.	80-100
	N2		50-79
	N1	Produz frases soltas, abordando o tema de forma genérica e recorrendo a repetições. Não pronuncia corretamente algumas palavras. Não usa conectores simples para ligar as frases elementares.	Até 49

Name No. Class
Date Mark Teacher



Listen and complete the text.

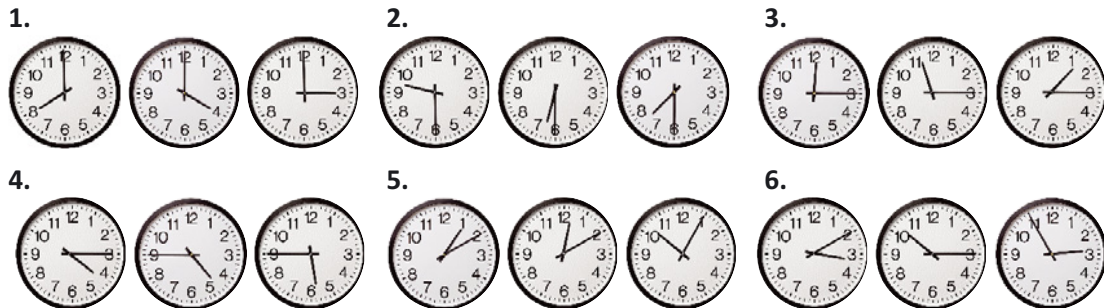
62 - 63

I (1) _____ get up at seven o'clock because my classes start at (2) _____ past eight. I have a (3) _____ and then I get dressed. I have (4) _____ in the kitchen and then I (5) _____ my teeth. I go to school on foot. I (6) _____ have lunch in the school canteen. In the (7) _____ I do my homework and I study. On (8) _____ and Thursdays I have piano lessons. I have dinner with my family and then we (9) _____ a film together. I (10) _____ play video games. I go to bed at half past nine.



What time is it? Listen and draw the hands on the clocks.

64 - 65



Listen and label the photos with the correct names.

66 - 67

Peter Claire Lucy Andy



1. _____



2. _____



3. _____



4. _____

Name No. Class
Date Mark Teacher

Read the text.

Steve Morrison always gets up at a quarter to seven, has a shower and gets dressed. He usually has breakfast with his parents, and then his mother drives him to school. His classes start at eight o'clock and finish at half past one. He usually has lunch in the school canteen with his classmates. After lunch he goes home by bus. He does his homework and studies. On Mondays and Wednesdays, he has football practice. When he gets home, he plays with his baby sister while his parents make dinner. They usually have dinner at eight. After dinner, he usually reads a book or plays a video game, and on Friday evenings he often watches a film with his family. Then he brushes his teeth and goes to bed. On Saturdays, he sometimes meets his friends and they ride their bikes. On Sundays, he always has a football match in the morning and after that he visits his grandparents and they have a family lunch.



A Are these sentences True (T) or False (F)? Correct the false ones.

- | | T | F | |
|--|--------------------------|--------------------------|-------|
| 1. Steve wakes up at a quarter past seven. | ☐ | ☐ | _____ |
| 2. He has breakfast with his family. | ☐ | ☐ | _____ |
| 3. He usually has lunch at home. | ☐ | ☐ | _____ |
| 4. He has football practice two days a week. | ☐ | ☐ | _____ |
| 5. He sometimes meets his friends on Sunday. | ☐ | ☐ | _____ |

B Answer the questions about the text.

- How does Steve go to school?
_____.
- What time do his classes start?
_____.
- What does he do while his parents cook dinner?
_____.
- What does he often do on Friday evenings with his family?
_____.
- When does Steve visit his grandparents?
_____.

Name No. Class
 Date Mark Teacher

VOCABULARY

A Label the photos with daily actions.



1.



2.



3.



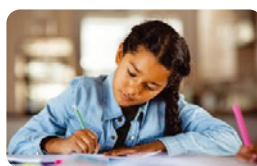
4.



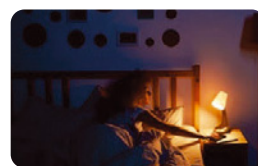
5.



6.



7.



8.

B What time is it? Label the photos.



1.



2.



3.



4.



5.



6.

C Label the photos with the free time activities.



1.



2.



3.



4.



5.



6.

GRAMMAR

A Complete the sentences with the verbs in brackets in the present simple.

1. Bryan _____ (**have**) a shower every morning.
2. Susan always _____ (**brush**) her teeth after every meal.
3. My parents _____ (**watch**) TV after dinner.
4. Kevin _____ (**not play**) video games during the week.
5. We _____ (**not go**) to school by bus.
6. “_____ you _____ (**make**) your bed every day?” “Yes, I do.”

B Complete the sentences with the correct connector.

1. Sally doesn't like playing basketball _____ she is not good at it.
2. Paul loves school, _____ he doesn't like science.
3. Cecily likes rollerblading _____ riding her bike.

C Rewrite the sentences with the adverb of frequency in the correct place.

1. We are at home on Sunday morning. (**never**)

2. My family has breakfast in the kitchen. (**usually**)

3. I have lunch in the school canteen. (**always**)

4. I go to the cinema. (**sometimes**)

D Complete the questions with the correct question word. Only use each question word once. Write only one word in each space.

1. _____ do you live?
2. _____ sport do you prefer? Tennis or football?
3. _____ is that girl?
4. _____ do your classes start?
5. _____ do you go to school?
6. _____ do you do in your free time?

A

Morning routine

get up

have a shower

get dressed

have breakfast

take the bus to school

start classes

Afternoon routine

have lunch in the school canteen

2:30 p.m.

go home

do homework

5:00 p.m.

have piano lessons

Evening routine

have dinner with family

8:30 p.m.

watch TV or listen to music

9:30 p.m.

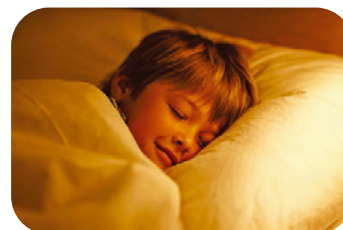
go to bed

read a book

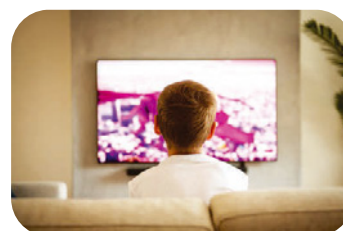
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name No. Class
Date Mark Teacher

A Talk about your daily routine. Use the photos below to help you.



What else do you do? Have you got any hobbies?



Name No. Class
 Date Mark Teacher

Listen and complete the text.

62 - 63

I (1) a get up at seven o'clock because my classes start at (2) a past eight. I have a (3) s and then I get dressed. I have (4) b in the kitchen and then I (5) b my teeth. I go to school on foot. I (6) o have lunch in the school canteen. In the (7) a I do my homework and I study. On (8) T and Thursdays I have piano lessons. I have dinner with my family and then we (9) w a film together. I (10) s play video games. I go to bed at half past nine.

What time is it? Listen and draw the hands on the clocks.

64 - 65

1.



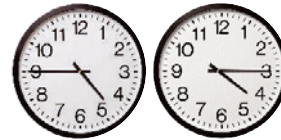
2.



3.



4.



5.



6.



Listen to the children and label the photos with the names in the box.

66 - 67

Peter Claire Lucy Andy



1. _____



2. _____



3. _____



4. _____

Name No. Class
Date Mark Teacher

Read the text.

Steve Morrison always gets up at a quarter to seven, has a shower and gets dressed. He usually has breakfast with his parents, and then his mother drives him to school. His classes start at eight o'clock and finish at half past one. He usually has lunch in the school canteen with his classmates. After lunch he goes home by bus. He does his homework and studies. On Mondays and Wednesdays, he has football practice. When he gets home, he plays with his baby sister while his parents make dinner. They usually have dinner at eight. After dinner, he usually reads a book or plays a video game, and on Friday evenings he often watches a film with his family. Then he brushes his teeth and goes to bed. On Saturdays, he sometimes meets his friends and they ride their bikes. On Sundays, he always has a football match in the morning and after that he visits his grandparents and they have a family lunch.



A Are these sentences True (T) or False (F)?

1. Steve wakes up at a quarter past seven.
2. He has breakfast with his family.
3. He usually has lunch at home.
4. He has football practice two times a week.
5. He sometimes meets his friends on Sunday.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Answer the questions about the text.

1. How does Steve go to school?
Steve _____ *to school* _____.
2. What time do his classes start?
His classes _____.
3. What does he do while his parents cook dinner?
He _____.
4. What does he often do on Friday evenings with his family?
On Friday evenings, he often _____.
5. When does Steve visit his grandparents?
He _____ *his grandparents* _____.

Name No. Class
Date Mark Teacher

VOCABULARY

A Label the photos with daily actions.



1. g u



2. a s



3. g d



4. g s



5. h c



6. h l



7. d h



8. g t b

B What time is it? Complete the sentences.



1. It's _____ o'clock.



2. It's _____ four.



3. It's _____ to six.



4. It's _____ ten.



5. It's _____ eight.



6. It's _____ eight.

C Label the photos with free time activities.



1. s



2. g c



3. g b



4. s



5. r



6. p f

GRAMMAR

A Circle the correct form of the verbs in the present simple.

1. Bryan **have** / **has** a shower every morning.
2. Susan always **brush** / **brushes** her teeth after every meal.
3. My parents **watch** / **watches** TV after dinner.
4. Kevin **don't play** / **doesn't play** video games during the week.
5. We **don't go** / **doesn't go** to school by bus.
6. **Do** / **Does** you make your bed every day?

B Complete the sentences with the correct connector (*and, but, because*).

1. Sally doesn't like playing basketball _____ she is not good at it.
2. Paul loves school, _____ he doesn't like science.
3. Cecily likes rollerblading _____ riding her bike.

C Rewrite the sentences with the adverb of frequency in the correct place.

1. We are at home on Sunday morning. (**never**)

2. My family has breakfast in the kitchen. (**usually**)

3. I have lunch in the school canteen. (**always**)

4. I go to the cinema. (**sometimes**)

D Match each question with the correct question word.

- | | | | |
|---|---|---|----------|
| 1. _____ do you live? | • | • | a. Who |
| 2. _____ sport do you prefer? Tennis or football? | • | • | b. When |
| 3. _____ is that girl? | • | • | c. Where |
| 4. _____ do your classes start? | • | • | d. What |
| 5. _____ do you go to school? | • | • | e. Which |
| 6. _____ do you do in your free time? | • | • | f. How |

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

A Write a text about Sarah's daily routine. Use the information below.

Morning routine		2:30 p.m.	go home
7:15 a.m.	get up		do homework
	have a shower		
	get dressed	5:00 p.m.	have piano lessons
7:45 a.m.	have breakfast	Evening routine	
8:00 a.m.	take the bus to school	7:30 p.m.	have dinner with family
8:30 a.m.	start classes	8:30 p.m.	watch TV or listen to music
Afternoon routine		9:30 p.m.	go to bed
1:30 p.m.	have lunch in the school canteen		read a book

Morning routine

Sarah gets up at _____. She has _____

and she _____.

At _____ she has _____.

At _____ she _____.

Her classes _____ at _____.

Afternoon routine

At _____ she _____ in _____ canteen.

At _____ she _____ and she _____.

At _____ she _____.

Evening routine

At _____ she _____.

After dinner, she _____ or _____.

She _____ at _____ and she _____.

Name No. Class
Date Mark Teacher

A Talk about your daily routine. Use the photos below to help you.

Use time expressions like *at ... o'clock / In the morning... / After dinner... / Next... / After... / Then...*



What else do you do? Have you got any hobbies? Do you play sports or an instrument?





Name No. Class
Date Mark Teacher



62 • 63

Listen and complete the text with the words in the box.

sometimes always often quarter afternoon shower breakfast brush Tuesdays watch

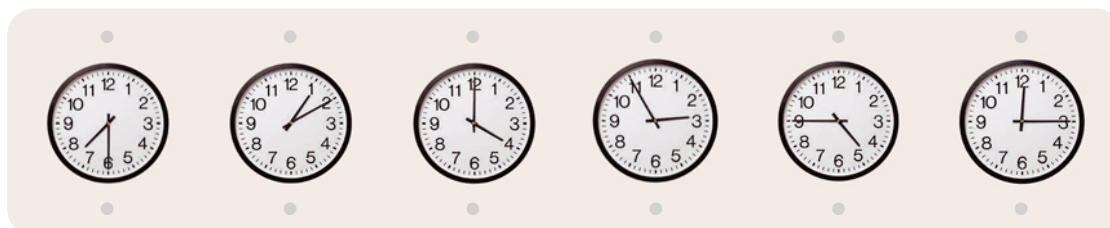
I (1) _____ get up at seven o'clock because my classes start at (2) _____ past eight. I have a (3) _____ and then I get dressed. I have (4) _____ in the kitchen and then I (5) _____ my teeth. I go to school on foot. I (6) _____ have lunch in the school canteen. In the (7) _____ I do my homework and I study. On (8) _____ and Thursdays I have piano lessons. I have dinner with my family and then we (9) _____ a film together. I (10) _____ play video games. I go to bed at half past nine.



64 • 65

What time is it? Listen and draw the hands on the clocks. The hours have been given.

1. It's four o'clock.
2. It's half past seven.
3. It's quarter past twelve.



4. It's quarter to five.
5. It's ten past one.
6. It's five to three.



66 • 67

Listen and choose the correct name.



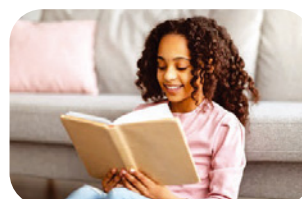
1. Peter / Andy



2. Claire / Lucy



3. Peter / Andy



4. Claire / Lucy



Name No. Class
Date Mark Teacher

Read the text.

Steve Morrison always gets up at a quarter to seven, has a shower and gets dressed. He usually has breakfast with his parents, and then his mother drives him to school. His classes start at eight o'clock and finish at half past one. He usually has lunch in the school canteen with his classmates. After lunch he goes home by bus. He does his homework and studies. On Mondays and Wednesdays, he has football practice. When he gets home, he plays with his baby sister while his parents make dinner. They usually have dinner at eight. After dinner, he usually reads a book or plays a video game, and on Friday evenings he often watches a film with his family. Then he brushes his teeth and goes to bed. On Saturdays, he sometimes meets his friends and they ride their bikes. On Sundays, he always has a football match in the morning and after that he visits his grandparents and they have a family lunch.



A Are these sentences True (T) or False (F)?

1. Steve wakes up at a quarter past seven.
2. He has breakfast with his family.
3. He usually has lunch at home.
4. He has football practice two times a week.
5. He sometimes meets his friends on Sunday.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Choose the correct option.

1. How does Steve go to school?
 a. ☐ on foot b. ☐ by bus c. ☐ by car
2. What time do his classes start?
 a. ☐ at 8 o'clock b. ☐ at 9 o'clock c. ☐ at 7 o'clock
3. What does he do while his parents cook dinner?
 a. ☐ He plays with his sister. b. ☐ He has a shower. c. ☐ He does his homework.
4. What does he often do on Friday evenings with his family?
 a. ☐ He reads a book. b. ☐ He watches a film. c. ☐ He plays video games.
5. When does Steve visit his grandparents?
 a. ☐ after school b. ☐ on Saturday c. ☐ on Sunday



Name No. Class
Date Mark Teacher

VOCABULARY

A Label the photos with the daily actions in the box.

have classes have lunch go to bed have a shower
go to school get dressed get up do homework



1.



2.



3.



4.



5.



6.



7.



8.

B What time is it? Choose the correct option.



1. It's **two / three** o'clock.



2. It's half past **four / six**.



3. It's quarter **to / past** six.



4. It's quarter **to / past** ten.



5. It's ten **to / past** eight.



6. It's five **to / past** eight.

C Label the photos with the free time activities in the box.



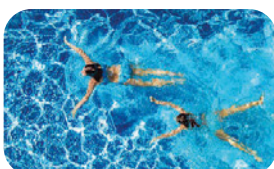
1.



2.



3.



4.



5.



6.

going to the
beach

going to the
cinema

playing football

swimming

reading

skateboarding

GRAMMAR

A Circle the correct form of the verbs in the present simple.

1. Bryan **have** / **has** a shower every morning.
2. Susan always **brush** / **brushes** her teeth after every meal.
3. My parents **watch** / **watches** TV after dinner.
4. Kevin **don't play** / **doesn't play** video games during the week.
5. We **don't go** / **doesn't go** to school by bus.
6. **Do** / **Does** you make your bed every day?

B Circle the correct connector.

1. Sally doesn't like playing basketball **but** / **because** she is not good at it.
2. Paul loves school, **because** / **but** he doesn't like science.
3. Cecily likes rollerblading **and** / **but** riding her bike.

C Rewrite the sentences with the adverb of frequency in the correct place.

1. We are at home on Sunday morning. (**never**)

2. My family has breakfast in the kitchen. (**usually**)

3. I have lunch in the school canteen. (**always**)

4. I go to the cinema. (**sometimes**)

D Choose the correct question word.

1. **What** / **Where** do you live?
2. **Which** / **How** sport do you prefer?
3. **Who** / **What** is that girl?
4. **Where** / **When** do your classes start?
5. **How** / **When** do you go to school?
6. **What** / **How** do you do in your free time?



Name No. Class
 Date Mark Teacher

A Write a text about Sarah's daily routine. Use the information below.

Morning routine		2:30 p.m.	go home
7:15 a.m.	get up		do homework
	have a shower		
	get dressed	5:00 p.m.	have piano lessons
7:45 a.m.	have breakfast	Evening routine	
8:00 a.m.	take the bus to school	7:30 p.m.	have dinner with family
8:30 a.m.	start classes	8:30 p.m.	watch TV or listen to music
Afternoon routine		9:30 p.m.	go to bed
1:30 p.m.	have lunch in the school canteen		read a book

Morning routine

Sarah **gets up** at **quarter past seven**. She **has** _____
 and _____.

At **quarter to eight** she **has** _____.

At **eight o'clock** she _____.

Her classes _____ at _____ **past** _____.

Afternoon routine

At _____ she _____ in the _____ canteen.

At _____ she _____ and she _____.

At **five o'clock** she _____.

Evening routine

At _____ she _____.

After dinner, she _____ or _____.

She _____ at _____ and she _____ a book.



Name No. Class
Date Mark Teacher

A Talk about your daily routine. Use the photos below to help you. Use time expressions like *at ... o'clock / In the morning... / After dinner... / Next... / Then...*



get up



have a shower



get dressed



have breakfast



go to school



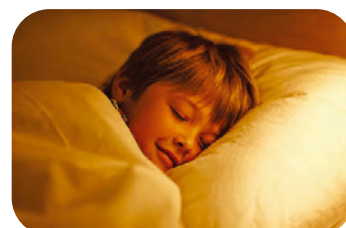
have lunch



do homework



have dinner



go to bed

What else do you do? Have you got any hobbies? Do you play sports or an instrument?



play basketball/football/...



play the piano/guitar/...



watch TV / play video games

Progress Test A

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Completamento de espaços	$10 \times 5 = 50$	Certo / Errado
	B. Completamento de imagens	$6 \times 5 = 30$	Certo / Errado
	C. Legendagem de imagens	$4 \times 5 = 20$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro / Falso com correção das afirmações falsas	Afirmacões verdadeiras e sem referéncia: $2 \times 5 = 10$ (A.2, A.4) Afirmacões falsas: $3 \times 5 = 15$ (A.1, A.3, A.5) Correção das afirmações falsas: $3 \times 5 = 15$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com rotina, as horas e atividades dos tempos livres.	A. Legendagem de imagens	$8 \times 2 = 16$	Certo / Errado
	B. Legendagem de imagens	$6 \times 3 = 18$	Certo / Errado
	C. Legendagem de imagens	$6 \times 3 = 18$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente <i>present simple</i> , <i>connectors</i> , <i>adverbs of frequency</i> e <i>question words</i> .	A. Completamento de espaços	$6 \times 3 = 18$	Certo / Errado
	B. Completamento de espaços	$3 \times 2 = 6$	Certo / Errado
	C. Reescrita de frases	$4 \times 3 = 12$	Certo / Errado
	D. Completamento de espaços	$6 \times 2 = 12$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test B

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Identificar palavras e expressões de pequenos textos orais.	A. Completamento de espaços	$10 \times 5 = 50$	Certo / Errado
	B. Completamento de imagens	$6 \times 5 = 30$	Certo / Errado
	C. Legendagem de imagens	$4 \times 5 = 20$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com rotina, as horas e atividades dos tempos livres.	A. Legendagem de imagens	$8 \times 2 = 16$	Certo / Errado
	B. Completamento de espaços	$6 \times 3 = 18$	Certo / Errado
	C. Legendagem de imagens	$6 \times 3 = 18$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente <i>present simple</i> , <i>connectors</i> , <i>adverbs of frequency</i> e <i>question words</i> .	A. Seleção de alternativa	$6 \times 3 = 18$	Certo / Errado
	B. Completamento de espaços	$3 \times 2 = 6$	Certo / Errado
	C. Reescrita de frases	$4 \times 3 = 12$	Certo / Errado
	D. Correspondência	$6 \times 2 = 12$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test C

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Identificar palavras e expressões de pequenos textos orais.	A. Completamento de espaços	$10 \times 5 = 50$	Certo / Errado
	B. Completamento de imagens	$6 \times 5 = 30$	Certo / Errado
	C. Seleção de alternativa	$4 \times 5 = 20$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Escolha múltipla	$5 \times 12 = 60$	Certo / Errado
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com rotina, as horas e atividades dos tempos livres.	A. Legendagem de imagens	$8 \times 2 = 16$	Certo / Errado
	B. Seleção de alternativa	$6 \times 3 = 18$	Certo / Errado
	C. Legendagem de imagens	$6 \times 3 = 18$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente <i>present simple</i> , <i>connectors</i> , <i>adverbs of frequency</i> e <i>question words</i> .	A. Seleção de alternativa	$6 \times 3 = 18$	Certo / Errado
	B. Seleção de alternativa	$3 \times 2 = 6$	Certo / Errado
	C. Reescrita de frases	$4 \times 3 = 12$	Certo / Errado
	D. Seleção de alternativa	$6 \times 2 = 12$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Produção escrita – Níveis de desempenho

Pragmática	N3	Escreve um texto, respeitando as instruções dadas. Articula as ideias de forma adequada num texto claro e coerente, embora utilize um número limitado de mecanismos de coesão.	60
	N2		40
	N1	Ainda escreve frases soltas, abordando o tema de forma genérica e recorrendo a repetições e pormenores pouco relevantes. Não usa conectores simples para ligar as frases elementares. Ordena apenas uma cadeia de frases.	25

Linguística	A competência linguística apenas será avaliada se o aluno tiver tratado o tema e obtido, pelo menos, Nível 1 na competência pragmática.		
	N3	Escreve um texto simples e bem estruturado. Revela geralmente bom domínio gramatical. Não comete erros que possam causar incompreensão. A pontuação e a ortografia são razoavelmente precisas.	40
	N2		30
	N1	Escreve um texto simples, utilizando padrões frásicos muito elementares. Utiliza vocabulário elementar muito limitado. Utiliza, com alguma correção, estruturas muito simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça a compreensão global da mensagem. A pontuação nem sempre é adequada.	10

Expressão Oral – Níveis de desempenho

Pragmática	N3	Produz um discurso oral, respeitando as instruções dadas. Articula as ideias de forma adequada e fluente, com uma pronúncia clara, embora ainda utilize um número muito limitado de mecanismos de coesão.	80-100
	N2		50-79
	N1	Produz frases soltas, abordando o tema de forma genérica e recorrendo a repetições. Não pronuncia corretamente algumas palavras. Não usa conectores simples para ligar as frases elementares.	Até 49

Placement Test

- A. 1. T 2. T 3. T 4. F 5. F
 B. 3 – three 7 – seven 11 – eleven 14 – fourteen 16 – sixteen 20 – twenty
 C. 1. pen 2. rubber 3. pencil 4. notebook 5. ruler
 D. 1. dog 2. cat 3. fish 4. horse 5. pig 6. rabbit 7. bird 8. turtle
 E. 1. His name is Alan. 2. My favourite colour is blue. 3. I have got a cat. 4. We are friends. 5. My bike is red.
 F. 1. c 2. a 3. f 4. e 5. b 6. d

Unit 1

Progress Test A

Listening

- A. Name: Megan Surname: Williams
 Age: 10 Address: 22 Abbey Road, London
 Phone number: 023 1664 9748
 Email address: megan10@mymail.com
 Favourite song: "Dance the Night"
 B. 1. favourite 2. your 3. birthday
 4. August 5. London 6. name 7. love
 C. 15th, 20, 17, 2nd, 13th, 3rd

Reading

- A. 1. F – His friends call him Nate. 2. F – He lives in Leeds, England. 3. T 4. T 5. F – Nate's brother is eight years old.
 B. 1. His surname is Thompson.
 2. His address is 47 Market Street, Leeds.
 3. His phone number is 023 1773 8456.
 4. His birthday is on 23rd September.
 5. His favourite superhero is Superman.

Vocabulary

- A. 1. (the) fourteenth of February 2. (the) first of April 3. (the) second of July 4. (the) third of November
 B. 1. Monday 2. Tuesday 3. Wednesday
 4. Thursday 5. Friday 6. Saturday 7. Sunday
 C. 1. Spring 2. Summer 3. Autumn 4. Winter

Grammar

- A. 1. isn't; is 2. aren't; are 3. are; am 4. Is; isn't 5. Are; are 6. are; aren't
 B. 1. She 2. They 3. It 4. He 5. We 6. you
 C. 1. His 2. my 3. Her 4. Their 5. our 6. your

Writing

- A. His full name Jude Victor William Bellingham. He is a football player. His birthday is on 29th June. He is from Stourbridge; England. He is English.

Progress Test B

Listening

- A. Name: Megan Surname: Williams
 Age: 10 Address: 22 Abbey Road, London
 Phone number: 023 1664 9748
 Email address: megan10@mymail.com
 Favourite song: "Dance the Night"
 B. 1. favourite 2. your 3. birthday
 4. August 5. London 6. name 7. love
 C. 15th, 20, 17, 2nd, 13th, 3rd

Reading

- A. 1. F 2. F 3. T 4. T 5. F
 B. 1. Thompson 2. 47 Market Street, Leeds
 3. 023 1773 8456 4. on 23rd September
 5. Superman

Vocabulary

- A. 1. (the) fourteenth of February 2. (the) first of April 3. (the) second of July 4. (the) third of November
 B. 1. Monday 2. Tuesday 3. Wednesday
 4. Thursday 5. Friday 6. Saturday
 7. Sunday
 C. 1. Spring 2. Summer 3. Autumn 4. Winter

Grammar

- A. 1. Isn't; is 2. aren't; are 3. are; am 4. Is; isn't 5. Are; are 6. are; aren't
 B. 1. She 2. They 3. It 4. He 5. We 6. you
 C. 1. His 2. my 3. Her 4. Their 5. our 6. your

Writing

- A. His full name Jude Victor William Bellingham. He is a football player. His birthday is on 29th June. He is from Stourbridge; England. He is English.

Progress Test C

Listening

- A. Name: Megan Surname: Williams
 Age: 10 Phone number: 023 1664 9748
 Favourite song: "Dance the Night"
 B. 1. favourite 2. your 3. August 4. name
 5. love
 C. 15th, 20, 17, 2nd, 13th, 3rd

Reading

- A. 1. F 2. F 3. T 4. T 5. F
 B. 1. a 2. c 3. b 4. c 5. b

Vocabulary

- A. 1. (the) fourteenth of February 2. (the) first of April 3. (the) second of July 4. (the) third of November
 B. 1. Monday 2. Tuesday 3. Wednesday
 4. Thursday 5. Friday 6. Saturday 7. Sunday
 C. 1. Spring 2. Summer 3. Autumn 4. Winter

Grammar

- A. 1. isn't; is 2. are not; are 3. are; am 4. Is; isn't 5. Are; are 6. are; aren't
 B. 1. She 2. They 3. It 4. He 5. We 6. you
 C. 1. His 2. my 3. Her 4. Their 5. our 6. your

Writing

- A. Jude Victor William Bellingham; football player; 29th June; Stourbridge; England; English.

Unit 2

Progress Test A

Listening

- A. 1. parents 2. Australian 3. grandparents
4. farmers 5. vet 6. mother 7. hospital
8. brother 9. students 10. schools
B. 1. b 2. c 3. a 4. e 5. g
C. 1. Andy 2. Sally 3. Kevin 4. Kate 5. John

Reading

- A. 1. T 2. F – He lives in Dublin, Ireland.
3. F – He lives with his parents and his sister.
4. T 5. F – Finn's father is an engineer. / Finn's mother is a science teacher.
B. 1. She is 8 years old. 2. She is short and she has got straight red hair and grey eyes.
3. Her name is Cassidy. 4. They live in Belfast, Northern Ireland. 5. He is a firefighter.

Vocabulary

- A. 1. police officer 2. doctor 3. bus driver
4. mechanic 5. photographer 6. dentist
7. vet 8. football player/footballer
B. 1. nervous 2. polite 3. noisy 4. happy
5. lazy 6. quiet 7. serious
C. **Clothes:** skirt; coat; jumper; trousers
Footwear: shoes; boots; trainers; sandals
Accessories: scarf; gloves; belt; cap
D. 1. uncle 2. daughter 3. grandfather
4. wife 5. stepfather

Grammar

- A. 1. hasn't got; has got 2. haven't got; have got 3. Have / got; have 4. Have / got; haven't 5. haven't got; have got 6. hasn't got; has got
B. 1. 's 2. 's 3. 's 4. ' 5. ' 6. 's

Writing

- A. Her name is Millie Bobby Brown. She is short and thin. She has got straight brown hair and brown eyes. She is wearing a white dress and white trousers, a necklace, a bracelet and rings and white shoes.

Progress Test B

Listening

- A. 1. parents 2. Australian 3. grandparents
4. farmers 5. vet 6. mother 7. hospital
8. brother 9. students 10. schools
B. 1. b 2. c 3. a 4. f 5. d
C. 1. Andy 2. Sally 3. Kevin 4. Kate 5. John

Reading

- A. 1. T 2. F 3. F 4. T 5. F
B. 1. Is 8 years old. 2. short and she has got straight red hair and grey eyes 3. Cassidy
4. Belfast, Northern Ireland 5. firefighter

Vocabulary

- A. 1. police officer 2. doctor 3. bus driver
4. mechanic 5. photographer 6. dentist
7. vet 8. football player/footballer
B. 1. nervous 2. polite 3. noisy 4. happy
5. lazy 6. quiet 7. serious
C. **Clothes:** skirt; coat; jumper; trousers
Footwear: shoes; boots; trainers; sandals
Accessories: scarf; gloves; belt; cap
D. 1. uncle 2. daughter 3. grandfather
4. wife 5. stepfather

Grammar

- A. 1. hasn't got; has got 2. haven't got; have got 3. Have; have 4. Have; haven't 5. haven't got; have got 6. hasn't got; has got
B. 1. 's 2. 's 3. 's 4. ' 5. ' 6. 's

Writing

- A. Her name is Millie Bobby Brown. She is short and thin. She has got straight brown hair and brown eyes. She is wearing a white dress and white trousers, a necklace, a bracelet and rings and white shoes.

Progress Test C

Listening

- A. 1. parents 2. Australian 3. grandparents
4. farmers 5. vet 6. mother 7. hospital
8. brother 9. students 10. schools
B. 1. b 2. c 3. a 4. e 5. d
C. 1. Andy 2. Sally 3. Kevin 4. Kate 5. John

Reading

- A. 1. T 2. F 3. F 4. T 5. F
B. 1. b 2. b 3. c 4. b 5. a

Vocabulary

- A. 1. police officer 2. doctor 3. bus driver
4. mechanic 5. photographer 6. dentist
7. vet 8. football player
B. 1. nervous 2. polite 3. noisy 4. happy
5. lazy 6. quiet 7. serious
C. **Clothes:** skirt; coat
Footwear: shoes; boots; trainers
Accessories: scarf; belt; cap
D. 1. uncle 2. daughter 3. grandfather
4. wife 5. stepfather

Grammar

- A. 1. hasn't got; has got 2. haven't got; have got 3. Have; have 4. Have; haven't 5. haven't got; have got 6. hasn't got; has got
B. 1. Anne's 2. children's 3. James's
4. grandparents' 5. boys' 6. sister's

Writing

- A. Millie Bobby Brown; short; thin; straight brown hair; brown eyes; a white dress and white trousers, a necklace, a bracelet and rings; white shoes

Unit 3

Progress Test A

Listening

- A. 1. study 2. bedroom 3. dining room
4. kitchen 5. bathroom
B. 1. c 2. g 3. a 4. f 5. d
C. fridge; sink; bedside table; bath;
washbasin

Reading

- A. 1. F – Janet lives in Liverpool. 2. T
3. F – There is a living room on the ground
floor. 4. T 5. F – Janet's bedroom is not very
big.
C. 1. There are two floors in Janet's house.
2. Her favourite place at home is her
bedroom. 3. Her bedroom is between her
brother's bedroom and the bathroom.
4. The bookshelves are above the desk.
5. No, there isn't.

Vocabulary

- A. 1. attic 2. bedroom 3. bathroom 4. living
room 5. dining room 6. kitchen 7. garage
8. garden
B. 1. armchair 2. mirror 3. cooker
4. cupboard
C. 1. washing the car 2. doing the dishes
3. making the bed 4. cooking 5. walking the
dog 6. laying the table 7. watching TV
8. playing video games

Grammar

- A. 1. there isn't; there is 2. there isn't
3. there are 4. There are; there aren't 5. Is
there; there isn't 6. Are there; there are
B. 1. under 2. on 3. next to 4. between
5. above 6. in front of
C. 1. aren't watching; are playing 2. isn't
cooking; is making 3. isn't doing; is reading
4. aren't washing; are walking 5. Is / riding;
is 6. Are / sleeping; aren't

Progress Test B

Listening

- A. 1. study 2. bedroom 3. dining room
4. kitchen 5. bathroom
B. 1. b 2. f 3. a 4. c 5. d
C. fridge; sink; bedside table; bath;
washbasin

Reading

- A. 1. F 2. T 3. F 4. T 5. F
B. 1. two floors in Janet's house
2. in her bedroom 3. is between her
brother's bedroom and the bathroom
4. are above the desk 5. there isn't

Vocabulary

- A. 1. attic 2. bedroom 3. bathroom 4. living
room 5. dining room 6. kitchen 7. garage
8. garden
B. 1. armchair 2. mirror 3. cooker
4. cupboard
C. 1. washing the car 2. doing the dishes
3. making the bed 4. cooking 5. walking the
dog 6. laying the table 7. watching TV
8. playing video games

Grammar

- A. 1. there isn't; there is 2. there isn't
3. there are 4. There are; there aren't 5. Is
there; there isn't 6. Are there; there are
B. 1. under 2. on 3. next to 4. between
5. above 6. in front of
C. 1. aren't watching; are playing 2. isn't
cooking; is making 3. isn't doing; is reading
4. aren't washing; are walking 5. Is; is
6. Are; aren't

Progress Test C

Listening

- A. 1. study 2. bedroom 3. dining room
4. kitchen 5. bathroom
B. 1. her homework 2. her bed 3. table
4. cooking 5. shower
C. fridge; sink; bedside table; bath;
washbasin

Reading

- A. 1. F 2. T 3. F 4. T 5. F
B. 1. b 2. c 3. b 4. a 5. b

Vocabulary

- A. 1. attic 2. bedroom 3. bathroom 4. living
room 5. dining room 6. kitchen 7. garage
8. garden
B. 1. armchair 2. mirror 3. cooker
4. cupboard
C. 1. washing 2. doing 3. making 4. cooking
5. walking 6. laying 7. watching 8. playing

Grammar

- A. 1. there isn't; there is 2. there isn't
3. there are 4. There are; There aren't
5. Is there; There isn't 6. Are there; there
are
B. 1. under 2. on 3. next to 4. between
5. above 6. in front of
C. 1. aren't watching; are playing 2. isn't
cooking; is making 3. isn't doing; is reading
4. aren't washing; are walking 5. Is; is
6. Are; aren't

Unit 4

Progress Test A

Listening

A. 1. week 2. dinner 3. dish 4. chicken
5. potatoes 6. fish 7. tuna 8. pizza 9. Friday
10. cake

B. 1. e 2. b 3. f 4. c 5. a

C. pancakes; milk; apple; lettuce; rice

Reading

A. 1. T 2. F – Her favourite hobby is cooking.
3. F – She never cooks during the week.
4. T 5. F – Her favourite dessert is strawberry pie.

B. 1. Her favourite hobby is cooking.
2. Cathy's family likes to eat Italian food because her father is Italian. 3. Her mum is.
4. Yes, they do – her brother lays the table and she does the dishes.
5. Her brother's favourite cake is chocolate cake.

Vocabulary

A. 1. pineapple 2. cheese 3. sausages
4. bread 5. coffee 6. mushrooms 7. carrots
8. orange juice 9. tomatoes 10. butter
11. milk 12. lettuce

B.

Main dishes: pasta carbonara; fish and chips; grilled fish and vegetables; roast chicken

Drinks: water; lemonade; wine; tea

Desserts: ice cream; fruit salad; apple pie; orange cake

Grammar

A. 1. likes; doesn't like 2. don't like; like
3. like; don't like 4. likes; doesn't like
5. Do / like; do 6. Do / like; don't

B. 1. any 2. some 3. any 4. some 5. any
6. any

C. 1. Dylan likes cherries very much.
2. Debora's favourite dish is fish and chips.
3. My favourite dessert is carrot cake.
4. My best friend doesn't like soup.

Writing

His name is Matthew Tudor. His favourite meal is breakfast and his favourite dish is pizza. He likes pancakes, eggs and fruit, but he doesn't like meat, broccoli and lettuce. He likes to drink milk and orange juice, but he doesn't like lemonade and coffee.

Progress Test B

Listening

A. 1. week 2. dinner 3. dish 4. chicken
5. potatoes 6. fish 7. tuna 8. pizza 9. Friday
10. cake

B. 1. e 2. b 3. f 4. c 5. a

C. pancakes; milk; apple; lettuce; rice

Reading

A. 1. T 2. F 3. F 4. T 5. F

B. 1. is cooking. 2. likes to eat Italian food because her father is Italian. 3. Her mother
4. they do – her brother lays the table and she does the dishes. 5. is chocolate cake.

Vocabulary

A. 1. pineapple 2. cheese 3. sausages
4. bread 5. coffee 6. mushrooms 7. carrots
8. orange juice 9. tomatoes 10. butter
11. milk 12. lettuce

B.

Main dishes: pasta carbonara; fish and chips; grilled fish and vegetables; roast chicken

Drinks: water; lemonade; wine; tea

Desserts: ice cream; fruit salad; apple pie; orange cake

Grammar

A. 1. likes; doesn't like 2. don't like; like
3. like; don't like 4. likes; doesn't like
5. like; do 6. like; don't

B. 1. any 2. some 3. any 4. some 5. any
6. any

C. 1. Dylan likes cherries very much.
2. Debora's favourite dish is fish and chips.
3. My favourite dessert is carrot cake.
4. My best friend doesn't like soup.

Writing

His name is Matthew Tudor. His favourite meal is breakfast and his favourite dish is pizza. He likes pancakes, eggs and fruit, but he doesn't like meat, broccoli and lettuce. He likes to drink milk and orange juice, but he doesn't like lemonade and coffee.

Progress Test C

Listening

A. 1. week 2. dinner 3. dish 4. chicken
5. potatoes 6. fish 7. tuna 8. pizza 9. Friday
10. cake

B. 1. d 2. b 3. e 4. c 5. a

C. pancakes; milk; apple; lettuce; rice

Reading

A. 1. T 2. F 3. F 4. T 5. F

B. 1. b 2. a 3. b 4. a 5. c

Vocabulary

A. 1. pineapple 2. cheese 3. sausages
4. bread 5. coffee 6. mushrooms 7. carrots
8. orange juice 9. tomatoes 10. butter
11. milk 12. lettuce

B.

Main dishes: pasta carbonara; fish and chips; roast chicken

Drinks: water; tea

Desserts: ice cream; fruit salad; apple pie

Grammar

A. 1. likes; doesn't like 2. don't like; like
3. like; don't like 4. likes; doesn't like
5. like; do 6. like; don't

B. 1. any 2. some 3. any 4. some 5. any
6. any

C. 1. ... cherries very much. 2. ... dish is fish and chips. 3. ... dessert is carrot cake.
4. ... friend doesn't like soup.

Writing

His name is Matthew Tudor. His favourite meal is breakfast and his favourite dish is pizza. He likes pancakes, eggs and fruit, but he doesn't like meat, broccoli and lettuce. He likes to drink milk and orange juice, but he doesn't like lemonade and coffee.

Unit 5

Progress Test A

Listening

- A. 1. always 2. quarter 3. shower
4. breakfast 5. brush 6. often 7. afternoon
8. Tuesdays 9. watch 10. sometimes



- C. 1. Andy 2. Claire 3. Peter 4. Lucy

Reading

- A. 1. F – Steve wakes up at quarter to seven.
2. T 3. F – He usually has lunch in the school canteen. 4. T 5. F – He sometimes meets his friends on Saturday.
B. 1. His mother drives him to school. / He goes to school by car. 2. His classes start at eight o'clock. 3. He plays with his baby sister. 4. On Friday evenings, he often watches a film with his family. 5. He visits his grandparents on Sunday.

Vocabulary

- A. 1. get up 2. have a shower 3. get dressed
4. go to school (on foot) 5. have classes
6. have lunch 7. do homework 8. go to bed
B. 1. It's two o'clock. 2. It's half past four.
3. It's quarter to six. 4. It's quarter past ten.
5. It's ten to eight. 6. It's five past eight.
C. 1. skateboarding 2. going to the cinema
3. going to the beach 4. swimming
5. reading 6. playing football

Grammar

- A. 1. has 2. brushes 3. watch 4. doesn't play 5. don't go 6. Do / make
B. 1. because 2. but 3. and
C. 1. We are never at home on Sunday morning. 2. My family usually has breakfast in the kitchen. 3. I always have lunch in the school canteen. 4. I sometimes go to the cinema.
D. 1. Where 2. Which 3. Who 4. When 5. How 6. What

Writing

Sarah gets up at quarter past seven. She has a shower and gets dressed. At quarter to eight she has breakfast. At eight o'clock she takes the bus to school and her classes start at half past eight.
At half past one she has lunch in the school canteen. At half past two she goes home and does her homework. At five o'clock she has piano lessons.
At half past seven she has dinner with her family. After dinner, she watches TV or listens to music. She goes to bed at half past nine and she reads a book.

Progress Test B

Listening

- A. 1. always 2. quarter 3. shower
4. breakfast 5. brush 6. often 7. afternoon
8. Tuesdays 9. watch 10. sometimes



- C. 1. Andy 2. Claire 3. Peter 4. Lucy

Reading

- A. 1. F 2. T 3. F 4. T 5. F
B. 1. goes; by car 2. start at eight o'clock
3. plays with his baby sister 4. watches a film with his family 5. visits; on Sunday

Vocabulary

- A. 1. get up 2. have a shower 3. get dressed
4. go to school 5. have classes 6. have lunch
7. do homework 8. go to bed
B. 1. two 2. half past 3. quarter 4. quarter past 5. ten to 6. five past
C. 1. skateboarding 2. going to the cinema
3. going to the beach 4. swimming
5. reading 6. playing football

Grammar

- A. 1. has 2. brushes 3. watch 4. doesn't play 5. don't go 6. Do
B. 1. because 2. but 3. and
C. 1. We are never at home on Sunday morning. 2. My family usually has breakfast in the kitchen. 3. I always have lunch in the school canteen. 4. I sometimes go to the cinema.
D. 1. c 2. e 3. a 4. b 5. f 6. d

Writing

Sarah gets up at quarter past seven. She has a shower and gets dressed. At quarter to eight she has breakfast. At eight o'clock she takes the bus to school and her classes start at half past eight.
At half past one she has lunch in the school canteen. At half past two she goes home and does her homework. At five o'clock she has piano lessons.
At half past seven she has dinner with her family. After dinner, she watches TV or listens to music. She goes to bed at half past nine and she reads a book.

Progress Test C

Listening

- A. 1. always 2. quarter 3. shower
4. breakfast 5. brush 6. often 7. afternoon
8. Tuesdays 9. watch 10. sometimes



- C. 1. Andy 2. Claire 3. Peter 4. Lucy

Reading

- A. 1. F 2. T 3. F 4. T 5. F
B. 1. c 2. a 3. a 4. b 5. c

Vocabulary

- A. 1. get up 2. have a shower 3. get dressed
4. go to school 5. have classes 6. have lunch
7. do homework 8. go to bed
B. 1. two 2. four 3. to 4. past 5. to 6. past
C. 1. skateboarding 2. going to the cinema
3. going to the beach 4. Swimming
5. reading 6. playing football

Grammar

- A. 1. has 2. brushes 3. watch 4. doesn't play 5. don't go 6. Do
B. 1. because 2. but 3. and
C. 1. We are never at home on Sunday morning. 2. My family usually has breakfast in the kitchen. 3. I always have lunch in the school canteen. 4. I sometimes go to the cinema.
D. 1. Where 2. Which 3. Who 4. When 5. How 6. What

Writing

Sarah gets up at quarter past seven. She has a shower and gets dressed. At quarter to eight she has breakfast. At eight o'clock she takes the bus to school and her classes start at half past eight.
At half past one she has lunch in the school canteen. At half past two she goes home and does her homework. At five o'clock she has piano lessons.
At half past seven she has dinner with her family. After dinner, she watches TV or listens to music. She goes to bed at half past nine and she reads a book.

Unit 1

A. Megan is a huge fan of Dua Lipa. Listen to the dialogue and fill in Megan's fan club card.

Lady: Hello! Could you give me some information about yourself so I can fill in your fan card?

Megan: Of course! My name is Megan.

Lady: And what's your surname?

Megan: Williams. W-I-L-L-I-A-M-S.

Lady: How old are you, Megan?

Megan: I'm 10 years old.

Lady: What's your address?

Megan: 22 Abbey Road, London.

Lady: And what's your phone number?

Megan: 023 1664 9748.

Lady: I also need your e-mail address.

Megan: Sure! It's megan10@mymail.com.

Lady: Thank you! One final question: what's your favourite Dua Lipa song?

Megan: Oh! I love the song "Dance the Night".

B. Listen to a conversation between Megan and her friend and complete the dialogue.

April: Who's your favourite singer, Megan?

Megan: Oh! I'm the biggest Dua Lipa fan.

April: Really? I like her too!

Megan: What's your favourite song?

April: I love "Be the One".

Megan: That's a great song.

April: When is her birthday?

Megan: It's on 22nd August.

April: Is she British?

Megan: Yes, she is. She is from London, but her parents are Albanian.

April: So Dua must be an Albanian name.

Megan: Yes, it is. It means "love" in Albanian.

April: That's so cool!

C. Listen to the numbers and circle the ones you hear.

Fifteenth, twenty, seventeen, second, thirteenth, third

Unit 2

A. Listen to Claire and complete the text about her family.

Hello! I'm Claire and I'm 10 years old. I live in Sydney with my parents and my brother. We are Australian, but my grandparents are from New Zealand. They are farmers.

My father is a vet and he loves animals! My mother is a nurse. She works in a very big hospital. My brother is Zack and he is 8 years old. We are both students, but we go to different schools.

B. What do her friends look like? Listen to Claire again and match the names with their physical description.

I've got five best friends and they are all very different. Kelly is very tall and thin. She's very athletic.

Marianne is short and a bit fat. She's really kind.

Jack has got short curly hair and brown eyes. He is very strong.

Peter has got red hair, green eyes and freckles. He's very funny!

Lucy has got long blond hair and blue eyes. She is very intelligent.

They are all great friends!

C. What are they wearing? Listen and write a name under each photo.

Kevin is wearing a T-shirt, shorts, a cap and flip-flops.

Andy is wearing a hoodie, a pair of trousers and trainers.

John is wearing a warm coat, trousers, a wool hat, a scarf and a pair of gloves.

Sally is wearing a beautiful dress and nice shoes.

Kate is wearing a shirt, a skirt and cool boots.

Unit 3

A. Listen to Sophie. Where is everybody?

Hello! I'm Sophie. Today is Sunday and everyone is at home. I'm in the study, doing my homework. I always do my homework on Sunday because on Saturday I have sports activities.

My sister Amy is in her bedroom. She is making her bed.

My brother Mark is in the dining room laying the table for our Sunday lunch.

My father is in the kitchen. He is cooking. He always cooks a special meal on Sundays.

My mother is in the bathroom. She is having a shower.

Everyone is busy except for our cat. He's sleeping.

B. Listen to Sophie again. What is everybody doing?

Match the columns.

[Same text as in A.]

C. Listen and circle the words you hear.

Look, there is a new fridge in the kitchen! It's very modern. It's opposite the sink. There is also a new bedside table in the bedroom. In the bathroom there is a big bath and a washbasin next to it.

Unit 4

A. Listen to Jane and complete the text.

In my family, we all like different things, so once a week one of us decides what we have for dinner. My favourite dish is roast chicken and chips. My brother likes sausages and mashed potatoes. My mother loves grilled fish and salad and my father likes tuna pasta. We all love pizza, so

on Friday we always have it for dinner. At weekends my mother always makes a cake.

B. What do they like? Listen and match the names to their favourite dishes.

Teacher: What's your favourite dish, Karen?

Karen: I love Italian food! My favourite dish is spaghetti bolognese.

Teacher: What about you, Peter? Have you got a favourite food?

Peter: I like many dishes, but I think fish and chips is my favourite.

Teacher: And Claire, what's your favourite dish?

Claire: Well, I'm vegetarian, so I don't eat any meat or fish. My favourite dish is vegetarian lasagne.

Teacher: What about you, Thomas?

Thomas: My mother is Spanish, so we often eat paella. I love it!

Teacher: Daisy, have you got a favourite dish?

Daisy: Oh, I love sushi! It's my favourite thing at the moment.

C. Listen and circle the words you hear.

For breakfast, lots of my friends love pancakes in the morning. They're delicious with a glass of milk. As a snack, it's great to have some fruit like a pear or an apple. And for lunch, don't forget your vegetables: carrots or lettuce are always nice with rice or pasta.

Unit 5

A. Listen and complete the text.

I always get up at seven o'clock because my classes start at quarter past eight. I have a shower and then I get dressed. I have breakfast in the kitchen and then I brush my teeth. I go to school on foot. I often have lunch in the school canteen. In the afternoon I do my homework and I study. On Tuesdays and Thursdays I have piano lessons. I have dinner with my family and then we watch a film together. I sometimes play video games. I go to bed at half past nine.

B. What time is it? Listen and draw the hands on the clocks.

1. It's four o'clock.
2. It's half past seven.
3. It's quarter past twelve.
4. It's quarter to five.
5. It's ten past one.
6. It's five to three.

C. Listen and label the photos with the correct names.

Hi! I'm Lucy and I love reading. I always read a book when I go to bed.

Hello! I'm Peter and I love rollerblading. I sometimes go rollerblading with my friends.

I'm Claire. I love listening to music. It makes me feel good.

Hi! I'm Andy and my favourite hobby is playing the guitar. I have guitar lessons twice a week.

**HEY,
YOU!**

Quick tests

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Answer Key 322

Name No. Class
 Date Mark Teacher

A Complete the text about Cameron.

His _____ is Cameron and his _____ is Miller. He is ten _____. His _____ is 123 Oak Street, New York. His _____ is 212 3850 6604 and his _____ is cameronmiller@gmail.com.



B Complete with the verb *to be* in the present simple.

- This _____ Tessa Jones. She _____ a new student at my school. She _____ American but her parents _____ (**not**). They _____ Spanish.
- "How old _____ you?" "I _____ 11 years old."
- "_____ you in year 6?" "No, I _____. I _____ in year 5."
- "_____ his address 55 Kings Road?" "Yes, it _____."

Name No. Class
 Date Mark Teacher

A Write the words or the numbers. Follow the example.

EXAMPLE 10th → tenth; second → 2nd

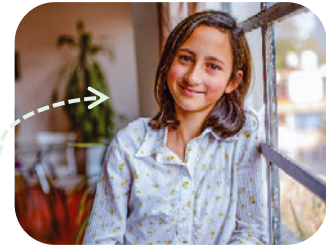
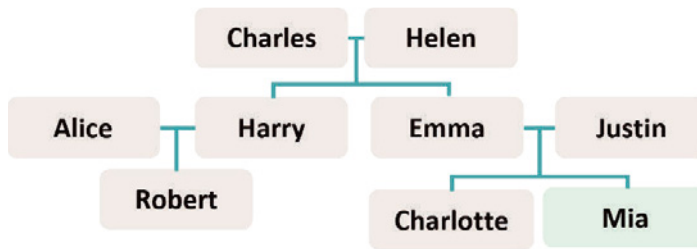
- | | | |
|--------------------------|---------------------------|----------------------------|
| 1. Fifteenth _____ | 4. 43 rd _____ | 7. Sixty-second _____ |
| 2. 1 st _____ | 5. 70 th _____ | 8. 100 th _____ |
| 3. 5 th _____ | 6. Ninth _____ | 9. Twelfth _____ |

B Complete with possessive determiners.

- This is my friend. _____ name is Oliver.
- Claire is a student. _____ school is in London.
- We're 9 years old. _____ birthday is in March.
- They're in class A. _____ names are Charles and Alex.
- I'm Sophia. _____ surname is Anderson.
- Look at that dog. _____ colour is beautiful.
- You live in Liverpool. What's _____ address?

Name No. Class
 Date Mark Teacher

A Look at Mia's family tree and complete the text.



Hi, my name is Mia and this is my family. Charles and Helen are my grandparents. Emma is my _____ and Justin is my _____. They are my _____. Charlotte is my little _____. Alice is my _____ and Harry is my _____. Robert is my _____. We are good friends.

B Complete with 's / ' / of.

- These are my friends _____ pens.
- This is Lucas _____ new ruler.
- The boy _____ name is Dylan.
- This is the door _____ the classroom.
- These are the children _____ books.
- The colours _____ our flag are red and white.

Name No. Class
 Date Mark Teacher

A Look at the photos and write the jobs.



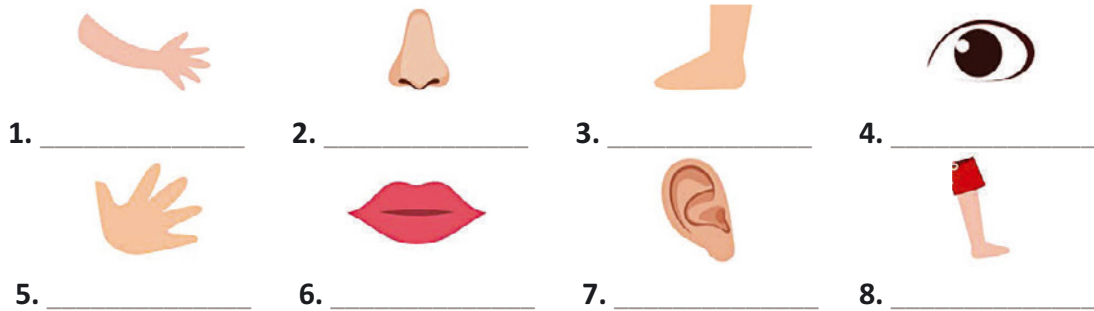
- _____
- _____
- _____
- _____
- _____

B Complete with the verb *have got*.

- My brother and I _____ (not) a black cat. We _____ a black puppy.
- My friend Anne _____ a baby sister.
- "_____ you _____ a brother?" "Yes, I _____."
- Mrs Carter _____ (not) three children. She _____ two daughters.

Name No. Class
 Date Mark Teacher

A Write the names of the parts of the body.



B Match the opposites.

- | | | |
|------------|---|-------------------|
| 1. nervous | • | • a. quiet |
| 2. rude | • | • b. hard-working |
| 3. sad | • | • c. funny |
| 4. noisy | • | • d. polite |
| 5. lazy | • | • e. calm |
| 6. serious | • | • f. happy |

Name No. Class
 Date Mark Teacher

A Look at the photos and choose the correct options.



1. Grace is a teacher. She is **tall / short** and **thin / fat**. She has got black **curly / straight** hair and brown eyes.



2. Matilda is a student. She is young and **thin / fat**. She has got long **wavy / straight** hair. She is wearing **glasses / moustache** and **freckles / earrings**.

B Put the words in the correct order to make sentences.

- Jamie / brown / has got / hair / short _____
- happy / Martha / very / is _____
- eyes / his / blue / are _____
- moustache / he / big / has got / a _____

Name No. Class
 Date Mark Teacher

A Label the clothes, accessories and footwear.

- | | | | |
|---|---|--|---|
|  |  |  |  |
| 1. <input type="text"/> | 2. <input type="text"/> | 3. <input type="text"/> | 4. <input type="text"/> |
|  |  |  |  |
| 5. <input type="text"/> | 6. <input type="text"/> | 7. <input type="text"/> | 8. <input type="text"/> |
|  |  |  |  |
| 9. <input type="text"/> | 10. <input type="text"/> | 11. <input type="text"/> | 12. <input type="text"/> |

B Write the sentences in the plural.

- The man has got a watch.
- The child has got a new toy.
- I have got a new box.
- The woman has got a blue dress.

Name No. Class
 Date Mark Teacher

A Write the words in the correct column.

tracksuit belt pyjamas gloves trousers flip-flops
 bracelet coat jumper sandals tank top ring

Clothes	Accessories	Footwear
	bracelet ring	

B Complete with the correct possessive pronouns.

- "Whose cap is this?" "It's Karen. It's .
- "Is this Kevin's new shirt?" "Yes, it's .
- This is my new skateboard. It's .
- Look! Those are my sisters' caps. They are .

Unit 3 Quick test

Test 1

Name No. Class
Date Mark Teacher

A Label the photos.



1.



2.



3.



4.



5.

B Choose the correct option.

1. How many bedrooms **is there / are there** in your house?
2. **There is / There are** flowers in the garden.
3. **There isn't / There aren't** a swimming pool.
4. "Is there / Are there a slide outside?" "No, **there isn't / there aren't.**"
5. Downstairs **there is / there are** a comfortable living room with a fireplace.

Unit 3 Quick test

Test 2

Name No. Class
Date Mark Teacher

A Label the photos.



1.



2.



3.



4.



5.

B Choose the correct option.

1. The mirror is **on / above** the fireplace.
2. There is a lamp **in / next to** the sofa.
3. The armchairs are **opposite / below** the sofa.
4. The rug is **under / above** the coffee table.
5. There are windows **in front of / behind** the armchairs.



Name No. Class
 Date Mark Teacher

A Label these activities.



1. _____



2. _____



3. _____



4. _____



5. _____

B Complete the sentences with the present continuous.

- My grandparents _____ (not read) in the living room.
They _____ (sleep) at the moment.
- I _____ (study) for an important test.
- Joey _____ (walk) his dog Bobby now. He _____ (not ride) his bike.
- "_____ (Sarah / play) volleyball at the moment?" "No, she _____.
She _____ (do) her homework."

Name No. Class
 Date Mark Teacher

A Look at the photos. What are they doing?



1. John _____ (play) with his dog in the garden.



2. Ann and Greg _____ (study) in the living room.



3. I _____ (watch) a film on TV.

B Complete the sentences in the present continuous with a verb from the box.

- My grandparents _____ tea at the moment.
- My dad _____ to my uncle on the phone.
- The baby is in his room but he _____ (not).
- They _____ (not) the text.
They _____ to the teacher.
- _____ you _____ the car?

read drink
wash talk
sleep listen

Unit 4 Quick test

Test 1

Name No. Class
 Date Mark Teacher

A Label the food.



1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

B Complete the sentences with the present simple of the verb *like*.

- My mum and I _____ (not) milk, but we _____ cheese.
- "_____ (Emma / like) chocolate ice cream?" "Yes, she _____."
- James and Oliver _____ fruit juice. James _____ orange juice and Oliver _____ pineapple juice.
- My cousin Kayla _____ (not) sausages.
- "What _____ (they / like)?" "They only _____ fish."

Unit 4 Quick test

Test 2

Name No. Class
 Date Mark Teacher

A Look at the photos. Complete the sentences.



- "What's your favourite breakfast?" "It's _____ and _____."
- "What is your favourite afternoon snack?" "It's _____ and _____."
- "What is your favourite dish and drink for dinner?" "It's roast _____, _____ and water."

B Complete the sentences with *some* or *any*.

- There is _____ bread in the cupboard.
- There isn't _____ sugar for the cake.
- "Is there _____ chocolate?" "Yes, there is _____ in the cupboard."
- Let's go shopping. There aren't _____ bananas or pears in the basket.
- There are _____ vegetables in the fridge.

Name No. Class
 Date Mark Teacher

A Identify the daily actions.



1.



2.



3.



4.



5.

B What time is it?



1.



3.



2.



4.

Name No. Class
 Date Mark Teacher

A Complete the sentences with the *present simple*.

- Miriam (have) breakfast in the kitchen.
- We (listen) to music after dinner.
- Peter (not go) to school by bus. He (go) on foot.
- " Julie (brush) her teeth after dinner?" "Yes, she .
- My sister (sing) very well.
- We (not start) lessons at 8 o'clock.
- " they (get) dressed after breakfast?" "No, they .

B Write the sentences with the adverb of frequency in the correct place.

- Aaron goes to school on foot. (never)
- I do my homework before dinner. (usually)
- They play football on Saturdays. (always)
- We have lunch at school. (sometimes)

Name No. Class
 Date Mark Teacher

A Identify the free time activities.



1.



2.



3.



4.



5.

B Complete the sentences with *and*, *but* or *because*.

1. We don't go to school on Saturdays _____ there are no lessons.
2. For breakfast, I usually have orange juice _____ cheese toast.
3. After school, Jane has basketball practice, _____ her brother has guitar lessons.
4. Listening to music _____ swimming are my favourite free time activities.

Name No. Class
 Date Mark Teacher

A Write sentences in the present simple.

1. a shower / Ann / at 7 o'clock / **have** _____
2. Greg / surfing / **not like** _____
3. **ride** / the kids / their bikes / sometimes _____
4. usually / I / breakfast / kitchen / **have** _____
5. they / football / **not play** _____

B Complete with the correct question words.

1. " _____ time do you usually get up?" "At half past seven."
2. " _____ does he have breakfast?" "In the kitchen."
3. " _____ is your best friend?" "David."
4. " _____ do they go to the cinema?" "At the weekend."
5. " _____ does she got to school?" "By bus."

Unit 1

Quick test 1

A. name; surname; years old; address; phone number; email address

B. 1. is; is; aren't; are 2. are; am 3. Are; 'm not; am 4. Is; is

Quick test 2

A. 1. 15th 2. first 3. fifth 4. forty-third 5. seventieth 6. 9th 7. 62nd 8. one hundredth 9. 12th

B. 1. His 2. Her 3. Our 4. Their 5. My 6. Its 7. your

Unit 2

Quick test 1

A. 1. mother; father; parents; sister; aunt; uncle; cousin

B. 1. ' 2. 's 3. 's 4. of 5. 's 6. of

Quick test 2

A. 1. mechanic 2. chef 3. police officer 4. vet 5. firefighter

B. 1. haven't got; have got 2. has got 3. Have / got; have 4. hasn't got; has got

Quick test 3

A. 1. arm 2. nose 3. foot 4. eye 5. hand 6. mouth 7. ear 8. leg

B. 1. e 2. d 3. f 4. a 5. b 6. c

Quick test 4

A. 1. tall; thin; curly 2. thin; straight; glasses; earrings

B. 1. Jamie has got short brown hair. 2. Martha is very happy. 3. His eyes are blue. 4. He has got a big moustache.

Quick test 5

A. 1. hoodie 2. boots 3. shirt 4. tie 5. shoes 6. dress 7. socks 8. cap 9. shorts 10. sunglasses 11. skirt 12. coat

B. 1. The men have got watches. 2. The children have got new toys. 3. We have got new boxes. 4. The women have got blue dresses.

Quick test 6

A.

Clothes: tracksuit; pyjamas; trousers; coat; jumper; tank top

Accessories: belt; gloves; bracelet; ring

Footwear: flip-flops; sandals

B. 1. hers 2. his 3. mine 4. theirs

Unit 3

Quick test 1

A. 1. balcony 2. attic 3. bathroom 4. study 5. kitchen

B. 1. are there 2. There are 3. There isn't 4. Is there; there isn't 5. there is

Quick test 2

A. 1. cooker 2. washbasin 3. pot plant 4. dishwasher 5. wardrobe

B. 1. above 2. next to 3. opposite 4. under 5. behind

Quick test 3

A. 1. laying the table 2. making the bed 3. doing the dishes 4. washing the car 5. cooking

B. 1. aren't reading; are sleeping 2. am studying 3. is walking; isn't riding 4. Is Sarah playing; isn't; is doing

Quick test 4

A. 1. is playing 2. are studying 3. am watching

B. 1. are drinking 2. is talking 3. isn't sleeping 4. aren't reading; are listening 5. Are / washing

Unit 4

Quick test 1

A. 1. eggs 2. vegetables 3. grapes 4. strawberries 5. meat 6. butter

B. 1. don't like; like 2. Does Emma like; does 3. like; likes; likes 4. doesn't like 5. do they like; like

Quick test 2

A. 1. cereal; milk 2. yoghurt; fruit 3. chicken; potatoes

B. 1. some 2. any 3. any; some 4. any 5. some

Unit 5

Quick test 1

A. 1. have a shower 2. get dressed 3. have lunch 4. have classes 5. go to sleep

B. 1. It's quarter past six. 2. It's twenty-five past two. 3. It's half past eleven. 4. It's ten to four.

Quick test 2

A. 1. has 2. listen 3. doesn't go; goes 4. Does / brush; does 5. sings 6. don't start 7. Do / get; don't

B. 1. Aaron never goes to school on foot. 2. I usually do my homework before dinner. 3. They always play football on Saturdays. 4. We sometimes have lunch at school.

Quick test 3

A. 1. running 2. skateboarding 3. swimming 4. racing karts 5. reading

B. 1. because 2. and 3. but 4. and

Quick test 4

A. 1. Ann has a shower at 7 o'clock. 2. Greg doesn't like surfing. 3. The kids sometimes ride their bikes 4. I usually have breakfast in the kitchen. 5. They don't play football.

B. 1. What 2. Where 3. Who 4. When 5. How

HEY,
YOU!

Rubrics

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RUBRICS

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RUBRICAS DE AVALIAÇÃO: PRODUÇÃO/INTERAÇÃO ESCRITA

Na componente da produção/interação escrita são consideradas três categorias para a avaliação de desempenho.

NÍVEL	Desenvolvimento temático / Conteúdo (40%)	Organização / Coerência / Coesão (30%)	Gramática / Vocabulário (30%)
5	Escreve um texto simples, respeitando as instruções dadas e/ou os elementos fornecidos e apresentando elementos próprios.	Respeita as características do tipo de texto solicitado. Articula as ideias de forma adequada, utilizando eficientemente conectores simples e concordância nominal e verbal.	Utiliza, de forma adequada, vocabulário relativo à temática. Revela um muito bom domínio das regras de funcionamento da língua.
4	Nível intermédio (contém elementos do nível 5 e do nível 3)		
3	Escreve um texto simples, respeitando as instruções dadas de um modo geral, mas não usa todos os elementos fornecidos.	Respeita alguns aspetos relevantes do tipo de texto solicitado. Articula as ideias, embora nem sempre de forma adequada, repetindo conectores mais básicos, e nem sempre respeitando a concordância nominal e verbal.	Utiliza vocabulário relativo à temática de forma adequada quase sempre. Revela algum domínio das regras de funcionamento da língua, não cometendo erros que possam causar incompreensão.
2	Nível intermédio (contém elementos do nível 3 e do nível 1)		
1	Escreve um texto simples mas muito pouco adequado às instruções dadas.	Não respeita as características do tipo de texto solicitado. Articula as ideias de forma deficiente. Não usa conectores e não respeita a concordância nominal e verbal.	Não utiliza de forma adequada vocabulário relativo à temática. Utiliza estruturas básicas mas, mesmo assim, comete erros gramaticais frequentes que causam incompreensão, não demonstrando conhecimento das regras de funcionamento da língua.

RUBRICAS DE AVALIAÇÃO: PRODUÇÃO E INTERAÇÃO ORAL

Na componente oral são consideradas quatro categorias para a classificação do desempenho do aluno.

NÍVEL	Comunicação / Interação (30%)	Fluência e naturalidade (20%)	Gramática / Vocabulário (30%)	Pronúncia (20%)
5	Comunica com muita confiança. A informação é organizada de uma forma fácil de compreender. Inicia, mantém e acaba um diálogo, interagindo de forma adequada com o(s) interlocutor(es).	Exprime-se com muito à-vontade; as repetições são raras.	Usa, com correção, estruturas gramaticais e vocabulário adequado e variado, empregando palavras novas.	A pronúncia e a entoação são geralmente claras e naturais.
4	Nível intermédio (contém elementos do nível 5 e do nível 3)			
3	Comunica com alguma confiança. Fornece informação simples, exprimindo o essencial. Inicia, mantém e acaba um diálogo, interagindo com o(s) interlocutor(es) nem sempre de forma adequada e, por vezes, com algumas hesitações.	Exprime-se com relativo à-vontade; faz pausas para planear e remediar e poderão ocorrer eventuais hesitações.	Usa, com alguma correção, estruturas gramaticais simples e vocabulário adequado, mas pouco variado.	Ocorrência de alguns erros fonológicos que perturbam, apenas ocasionalmente, a compreensão e a comunicação.
2	Nível intermédio (contém elementos do nível 3 e do nível 1)			
1	Comunica com muita dificuldade. As ideias não são claras e omite informação importante. Apresenta grandes dificuldades em iniciar, manter e acabar um diálogo, não conseguindo interagir de forma adequada com o(s) interlocutor(es).	Exprime-se sem fluência, o que dificulta a comunicação: faz muitas pausas, utiliza palavras isoladas e recorre à língua materna.	Comete muitos erros gramaticais. Usa um repertório de palavras muito básico e pouco adequado à situação.	Com demasiados erros, tornando o discurso, na sua maioria, ininteligível.

TRABALHO DE PROJETO

NÍVEL	Conteúdo (30%)	Organização (20%)	Criatividade (20%)	Trabalho colaborativo (20%)	Apresentação / Comunicação (10%)
5	Respeitaram integralmente o trabalho indicado, abordando aspectos pertinentes. É visível o trabalho de pesquisa realizado pela relevância das ideias apresentadas.	O trabalho está bem estruturado e apresenta as ideias de forma lógica, clara e sequencial.	O trabalho mostra originalidade e criatividade, quer nas ideias apresentadas, quer na forma de as apresentar.	Todos os elementos do grupo se envolveram ativamente na execução do projeto, em equipa, com tolerância e respeito pela opinião dos outros. Cumpriram os prazos.	A apresentação foi clara, dinâmica e motivadora. Os alunos exprimiram-se com correção, organização e rigor no uso da linguagem.
4	Nível intermédio (contém elementos do nível 5 e do nível 3)				
3	Respeitaram, na generalidade, o trabalho indicado. O trabalho de pesquisa realizado revela-se algo incompleto nas ideias apresentadas.	O trabalho tem uma estrutura satisfatória e, geralmente, apresenta as ideias de forma lógica, clara e sequencial.	O trabalho evidencia alguma originalidade e criatividade, quer nas ideias apresentadas, quer na forma de as apresentar.	Todos os elementos do grupo trabalharam bem em equipa, revelando tolerância e respeito pela opinião dos outros na maioria das situações. Cumpriram os prazos.	A apresentação foi pouco clara, pouco dinâmica e nem sempre motivadora. Os alunos exprimiram-se com erros esporádicos, cuja gravidade não implicou perda de inteligibilidade e/ou de sentido.
2	Nível intermédio (contém elementos do nível 3 e do nível 1)				
1	Não respeitaram o trabalho indicado. O trabalho de pesquisa realizado revela-se muito incompleto nas ideias apresentadas.	O trabalho tem uma estrutura pouco adequada e apresenta as ideias de uma forma desordenada e confusa.	O trabalho não foi original nem criativo, quer nas ideias apresentadas, quer na forma de as apresentar.	Os elementos do grupo trabalharam com muita dificuldade em equipa. Não se envolveram na execução do projeto. Não cumpriram os prazos.	A apresentação não foi clara, dinâmica ou motivadora. Os alunos exprimiram-se com erros cuja gravidade implicou a perda frequente de inteligibilidade e/ou de sentido.

HEY,
YOU!

Go beyond

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Unit 1.1 Go beyond

Name

No.

Class

Date

Read the questions and choose the best answer. It's Janet's first day at a new school.



EXAMPLE

Denise: Hi, are you new here?

Janet: A. No, I'm young.

B. Yes, it is.

C. Yes, it's my first day.

Questions

1. **Denise:** What's the matter? You look sad.

Janet: A. I can't find my classroom.

B. I'm in room 8.

C. My backpack is blue.

2. **Denise:** I can help you. What's your name?

Janet: A. I'm 10, and you?

B. That's J-A-N-E-T.

C. It's Janet. And yours?

3. **Denise:** Look! We're in the same class.

Janet: A. Awesome!

B. Sorry, it's not here.

C. No, mine is on the desk.

4. **Denise:** Would you like to meet our English teacher?

Janet: A. They're in the library.

B. Sounds good.

C. Mrs Daisy is her sister.

5. **Denise:** This is our timetable. Classes start at half past eight.

Janet: A. Yes, please.

B. That's very early.

C. It's not hers.

6. **Denise:** Daniel is also a new student. Is he your friend?

Janet: A. I don't know him.

B. Nice to meet you.

C. No, it's not.

7. **Denise:** The bell's ringing. Shall we go to class?

Janet: A. No, they're not.

B. Yes, she's here.

C. Sure, let's go.

Name

No. Class Date

Complete the blog post with the correct form of the verb *to be*.

Homepage x
Homepage x
+

← → ↺

☰

MY BLOG

Back to school!



September means that a new school year 1. _____ near. It 2. _____ time to buy new school supplies and get ready for going to bed early. So, summer is over and waking up late 3. _____ **(not)** an option. I 4. _____ always excited when school begins because I can see my friends again. Let me show you a photo of them. That 5. _____ Jane with the pink cardigan. And Martin 6. _____ the one holding the football, but he 7. _____ **(not)** a football player. Harriet and Petra 8. _____ sisters, but they like different things. And this 9. _____ me with the light green T-shirt. This photo 10. _____ my favourite because we 11. _____ all good friends.

How about you? 12. _____ you excited about the new school year?

Write a comment in the box below.

www.reallygreatsite.com
@reallygreatsite

Unit 1.2 Go beyond

Tracks 68 . 69

Jeremy



Julie

Unit 1.2 Go beyond

Name _____

No. _____

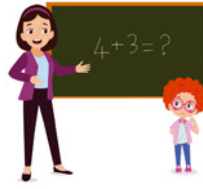
Class _____

Date _____

Read the story and complete it with the words in the box. There are three extra options.



costumes



teacher



presents



neighbours



sing



celebrate



door



special



candles

My name is Eve and today is my birthday. Yup, that's right! October 31st is my **1.** _____ day and it is also Halloween. Pretty cool, right? So every year I have a Halloween birthday party with my friends from school and my **2.** _____ Kayla and Melissa. We put on our **3.** _____ and go trick-or-treating. Then we go back to my house and have some pizza for dinner. Next, we sing happy birthday and I blow out the **4.** _____. After that, we watch a scary film and have a pyjama party – that's when I open my **5.** _____.

For me, it's OK to **6.** _____ my birthday and Halloween on the same day... It's two celebrations in one!

Unit 2.1 Go beyond

Name _____

No. _____

Class _____

Date _____

Read the text and choose the best option. There is an example.



My amazing family

Hi, I _____ Naomi and I've got an amazing family. I **1.** _____ two twin brothers. My mother is a music teacher and **2.** _____ father works in a police station, he's a police officer. I live with my mother and **3.** _____ husband near the mountains. He is a mechanic and his **4.** _____ name is Trevor. At weekends I spend time at my father's house and during the holidays we visit my grandparents. They live in a village and **5.** _____ a very big farm. Their house is very big, so **6.** _____ have lots of space to run around and play games. When I'm with my family, we always laugh and have lots of fun together.

EXAMPLE

a. are **b. 's** c. 'm

- | | | |
|-------------|------------|---------|
| 1. a. is | b. 've got | c. am |
| 2. a. their | b. his | c. my |
| 3. a. my | b. he | c. her |
| 4. a. sons' | b. son's | c. sons |
| 5. a. have | b. are | c. has |
| 6. a. we | b. our | c. he |

Unit 2.2 Go beyond

Name _____

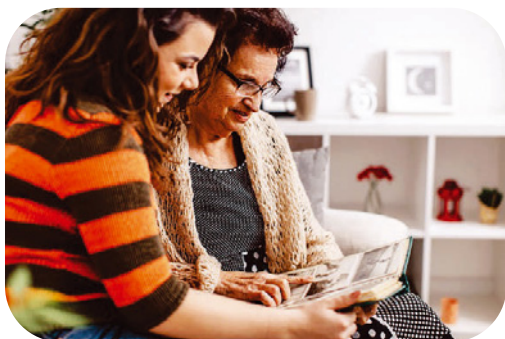
No. _____

Class _____

Date _____

Maggie is looking at some photos with her aunt Shirley. What does Aunt Shirley say? Read the conversation and choose the best answer. Write a letter (A-H) for each answer.

You do not need to use all the letters. There is one example.



EXAMPLE

Maggie: Aunt Shirley, who's this in the yellow T-shirt with short black hair and freckles?

Aunt Shirley: D. That's your cousin Mike, he's the only one in the family with freckles.

Questions

1. **Maggie:** He's tall, but the girl next to him is short. She looks sad.

Aunt Shirley: _____

2. **Maggie:** And is this her father, the man with the moustache?

Aunt Shirley: _____

3. **Maggie:** My father is hard-working too. Is this him here?

Aunt Shirley: _____

4. **Maggie:** So, where's mum? Is she this woman with long straight hair?

Aunt Shirley: _____

5. **Maggie:** So... Where am I?

Aunt Shirley: _____

Answers

A. No, the man with the moustache is Uncle James. He's a firefighter he's very hard-working.

B. No, that's me! I've got glasses in this picture but now I'm not wearing them.

C. Yes, they have got a lot of friends.

~~D. That's your cousin Mike. He's the only one in the family with freckles.~~

E. Look, that's you there, jumping in the pool.

F. Yes, that's Carol, Mike's sister. She looks a bit sad here.

G. That's Mars, the neighbours' dog. He's cute.

H. Yes, it is. He's the tall man with light brown hair. He is always very happy.

Unit 2.3 Go beyond

Name

No.

Class

Date

Look at the photos. Who are they talking about? Listen and draw lines.
There is one example.

Tracks 70 - 71



Lucy

Graham

Daisy



Serena

Edward

Charlotte

Arthur



Unit 3.1 Go beyond

Name

No. Class Date

Look and read. Choose the correct words and write them on the lines. There is one example.

a lamp

the ground floor

EXAMPLE

You have extra space here to put boxes, but you must go to the very top of the house.

the attic

paintings

1. This is something you turn on if it's dark in a room.

2. You usually see these hanging on the walls in a living room.

a cooker

a dishwasher

3. A comfortable chair where you can sit and rest your arms.

~~the attic~~

4. A separate room with a desk and a computer where adults work and you can do your homework.

the study

5. If you have this outside, you can grill food for parties and events.

a washbasin

6. You can stand on this outside your bedroom to catch some fresh air.

a wardrobe

7. This machine cleans plates, knives, forks, spoons, glasses, pots and pans.

a barbecue

a balcony

an armchair

Unit 3.2 Go beyond

Name _____

No. _____

Class _____

Date _____

Read the question. Listen and write a name or a number. There are two examples. Tracks 72 - 73



EXAMPLE

What colour is Greg's house? blue

How many cars has his dad got? three

Questions

1. Where does Greg play his video games? In the _____ room
2. How many chairs are in the kitchen? _____
3. Where are the bedrooms? _____
4. What colour is the rug in Greg's bedroom? _____
5. How many bedrooms are there? _____

Unit 3.3 Go beyond

Name _____

No. _____

Class _____

Date _____

Look and read. Write **YES** or **NO**.



EXAMPLE

They are playing a game in the living room. No

There is a fridge behind the boy. Yes

Questions

1. The woman is holding some fruit. _____
2. The girl is doing the dishes and the boy is cooking. _____
3. There are some shelves on the wall behind the woman. _____
4. The fridge opposite the counter hasn't got two doors. _____
5. There is a sink in front of the man. _____

Unit 4.1 Go beyond

Name _____

No. _____

Class _____

Date _____

Read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

Mum's market week

Every week, mum goes down to the market to buy some fresh fruit and vegetables. She likes to buy products from Mrs Windsor, a 70-year-old greengrocer with fresh food from her farm. On Mondays and Wednesdays, Mrs Windsor brings to the market products from her vegetable garden: carrots, broccoli, cauliflower, lettuce and mushrooms. There aren't always potatoes and tomatoes, it depends on the season.

EXAMPLE

Mum buys fruit and vegetables at the market every week.

Mrs Windsor selects the best food from her farm.

Questions

1. Mrs Windsor sells vegetables on _____.
2. You can't always find _____ because it can be winter or summer.

But mum's favourite day to visit Mrs Windsor is on Thursdays – that's when she brings fresh fruit: grapes, apples, strawberries, bananas, pineapples and mum's favourite, tangerines! She says Mrs Windsor's tangerines are the sweetest and the most delicious. So, sometimes she offers some to mum.

On Tuesdays, mum buys fresh fish from Mr Parker. He's always happy and makes people smile in the market. We really like the tuna and salmon he sells. But when we eat meat, mum buys from Mrs Jared. She has her meat stall next to Mr Parker. We love her chicken and sausages.

3. Mum goes to Mrs Windsor's stall on _____ to buy her favourite fruit.
4. Sometimes, Mrs Windsor gives mum free _____.
5. Mr Parker makes _____ when they visit him.
6. Mrs Jared's meat stall is _____ Mr Parker's fish stall.

At the weekend, mum goes to the market to get some more groceries because she normally bakes her fantastic carrot cake on Saturdays. She goes to Mr Taylor's stall; he's got some ingredients she needs, like flour and sugar. Then, she visits Mrs Longman, who sells milk products. Mum always buys eggs and milk to make her cake. And on Sundays, the market is closed. Mum can relax and eat the food she bought during the week.

7. Because mum bakes a cake on Saturdays, she visits the market to buy more _____.
8. She buys ingredients like _____ from Mr Taylor.
9. If she doesn't buy eggs and milk from _____, she can't make her cake.
10. Mum can _____ on Sundays because the market is closed.

Unit 4.2 Go beyond

Name _____

No. _____

Class _____

Date _____

Read the text. Choose the right words and write them on the lines.



Family and food

Most families normally have meals together. This is important because you can talk about your day while you are having lunch, for example. Every day, I always have breakfast with my little sister and 1. _____ parents. My sister and I eat a cheese sandwich 2. _____ drink a glass of milk. We love milk! My parents have some toast and tea. There aren't 3. _____ pancakes for breakfast during the week – only at weekends.

At lunchtime, it's difficult for us to have a 4. _____ together because I have lunch in the school canteen. But we have good laughs at dinner. Mum cooks the most amazing lasagne and we sometimes have ice cream after. I 5. _____ fish, but my dad cooks salmon and it's tasty. At the end of the day, I'm happy because family and food are a great combination!

EXAMPLE

a. has

b. is

c. are

1. a. my

b. their

c. your

2. a. because

b. but

c. and

3. a. an

b. any

c. some

4. a. dinner

b. meal

c. food

5. a. don't enjoy

b. doesn't like

c. likes

Unit 5.1 Go beyond

Name _____

No. _____

Class _____

Date _____

Read the text and choose the best option. There is an example.

My summer routine

Hi! I'm Lisa and I want to tell you about my daily routine during the summer. I usually wake up later, at about half past nine, **1.** _____ I don't have to go to school. Then, my family and I have breakfast. We always have toast with jam, but we sometimes eat banana pancakes **2.** _____ Saturdays.



After breakfast, my sister Riley and I go to the basement. That's where we have all our toys and video games. We **3.** _____ there for an hour and then we go outside and play in our garden. We sometimes play hide and seek with our **4.** _____, Lucy and Kevin. We have a great time with them.

At midday we stop and have **5.** _____. Next, if it is hot and sunny, we go to the beach and fly our kites. But we sometimes go to the park too. I enjoy rollerblading and Riley always **6.** _____ her skateboard.

At the end of the day, I like listening to music or reading a good book. It's always relaxing and perfect for warm summer days.

EXAMPLE

a. in

b. about

c. with

1. a. but

b. and

c. because

2. a. in

b. on

c. at

3. a. play

b. plays

c. playing

4. a. teacher

b. neighbours

c. students

5. a. breakfast

b. lunch

c. dinner

6. a. take

b. takes

c. taking

Unit 5.2 Go beyond

Name

No. Class Date

When does Katie do what? Listen and write a letter in each box. Follow the example. Tracks 74 - 75

EXAMPLE



D

A



B



1.



C



D



2.



E



F



3.



G



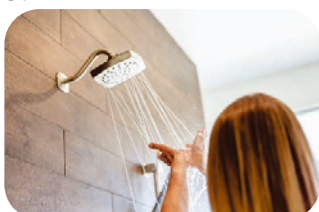
H



4.



5.



Answer Key

Unit 1

1.1 Reading

1. A 2. C 3. A 4. B 5. B 6. A 7. C

1.1 Grammar

1. is 2. is 3. isn't 4. am 5. is 6. is 7. isn't 8. are 9. is
10. is 11. are 12. are

1.2 Listening



1.2 Reading & Writing

1. special 2. neighbours 3. costumes 4. candles
5. presents 6. celebrate

Unit 2

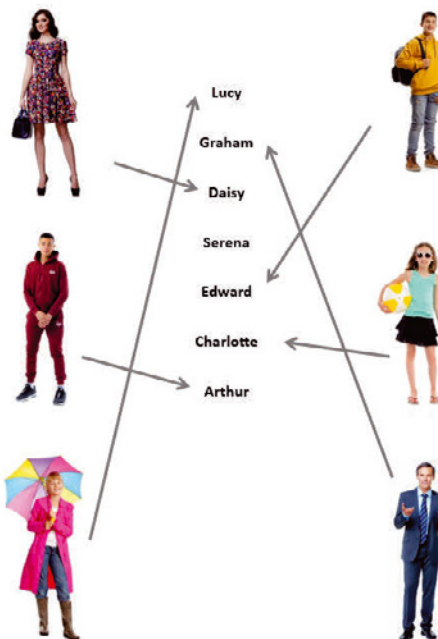
2.1 Reading & Writing

1. b 2. c 3. c 4. b 5. a 6. a

2.2 Reading & Writing

1. F 2. A 3. H 4. B 5. E

2.3 Listening



Unit 3

3.1 Vocabulary

1. a lamp 2. paintings 3. an armchair 4. the study 5. a
barbecue 6. a balcony 7. a dishwasher

3.2 Listening

1. living 2. twelve 3. upstairs 4. brown 5. four

3.3 Reading

1. Yes 2. No 3. Yes 4. No 5. Yes

Unit 4

4.1 Reading & Writing

1. Mondays and Wednesdays 2. potatoes and tomatoes
3. Thursdays 4. tangerines 5. people smile 6. next to
7. groceries 8. flour and sugar 9. Mrs Longman
10. relax (and eat)

4.2 Reading & Writing

1. a 2. c 3. b 4. b 5. a

Unit 5

5.1 Reading & Writing

1. c 2. b 3. a 4. b 5. b 6. b

5.2 Listening

1. F 2. B 3. C 4. H 5. E

1.2 Listening

Look at the picture. Listen and draw lines. Follow the example.

Example:

Fred: Hi, Kevin. Whose birthday party is that in the photo?

Kevin: Hi, Fred. It's Julie's. It was last Saturday. Look! That's me holding the cake for her.

Now listen and draw lines.

1.

Fred: Wow! And there are so many balloons!

Kevin: Yes, she loves balloons. Her cousin Mindy decorated the garden.

Fred: Who's Mindy?

Kevin: The girl in the blue skirt, holding the balloons.

Fred: Oh, I see her.

2.

Fred: And who's the boy with glasses?

Kevin: Where?

Fred: This one with the party horn in his mouth.

Kevin: Oh, he's called Jeremy. He is Mindy's neighbour.

3.

Kevin: And Mary is Mindy's sister.

Fred: Where is she?

Kevin: She's in front of the presents. She's wearing a blue dress and red shoes.

Fred: Oh! I see her. The girl with the red party hat on her head.

Kevin: Yes, that's Mary.

4.

Fred: And who's the boy standing next to Mary?

Kevin: The boy in the yellow T-shirt?

Fred: Yes.

Kevin: That's Noah, Julie's best friend.

Fred: Well, he looks very happy.

5.

Kevin: And look! There's the birthday girl!

Fred: Where?

Kevin: The one blowing out the candles on the cake, of course.

Fred: Oh, I see her. Is she holding a teddy bear?

Kevin: Yes. Julie takes her teddy bear everywhere... Even to birthday parties!

2.3 Listening

Look at the photos. Who are they talking about? Listen and draw lines. There is one example.

Example:

Girl: Look at the woman in the floral dress. Who is she? Her bag is very nice.

Boy: That's Mrs Daisy. She's the maths teacher. She loves wearing dresses.

Girl: And nice shoes too.

1.

Girl: This boy looks really comfortable in his yellow hoodie and jeans.

Boy: You mean Edward? Yes, and yellow is his favourite colour.

2.

Girl: It looks like she's going to the beach with her flip flops and sunglasses.

Boy: I think you're right. Charlotte loves summer, it's her favourite season.

3.

Girl: Is he a basketball player?

Boy: Who?

Girl: There, the boy wearing the red tracksuit and trainers.

Boy: Oh Arthur! Yes, he's on the basketball team.

4.

Girl: He looks pretty serious in his suit and tie.

Boy: That's Mr Graham, the music teacher. He always wears a suit with a blue shirt to school.

Girl: Maybe dark blue is his favourite colour.

5.

Girl: And who's that holding the umbrella.

Boy: You mean the girl in the pink coat?

Girl: Yes.

Boy: That's Lucy, she's in my class.

3.2 Listening

Read the question. Listen and write a name or a number. There are two examples.

Example:

Greg: And this is my new house. What do you think, Trevor?

Trevor: Wow Greg, it's really nice and... blue. That's different.

Greg: Yes, my other house was white but blue is my favourite colour and now my house is blue too.

Trevor: And you have got a big garage!

Greg: Yes, it's for my dad's cars. He's got three cars and a motorbike.

Now listen and write a name or a number.

1.

Greg: Let's go inside. To the right is the living room. I like to relax on the sofa and watch TV here.

Trevor: Is this where you play your video games?

Greg: Yes, I sometimes play video games here with my brother if he's not sleeping.

2.

Trevor: And what's over there?

Greg: That's the kitchen. We have a big white fridge, a dishwasher, a microwave and many cupboards.

Trevor: And a very big table! It's huge! How many chairs are there?

Greg: There are twelve chairs. That's good when my family comes to visit.

3.

Greg: Now let's go upstairs, that's where my bedroom is.

Trevor: Are there any bedrooms downstairs?

Greg: No, they're all upstairs because it's nice and quiet there.

4.

Greg: Welcome to my favourite place, my bedroom.

Trevor: I see why it's your favourite, everything is blue.

Greg: Well, almost everything. The rug on the floor is brown and the bedside tables are brown too.

Trevor: I like your bedroom; you've got a lot of space.

5.

Trevor: And are there more bedrooms?

Greg: Yes, my parents' bedroom, my brother's bedroom and a guest bedroom. There are four bedrooms in my new house.

Trevor: Is there one for me?

Greg: Of course, Trevor, you can sleep over whenever you'd like.

5.2 Listening

When does Katie do what? Listen and write a letter in each box. Follow the example.

Hi! I'm Katie, and I want to tell you about my everyday routine. I usually wake up at about seven o'clock. Then I wash my face, get dressed and go downstairs to have breakfast with my family at quarter to eight. After that, I brush my teeth and take the bus to school. Classes start at half past eight, so I go to school at quarter past eight. I usually have classes all day, so I have lunch in the school canteen. I finish school at three o'clock and then I go home. On Wednesdays, I have guitar lessons at half past four. I really like my music teacher. When I have homework from school, I do it at half past seven because my family and I often have dinner at eight o'clock. I'm always hungry at eight o'clock. And at the end of the day I like to relax with a nice hot shower, usually at nine o'clock because I go to bed at a quarter past nine.

**HEY,
YOU!**

**Cross-curricular
& CLIL**

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CLIL

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Tema 1: A famous person

Tópico a trabalhar	- Identificação pessoal - Apresentação Powerpoint©, Canva ou Genially; - Padlet; - Poster; ...	
Sugestões de produtos		
Disciplinas	Aprendizagens Essenciais	Atividades
Inglês	- Identificar pessoas; - Reconhecer elementos constitutivos da sua própria cultura e/ou da(s) cultura(s) de língua estrangeira; - Valorizar o uso da língua como instrumento de comunicação dentro da sala de aula; - Planear, organizar e apresentar uma atividade <i>Show & Tell</i> à turma ou a outros elementos da comunidade educativa, respondendo a perguntas simples colocadas sobre o tema abordado; - Realizar trabalhos criativos e produzir a linguagem necessária para apresentar os mesmos ao professor e/ou aos colegas; - Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto; - Desenvolver e participar em projetos e atividades interdisciplinares; - Participar em atividades de pares e grupos, revelando atitudes como, por exemplo, saber esperar a sua vez, ouvir os outros e refletir criticamente sobre o que foi dito, apresentando razões para justificar as suas conclusões.	- Seleção da personalidade a trabalhar; - Recolha e seleção de informação; - Redação de (um) texto(s) informativo(s); - Organização da informação; - Decisão sobre a melhor forma de disseminar o trabalho realizado.

TIC	• Selecionar as soluções tecnológicas mais adequadas para a realização do trabalho que se pretende efetuar no âmbito de atividades e/ou projetos; • Realizar pesquisas relevantes de acordo com o tema a desenvolver; • Analisar criticamente a qualidade da informação; • Utilizar o computador e outros dispositivos digitais de forma a permitir a organização e gestão da informação.	• Pesquisa e apoio aos trabalhos a realizar pelas diferentes disciplinas.
Educação Visual	• Utilizar diferentes materiais e suportes para a realização dos seus trabalhos; • Manifestar capacidades expressivas e criativas nas suas produções, evidenciando os conhecimentos adquiridos; • Desenvolver, individualmente e em grupo, projetos de trabalho recorrendo a cruzamentos disciplinares (artes performativas, multimédia, instalações, <i>happening</i>, entre outros).	• Elaboração de posters, pinturas, colagens e desenhos que transmitam informação sobre a personalidade escolhida; • Apoio às outras disciplinas a nível de comunicação visual.
História e Geografia de Portugal*	Se os alunos escolherem uma personalidade histórica relevante, esta atividade poderá permitir reconhecer a ação de indivíduos e de grupos em todos os processos históricos e de desenvolvimento sustentado do território.	• Seleção da personalidade a trabalhar; • Recolha e seleção de informação.
Cidadania e Desenvolvimento*	Se os alunos escolherem uma pessoa famosa pela sua intervenção a nível ambiental, direitos humanos, etc, esta disciplina poderá também desenvolver um trabalho neste projeto.	• Seleção da personalidade a trabalhar; • Recolha e seleção de informação.
Avaliação	Consultar o documento – rubrica para avaliação de trabalho de projeto.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

*Os alunos poderão ser orientados pelo(a) professor(a) na escolha da personagem a fim de permitir a intervenção de outras disciplinas no projeto.

Tema 2: A fashion show

Tópico a trabalhar	Roupa, calçado e acessórios	
Sugestões de produtos	- Desfile de moda na escola; - Apresentação no Canva ou Genially para mostrar a coleção; - Poster; ...	
Disciplinas	Aprendizagens Essenciais	Atividades
Inglês	- Expressar gostos ou preferências pessoais; - Fazer descrições simples de um objeto ou de uma imagem; - Falar/fazer apresentações sobre alguns temas trabalhados previamente; - Valorizar o uso da língua como instrumento de comunicação dentro da sala de aula; - Planear, organizar e apresentar uma atividade <i>Show & Tell</i> à turma ou a outros elementos da comunidade educativa, respondendo a perguntas simples colocadas sobre o tema abordado; - Realizar trabalhos criativos e produzir a linguagem necessária para apresentar os mesmos ao professor e/ou aos colegas; - Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto; - Desenvolver e participar em projetos e atividades interdisciplinares; - Participar em atividades de pares e grupos, revelando atitudes como, por exemplo, saber esperar a sua vez, ouvir os outros e refletir criticamente sobre o que foi dito, apresentando razões para justificar as suas conclusões.	- Criar e desenhar uma coleção de roupa, acessórios e calçado; - Redação de (um) texto(s) informativo(s); - Organização da informação; - Organização do evento.

TIC	• Selecionar as soluções tecnológicas mais adequadas para a realização do trabalho que se pretende efetuar no âmbito de atividades e/ou projetos; • Realizar pesquisas relevantes de acordo com o tema a desenvolver; • Analisar criticamente a qualidade da informação; • Utilizar o computador e outros dispositivos digitais de forma a permitir a organização e gestão da informação.	• Pesquisa e apoio aos trabalhos a realizar pelas diferentes disciplinas.
Educação Visual	• Utilizar diferentes materiais e suportes para realização dos seus trabalhos; • Manifestar capacidades expressivas e criativas nas suas produções, evidenciando os conhecimentos adquiridos; • Desenvolver, individualmente e em grupo, projetos de trabalho recorrendo a cruzamentos disciplinares (artes performativas, multimédia, instalações, <i>happening</i>, entre outros).	• Construção de cenários para a apresentação da passagem de modelos; • Apoio às outras disciplinas a nível de comunicação visual.
Educação Musical	Apresentar publicamente atividades artísticas em que se articula a música com outras áreas de conhecimento.	Seleção de uma <i>playlist</i> adequada às diferentes fases do evento.
Cidadania e Desenvolvimento	• Promover a educação ambiental; • Promover a cidadania ativa.	• Reutilização de materiais; • Recolha e distribuição de roupa para pessoas carenciadas.
Avaliação	Consultar o documento – Rubrica para avaliação de trabalho de projeto.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

Tema 3: My future house

Tópico a trabalhar	• Divisões da casa e mobiliário	
Sugestões de produtos	• Apresentação Powerpoint®, Canva ou Genially; • Modelo da casa; • Poster; • ...	
Disciplinas	Aprendizagens Essenciais	Atividades
Inglês	• Expressar gostos ou preferências pessoais; • Fazer descrições simples de um objeto ou imagem; • Falar/fazer apresentações sobre alguns temas trabalhados previamente; • Valorizar o uso da língua como instrumento de comunicação dentro da sala de aula; • Planear, organizar e apresentar uma atividade <i>Show & Tell</i> à turma ou a outros elementos da comunidade educativa, respondendo a perguntas simples colocadas sobre o tema abordado; • Realizar trabalhos criativos e produzir a linguagem necessária para apresentar os mesmos ao professor e/ou aos colegas; • Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto; • Desenvolver e participar em projetos e atividades interdisciplinares; • Participar em atividades de pares e grupos, revelando atitudes como, por exemplo, saber esperar a sua vez, ouvir os outros e refletir criticamente sobre o que foi dito, apresentando razões para justificar as suas conclusões.	• Criar, desenhar e construir (um modelo de) uma casa e respetivo mobiliário; • Elaboração de legendas para a identificação das divisões e do mobiliário.

TIC	• Selecionar as soluções tecnológicas mais adequadas para a realização do trabalho que se pretende efetuar no âmbito de atividades e/ou projetos; • Realizar pesquisas relevantes de acordo com o tema a desenvolver; • Analisar criticamente a qualidade da informação; • Utilizar o computador e outros dispositivos digitais de forma a permitir a organização e gestão da informação.	• Pesquisa e apoio aos trabalhos a realizar pelas diferentes disciplinas.
Educação Visual	• Utilizar diferentes materiais e suportes para realização dos seus trabalhos; • Manifestar capacidades expressivas e criativas nas suas produções, evidenciando os conhecimentos adquiridos; • Desenvolver, individualmente e em grupo, projetos de trabalho recorrendo a cruzamentos disciplinares (artes performativas, multimédia, instalações, <i>happening</i>, entre outros).	• Construção de maquetes/modelos de casa e mobiliário; • Apoio às outras disciplinas a nível de comunicação visual.
Cidadania e Desenvolvimento	• Promover a educação ambiental; • Criar <i>eco houses</i> (casas ecológicas).	• Construção de maquetes com materiais sustentáveis.
Avaliação	Consultar o documento – Rubrica para avaliação de trabalho de projeto.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

Tema 4: *Afternoon tea*

Tópico a trabalhar		Atividades	
Sugestões de produtos	• Comida e bebidas • Apresentação Powerpoint®, Canva ou Genially; • Poster; • ...		
Disciplinas		Aprendizagens Essenciais	Atividades
Inglês		• Reconhecer símbolos nacionais de países de expressão inglesa; • Fazer descrições simples de um objeto ou imagem; • Falar/fazer apresentações sobre alguns temas trabalhados previamente; • Valorizar o uso da língua como instrumento de comunicação dentro da sala de aula; • Planear, organizar e apresentar uma atividade <i>Show & Tell</i> à turma ou a outros elementos da comunidade educativa, respondendo a perguntas simples colocadas sobre o tema abordado; • Realizar trabalhos criativos e produzir a linguagem necessária para apresentar os mesmos ao professor e/ou aos colegas; • Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto; • Desenvolver e participar em projetos e atividades interdisciplinares; • Participar em atividades de pares e grupos, revelando atitudes como, por exemplo, saber esperar a sua vez, ouvir os outros e refletir criticamente sobre o que foi dito, apresentando razões para justificar as suas conclusões.	• Recolha e seleção de informação; • Redação de texto(s) informativo(s); • Organização da informação; • Decisão sobre a melhor forma de disseminar o trabalho realizado: por exemplo, organização de um <i>afternoon tea</i> na turma/escola.

TIC	• Selecionar as soluções tecnológicas mais adequadas para a realização do trabalho que se pretende efetuar no âmbito de atividades e/ou projetos; • Realizar pesquisas relevantes de acordo com o tema a desenvolver; • Analisar criticamente a qualidade da informação; • Utilizar o computador e outros dispositivos digitais de forma a permitir a organização e gestão da informação.	• Pesquisa e apoio aos trabalhos a realizar pelas diferentes disciplinas.
Educação Visual	• Manifestar capacidades expressivas e criativas nas suas produções, evidenciando os conhecimentos adquiridos; • Desenvolver, individualmente e em grupo, projetos de trabalho recorrendo a cruzamentos disciplinares (artes performativas, multimédia, instalações, <i>happening</i>, entre outros).	• Apoio às outras disciplinas a nível de comunicação visual.
Cidadania e Desenvolvimento	Promover hábitos alimentares saudáveis.	Recolha de informação e apreciação sobre os alimentos e bebidas (tipos de chá, leite) que fazem parte do <i>afternoon tea</i> .
Avaliação	Consultar o documento – Rubrica para avaliação de trabalho de projeto.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

Tema 5: Sports WebQuest

Tópico a trabalhar	Desportos como atividade de tempos livres popular		
Sugestões de produtos	- Apresentação Powerpoint©, Canva ou Genially; - Poster; - Panfleto.		
Disciplinas	Aprendizagens Essenciais		
Inglês	- Seguir instruções elementares; - Falar/fazer apresentações sobre alguns temas trabalhados previamente; - Valorizar o uso da língua como instrumento de comunicação dentro da sala de aula; - Preparar, repetir e memorizar uma apresentação oral como forma de ganhar confiança; - Realizar trabalhos criativos e produzir a linguagem necessária para apresentar os mesmos ao professor e/ou aos colegas; - Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo; - Participar numa <i>WebQuest</i> e aceder ao saber, recorrendo a aplicações informáticas <i>online</i>; - Desenvolver e participar em projetos e atividades interdisciplinares; - Participar em atividades de pares e grupos, revelando atitudes como, por exemplo, saber esperar a sua vez, ouvir os outros e refletir criticamente sobre o que foi dito, apresentando razões para justificar as suas conclusões.		- Pesquisa, recolha, análise e seleção de informação, de acordo com as orientações do <i>link</i> para o <i>WebQuest</i>; - Realização do produto final escolhido; - Decisão sobre a melhor forma de disseminar o trabalho realizado.

TIC	• Selecionar as soluções tecnológicas mais adequadas para a realização do trabalho que se pretende efetuar no âmbito de atividades e/ou projetos; • Realizar pesquisas relevantes de acordo com o tema a desenvolver; • Analisar criticamente a qualidade da informação; • Utilizar o computador e outros dispositivos digitais de forma a permitir a organização e gestão da informação.	• Pesquisa e apoio aos trabalhos a realizar pelas diferentes disciplinas.
Educação Visual	• Manifestar capacidades expressivas e criativas nas suas produções, evidenciando os conhecimentos adquiridos; • Desenvolver, individualmente e em grupo, projetos de trabalho recorrendo a cruzamentos disciplinares (artes performativas, multimédia, instalações, <i>happening</i>, entre outros).	• Apoio às outras disciplinas a nível de comunicação visual.
Educação Física	Selecionar uma modalidade desportiva praticada na escola e pesquisar as suas regras fundamentais.	Recolha de informação sobre a modalidade selecionada e organização da informação.
Cidadania e Desenvolvimento	Promover hábitos saudáveis.	Recolha de informação sobre os benefícios da prática de atividade física e desportos.
Avaliação	Consultar o documento – rubrica para avaliação de trabalho de projeto.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

CLIL

Name _____

No. _____ Class _____ Date _____

A Write the names of the oceans and continents on the map. Use the words in the box.

Oceans				Continents			
Arctic	Indian	Pacific	Atlantic	Europe	Australia	Asia	Africa

1. _____ Ocean

2. _____ Ocean

3. _____

4. _____

5. _____ Ocean

6. _____ Ocean

7. _____

8. _____

B Find the nationalities/countries in the wordsearch and fill the spaces.



1. Wales / _____



6. Scotland / _____



2. Sweden / _____



7. _____ / Japanese



3. France / _____



8. _____ / Finnish



4. _____ / Italian



9. _____ / Chinese



5. Turkey / _____



10. Ireland / _____

S	W	E	D	I	S	H	G
T	U	R	K	I	S	H	S
W	X	I	K	L	C	S	C
A	F	T	P	N	H	W	O
F	I	A	L	E	I	Y	T
R	N	L	N	D	N	R	T
E	L	Y	E	H	A	Z	I
N	A	J	A	P	A	N	S
C	N	I	R	I	S	H	H
H	D	W	E	L	S	H	D

Name

No. Class Date

A Solve the exercises and find the result in the wordsearch. Use the information in the box. Follow the example.

EXAMPLE $1 + 1 = 2$ / one plus one equals two

1. $2 + 2 =$ ____ / _____
2. $20 - 5 =$ ____ / _____
3. $8 \times 4 =$ ____ / _____
4. $6 : 3 =$ ____ / _____
5. $98 - 4 =$ ____ / _____
6. $19 + 2 =$ ____ / _____
7. $12 : 2 =$ ____ / _____
8. $58 - 6 =$ ____ / _____

+ plus
- minus
× times
: divided by
= equals

N	I	N	E	T	Y	-	F	O	U	R
I	D	F	I	F	T	Y	-	T	W	O
T	W	E	N	T	Y	-	O	N	E	F
M	Z	X	D	P	F	D	D	Q	G	S
X	H	Y	A	Q	T	W	O	D	V	I
F	O	U	R	C	F	C	O	D	P	X
S	T	H	I	R	T	Y	-	T	W	O
D	F	I	F	T	E	E	N	R	L	L

B Write ordinal numbers. Follow the example.

EXAMPLE 4th fourth

1. 5th _____
2. 31st _____
3. 12th _____
4. 2nd _____
5. 53rd _____
6. 15th _____
7. 72nd _____
8. 65th _____
9. 100th _____
10. 9th _____

Name

No.

Class

Date

A What is their job? Complete the sentences. Follow the example.



EXAMPLE Henry is a babysitter.



1. Erica is a _____.



2. Nora is an _____.



3. Joe is a _____.



4. Paul is a ballet _____.



5. Dave is a _____.



6. Grace is a _____.



7. Martha is a _____.



8. Sophie is a _____.

B Tick (✓) the answer you think is the best.

1. There are jobs for men and jobs for women.

2. Men and women can choose the jobs they want.

Yes	No
☐	☐
☐	☐

Name

No. Class Date

A Look at the photos. Find the names of the pets in the box.

bird cat hamster rabbit dog lizard goldfish turtle horse



1.



2.



3.



4.



5.



6.



7.



8.



9.

B Complete the table with the correct pet from the box in exercise A.

1. They eat vegetables, especially carrots.
2. They are man's best friend.
3. They live for a very long time.
4. They can fly.
5. They are independent. People say they have seven lives.
6. They are small. They are very active at night.
7. They live in a terrarium with lots of light.
8. You can ride them.
9. They live in an aquarium. They come in many beautiful colours and sizes.

Pets

C Tick (✓) what you can do to help animals. Then, in pairs, think of two other ideas.

- | | |
|---|---|
| ☐ adopt a pet | ☐ help lost pets |
| ☐ donate food and blankets to shelters | ☐ celebrate World Pet Day |
| ☐ donate money | ☐ celebrate World Animal Welfare Day |
| ☐ be kind to animals | ☐ never abandon a pet |

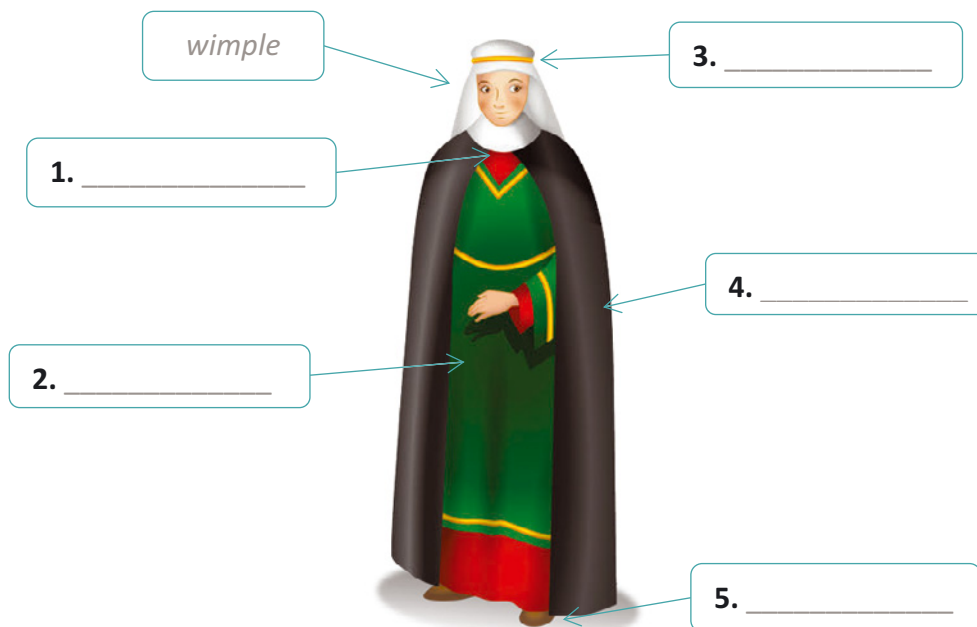
D PETA (People for the Ethical Treatment of Animals) and WWF (World Wildlife Fund) are two famous organisations that protect animals. Are there any Portuguese organisations that do the same?

Name

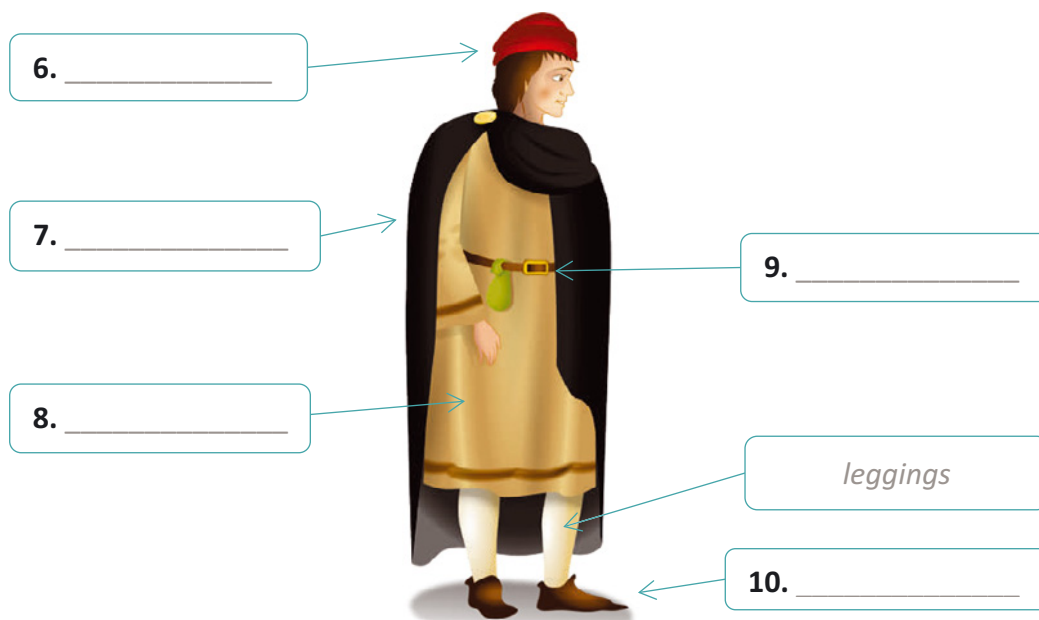
No. Class Date

- A** Label the clothes of a woman and a man from the Middle Ages. Use the words in the box. Follow the example.

~~wimple~~ shoes cloak dress tunic headband



~~leggings~~ shoes cloak belt tunic hat



Name

No. Class Date

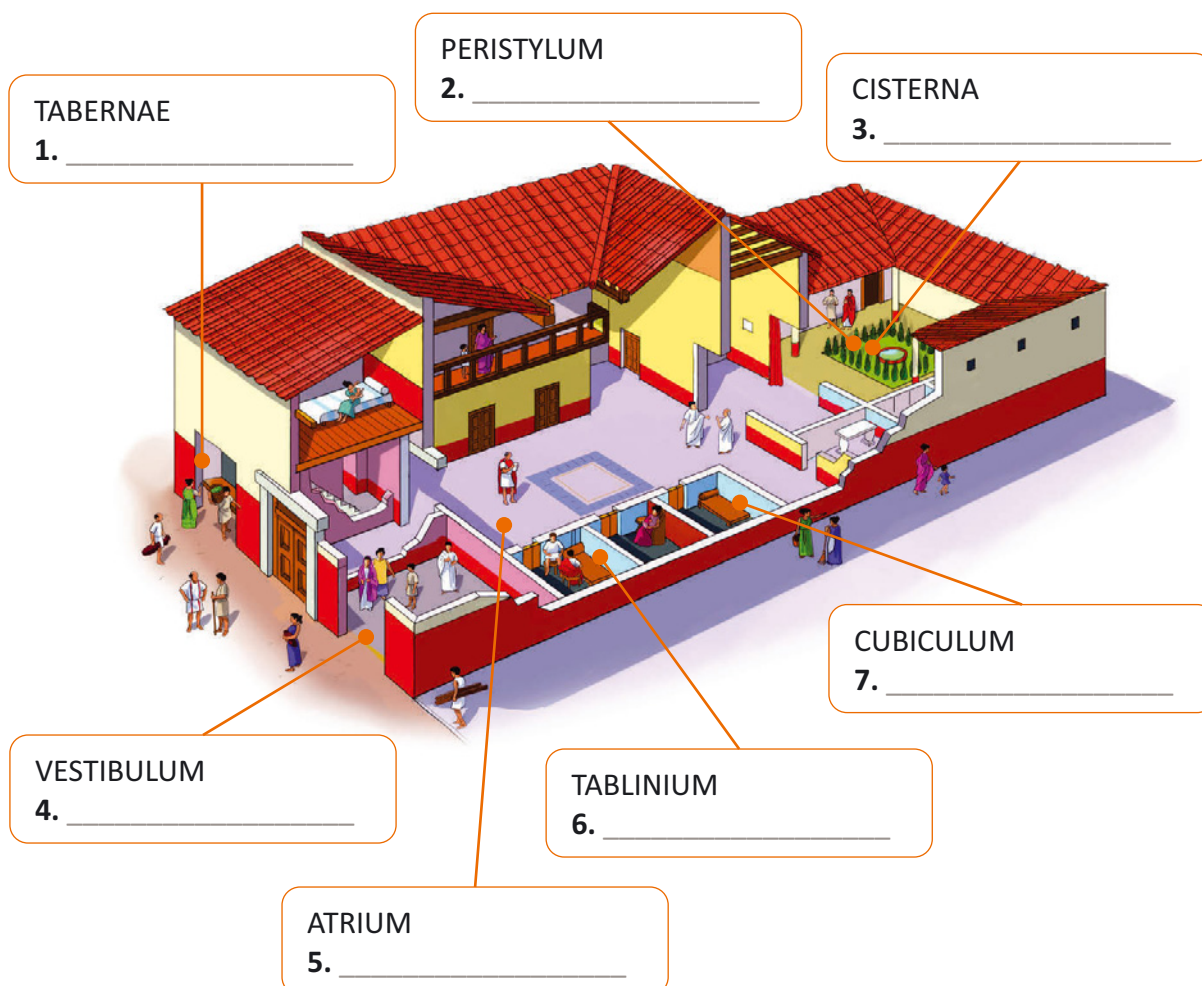
A Read the sentences about Ancient Rome houses. Are they True (T) or False (F)?

1. A *domus* is a house for rich people in ancient Rome.
2. There is often a garden in rich Roman houses.
3. There is no water in rich Roman houses.
4. A very important room in the *domus* is the *atrium*.
5. The *atrium* is a room for cooking.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Look at this *domus*. Complete the spaces with the correct words in English from the box.

hall shop garden bedroom living room water storage reception room



Name _____

No. _____

Class _____

Date _____

A

Look at the painting of Vincent Van Gogh's bedroom. Label the objects.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



B

Look at some transformations of Van Gogh's bedroom done by students. Choose your favourite.



C

Now you! Transform Van Gogh's bedroom.



Name

No. Class Date

A Write the food items below in the correct column.

Healthy food	Unhealthy food



Name

No. Class Date

A Look at the pictures and complete the table. Follow the example.



	Boy	Girl
Boxing	✓	
Golf		
Baseball		
Ballet		
Surfing		
Tennis		
Volleyball		
Rhythmic gymnastics		
Basketball		

B Join in pairs. Discuss with your partner and circle your answer.

1. Do you agree with the sports for boys and for girls in picture A? **Yes / No**
2. Are there sports for girls and sports for boys? **Yes / No**. Why?
3. Share your opinion with the class.

C Look at this photo. Circle your answer.



1. These kids play **football / handball**.
2. Are there only boys in the team?
Yes / No.
3. Is it a good idea to have a team like this?
Yes / No.
4. Is there a team like this in your school?
Yes / No.

Name

No. Class Date

- A** In their free time, some students play sports. Write the sports in the box under the correct heading.

basketball volleyball skateboarding handball rollerblading
hockey running bowling football surfing

Team sports	Individual sports

- B** Match the photos with the name of the equipment and sport. Follow the example.

EXAMPLE



•

•

roller skates

•

•

bowling

1.



•

•

stick

•

•

hockey

2.



•

•

ball

•

•

skateboarding

3.



•

•

basket

•

•

roller skating

4.



•

•

skateboard

•

•

basketball

Unit 1 HGP – The world

- A. 1. Arctic 2. Pacific 3. Europe 4. Asia 5. Atlantic
6. Indian 7. Africa 8. Australia
B. 1. Welsh 2. Swedish 3. French 4. Italy 5. Turkish
6. Scottish 7. Japan 8. Finland 9. China 10. Irish

S	W	E	D	I	S	H	G
T	U	R	K	I	S	H	S
W	X	I	K	L	C	S	C
A	F	T	P	N	H	W	O
F	I	A	L	E	I	Y	T
R	N	L	N	D	N	R	T
E	L	Y	E	H	A	Z	I
N	A	J	A	P	A	N	S
C	N	I	R	I	S	H	H
H	D	W	E	L	S	H	D

Unit 1 Maths – Operations; Ordinal numbers

- A.
1. 4 / two plus two equals four
2. 15 / twenty minus five equals fifteen
3. 32 / eight times four equals thirty-two
4. 2 / six divided by three equals two
5. 94 / ninety-eight minus four equals ninety-four
6. 21 / nineteen plus two equals twenty-one
7. 6 / twelve divided by two equals six
8. 52 / fifty-eight minus six equals fifty-two

N	I	N	E	T	Y	-	F	O	U	R
I	D	F	I	F	T	Y	-	T	W	O
T	W	E	N	T	Y	-	O	N	E	F
M	Z	X	D	P	F	D	D	Q	G	S
X	H	Y	A	Q	T	W	O	D	V	I
F	O	U	R	C	F	C	O	D	P	X
S	T	H	I	R	T	Y	-	T	W	O
D	F	I	F	T	E	E	N	R	L	L

- B. 1. fifth 2. thirty-first 3. twelfth 4. second
5. fifty-third 6. fifteenth 7. seventy-second
8. sixty-fifth 9. one hundredth 10. ninth

Unit 2 Citizenship – Jobs have no gender

- A. 1. football player/footballer 2. engineer 3. chef
4. dancer 5. nurse 6. mechanic 7. police officer
8. pilot
B. Personal answer

Unit 2 Citizenship – Pet and animal welfare

- A. 1. dog 2. rabbit 3. horse 4. cat 5. bird 6. goldfish
7. hamster 8. lizard 9. turtle
B. 1. rabbit 2. dog 3. turtle 4. bird 5. cat 6. hamster
7. lizard 8. horse 9. fish
C. Personal answer
D. Possible answers: ARA (Animal Rescue Algarve), Liga Portuguesa dos Direitos do Animal, Sociedade Protetora dos Animais, SOS Animal...

Unit 2 HGP – Middle Ages

- A. 1. tunic 2. dress 3. headband 4. cloak 5. shoes
6. hat 7. cloak 8. tunic 9. belt 10. shoes

Unit 3 HGP – Ancient Rome

- A. 1. T 2. T 3. F (There is running water and water storage in a domus.) 4. T 5. F (It's to greet and entertain guests.)
B. 1. shop 2. garden 3. water storage 4. hall
5. reception room 6. living room 7. bedroom

Unit 3 Arts – Van Gogh

- A. 1. door 2. mirror 3. window 4. paintings 5. chair
6. bedside table 7. bed
B. Personal answer

Unit 4 Citizenship – Healthy and unhealthy food

- A.
Healthy: water; soup; cheese; fish; peas; lettuce; apples; lemonade; carrots; strawberries
Unhealthy: chips; biscuits; hamburger; sausages; chocolate cake; coke (soda)

Unit 5 Citizenship / PE – Sports

- A. Boy: golf, baseball, surfing, basketball; Girl: ballet, tennis, volleyball, rhythmic gymnastics
B. Personal answers
C. 1. football 2. No 3. Personal answer 4. Personal answer

Unit 5 PE – Sports

- A.
Team sports: basketball; volleyball; handball; hockey; football
Individual sports: skateboarding; rollerblading; running; bowling; surfing
B. 1. roller skates; roller skating 2. skateboard; skateboarding 3. stick; hockey 4. basket; basketball

**HEY,
YOU!**

Follow-up ideas

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Name No. Class
 Date Mark Teacher

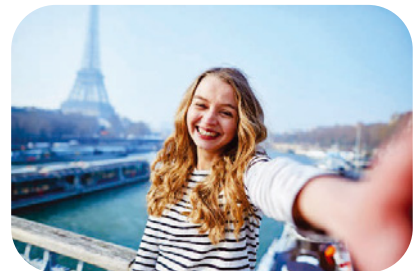
1. What's your name?

- a. ☐ I'm a student.
- b. ☐ Henry Jones.
- c. ☐ In London.
- d. ☐ Good morning!



2. What nationality is Natalie?

- a. ☐ She's ten.
- b. ☐ She's French.
- c. ☐ She's Natalie.
- d. ☐ She's OK.



3. When is his birthday?

- a. ☐ In the morning.
- b. ☐ It's on the sixteenth of September.
- c. ☐ It's on 6th September.
- d. ☐ It's at half past six.



4. This is a birthday _____.

- a. ☐ party
- b. ☐ present
- c. ☐ banner
- d. ☐ cake



5. Monday, Tuesday, _____.

- a. ☐ Thursday
- b. ☐ Sunday
- c. ☐ Wednesday
- d. ☐ Saturday



6. Christmas is in _____.

- a. ☐ December
- b. ☐ January
- c. ☐ October
- d. ☐ November



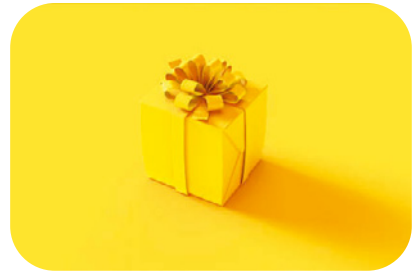
7. Where _____ you from?

- a. ☐ is
- b. ☐ are
- c. ☐ isn't
- d. ☐ am



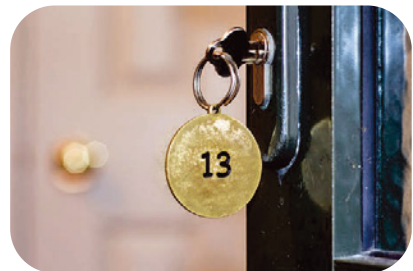
8. What colour is the present?

- a. ☐ Blue
- b. ☐ Red
- c. ☐ Green
- d. ☐ Yellow



9. This is number _____.

- a. ☐ thirteen
- b. ☐ eleven
- c. ☐ twenty-three
- d. ☐ three



10. Are you ten years old?

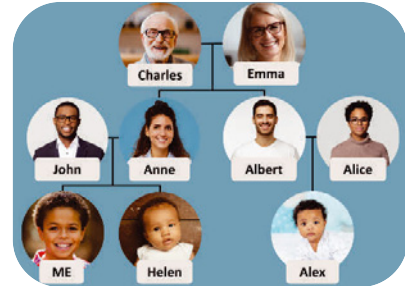
- a. ☐ I'm ten.
- b. ☐ Yes, I am.
- c. ☐ No, he isn't.
- d. ☐ She is ten.



Name No. Class
 Date Mark Teacher

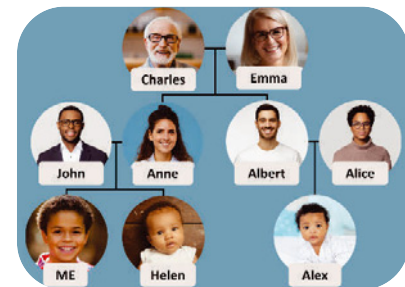
1. John is my _____.

- a. ☐ sister
- b. ☐ brother
- c. ☐ father
- d. ☐ mother



2. Alice is my _____.

- a. ☐ aunt
- b. ☐ uncle
- c. ☐ cousin
- d. ☐ mother



3. My grandmother and my grandfather are my _____.

- a. ☐ parents
- b. ☐ cousins
- c. ☐ grandparents
- d. ☐ sisters



4. My aunt has got a son. He is my _____.

- a. ☐ brother
- b. ☐ cousin
- c. ☐ sister
- d. ☐ uncle



5. She has got _____ hair.

- a. ☐ curly
- b. ☐ long
- c. ☐ short
- d. ☐ wavy



6. What part of the body is this?

- a. ☐ arm
- b. ☐ shoulder
- c. ☐ head
- d. ☐ leg



7. What part of the body is this?

- a. ☐ eye
- b. ☐ nose
- c. ☐ ear
- d. ☐ hand



8. She has got _____.

- a. ☐ freckles
- b. ☐ short hair
- c. ☐ glasses
- d. ☐ blond hair



9. She is wearing a _____.

- a. ☐ dress
- b. ☐ hat
- c. ☐ T-shirt
- d. ☐ skirt



10. What's this?

- a. ☐ It's a hat.
- b. ☐ It's a coat.
- c. ☐ It's a scarf.
- d. ☐ It's boots.



Name No. Class
 Date Mark Teacher

1. This is the _____.

- a. ☐ kitchen
- b. ☐ bedroom
- c. ☐ living room
- d. ☐ garage



2. There is a _____ in my house.

- a. ☐ garage
- b. ☐ attic
- c. ☐ bathroom
- d. ☐ toilet



3. My favourite room is the _____.

- a. ☐ garden
- b. ☐ hall
- c. ☐ kitchen
- d. ☐ living room



4. This is a _____.

- a. ☐ sofa
- b. ☐ chair
- c. ☐ table
- d. ☐ lamp



5. This is a _____.

- a. ☐ fridge
- b. ☐ bed
- c. ☐ desk
- d. ☐ rug



6. There is a shower in the _____.

- a. ☐ bedroom
- b. ☐ kitchen
- c. ☐ bathroom
- d. ☐ garage



7. "What is he doing?" "He is _____."

- a. ☐ swimming
- b. ☐ playing football
- c. ☐ eating ice cream
- d. ☐ skateboarding



8. "What are they doing?" "They are _____."

- a. ☐ surfing
- b. ☐ having a picnic
- c. ☐ riding their bikes
- d. ☐ dancing



9. They _____ playing football.

- a. ☐ aren't
- b. ☐ is
- c. ☐ isn't
- d. ☐ are



10. She _____ eating ice cream.

- a. ☐ are
- b. ☐ is
- c. ☐ am
- d. ☐ isn't



Name No. Class
Date Mark Teacher

1. I like _____.

- a. ☐ ice cream
- b. ☐ pizza
- c. ☐ cereal
- d. ☐ chocolate



2. She likes _____.

- a. ☐ oranges
- b. ☐ bananas
- c. ☐ apples
- d. ☐ pears



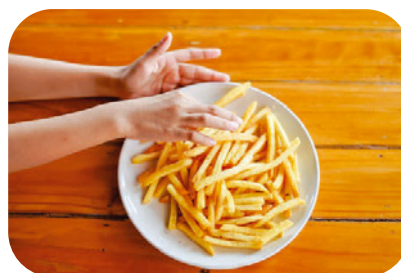
3. For breakfast, I like _____.

- a. ☐ milk and toast
- b. ☐ fruit and yoghurt
- c. ☐ juice and toast
- d. ☐ cereal and milk



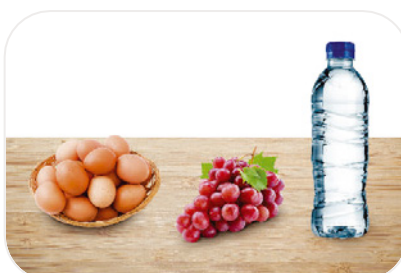
4. He likes _____.

- a. ☐ hamburgers
- b. ☐ soup
- c. ☐ fish
- d. ☐ chips



5. They like _____.

- a. ☐ water, rice and cheese
- b. ☐ eggs, grapes and water
- c. ☐ grapes, juice and milk
- d. ☐ soup, eggs and chips



6. My favourite drink is _____.

- a. ☐ ice cream
- b. ☐ orange juice
- c. ☐ bread
- d. ☐ apple



7. "What's this?" "It's _____."

- a. ☐ salad
- b. ☐ rice
- c. ☐ fish
- d. ☐ meat



8. I've got a _____ in my lunch box.

- a. ☐ sandwich
- b. ☐ banana
- c. ☐ pizza
- d. ☐ carrot



9. That _____ is red.

- a. ☐ pasta
- b. ☐ juice
- c. ☐ ice cream
- d. ☐ strawberry



10. She is eating _____.

- a. ☐ soup
- b. ☐ apples
- c. ☐ chocolate
- d. ☐ yoghurt



Name No. Class
 Date Mark Teacher

1. It's _____.

- a. ☐ 12 o'clock
- b. ☐ 10 o'clock
- c. ☐ half past 10
- d. ☐ half past 12



2. It's _____.

- a. ☐ eight o'clock
- b. ☐ half past eight
- c. ☐ six o'clock
- d. ☐ quarter to eight



3. She _____ at quarter past seven.

- a. ☐ has breakfast
- b. ☐ goes to bed
- c. ☐ has a shower
- d. ☐ goes to school



4. I get up _____ quarter past seven.

- a. ☐ in
- b. ☐ on
- c. ☐ o'clock
- d. ☐ at



5. I _____ lunch at school.

- a. ☐ get up
- b. ☐ go
- c. ☐ have
- d. ☐ do



6. The boy is in the _____.

- a. ☐ bedroom
- b. ☐ kitchen
- c. ☐ bathroom
- d. ☐ living room



7. They are in the _____.

- a. ☐ attic
- b. ☐ kitchen
- c. ☐ living room
- d. ☐ hall



8. They like _____.

- a. ☐ playing football
- b. ☐ riding their bikes
- c. ☐ swimming
- d. ☐ going to the beach



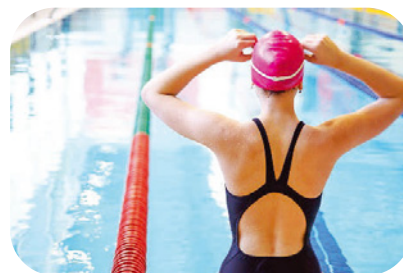
9. They like _____.

- a. ☐ reading
- b. ☐ going to the beach
- c. ☐ eating ice cream
- d. ☐ dancing



10. _____ you like swimming?

- a. ☐ Do
- b. ☐ Are
- c. ☐ Have
- d. ☐ Is



Name No. Class
 Date Mark Teacher

- A** Dogs are men's best friends. Do you know the names of these famous dogs? Find their names in the box and write them in the correct spaces.

Snoopy	Bolt	Slinky	Pongo	Gidget	Brian	Pluto
Dug	Odie	Scooby-Doo	Snowy	Max		

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

- B** Watch the trailer and choose the correct option.

video available at auladigital

- The son's name is
 - ☐ Channing.
 - ☐ Fielding.
 - ☐ Henry.
- The dog's name is
 - ☐ Boxer.
 - ☐ Gangster.
 - ☐ Gonker.
- The dog
 - ☐ isn't at home.
 - ☐ is at home.
 - ☐ is at the vet.
- There is a problem with the dog. He needs to
 - ☐ go for a walk.
 - ☐ go to the vet.
 - ☐ take some medicine.
- The family's name is
 - ☐ Maxwell.
 - ☐ Marshall.
 - ☐ Randall.



- C** Watch the trailer again. Match the sentences.

- Gonker isn't just any dog, he is • a. for a dog.
- Macaroni is a stupid name • b. help the family.
- Lots of people want to • c. Fielding's best friend.

Name No. Class
 Date Mark Teacher

A Do you know these characters? Write the names in the box next to the corresponding characters.

Luigi Mario Princess Peach Toad Donkey Kong Bowser

1.

2.

3.



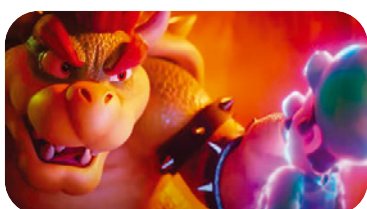
4.

5.

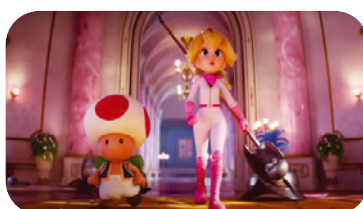
6.

B Watch the trailer and put the scenes in order.

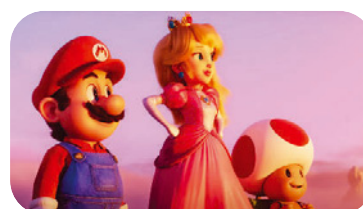
video available at  auladigital



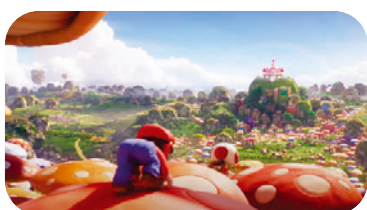
☐ Luigi, Mario's brother, is in the Dark Land. He is in "Bowser's hands".



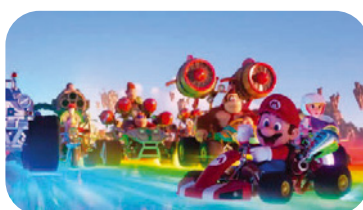
☐ Princess Peach wants to stop Bowser.



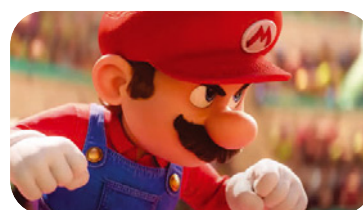
☐ Princess Peach, Mario and Toad look at the universe.



☐ Mario is in the Mushroom Kingdom.



☐ They are driving karts on the Rainbow Road.



☐ Mario is ready to fight Donkey Kong in the arena.

Name No. Class
 Date Mark Teacher

A Carl, the old man, and Russell, the boy, live an adventure together in *Up*. Watch the trailer and label the pictures with the sentences in the box.

video available at
 auladigital

Russell and Carl meet Dug They arrive in South America They find a big bird
 Carl's house starts to fly Russell visits Carl Russell flies with Carl



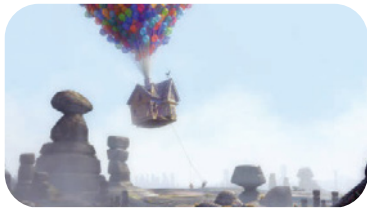
1. _____



2. _____



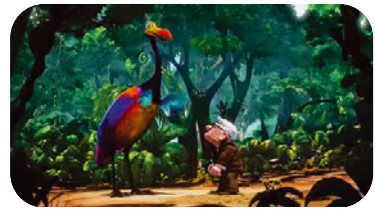
3. _____



4. _____



5. _____



6. _____

B Watch the trailer again. Are these sentences True (T) or False (F)?

1. Carl is happy when he sees Russell at the door.
2. Russell isn't afraid when the house flies.
3. Their first friend in South America is a bird.
4. The dog can speak.
5. They have an easy time in South America.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Name No. Class
 Date Mark Teacher

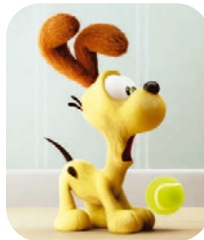
- A** Watch the trailer of *The Garfield Movie* and label the pictures with the correct name from the box.

video available at  auladigital

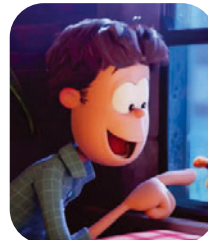
Odie Vic Garfield Jon



1. _____



2. _____



3. _____



4. _____

- B** Watch the trailer again. Tick (✓) the food Garfield eats at the restaurant.

- | | | | |
|----------------------------|--------------------------|------------------|--------------------------|
| 1. pizza | ☐ | 4. birthday cake | ☐ |
| 2. pancakes | ☐ | 5. biscuits | ☐ |
| 3. spaghetti and meatballs | ☐ | 6. lasagne | ☐ |



- C** Choose the correct option.

- Jon is at the restaurant
 - ☐ alone.
 - ☐ with his family.
 - ☐ with his father.
- Jon is _____ to see Garfield is at the restaurant window.
 - ☐ sad
 - ☐ surprised
 - ☐ afraid
- Garfield loves
 - ☐ having a bath.
 - ☐ sleeping.
 - ☐ eating.
- Garfield is eating lasagne with
 - ☐ vegetables.
 - ☐ cheese.
 - ☐ sugar.
- Vic is Garfield's
 - ☐ brother.
 - ☐ father.
 - ☐ friend.
- Vic and Garfield are eating
 - ☐ on the train.
 - ☐ in the bathroom.
 - ☐ in the fridge.

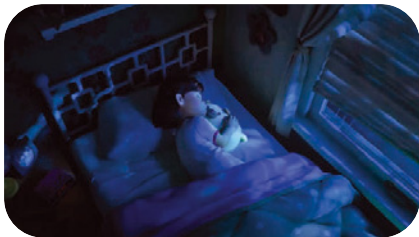
Name No. Class
 Date Mark Teacher

A Watch the trailer. Choose the correct answer.

video available at  auladigital

1. In the beginning, Mei is
 - a. ☐ walking home.
 - b. ☐ playing music.
 - c. ☐ walking to school.
2. Mei wears the clothes
 - a. ☐ she likes.
 - b. ☐ her mum tells her to wear.
 - c. ☐ other kids like.
3. At school, she greets
 - a. ☐ some parents.
 - b. ☐ some teachers.
 - c. ☐ her friends.
4. Mei is a very busy girl because she
 - a. ☐ helps her parents.
 - b. ☐ does lots of activities at school.
 - c. ☐ helps her friends.
5. She goes back home
 - a. ☐ by car.
 - b. ☐ on foot.
 - c. ☐ by bus.
6. One morning, she wakes up and she is a giant red
 - a. ☐ dog.
 - b. ☐ panda.
 - c. ☐ tiger.
7. Her friends
 - a. ☐ like her anyway.
 - a. ☐ don't like her.
 - a. ☐ run away from her.

B Watch the trailer again. Look at the pictures. What are they doing?



1. Mei _____ in her bedroom. 2. Mei's parents _____ breakfast.



3. Mei _____ the flute in a band. 4. Mei and her friends _____.

Answer Key

Kahoots

Unit 1

1. b 2. b 3. c 4. d 5. c 6. a 7. b 8. d 9. a 10. b

Unit 2

1. c 2. a 3. c 4. b 5. b 6. d 7. a 8. c 9. a 10. b

Unit 3

1. b 2. c 3. d 4. a 5. b 6. c 7. a 8. c 9. d 10. b

Unit 4

1. b 2. c 3. b 4. d 5. b 6. b 7. a 8. d 9. d 10. c

Unit 5

1. b 2. b 3. a 4. d 5. c 6. c 7. b 8. d 9. d 10. a

Video Extensions

Unit 1 – *Dog Gone*

A. 1. Snoopy 2. Dug 3. Pluto 4. ScoobyDoo
5. Pongo 6. Slinky 7. Snowy 8. Max 9. Odie
10. Brian 11. Gidget 12. Bolt

B. 1. b 2. c 3. a 4. c 5. b

C. 1. c 2. a 3. b

Unit 2 – *The Super Mario Bros. Movie*

A. 1. Bowser 2. Mario 3. Princess Peach 4. Luigi
5. Donkey Kong 6. Toad

B. 2, 4, 5, 3, 6, 1

Unit 3 – *Up*

A. 1. Russell visits Carl 2. Carl's house starts to fly
3. Russell flies with Carl 4. They arrive in South America
5. Russell and Carl meet Dug 6. They find a big bird

B. 1. F 2. F 3. F 4. T 5. F

Unit 4 – *The Garfield Movie*

A. 1. Vic 2. Odie 3. Jon 4. Garfield

B. pizza, spaghetti and meatballs, birthday cake, biscuits, lasagne.

C. 1. a 2. b 3. c 4. b 5. b 6. c

Unit 5 – *Turning Red*

A. 1. c 2. a 3. c 4. b 5. c 6. b 7. a

B. 1. is sleeping 2. are having 3. is playing

4. are dancing



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