



Teacher's Resource File

● Introduction

- *High Five 5* – project presentation
- Digital resources overview
- *Fun pack* – teacher's notes
- Extra classroom games
- Listening transcripts (textbook)
- *Passport* – answer key

● 3rd and 4th grade review worksheets* (vocabulary and grammar)

● “Apoio ao estudo” worksheets* (vocabulary and grammar)

● Differentiated worksheets (NEE + CEI)* (vocabulary and grammar)

● Extra worksheets*

- Celebrations
- Crosscurricular
- Vocabulary (two levels of difficulty)
- Grammar (two levels of difficulty)
- Speaking

● Assessment*

- Listening tests
 - Diagnostic test
 - 6 Listening tests (1 per unit)
- Diagnostic tests
- 12 Progress tests
(2 per unit – two levels of difficulty)
- Answer keys and listening transcripts
- Correction tables
- Assessment grids
- Self-assessment grid

* Available in editable format in



20 AULA DIGITAL
PROFESSOR

APOIO AOS DOCENTES

Envio regular de materiais para todos os momentos de avaliação, ao longo da vigência do projeto

(INCLUI PROVAS DE AFERIÇÃO)



Apresentação do projeto

High Five 5 é um projeto concebido para os alunos que frequentam o 5.º ano de escolaridade e que já frequentaram a disciplina de Inglês nos 3.º e 4.º anos. Deste modo, pretende, em primeiro lugar, garantir a consolidação de aprendizagens que foram trabalhadas no 1.º Ciclo do Ensino Básico. Em segundo lugar, o projeto pretende operacionalizar, de forma exequível, os domínios, objetivos e descritores de desempenho previstos nas Metas Curriculares de Inglês (MC) para o 5.º ano, que foram definidas tendo como referência os níveis de proficiência do Quadro Europeu Comum de Referência para as Línguas, nomeadamente o nível A1+ para o 5.º ano de escolaridade.

High Five 5 surgiu da necessidade de desenvolver um conjunto de materiais didáticos que fossem ao encontro das necessidades dos professores, tendo em conta a cada vez maior **heterogeneidade das turmas** e a construção de uma **competência global de comunicação em inglês** por parte dos alunos.

High Five 5 é ainda um projeto que apresenta uma vasta quantidade e diversidade de instrumentos de apoio aos professores, para os diversos momentos da prática letiva: preparação, organização das suas aulas e do processo de ensino/aprendizagem, adequação das estratégias às características específicas dos alunos (conhecimentos, ritmos de aprendizagem, interesses e motivações).

Componentes do projeto

.: Para o aluno

Student's Book

O manual está organizado em sete unidades.

- **Unit 0** – Remember!
- **Unit 1** – My ID
- **Unit 2** – Look at me!
- **Unit 3** – Home, sweet home!
- **Unit 4** – What's for lunch?
- **Unit 5** – Wake me up!
- **Unit 6** – It's fun time!

Todas as unidades começam com a indicação ***What's in this unit?***, onde estão elencados os conteúdos/temas que serão trabalhados. Cada unidade contempla ainda, em banda lateral exclusiva do professor, indicação dos descritores das **Metas Curriculares**, incluindo referência às Metas Curriculares dos 3º e 4º anos e que deverão ser retomadas (***Recycled language***).

As unidades desenvolvem-se em torno das seguintes rubricas:

- **Vocabulary** – Apresentação do vocabulário, com o apoio de imagens, acompanhada de exercícios ***listen and repeat***, que visam facilitar a interiorização dos tópicos trabalhados (através da sua audição/repetição) e, por conseguinte, alargar o repertório linguístico dos alunos.
- **Listen and read** – Os textos apresentam, com regularidade, personagens conhecidas dos alunos – desportistas, cantores, atores ou *cartoons* –, com o intuito de lhes despertar curiosidade e interesse. Outros têm uma forte componente cultural. Através deles, os alunos conhecerão melhor aspetos da cultura dos *English-speaking countries*, relacionados com os tópicos em estudo. Os textos estão locucionados por falantes nativos e dispõem de uma versão digital animada, na componente multimédia do projeto. Além de textos de tipologia diversa, incluem-se nesta rubrica canções (também disponíveis em versão ***karaoke***), que resultam da adaptação das letras de músicas do agrado dos alunos aos conteúdos trabalhados e ao grau de dificuldade. Todas as letras são por isso originais e visam o reforço do vocabulário e a motivação dos alunos para a aprendizagem.

-  **Listen** – Dado que os alunos deste nível de ensino necessitam de desenvolver a consciência fonética e linguística, esta rubrica apresenta **situações de compreensão do oral**, em suporte áudio, **locucionadas por falantes nativos**, e sem a presença do texto escrito; estas atividades estão acompanhadas de exercícios de compreensão de resposta fechada.
- **Say it right** – Esta rubrica permite que os alunos aprendam a distinguir e a reproduzir sons que não existem em português, conforme previsto nas metas de *Spoken production* (audição e articulação dos fonemas e associação de palavras a esses fonemas).
- **Speak** – Atividades de produção/interação oral guiadas, que desenvolvem de forma efetiva a capacidade de comunicar oralmente. Ao longo de todas as unidades, estas atividades apresentam, em primeiro lugar, **modelos** dos textos orais – fornecidos em *Take a look!* –, que os alunos poderão depois usar como referência mediante as instruções sugeridas em *Now you!*
- **Watch and learn** – Esta rubrica proporciona o contacto com pequenos **trailers de filmes e excertos de vídeos adequados à faixa etária os alunos**. Do visionamento dos vídeos decorrem propostas de atividades de compreensão oral de tipologia variada.
- **Everyday Talk** – Esta rubrica de *Spoken interaction* está focada em **situações do quotidiano**. Pretende-se, portanto, a consolidação de vocabulário e estruturas de língua, úteis aquando da **utilização da língua inglesa em contexto real**. Todas as atividades apresentam um **modelo step by step** (*Take a look!*) – com **highlights** em expressões úteis – para que todos os alunos consigam concretizar a **tarefa**, proposta em *Now you!* O *role-play*, propriamente dito, está apoiado em diagramas e esquemas que auxiliam os alunos na interação.
- **Write** – Promove-se nesta rubrica a escrita, fornecendo-se um **modelo step by step** (*Take a look!*), para que o aluno possa depois redigir o seu texto, usando as suas palavras e ideias, com o apoio de caixas, diagramas e expressões úteis – *Now you!*
- **Grammar** – Os conteúdos gramaticais são abordados a partir de exemplos contextualizados e de sínteses claras e sucintas. Esta rubrica é complementada por animações, disponíveis em 20 Aula Digital. Após a explicação de cada conteúdo, surgem exercícios organizados por grau de dificuldade e de tipologia diversificada.
-  **Keep in Mind!** – Caixas com chamadas de atenção para determinadas estruturas lexicais e/ou gramaticais (linguísticas) que os alunos deverão recordar e/ou aprofundar e que poderão copiar para o caderno diário.
-  **Guess what** – Rubrica referente a aspetos culturais e geográficos dos *English-speaking countries*. Esta rubrica surge frequentemente associada ao *Passport*.
-  **Think twice** – Esta rubrica promove o desenvolvimento do espírito crítico e a consciência social, conduzindo os alunos a uma reflexão acerca de temáticas socioculturais.
-  **Have fun** – Momento lúdico com adivinhas, anedotas ou charadas a propósito das temáticas trabalhadas.
-  **Self-check** – Teste de autoavaliação. No final, o aluno poderá preencher uma grelha de verificação das aprendizagens e poderá colar um autocolante *High Five!*
-  **Speedy me** – Esta é uma secção para *fast finishers*, para a qual vão sendo feitas remissões ao longo das unidades. Esta secção, de dupla página, apresenta um conjunto de atividades extra para que os alunos mais rápidos possam manter-se ocupados e motivados para a aprendizagem. As soluções surgem invertidas, para permitir um trabalho autónomo por parte dos alunos.

O Manual inclui ainda os seguintes anexos:

- **Extensive reading** – Adaptação (*retold*) da obra ***James and the Giant Peach***, de Roald Dahl, acompanhada de exercícios de análise textual organizados em *Before You Read, I Understand, After You Read*.
-  **Vocabulary bank** – Glossário ilustrado (com apresentação dos termos em inglês e português), organizado por unidades. Este material é complementado pelo *Interactive vocabulary bank* ( AULA DIGITAL), que apresenta as palavras em suporte áudio, para que os alunos possam treinar a pronúncia de forma autónoma.
-  **Grammar bank** – Secção que apresenta a explicação das regras gramaticais em português. Constitui-se como um instrumento de estudo e de preparação para os momentos de avaliação.
- **It's time to celebrate...** – Nesta secção abordam-se algumas das festividades típicas dos *English-speaking countries*, com proposta de exercícios lúdicos de alargamento vocabular. Apresenta, também, uma página com *Crazy celebrations*, para que os alunos se divirtam com algumas efemérides (improváveis) celebradas nos Estados Unidos da América.

Passport

Num formato idêntico ao de um passaporte, este pequeno caderno propõe ao aluno uma viagem por alguns *English-speaking countries*. São aqui apresentadas informações culturais e geográficas, bem como curiosidades. Em seguida, surgem curtas atividades lúdicas de verificação das aprendizagens. No final de cada “viagem”, os alunos poderão colar os auto-colantes da bandeira do país abordado e “viajar” para o destino seguinte.

Homework

Fichas de trabalho para reforço do Vocabulário, da Leitura e da Gramática, que poderão ser realizadas como trabalho de casa. Para cada uma das fichas deste caderno surge a remissão ao longo das unidades do Manual.

Workbook

Este componente promove o trabalho autónomo do aluno, dentro e/ou fora da sala de aula, e apresenta um conjunto diversificado de exercícios de reforço de vocabulário e de gramática. Tendo sido concebido em direta articulação com o Manual, o *Workbook* está igualmente estruturado em 7 unidades. No final de cada unidade, surge um teste, complementar ao do Manual, que inclui também um grupo de expressão escrita. O *Workbook* inclui, ainda, uma secção de *Fun activities*.

No final, as soluções (destacáveis) permitem ao professor e aos encarregados de educação uma mais fácil gestão da sua apresentação aos alunos.

Esta publicação inclui ainda *bookmarks* destacáveis, úteis para o estudo dos conteúdos gramaticais e lexicais abordados em cada unidade.

.: Para o professor

Manual (Edição do Professor)

- **Indicação dos descritores das Metas Curriculares** de 5º ano, em articulação com as metas curriculares de 3º e 4º anos (*Recycled language*).
- **Listagem dos recursos disponíveis no projeto:** por exemplo, no início de cada unidade, sugere-se a exploração de *Interactive board game*, para revisão dos conteúdos lecionados em anos anteriores; no final das unidades 2, 4 e 6, apresenta-se sugestão de exploração do jogo interativo *It's quiz time!*, para treino de vocabulário e estruturas de língua lecionadas nas várias unidades; ao longo do Manual, vão surgindo outras atividades para explorar os diversos recursos.

• Soluções dos exercícios.

• Sugestões metodológicas, nomeadamente para a dinamização de jogos que podem ser realizados no início da aula, como *ice breakers*, ou no final da aula, a título de consolidação:

- > jogos de mímica;
- > jogos de repetição (com base na audição de palavras-chave);
- > *disappearing sentences*, para consciencialização de estruturas gramaticais / linguísticas;
- > jogos de treino de atenção/concentração, de apoio à realização de determinadas tarefas;
- > jogos de bingo;
- > jogos de *guessing*;
- > jogos de associação de imagem/palavra;
- > nas sugestões metodológicas: propostas de exploração dos *flashcards* e dos *posters*.

Teacher's Resource File*

*Totalmente editável em 20 aula digital.

Este dossiê contém um amplo conjunto de materiais *ready-to-use* e fotocopiáveis:

- jogos *Hide and Speak* e *Mad Libs*;
- 17 fichas de revisão de conteúdos trabalhados nos 3º e 4º anos;
- 19 fichas para aulas de apoio ao estudo (ou aulas de substituição);
- 30 fichas diferenciadas para alunos com NEE (vocabulário e gramática);
- 21 fichas diferenciadas para alunos com CEI;
- 6 fichas de articulação interdisciplinar;
- 8 fichas extra de celebrações;
- 24 fichas extra de gramática (disponíveis em dois graus de dificuldade);
- 14 fichas extra de vocabulário (disponíveis em dois graus de dificuldade);
- 21 atividades de *speaking*;
- Avaliação
 - > 2 testes de diagnóstico – com dois graus de dificuldade (B mais fácil);
 - > 7 testes de *listening*;
 - > 12 testes de avaliação – 2 por unidade e com dois graus de dificuldade (B mais fácil);
 - > matrizes e grelhas de classificação dos testes e *transcripts* dos ficheiros áudio.

Planning*

*Totalmente editável em 20 aula digital.

- Planificação anual (versão para carga letiva de 3 aulas semanais e de 2 aulas semanais); planificação com articulação com as metas dos 3º e 4º anos.
- Planificações periódicas (versão para as duas cargas letivas de disciplina).
- Planificação para Adequações Curriculares Individuais e para alunos com CEI;
- Planos de aula por subunidade (editáveis em Word® e PowerPoint®) – incluem sugestões para duas cargas letivas.

Fun pack

- 100 *flashcards* e 6 cartazes temáticos – materiais que constituem um excelente suporte visual para apresentação, consolidação e alargamento vocabular.
- *Card games set* – um conjunto de quatro *sets* de 72 cartões que permitem a construção de frases de acordo com as temáticas da descrição física, intitulado *Got it* (unidade 2), e da rotina diária, intitulado *Scrambled sentences* (unidade 5);
- *Motivational stamps* e *motivational stickers* – com o intuito de motivar os alunos para a aprendizagem e de os premiar pelo seu desempenho, ao longo do ano letivo, poderão ser colocados no caderno diário, em fichas de trabalho, em trabalhos de casa ou no Manual.

CD Áudio

Este CD contém todos os recursos áudio (textos, canções) de apoio a atividades do manual, bem como todos os testes de *listening*, gravados por falantes nativos.



Recurso inovador com grande utilidade na sala de aula, que permite:

- a realização e a correção dos exercícios nas páginas do manual;
- a visualização, *in loco*, de recursos digitais, tais como animações, canções, áudios e vídeos;
- a exploração, a partir das páginas do manual, dos exercícios do Workbook e respetiva correção;
- o acesso imediato a materiais editáveis (fichas e testes e apresentações PowerPoint®);
- o acompanhamento da progressão da aprendizagem.

20 AULA DIGITAL

Ferramenta que possibilita, em sala de aula, a fácil exploração do projeto através das novas tecnologias e o acesso a um vasto conjunto de conteúdos multimédia associados ao manual.

Listagem geral dos recursos multimédia do *High Five 5*

- **ANIMAÇÕES** – As animações estão associadas às rubricas *Listen and Read* e *Everyday talk*, permitindo uma maior envolvimento com os textos apresentados através de movimento, imagem e som. A versão final contará com 19 animações.

UNIT 1 – My ID	UNIT 2 – Look at me!
• Nice to meet you (p. 18) • A dream job (p. 23) • My birthday party (p. 29)	• Shawn Mendes (p. 36) • A new look! (p. 40) • Meeting at the cinema (p. 49)
UNIT 3 – Home, sweet home!	UNIT 4 – What's for lunch?
• What a house! (p. 56) • Hobbits' houses (p. 60) • My bedroom (p. 67)	• Breakfast time! (p. 74) • Junior MasterChef USA (p. 80) • At the restaurant (p. 85)
UNIT 5 – Wake me up!	UNIT 6 – It's fun time!
• Let's meet Lin (p. 92) • What time is it? (p. 93) • Renato Sanches: Just a regular day! (p. 98) • Chatting (p. 103)	• Chloe and Riley (p. 109) • Greetings from South Africa (p. 114) • At the cinema ticket office (p. 121)

- **VÍDEOS** – Os vídeos estão associados à rubrica *Watch and Learn* com excertos de filmes e à rubrica *Guess What* com vídeos de contextualização, culturais e de curiosidades. Possibilidade de legendagem em português e em inglês. A versão final contará com 13 vídeos.

UNIT 1 – My ID	UNIT 2 – Look at me!
• Ronaldo (p. 20)	• The BFG (p. 44)
UNIT 3 – Home, sweet home!	UNIT 4 – What's for lunch?
• Hobbiton movie set (p. 62) • Can I stay? (p. 63) • Inside out – new house (p. 66)	• Mr. Peabody and Sherman (p. 76) • Kids eating healthy made easy (p. 85)
UNIT 5 – Wake me up!	UNIT 6 – It's fun time!
• Meet the Minions (p. 90) • Change the world in 5 minutes – everyday at school (p. 92) • The secret life of pets (p. 96)	• Sing (p. 111) • South Africa (p. 115)
	Extensive Reading
	• James and the giant peach – trailer (p. 155)

- **GRAMÁTICAS** – As animações dos conteúdos gramaticais – com explicações passo a passo e exercícios de aplicação – estão associadas à rubrica *Grammar*. A versão final contará com 27 animações.

UNIT 0 – Remember	UNIT 1 – My ID
• Personal pronouns (subject) (p. 8)	• Verb <i>to be</i> (affirmative and negative) (p. 19) • Definite and indefinite articles (p. 21) • Verb <i>to be</i> (interrogative) (p. 24) • Question words (p. 25) • Possessive determiners (p. 27)
UNIT 2 – Look at me!	UNIT 3 – Home, sweet home!
• Verb <i>have got</i> (affirmative and negative) (p. 37) • Verb <i>have got</i> (interrogative) (p. 39) • Possessive case (p. 42) • Possessive pronouns (p. 45) • Adjectives (p. 47)	• Verb <i>there + to be</i> (p. 57) • Prepositions of place (p. 61) • Plural of nouns (p. 65)
UNIT 4 – What's for lunch?	UNIT 5 – Wake me up!
• Quantifiers: <i>some / any</i> (p. 75) • Present simple: verb <i>like</i> (affirmative and negative) (p. 77) • Present simple: verb <i>like</i> (interrogative) (p. 79) • Expressing preferences (p. 81) • Connectors: <i>so / because</i> (p. 83)	• Present simple (affirmative and negative) (p. 94) • Present simple (interrogative) (p. 97) • Adverbs of frequency (p. 100)
UNIT 6 – It's fun time!	
• Present continuous (affirmative and negative) (p. 110) • Present continuous (interrogative) (p. 112) • Personal pronouns (object) (p. 117) • Prepositions of movement (p. 119) • Imperative (p. 119)	

- **FLASHCARDS DIGITAIS** – Os *flashcards* digitais estão associados à rubrica *Vocabulary* com o objetivo de reforçar e complementar o vocabulário presente no Manual, através do uso de imagem, texto e áudio. A versão final contará com 13 sets com 360 *flashcards*.

UNIT 0 – Remember	UNIT 1 – My ID
• Numbers, days of the week, months, seasons and weather (pp. 9 e 10) • Means of transport, places in town, school objects, animals and colours (pp. 11, 13, 14, 15)	• Family (p. 16) • Jobs and occupations (p. 22)
UNIT 2 – Look at me!	UNIT 3 – Home, sweet home!
• The human body (p. 34) • Clothes, footwear and accessories (p. 41)	• Parts of the house (p. 54) • Furniture (p. 59)
UNIT 4 – What's for lunch?	UNIT 5 – Wake me up!
• Food and drinks (p. 72) • Meals (p. 73)	• Daily routine (p. 90)
UNIT 6 – It's fun time!	
• Free time activities (p. 108) • Sports (p. 114)	

- **GLOSSÁRIOS INTERATIVOS** – Os glossários interativos estão associados à rubrica *Vocabulary* e são um complemento à aprendizagem de vocabulário pela presença de tradução, imagem e áudio. A versão final contará com 6 glossários.

UNIT 1 – My ID	UNIT 2 – Look at me!
• Interactive vocabulary bank – Unit 1 (p. 16)	• Interactive vocabulary bank – Unit 2 (p. 34)
UNIT 3 – Home, sweet home!	UNIT 4 – What's for lunch?
• Interactive vocabulary bank – Unit 3 (p. 54)	• Interactive vocabulary bank – Unit 4 (p. 72)
UNIT 5 – Wake me up!	UNIT 6 – It's fun time!
• Interactive vocabulary bank – Unit 5 (p. 90)	• Interactive vocabulary bank – Unit 6 (p. 108)

- **JOGOS** – Os *interactive board games* podem ser usados para revisão e estão presentes no início de cada unidade – jogos de *recycled language* – permitindo, de forma lúdica e ao longo de cada unidade, rever conteúdos prévios. Os jogos *It's QuizTime!* permitem consolidar conhecimentos novos; são jogos trimestrais e estão presentes no final das unidades 2, 4 e 6. A versão final contará com 9 jogos.

UNIT 1 – My ID	UNIT 2 – Look at me!
• Interactive board game – Unit 1 (p. 16)	• Interactive board game – Unit 2 (p. 34) • It's quiz time! – Units 0, 1 and 2 (p. 51)
UNIT 3 – Home, sweet home!	UNIT 4 – What's for lunch?
• Interactive board game – Unit 3 (p. 54)	• Interactive board game – Unit 4 (p. 72) • It's quiz time! – Units 3 and 4 (p. 87)
UNIT 5 – Wake me up!	UNIT 6 – It's fun time!
• Interactive board game – Unit 5 (p. 90)	• Interactive board game – Unit 6 (p. 108) • It's quiz time! – Units 5 and 6 (p. 123)

- **KARAOKES** – Os *karaokes* são uma versão animada das canções presentes na rubrica *Listen and Read*, permitindo, de uma forma lúdica, a aquisição e/ou consolidação de vocabulário e o desenvolvimento da oralidade. A versão final contará com 8 *karaokes*.

UNIT 0 – Remember	UNIT 1 – My ID
• High Five 5 Anthem (p. 6) • The Alphabet (p. 6)	• What's your job? (p. 26)
UNIT 2 – Look at me!	UNIT 3 – Home, sweet home!
• What are you like? (p. 46)	• It's my house! (p. 64)
UNIT 4 – What's for lunch?	UNIT 5 – Wake me up!
• Good food! (p. 78)	• Waiting (p. 102)
UNIT 6 – It's fun time!	
• Let's play! (p. 118)	

- **AULAS PROJETÁVEIS EM FORMATO POWERPOINT®** – As aulas projetáveis em formato PowerPoint® incluem, de forma sequencial, os diferentes momentos e respetivos recursos enunciados em cada plano de aula, permitindo uma maior otimização e gestão do tempo em sala de aula. A versão final contará com 100 aulas projetáveis.

UNIT 0 – Remember	UNIT 1 – My ID
• 6 Aulas projetáveis em formato PowerPoint®: Unit 0 (p. 6)	• 15 Aulas projetáveis em formato PowerPoint®: Unit 1 (p. 16)
UNIT 2 – Look at me!	UNIT 3 – Home, sweet home!
• 15 Aulas projetáveis em formato PowerPoint®: Unit 2 (p. 34)	• 18 Aulas projetáveis em formato PowerPoint®: Unit 3 (p. 54)
UNIT 4 – What's for lunch?	UNIT 5 – Wake me up!
• 18 Aulas projetáveis em formato PowerPoint®: Unit 4 (p. 72)	• 14 Aulas projetáveis em formato PowerPoint®: Unit 5 (p. 90)
UNIT 6 – It's fun time	
• 14 Aulas projetáveis em formato PowerPoint®: Unit 6 (p. 108)	

- **APRESENTAÇÕES POWERPOINT®** – As Apresentações em Powerpoint® apresentam-se como recursos lúdicos e de carácter prático para aplicar conhecimentos de vocabulário e gramática, com especial destaque para as festividades.

Total de apresentações disponíveis no projeto: **9**

UNIT 0 – Remember	UNIT 3 – Home, sweet home!
• Memory game – Classroom objects (p. 13)	• Memory game – Prepositions of place (p. 61)
UNIT 4 – What's for lunch?	UNIT 6 – It's fun time!
• Healthy eating habits (p. 85)	• What are they doing? – Present continuous (p. 112)
Festivities	
• Let's celebrate Halloween (p. 126)	• Valentine's day (p. 129)
• A typical Thanksgiving day in America (p. 127)	• It's Easter time (p. 130)
• Christmas day (p. 128)	

- **ÁUDIOS** – Os áudios do CD Áudio estão presentes na plataforma 20 Aula Digital e ao longo do manual através de *hotspots*. Na plataforma estão presentes duas versões dos áudios para exercícios de *Listening – standard e slow*.

- **SIMULADORES** – Os simuladores podem ser usados em várias atividades e dinâmicas de sala de aula:

- > **Timer** – Cronómetro personalizável, no qual pode inserir o tempo estimado para a realização de tarefas em sala de aula, permitindo aos alunos visualizar o tempo que têm disponível para a conclusão de uma determinada tarefa, ao longo da sua realização.
- > **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 e/ou estudar os números ou até para organizar a saída dos alunos da sala de aula.

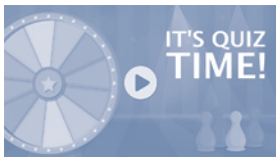
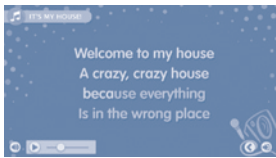
Guia de Exploração de Recursos Multimédia

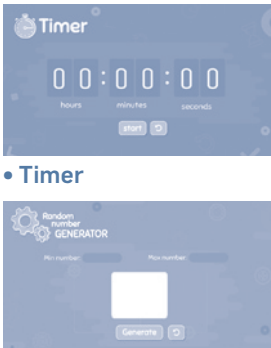
Proposta de exploração dos conteúdos multimédia da versão de demonstração (com indicação das respetivas metas e sugestões de exploração), referente à **Unit 3 – Home, sweet home!**

Manual em versão interativa			
Pág.	Recurso	Metas Curriculares	Cenários de utilização Sugestões de exploração
Todas	 - Manual em versão interativa (versão de demonstração) - Formato totalmente interativo do manual. Rubricas: Todas	Metas específicas a serem trabalhadas no manual ao longo da unidade a que os áudios e os testes se referem	- Através do manual interativo é possível: - realizar exercícios diretamente nas páginas do manual, obter <i>feedback</i> imediato e projetar a correção dos exercícios; - projetar vídeos e animações diretamente nas páginas do manual ou em ecrã total, com legendas em inglês ou português, áudios incluídos, e possibilidade de parar para explorar e/ou antecipar o seu conteúdo ou realizar exercícios de compreensão; - aceder às versões <i>standard</i> e <i>slow</i> dos áudios dos textos e das rubricas de <i>listening</i>; a versão <i>slow</i> permite ouvir cada palavra mais claramente e facilita a compreensão dos textos; - apresentar as canções do manual em versão karaoke, para os alunos associarem mais facilmente o que escutam à letra escrita e poderem cantar; - aceder a recursos diretamente nas páginas do manual (<i>flashcards</i> digitais, glossários interativos, jogos, <i>powerpoints</i>, materiais editáveis, etc.); - projetar exercícios do workbook e respetivas soluções, através dos Powerpoint® aulas.
Animações			
56 60 67	What a house!  Hobbits' houses My bedroom Animação dos textos principais do manual através de som e movimento. A animação envolve os alunos, que podem associar o vocabulário e a própria narração a momentos visuais. Rubricas: <i>Listen and Read</i> <i>Everyday talk</i>	L5 5.1 – Identificar palavras e expressões em canções e textos áudio/audiovisuais. L5 5.4 – Entender e reagir a instruções breves. L5 5.6 – Identificar a ideia global de pequenos textos orais. R5 3.1 – Pronunciar as palavras de forma suficientemente clara para serem entendidas. R5 3.2 – Utilizar a entoação e o ritmo adequado. R5 4.3 – Seguir instruções elementares. R5 4.5 – Reconhecer informação que lhe é familiar. LG5 8.28 – Formular e responder a perguntas, começando por <i>which</i>. SP5 5.3 – Usar a entoação adequada em frases simples e conhecidas (afirmações, perguntas e exclamações). SP5 6.5 – Falar sobre temas trabalhados.	- A funcionalidade de ativação e desativação de legendas em tempo real permite trabalhar diferentes graus de dificuldade e diferentes abordagens com os alunos, nomeadamente: - retirar o áudio (através do botão <i>mute</i>) e ativar as legendas em inglês para trabalhar a competência de <i>Reading</i>, nomeadamente a leitura em voz alta; - ativar o som/áudio e a legenda para trabalhar associação de sons a palavras, podendo explorar o seu significado: a exploração do vocabulário pode ser feita ao ritmo de cada turma, uma vez que pode parar, recuar e/ou avançar a animação sempre que necessário; - desativar as legendas para que os alunos façam uma atividade de <i>listening</i> com suporte dos elementos visuais da animação, reforçando a associação de som a imagem.

Vídeos			
Pág.	Recurso	Metas Curriculares	Cenários de utilização Sugestões de exploração
62 63	• Hobbiton movie set • Can I stay? 	• L5 5.1 – Identificar palavras e expressões em canções e textos áudio/audiovisuais. • L5 5.6 – Identificar a ideia global de pequenos textos orais	• Todos os vídeos têm versões legendadas em inglês e em português. A legendagem é opcional. • Através das legendas, é possível trabalhar a associação de sons a palavras escritas, no caso da versão com legendagem em inglês, ou associar sons a significados em português, no caso da versão legendada em português. Portanto, as diferentes opções de legenda permitem trabalhar vocabulário e <i>skills</i> de <i>listening/reading</i>. • O modo de pausa permite explorar as imagens que vão surgindo no vídeo e, por conseguinte, desenvolver competências de <i>speaking</i>.
66	• Inside out – new house Vídeos – com excertos de filmes de animação recentes (da preferência dos alunos desta faixa etária e relevantes do ponto de vista intercultural), que permitem desenvolver o vocabulário e as estruturas gramaticais contextualizados nos temas e nas capacidades de compreensão oral. Rubricas: <i>Watch and Learn; Guess what?</i>		
Gramáticas			
57	• There + to be 	• L5 5.1 – Identificar palavras e expressões em canções e textos áudio/audiovisuais. • L5 5.6 – Identificar a ideia global de pequenos textos orais. • L5 5.4 – Entender e reagir a instruções breves. • LG5 8.17 – Usar o verbo <i>there + to be</i>, no <i>present simple</i>, nas formas afirmativa, negativa e interrogativa. • LG5 8.18 – Usar as formas abreviadas do verbo <i>there + to be</i>. • LG5 8.19 – Usar verbos no <i>present simple</i>. • LG5 8.23 – Responder a perguntas, utilizando <i>short answers</i> na afirmativa e na negativa. • LG5 – <i>Language awareness: There is / there are</i> para exprimir “existe /há”. • LG5 8.14 – Usar <i>at, in front of, behind, under, above, below (place)</i>. • LG5 8.3 – Reconhecer os plurais irregulares de alguns nomes.	• Para a exploração deste conteúdo, pode optar por explorar, inicialmente, as regras e esquemas do manual e, depois, reforçar a explicação com a animação da gramática. • Este recurso pode ser colocado em modo de pausa para permitir a exploração dos exemplos. Nessa exploração, pode ainda convidar os alunos a criarem outros exemplos que poderiam ser usados na explicação. • No final, os alunos têm de responder a um pequeno desafio que consiste na aplicação do conteúdo a uma nova situação de aprendizagem.
61 65	• Prepositions of place • Plural of nouns As animações gramaticais apresentam uma explicação passo a passo para cada conteúdo gramatical. São breves e esquemáticas, recorrendo a exemplos e imagens que ajudam a estruturar as regras. Rubricas: <i>Grammar</i>		

Flashcards digitais			
Pág.	Recurso	Metas Curriculares	Cenários de utilização Sugestões de exploração
54 59	 • Parts of the house • Furniture Os flashcards digitais são recursos agregadores de conteúdos, associados à rubrica <i>Vocabulary</i>. Têm como objetivo reforçar e complementar o vocabulário presente no manual, através do uso de imagem, texto e áudio. Rubricas: <i>Vocabulary</i>	• R5 5.1 – Saber procurar palavras por áreas temáticas abordadas. • L5 5.1 – Identificar palavras e expressões em textos áudio/ audiovisuais. • ID5 8.7 – Identificar as divisões da casa. • ID5 8.7 – Identificar as divisões da casa e o mobiliário. • LG5 8.29 – Apropriar-se de novos itens lexicais, relacionados com as áreas temáticas previstas no domínio intercultural	• É possível fazer a apresentação ou a revisão de vocabulário trabalhando também os domínios de <i>speaking, reading</i> e <i>listening</i> através dos <i>flashcards</i> digitais. Os <i>flashcards</i> de cada <i>set</i> podem ser usados para complementar ou reforçar o vocabulário trabalhado no manual. • É possível escolher um <i>set</i>, clicando no cartão correspondente, e apresentar os <i>flashcards</i> digitais aos alunos de forma semelhante aos <i>flashcards</i> de cartolina: – mostrar a imagem, perguntar ao aluno o que é e revelar a palavra, clicando no botão texto ; – mostrar a leitura do vocabulário – com sotaque nativo – clicando em ; – sempre que se termina a exploração de um cartão, pode clicar-se no botão  para voltar ao menu principal.
Glossários interativos			
54	 • Interactive vocabulary bank – Unit 3 Os glossários interativos contêm vocabulário de cada unidade com suporte de imagem, áudio e tradução, permitindo o reforço da aquisição de vocabulário. Rubricas: <i>Vocabulary</i>	• R5 5.1 – Saber procurar palavras por áreas temáticas abordadas. • L5 5.1 – Identificar palavras e expressões em textos áudio/ audiovisuais. • ID5 8.7 – Identificar as divisões da casa e o mobiliário. • LG5 8.29 – Apropriar-se de novos itens lexicais, relacionados com as áreas temáticas previstas no domínio intercultural	• O <i>Interactive vocabulary bank</i> é a versão multimédia do <i>Vocabulary bank</i> (acresce à tradução o suporte de áudio e de imagem). • O facto de ter áudio ajuda a treinar a pronúncia, e a existência de imagens ajuda à associação das palavras a um elemento visual. • Pode ser utilizado ao longo da unidade, à medida que o vocabulário novo vai surgindo. • Pode utilizar este recurso em sala de aula e explorar os diferentes vocábulos com todos os alunos ou pedir que treinem individualmente em casa. • No final, pode desafiar os alunos a selecionarem a(s) palavra(s) do dia, consultando o glossário, e registando os nomes dos primeiros três alunos que utilizarem a(s) palavra(s) numa frase e em contexto, durante a aula.
Jogos			
54	 • Interactive board game – Unit 3 Os <i>interactive board games</i> surgem no início de cada unidade e destinam-se a rever <i>recycled language</i>, de forma lúdica e apelativa. Rubricas: <i>Vocabulary</i>; <i>Grammar</i>	Recycled language • LG4 6.4 (divisões da casa) • LG3 4.1 e LG4 7.2 (preposições de lugar) • LG3 4.1 e LG4 7.2 (nomes no singular e no plural) • L5 5.4 – Entender e reagir a instruções breves.	• Estes jogos podem ser usados no início de cada unidade para trabalhar vocabulário elementar e mobilizar estruturas linguísticas fundamentais para a progressão na aprendizagem. • Os jogos podem ser usados com toda a turma ou em pequenos grupos, e permitem ao professor fazer um diagnóstico rápido das aprendizagens já feitas pelos alunos ou daquelas que requerem consolidação. • O funcionamento do jogo é bastante intuitivo e as suas regras são idênticas às dos jogos de tabuleiro convencionais. • O carácter lúdico permite que este diagnóstico decorra de forma descontraída.

Jogos			
Pág.	Recurso	Metas Curriculares	Cenários de utilização Sugestões de exploração
68	 • It's quiz time! – Units 3 and 4 (versão demonstração) • Os <i>quizzes</i> surgem a cada duas unidades e visam rever e consolidar, de forma lúdica, conteúdos vocabulares e gramaticais lecionados. Rubricas: <i>Self-Check</i>	• LG5 8.17 – Usar o verbo <i>there + to be</i>, no <i>present simple</i>, nas formas afirmativa, negativa e interrogativa. • LG5 8.18 – Usar as formas abreviadas do verbo <i>there + to be</i>. • LG5 8.19 – Usar verbos no <i>present simple</i>. • LG5 8.23 – Responder a perguntas, utilizando <i>short answers</i> na afirmativa e na negativa. • LG5 – <i>Language awareness: There is / there are</i> para exprimir "existe /há". • LG5 8.14 – Usar <i>at, in front of, behind, under, above, below (place)</i>. • LG5 8.3 – Reconhecer os plurais irregulares de alguns nomes. • ID5 8.7 – Identificar as divisões da casa e o mobiliário. • LG5 8.29 – Apropriar-se de novos itens lexicais, relacionados com as áreas temáticas previstas no domínio intercultural	It's quiz time! • O jogo permite rever e consolidar, de forma lúdica, conteúdos abordados em cada período. • O facto de este jogo seguir o modelo da "Roda da sorte" permite que seja jogado em grupo (até quatro elementos). • As questões podem ser organizadas por conteúdos e/ou unidades: – Vocabulary Unit 3 – Vocabulary Unit 4 – Grammar Unit 3 – Grammar Unit 4 – entre outros
Karaoke			
64	• High Five Anthem  • It's my house! Os <i>karaoke</i>s são a versão animada das canções, permitindo, de uma forma lúdica, a aquisição e/ou consolidação de vocabulário e estruturas gramaticais e o desenvolvimento das capacidades de compreensão do oral e de pronúncia. Rubricas: <i>Listen and Read</i>	• L5 5.1 – Identificar palavras e expressões em textos áudio/ audiovisuais. • L5 5.4 – Entender e reagir a instruções breves. • L5 5.6 – Identificar a ideia global de pequenos textos orais. • ID5 8.7 – Identificar as divisões da casa e o mobiliário.	• As canções, em formato de karaoke, constituem um instrumento privilegiado de motivação dos alunos. Para além disso, a apresentação de músicas atuais, que fazem parte da realidade dos alunos, com adaptação da letra aos temas em estudo, constitui um fator extra de motivação. Através delas é possível trabalhar vocabulário e pronúncia. • As canções podem ser exploradas da seguinte forma: – apresentar a canção completa (instrumental + voz) e incentivar os alunos a acompanharem a canção através da leitura do texto; – sempre que possível, acrescentar gestos alusivos ao vocabulário que é trabalhado na canção; – avançar para a segunda secção do recurso, onde os alunos terão de cantar acompanhados apenas do instrumental da canção.

Aulas projetáveis em PowerPoint®		
Recurso	Metas Curriculares	Cenários de utilização Sugestões de exploração
 • 15 Aulas projetáveis: Unit 3 As aulas projetáveis em PowerPoint® incluem, de forma sequencial, recursos e respetivas estratégias enunciados em cada plano de aula. Rubricas: Ao longo do manual	• Metas específicas a serem trabalhadas no manual ao longo da unidade a que os áudios e os testes se referem	• As aulas estão construídas nas apresentações em Powerpoint®, respeitando a sequência e os diferentes momentos da planificação de cada aula – em formato pronto a usar. • Permitem uma otimização do tempo, com toda a organização e estrutura de cada aula, que pode ser editada e diretamente projetada: – pode projetar a aula e ir avançando nos diferentes <i>slides</i>, de forma a cumprir os objetivos do respetivo plano de aula; – pode editar quer o plano quer a aula, caso seja necessário adaptar as propostas às necessidades da sua turma.
Áudios		
• Áudios Áudios apresentados ao longo do manual, com destaque para as duas versões, com diferentes velocidades, para os exercícios de <i>Listening</i> – <i>standard</i> e <i>slow</i>. Rubricas: Ao longo do manual	• Metas específicas a serem trabalhadas no manual ao longo da unidade a que os áudios e os testes se referem	• Os áudios têm duas versões: a versão <i>standard</i> e a versão <i>slow</i> – mais lenta. Pode usar a versão que julgar ser mais adequada, mediante as necessidades das suas turmas. • Pode iniciar as atividades de <i>listening</i> com a versão mais lenta e depois mudar para a versão <i>standard</i>. • As duas versões são apresentadas em dois ficheiros independentes, assinaladas através de dois <i>hotspots</i> no manual para cada áudio. A versão lenta terá <i>slow version</i> escrito no seu título.
Simuladores		
Recurso	Cenários de utilização / Sugestões de exploração	
 • Timer • Random number generator Simuladores que permitem otimizar o tempo e a gestão em sala de aula. Rubricas: Ao longo do manual	Timer • Cronómetro personalizável, no qual pode inserir o tempo estimado para a realização de uma determinada tarefa e colocá-lo em contagem decrescente, indicando aos alunos que apenas têm aquele tempo. • Esta ferramenta permite imprimir mais foco na realização das tarefas, não só pelo incentivo do próprio desafio do tempo, como também pela competição saudável que se pode gerar para cumprir o prazo. • Permite igualmente uma maior otimização do tempo em sala de aula, pela gestão orientada por objetivos. Random number generator • Ferramenta de atribuição aleatória de números que permite inserir o número de alunos que existem na sua turma com o objetivo de, aleatoriamente, sortear um número. O aluno com esse número deverá desempenhar a tarefa que lhe for pedida. • Pode ainda utilizar este recurso para trabalhar os números: primeiro pede aos alunos que indiquem, em inglês, um intervalo de números – mínimo e máximo –, que é inserido na aplicação. Após o sorteio, têm de dizer o número que saiu em inglês. Um outro aluno pode dizer se a resposta está certa ou errada.	

Fun pack – Teacher's notes

.: Jogo “Got it” – Unit 2

Este jogo destina-se à prática do vocabulário referente à descrição da face.

É composto por 4 sets de:

- 8 cartões com uma face completa
- 64 cartas com partes da face

1. Antes do início do jogo, as cartas devem estar divididas por cores: a cor da carta que tem a face completa deverá corresponder à cor das 8 cartas com as várias partes da face.
2. O professor divide a turma em 4 grupos de alunos.
3. A partir do conjunto de cartas com a face completa, um dos elementos do grupo escolhe aleatoriamente uma carta (sem que os outros elementos do grupo a vejam).
4. O elemento que tem a carta com a face completa começa o jogo, descrevendo essa face. Pode dizer, por exemplo, “She has got glasses”.
5. Os outros elementos do grupo (na posse das restantes 8 cartas) escolhem a carta correspondente à descrição que vai sendo feita (por exemplo, a carta com os óculos) e colocam-na na mesa.
6. O elemento que tem a carta com a face completa continua (por exemplo, “She has got blue eyes”), até esgotar a caracterização. Os outros elementos do grupo colocam na mesa a carta correspondente e vão fazendo o mesmo até se obter um total de quatro cartas na mesa. (As cartas vão sendo colocadas umas ao lado das outras, formando frases).
7. Quando estiverem as quatro cartas na mesa, o aluno que tem a carta com a face completa mostra a sua carta e confirma se as restantes estão bem. Conta-se um ponto por cada parte da cara correta.
8. Troca-se o aluno que tem a carta com a face completa até se esgotarem as 8 cartas disponíveis (com a cara completa).
9. No fim do tempo limite (15-20 minutos), ou depois de todos terem conseguido explicar as oito caras, ganha o grupo que tiver obtido a maior pontuação.

.: Jogo “Scrambled Sentences” – Unit 5

Este jogo tem como objetivo reforçar a aprendizagem do vocabulário e de estruturas gramaticais referentes a *Daily Routine*, nomeadamente o *present simple* e *adverbs of frequency*.

É composto por 4 sets de 64 cartas com palavras.

1. O jogo pode ser dinamizado em grande grupo; em alternativa, a turma pode ser dividida em grupos de 4/5 alunos e cada grupo receberá um conjunto de cartões.
2. O objetivo é que se consiga fazer o maior número de frases possíveis, com as palavras disponíveis, num tempo determinado (15-20 minutos).
3. O professor poderá optar por dois cenários para apurar quem vence:
 - a) o grupo vencedor (ou o aluno vencedor) pode ser aquele que, num tempo limite de 15-20 minutos, conseguir fazer o maior número de frases. Neste caso, cada frase certa conta 1 ponto (não podem existir erros na frase);
 - b) o grupo vencedor pode ser aquele que, num tempo limite de 15-20 minutos, ficar com menos palavras por colocar em frase. As frases têm de estar todas corretas, caso contrário as palavras voltarão a ser contabilizadas como estando de fora.

Exemplos de frases possíveis:

Mary gets up at 7 o'clock.
I never go to school on foot.
Scott plays football in the afternoon.
Does Jessica do her homework every day?
Melissa and John don't study at the weekend.
They are always late for classes.
Do they have lunch in the school canteen?
My sister doesn't arrive home early.
What time do you have dinner?
We sometimes have milk for breakfast.
Henry usually goes to bed late.
Jenny helps her mother on Saturdays.
Martha has a shower in the evening.
Where do you catch the bus?
James studies in the school library.
You brush your teeth in the morning.
Kate never watches TV after dinner.
He doesn't go to the park after school.

Extra classroom games



Descrição do jogo:

- O objetivo deste jogo é levar os alunos a praticar, de forma lúdica, o vocabulário e as estruturas linguísticas referentes à identificação pessoal. Este jogo pode ser realizado no início da aula, como *ice breaker*, ou no final da aula, a título de consolidação.
- Os cartões apresentados na página seguinte podem ser fotocopiados e recortados, de acordo com o número de alunos por turma (36 cartões disponíveis: cartões disponíveis para 12 perguntas e 24 respostas).
- Cada cartão poderá ser escondido, por exemplo debaixo de cada cadeira ou de algo que os alunos possam ter em cima das suas secretárias (os alunos podem ser informados disso mesmo, antes da realização do jogo).
- De forma ordenada e um de cada vez, os alunos que têm um cartão com fundo mais escuro (perguntas) leem em voz alta a questão que está no cartão. Assim que lerem a pergunta deverão surgir as várias respostas, que são lidas a partir do texto dos cartões, pelos colegas (de forma ordenada e uma de cada vez). A cada cartão com uma pergunta correspondem dois cartões com resposta.
- Os cartões do jogo podem ser adaptados pelos professores, uma vez que se encontram disponíveis, em formato editável, em **20 AULA DIGITAL**.

What's your name?

**What's your
surname?**

How old are you?

Where are you from?

**When's your
birthday?**

**What's your
address?**

Are you a student?

**Is your father
a doctor?**

How are you?

Hi!

Nice to meet you.

Goodbye!

My name's Ana.

My name's Tom.

**My surname
is Santos.**

**My surname
is Sanders.**

I'm ten years old.

**I'm thirteen
years old.**

I'm from Portugal.

I'm from England.

**My birthday
is on 15th March.**

**My birthday
is on 23rd April.**

**My address is
Rua do Ouro, 11.**

**My address is
4 Camden Street.**

**Yes, I am.
I'm a student.**

**No, I'm not.
I'm a pilot.**

**Yes, he is.
My father
is a doctor.**

**No, he isn't.
My father
is a firefighter.**

I'm fine, thanks!

I'm fine, thank you!

Hi!

Hello!

**Nice to meet
you, too!**

**Nice to meet
you, too!**

See you!

Bye!

MAD LIBS

Descrição do jogo:

- *Mad Libs* é um jogo de palavras originalmente criado nos Estados Unidos. No *High Five 5*, apresentam-se 7 propostas de *Mad Libs*, uma por unidade. Poderão ser usadas no âmbito de atividades de produção e de interação oral (e de consolidação vocabular e de estruturas de língua).
- Em primeiro lugar, os alunos leem um diálogo ou um texto (com sentido).
- Depois, os alunos irão substituir algumas palavras do texto inicial, de acordo com instruções específicas, criando assim novos textos (humorísticos), que serão lidos, em voz alta, para a turma.
- No final, os alunos leem os novos textos em voz alta.

Exemplo:

A Read the sentence.

"My brother and my father eat toast with butter for breakfast."

B Do the following tasks.

1. Write an animal you like.

dog

2. Choose one of these: onions; ice cream; spaghetti.

onions

C Now fill in the gaps with your words (1-2) from exercise B.

My brother and my ⁽¹⁾ dog eat toast with ⁽²⁾ onions for breakfast.

D Read the sentence from C out loud.

Have fun!



Name _____

Date: ____ / ____ / ____ No.: ____ Class: ____

A. Read the dialogue with your partner.

HI!

João: Hi, I'm João!
Maria: Hi, I'm Maria!
João: How old are you?
Maria: I'm ten. And you?
João: I'm eleven.
Maria: Wow! What is that on your desk?
João: Oh, it's my new pen.
Maria: I like it! It's red!



B. Do the following tasks.

1. Write the name of a famous singer. _____
2. Write a funny Portuguese name (man or woman). _____
3. Write a number between 20 and 40. _____
4. Write a number between 45 and 80. _____
5. Choose a school object: school bag; chair; pencil case. _____
6. Write the name of your favourite animal. _____
7. Write your favourite colour. _____

C. Fill in the gaps with your words 1-7 from exercise B.

A: Hi, I'm (1) _____!
B: Hi, I'm (2) _____!
A: How old are you?
B: I'm (3) _____.
 And you?
A: I'm (4) _____.
B: Wow! What is that on your
 (5) _____?
A: Oh, it's my new
 (6) _____.
B: I like it! It's (7) _____!



D. Now practise the dialogue in C with your partner. Have fun! 😊

Name _____

Date: ____ / ____ / ____ No.: ____ Class: ____

A. Read the dialogue with your partner.**NICE TO MEET YOU!**

- Michael:** Hello! What's your name?
Marta: Hi! My name's Marta.
Michael: Nice to meet you. I'm Michael.
Marta: Where are you from?
Michael: I'm from France. And you?
Marta: I'm from Portugal. I live with my parents and my sister.
Marta: Are you a student?
Michael: Yes, I am. And you?
Marta: I'm a student, too. Is your sister a student?
Michael: No, she isn't. She's a nurse.

Hello!

B. Do the following tasks.

- Write the name of your best friend. _____
- Write the name of someone from the British Royal Family. _____
- Write the name of the country where the British Royal Family lives. _____
- Write the name of your favourite country. _____
- Write a family member you live with. _____
- Write a family member you don't live with. _____
- Write a job you don't like. _____
- Write a job you like. _____

C. Fill in the gaps with your words 1-8 from exercise B.

- A:** Hello! What's your name?
B: Hi! My name's (1) _____.
A: Nice to meet you. I'm (2) _____.
B: Where are you from?
A: I'm from (3) _____. And you?
B: I'm from (4) _____. I live with my (5) _____ and my (6) _____.
A: Are you a/an (7) _____?
B: Yes, I am. And you?
A: I'm a (7) _____, too. Is your (6) _____ a/ an (7) _____?
B: No, he/she isn't. He/She is a/an (8) _____.

Hi!

D. Now practise the dialogue in C with your partner. Have fun! 😊

Name _____

Date: ____ / ____ / ____ No.: ____ Class: ____

A. Read the dialogue with your partner.

BEST FRIEND

- Jessica:** Hi! Who is your best friend?
Lara: Hi! My best friend is António.
Jessica: What does he look like?
Lara: He's tall and thin. He has got short black hair and brown eyes.
Jessica: Has he got freckles?
Lara: Oh, no, but he has got glasses.
Jessica: What are his favourite clothes?
Lara: He wears shorts in the summer and jeans in the winter.
Jessica: Is he polite?
Lara: Oh, yes!



B. Do the following tasks.

1. Write the name of your best friend (boy). _____
2. Write the opposite of "tall". _____
3. Write your favourite colour. _____
4. Write a number between 5 and 10. _____
5. How do you say "barba" in English? _____
6. Write a piece of clothing you wear in the winter. _____
7. Write a piece of clothing you wear in the summer. _____
8. Write the opposite of "polite". _____

C. Fill in the gaps with your words 1-8 from exercise B.

- A:** Hi, Lara! Who is your best friend?
B: My best friend is (1) _____.
A: What does he/she look like?
B: He/She is (2) _____ and thin. He/She has got short (3) _____ hair and (4) _____ eyes.
A: Has he/she got freckles?
B: Oh, no, but he/she has got a (5) _____.
A: What are his/her favourite clothes?
B: He/She wears (6) _____ in the summer and (7) _____ in the winter.
A: Is he/she (8) _____?
B: Oh, yes!

D. Now practise the dialogue in C with your partner. Have fun! 😊

Name _____

Date: ____ / ____ / ____ No.: ____ Class: ____

A. Read the text.**MY DREAM HOUSE**

My dream house is a small detached house with white walls.

It has got two bedrooms, two bathrooms, a kitchen and a living room. In the living room there are two sofas, a TV and a lamp in front of an armchair.

In my bedroom there is a desk next to a big window and the curtains are pink.

There is a beautiful garden with lots of flowers, but there isn't a garage.

**B. Do the following tasks.**

1. Write the opposite of "small". _____
2. Write the colour of a blackboard. _____
3. Write a number between 30 and 50. _____
4. Write a number between 10 and 30. _____
5. Write a piece of furniture we can find in the kitchen (plural). _____
6. Write the opposite of "in front of". _____
7. How do you say "porta" in English? _____
8. Write a piece of furniture we find in the bathroom. _____
9. Write a colour you don't like. _____
10. Write the name of an animal you like (plural). _____

C. Fill in the gaps with your words 1-10 from exercise B.

My dream house is a (1) _____ detached house with (2) _____ walls.
It has got (3) _____ bedrooms, (4) _____ bathrooms, a kitchen and a living room. In the living room there are two (5) _____, a TV and a lamp (6) _____ a/an (7) _____.

In my bedroom there is a/an (8) _____ next to a big window and the curtains are (9) _____.

There is a beautiful garden with lots of (10) _____, but there isn't a garage.

D. Now read your text from exercise C to the class or to your partner.

Have fun! 😊

Name _____

Date: ____ / ____ / ____ No.: ____ Class: ____

A. Read the dialogue with your partner.

FAVOURITE FOOD

Jenny: Hi! What's your favourite food?

John: Hello! I love pasta and pizza. And you?

Jenny: I prefer rice and hamburgers. Do you like fruit and vegetables?

John: Yes, I do. I like eating lettuce and apples as a dessert.

Jenny: I also like apples and lettuce, but I love strawberries and tomatoes.

John: What do you like eating for breakfast?

Jenny: Cereal! And you?

John: I like drinking milk and I always eat toast with butter. Yummy!



B. Do the following tasks.

1. Write the name of a food you hate. _____
2. Write the name of a fruit you hate. _____
3. Write the name of the first meal of the day. _____
4. Write the name of a vegetable you hate. _____
5. Write the name of a dessert. _____
6. Write the name of something you drink at lunch. _____
7. Choose one word from this list: ice cream; fish; spaghetti; onions. _____

C. Fill in the gaps with your words 1-7 from exercise B.

A: Hi! What's your favourite food?

B: Hello! I love (1) _____ and pizza. And you?

A: I prefer rice and hamburgers. Do you like fruit and vegetables?

B: Yes, I do. I like eating lettuce and (2) _____ after (3) _____.

A: I also like (2) _____ and lettuce, but I love strawberries and (4) _____.

B: What do you like eating for breakfast?

A: (5) _____! And you?

B: I like drinking (6) _____ and I always eat toast with (7) _____.
Yummy!

D. Now practise the dialogue in C with your partner. Have fun! 😊

Name _____

Date: ____ / ____ / ____ No.: ____ Class: ____

A. Read the text.**WHAT A BUSY DAY!**

I always get up at seven o'clock. I get dressed and have cereal for breakfast. I brush my teeth and I go to school by bus. Classes start at eight o'clock and finish at midday. Then, I have lunch at the school canteen and I have classes again. I go home at half past five.

At home, I do my homework. I always do my homework!

I have dinner with my family and after dinner we watch TV. I go to bed at ten o'clock.

**B. Do the following tasks.**

1. Write the name of a food you eat for lunch. _____
2. Write the name of a means of transport that flies. _____
3. Write the name of your favourite restaurant. _____
4. How do you say "dormir" in English? _____
5. Write your favourite free time activity. _____
6. Write the opposite of "always". _____
7. Write the name of a pet. _____
8. Write a time between 11 p.m. and 2 a.m. _____

C. Fill in the gaps with your words 1-8 from exercise B.*What a busy day!*

I always get up at seven o'clock. I get dressed and have (1) _____ for breakfast. I brush my teeth and I go to school by (2) _____. Classes start at eight o'clock and finish at midday. Then, I have lunch at (3) _____ and I (4) _____. I go home at half past five.

At home, I (5) _____. I (6) _____ do my homework!

I have dinner with my (7) _____ and after dinner we watch TV. I go to bed at (8) _____.

D. Now read your text from exercise C to the class or to your partner.

Have fun! 😊

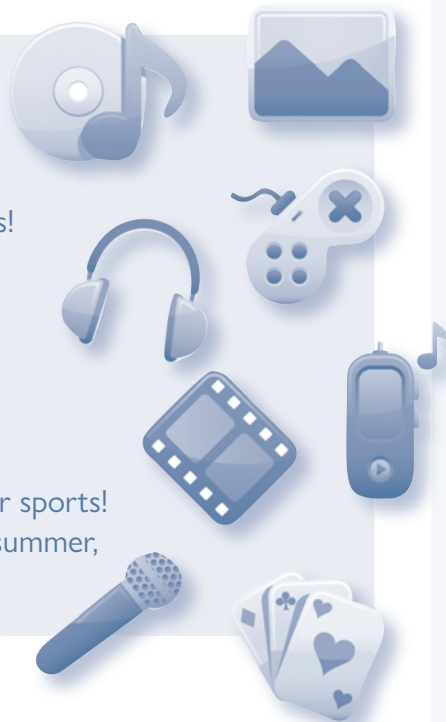
Name _____

Date: ____ / ____ / ____ No.: ____ Class: ____

A. Read the dialogue with your partner.

FREE TIME

- Steve:** Hello, Tomás! What's your favourite free time activity?
- Tomás:** Hello, Steve! I love playing video games! It's fantastic!
- Steve:** I prefer surfing the net or listening to music. I love listening to Adele. She is my favourite singer!
- Tomás:** Do you have a favourite sport?
- Steve:** Yes, I do. It's football! And you?
- Tomás:** I like tennis and swimming. I love water sports!
- Steve:** I also enjoy going to the beach in the summer, but I don't swim!



B. Do the following tasks.

- Write the name of a famous football player. _____
- Write the name of a famous actor/actress. _____
- Write the name of a free time activity you hate. _____
- Write the name of your best friend. _____
- Write the name of a sport you hate. _____
- Write the name of a sport you practise in the winter. _____
- Write the name of the season when the weather is really cold. _____

C. Fill in the gaps with your words 1-7 from exercise B.

- A:** Hello, (1) _____! What's your favourite free time activity?
- B:** Hello, (2) _____! I love playing video games! It's fantastic!
- A:** I prefer (3) _____ or listening to music. I love listening to (4) _____.
He/She is my favourite singer!
- B:** Do you have a favourite sport?
- A:** Yes, I do. It's (5) _____! And you?
- B:** I like tennis and (6) _____. I love water sports!
- A:** I also enjoy going to the beach in the (7) _____, but I don't swim!

D. Now practise the dialogue in C with your partner. Have fun! 😊

Unit 0 (page 9)

- 1. A:** How old are you John? Are you thirty?
John: No, I'm thirteen.
- 2. A:** How old are you Sally? Are you seventeen?
Sally: No, I'm seventy.
- 3. A:** How old is Clare? Is she twelve?
B: No, she isn't. She's twenty.
- 4. A:** How old is Peter? Is he fifty?
B: No, he isn't. He's fifteen.
- 5. A:** How old are Molly and Sue? Are they six?
B: No, they aren't. They're sixteen.
- 6. A:** How old are you, Jessica and Mike? Are you forty?
Jessica and Mike: No, we aren't. We're fourteen.

Unit 1 (page 17)

Hello! My name's William and this is my family: the British Royal Family.
My father is Charles and my mother is Diana. Camilla is my stepmother.
My brother is Harry.
My grandfather is Philip and my grandmother is Elizabeth II.
My wife is Kate. George is our son and Charlotte is our daughter.
My favourite cousin is Beatrice. Her parents are Andrew, my uncle, and Sarah, my aunt.
I love my family.

Unit 2 (page 41)

- 1. Jessica** – Jessica's hair isn't long. It's short. She's got big brown eyes. She loves blue. She's very kind.
- 2. Rose** – Rose is tall. Her hair is long, curly and brown. She's got brown shoes and her favourite colour is pink. She's very happy.
- 3. Donna** – Donna is tall and thin. She hasn't got short hair and her hair is blond. She likes trousers and her favourite colour is red. She's very funny.
- 4. Emma** – Emma is of medium height and slim. She's got long straight hair. She's got glasses and a green sweater. She's shy.

Unit 3 (page 63)

Hello!
I'm Emily and I'm a student.
This is my bedroom! It's very big. There's a comfortable bed next to a bookcase and there's a clock on the wall.
The desk is below the window. There are two boxes on the bookcase.
There's a lamp in front of the window and a big rug on the floor.
I haven't got a TV in my bedroom, but I've got books.
I love my bedroom!!

Unit 4 (page 82)

- Jim:** Hello, Julie. Happy birthday!
Julie: Thanks, Jim. Can you help me in the kitchen?
Jim: Of course!
Julie: Can you make a sandwich for Barbara? She likes cheese, but she doesn't like lettuce.
Jim: OK. No problem. Can I make one for you, too, Julie?
Julie: No, thanks! I prefer a chocolate ice cream.
Jim: Fine. What about Diana?
Julie: She isn't hungry. Just a glass of water for her, please. It's her favourite drink. Oh, and for you, Jim?
Jim: I love hamburgers...with lots of ketchup!
Julie: A cheese sandwich, a chocolate ice cream, a glass of water and a hamburger. Let's go!

Unit 5 (page 93)

1. When is the swimming lesson this week?

- Freddy:** Look! Here's a note from our swimming teacher!
Adele: Oh! It says the swimming lesson is on Thursday, not Tuesday this week.
Freddy: Thursday? Well, today is Wednesday, so the swimming class is tomorrow at 9.
Adele: That's right!

2. What time is Winnie's athletics training?

- Winnie:** Hurry up, Shaz.
Shaz: Relax. The training is at six.
Winnie: No, it isn't. It's at half past five.
Shaz: Really? Let's go then.

3. When is Lin's birthday party?

- Adele:** What time is Lin's birthday party, Winnie? 7.30?
Winnie: No, it's at 8.30. We've got a tennis lesson at 6 o'clock and then we have a dance lesson at 7 o'clock.

Unit 6 (page 116)

1.

- Mary:** Hi, Bill. What are you doing?
Bill: I'm at the supermarket. I'm preparing a barbecue. It's tomorrow. Can you come?
Mary: Oh, yes! I can bring some burgers or drinks.
Bill: No, thanks. I've got everything now.
Mary: OK, see you there!

2.

- Melanie:** Hello, Rita! I'm doing my English homework. I need your help!
Rita: OK. Where are you?
Melanie: At the school library. Thomas is also here and he is studying with me!
Rita: Cool! See you in 5 minutes!

3.

- Mum:** Hello, dear. It's Mum. Are you having a good time at summer camp?
Boy: Yes, it's really good. Today there's a sports competition. We're playing football, tennis and basketball.
Mum: Nice! Is your sister Beth with you?
Boy: Oh, yes, she is. She's preparing hot dogs for everyone.
Mum: Great! Have fun!

4.

- Rick:** Hi, Paul. Are you free today? Let's go fishing.
Paul: Sorry, Rick, I prefer surfing.
Rick: OK, I can go surfing with you. Can I take Jane and Julie, too?
Paul: Sure. That's fantastic! See you at nine at your house?
Rick: Let's meet at 10.
Paul: OK, see you.

Passport – Answer key

The United Kingdom (page 6)

A. 1. Northern Ireland | **2.** Wales | **3.** Scotland | **4.** England

B. 1. Edinburgh | **2.** Belfast | **3.** London | **4.** London | **5.** Cardiff

C. 1. False | 2. False | 3. True | 4. False | 5. True

Canada (page 11)

A. 1. c) | 2. b) | 3. a)

New Zealand (page 15)

A	E	R	Y	U	M	A	W	R	O
D	H	X	Y	M	A	O	E	K	I
Y	E	U	W	S	O	T	L	G	A
K	I	W	I	E	R	C	L	B	U
U	W	T	B	C	I	T	U	Y	C
W	E	L	L	I	N	G	T	O	N
I	Z	A	N	R	U	G	B	Y	L
K	A	U	C	K	L	A	N	D	T

The United States of America (page 19)

[illegible]

Australia (page 23)

A. 1. c) | 2. b) | 3. c)

South Africa (page 25)

A. 1. Rhino | 2. Elephant | 3. Lion | 4. Buffalo | 5. Leopard



3rd and 4th grade review worksheets*

- Worksheet 1. Greetings and goodbyes
- Worksheet 2. Personal ID | Personal pronouns
- Worksheet 3. Days of the week, months, seasons and weather
- Worksheet 4. Numbers (1-100) | Ordinal numbers (1st-31st)
- Worksheet 5. School places | School objects and activities | Demonstratives
- Worksheet 6. Classroom language
- Worksheet 7. Family members | Possessive case | Question word: *Whose...?*
- Worksheet 8. Clothes, footwear and accessories | Colours
- Worksheet 9. The human body
- Worksheet 10. Describing faces | Verb *have got*
- Worksheet 11. Free time activities | Sports
- Worksheet 12. Animals | Definite and indefinite articles
- Worksheet 13. Parts of the house
- Worksheet 14. Food and drinks | Present simple: verb *like* | Short answers with *do*
- Worksheet 15. Means of transport and places in town
- Worksheet 16. The time
- Worksheet 17. Recycling

* Available in editable format in



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Label the pictures. Use the greetings/goodbyes from the box.

(Legenda as figuras. Usa as saudações/despedidas da caixa.)

Good morning!

Good afternoon!

Good evening!

Good night!

Hello!

Goodbye!



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B. Look at the clocks. Write the correct part of the day (*morning, afternoon, evening, night*).(Olha para os relógios. Escreve o momento do dia correto – *morning, afternoon, evening, night*.)

1. _____



2. _____



3. _____



4. _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

NAME, SURNAME, AGE, COUNTRY, NATIONALITY**A. Complete the text. Use the words from the box. There is one example.**

(Completa o texto. Usa as palavras da caixa. Segue o exemplo.)

English

Sheeran

Taylor

~~Swift~~

United States of America

Hello!

My name is Ed. My surname is (1) _____.

I'm from England, so I'm (2) _____.

I have a friend. Her name is (3) _____.

Her surname is (4) Swift. She's from the (5) _____.

She is American.

**B. Answer the questions about YOU.**

(Agora responde às questões sobre TI.)

1. What is your name?

My name is _____

2. What is your surname?

My surname is _____

3. How old are you?

I'm _____

4. Where are you from?

I'm from _____

5. What is your nationality?

I'm _____

Worksheet 2

PERSONAL PRONOUNS

C. Complete the table with the correct personal pronouns.

There are two examples.

(Completa a tabela com os *personal pronouns* corretos. Segue os exemplos.)

Portuguese	English
eu	I
tu	1.
ele	2.
ela	3.
ele/ela (objetos/animais)	it
nós	4.
vós	5.
eles/elas	they

D. Complete the sentences. Use the personal pronouns from exercise A. There is one example.

(Completa as frases. Usa os *personal pronouns* do exercício A. Segue o exemplo.)

1. Usain Bolt is from Jamaica.

He is from Jamaica.

2. Peter is nine years old.

_____ is nine years old.

3. Tom and Rachel are ten years old.

_____ are ten years old.

4. J. K Rowling is British.

_____ is British.

5. Maria and I are friends.

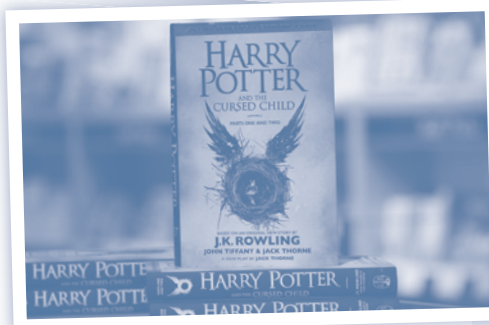
_____ are friends.

6. The book is on the table.

_____ is on the table.

7. Thomas and you are tall.

_____ are tall.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete the days of the week. (Completa os dias da semana.)

1. M ____ DAY

5. F ____ DAY

2. T ____ DAY

6. SA ____ DAY

3. WED ____ DAY

7. S ____ DAY

4. TH ____ DAY

B. There are 12 months in the year. Circle them in the word snakes.

(O ano tem 12 meses. Rodeia-os na cobra de palavras.)

month January cold February rain March chilly April warm May flower June sun July
 hot August beach September school October halloween November christmas December

C. Label the pictures. Use the words from the box.

(Legenda as figuras. Usa as palavras da caixa.)



1. _____



2. _____

spring
 winter
 summer
 autumn



3. _____



4. _____

Name _____ No.: _____ Class: _____

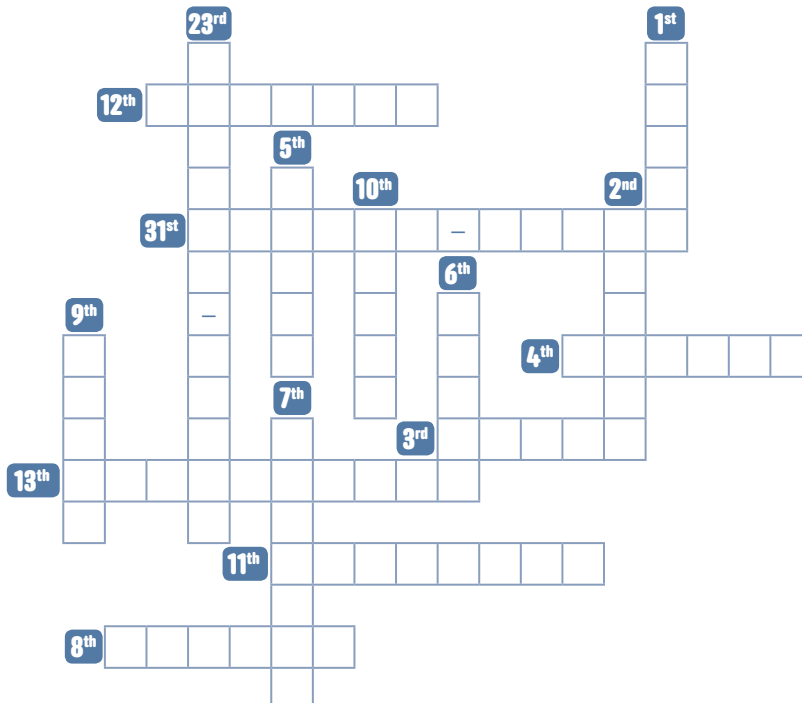
Date: ____ / ____ / ____ Teacher _____

A. Find the numbers in the word search (↓→).

(Encontra os números na sopa de letras.)

**B. Complete the crossword with the ordinal numbers.**

(Completa as palavras cruzadas com os numerais ordinais.)



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

SCHOOL OBJECTS | SCHOOL PLACES**A. Label the school objects.** (Legenda os objetos escolares.)

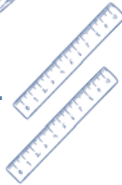
1. This is a _____.



4. This is a _____.



2. These are _____.



5. This is a _____.



3. This is a _____.



6. This is a _____.

**B. Label the school places. Use the words from the box.**

(Legenda os espaços da escola. Usa as palavras da caixa.)

gym

canteen

library

classroom



1. _____



2. _____



3. _____



4. _____

DEMONSTRATIVES | SCHOOL ACTIVITIES

C. Look at the pictures. Complete the sentences with *this / these / that / those*. (Observe as figuras. Completa as frases com *this / these / that / those*.)

1. _____ is my new computer.



2. _____ is a blackboard.



3. _____ are new crayons.



4. _____ are my books.



D. Label the pictures. Use the words/expressions from the box.

(Legenda as imagens. Usa as palavras/expressões da caixa.)

reading

doing my homework

playing hide and seek

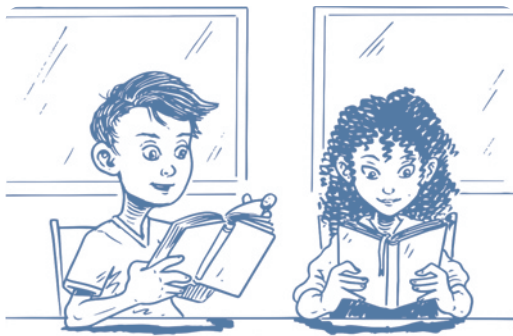
playing in the playground



1. _____



2. _____



3. _____



4. _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Write the following classroom expressions in Portuguese.

(Escreve as seguintes expressões de sala de aula em português.)

1. Listen and repeat.

2. Come to the board, please.

3. Can I come in?

4. How do you spell it?

5. Sorry, I'm late!

B. Tick (✓) the correct option. (Selecione a opção correta.)**1. Senta-te.**

- ☐ a) Sit down.
- ☐ b) Stand up.
- ☐ c) Close the door.

2. Abre o livro.

- ☐ a) Close your book.
- ☐ b) Open your book.
- ☐ c) Open the window.

3. O que significa "kitten"?

- ☐ a) What does "kitten" mean?
- ☐ b) How do you write "kitten" in English?
- ☐ c) Which is the correct word for "gatinho".



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Find the family members in the word search (↓→).

(Encontra os membros da família na sopa de letras.)

S	P	K	G	D	M	O	T	H	E	R	G	P
Z	S	I	N	T	E	R	Q	V	I	O	R	D
M	I	H	Q	J	X	T	C	G	C	N	A	G
P	S	W	X	B	B	B	O	S	Y	G	N	R
M	S	U	J	R	K	R	U	I	J	A	D	A
W	E	H	C	O	G	Q	S	S	H	U	F	N
G	R	B	L	T	N	Q	S	T	B	N	A	D
F	H	U	W	H	Y	G	N	E	C	T	T	M
A	L	N	D	E	W	M	D	R	J	F	H	O
T	Q	C	F	R	X	I	Y	Y	Q	P	E	T
H	G	L	W	B	B	M	L	G	U	W	R	H
E	D	E	I	S	D	F	C	F	A	G	D	E
R	Q	A	Y	P	C	O	U	S	I	N	Z	R

father
 mother
 sister
 brother
 grandfather
 grandmother
 uncle
 aunt
 cousin

B. Write sentences using the possessive case. There is one example.

(Escreve frases com o *possessive case*. Segue o exemplo.)

1. Maria has got a brother. It's Maria's brother.
2. Susan has got a sister. It's _____.
3. James has got a grandmother. It's _____.
4. Homer has got a car. It's _____.

C. Answer the questions. There is one example.

(Responde às questões. Segue o exemplo.)

1. Whose book is this? It's my brother's book. (my brother)
2. Whose family is this? _____ (Mary)
3. Whose pens are these? _____ (their cousin)
4. Whose dog is this? _____ (his grandmother)

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Label the clothes and footwear. Then colour them.

(Legenda a roupa e o calçado. Depois pinta-os.)



Pink

1. _____



Brown

2. _____



Grey

3. _____



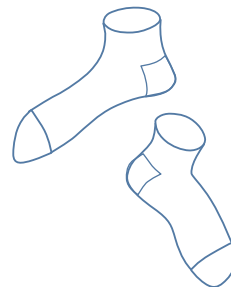
Blue

4. _____



Green

5. _____



Black

6. _____



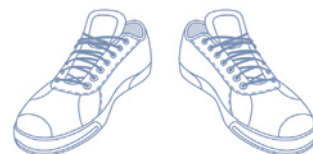
Yellow

7. _____



Orange

8. _____



Red

9. _____

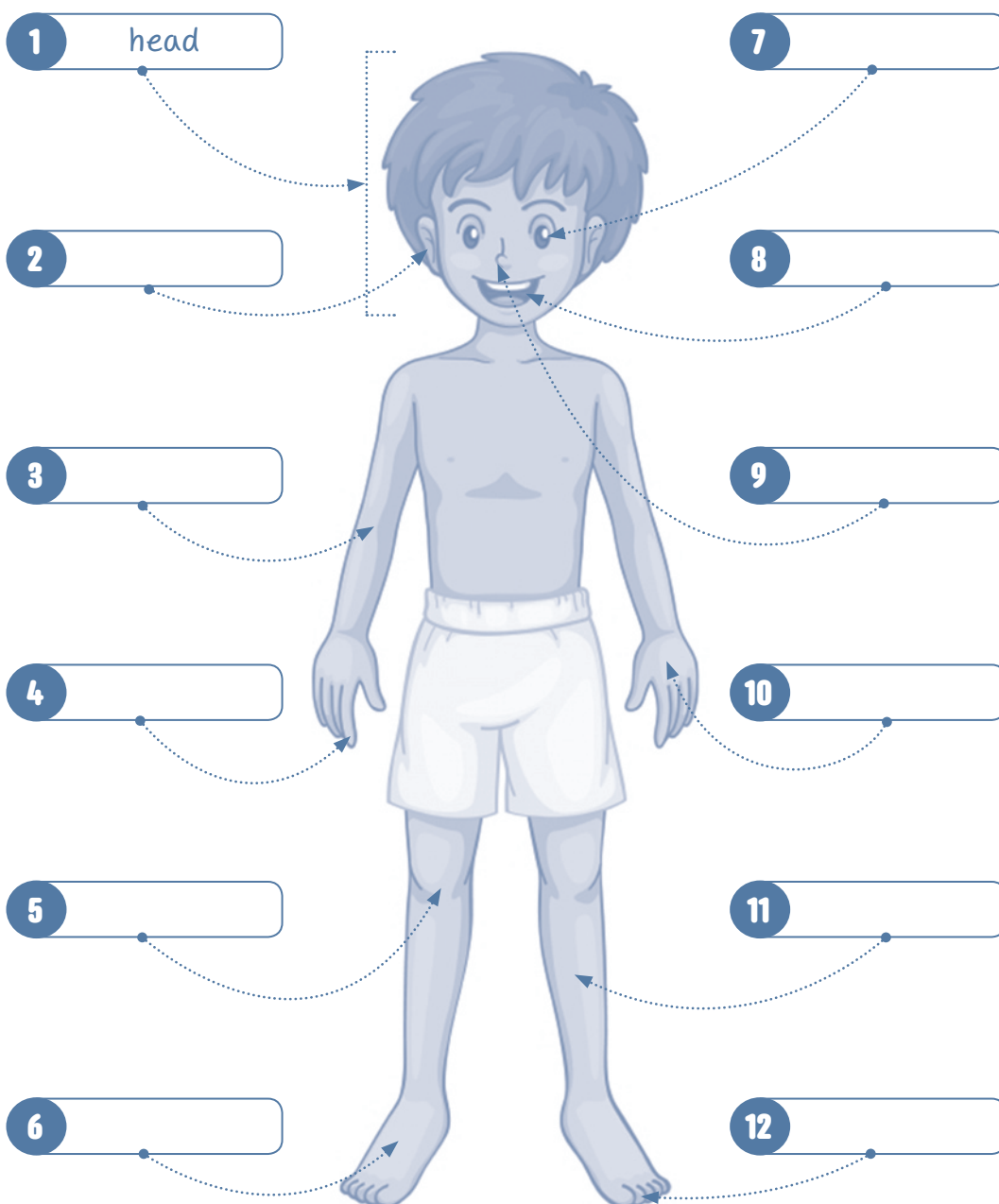
Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Label the parts of the body. Use the words from the box.
There is one example.

(Legenda as partes do corpo. Usa as palavras da caixa. Segue o exemplo.)

leg	mouth	knee	head	foot	hand
arm	ear	eye	nose	finger	toe



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

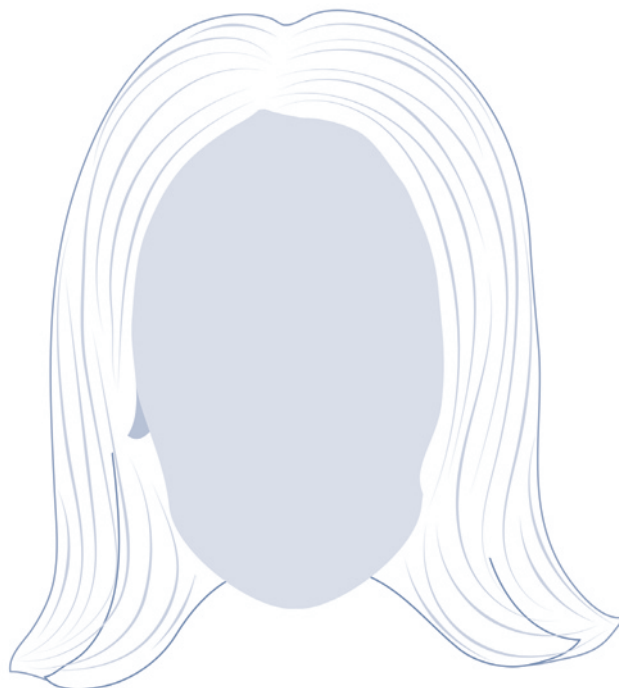
A. Read the sentences. Draw and colour the faces.

(Lê as frases. Desenha e pinta as caras.)

1. My name is Arthur. I have got short black hair. I have got a small mouth and a big nose. I have got big green eyes.



2. My name is Janice. I have got long blond hair. I have got a big mouth and a small nose. I have got big blue eyes.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Look at the pictures. Match them with the hobbies.

(Observe as figuras e associa-as às atividades de tempos livres.)



1. •

• a) dancing



2. •

• b) singing



3. •

• c) reading



4. •

• d) watching TV

B. Label the activities. Use the words/expressions from the box.

(Legenda as atividades. Usa as palavras/expressões da caixa.)



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

playing
football

cycling

running

playing
tennisplaying
basketball

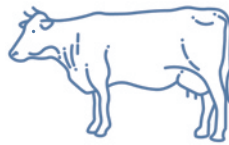
swimming

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

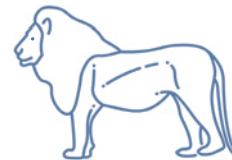
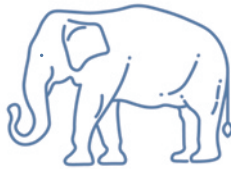
A. Label the animals. Use the words from the box.

(Legenda os animais. Usa as palavras da caixa.)

elephant cow giraffe duck
 lion cat chicken dog



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



5. _____ 6. _____ 7. _____ 8. _____

B. Place the names of the animals from exercise A in the correct place. There is one example.

(Coloca os animais do exercício A na coluna correta. Segue o exemplo.)

Pets	Farm animals	Zoo animals
		elephant

C. Fill in the gaps with a, an, the.

(Preenche os espaços com a, an, the.)

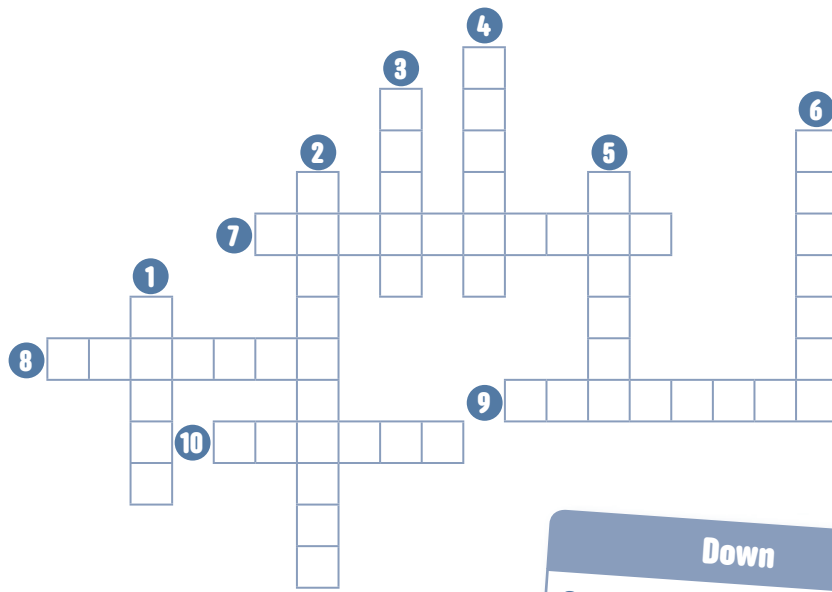
- | | |
|----------------|-------------------|
| 1. _____ pig | 4. _____ elephant |
| 2. _____ tiger | 5. _____ horse |
| 3. _____ sun | 6. _____ monkey |

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete the crossword with the parts of the house.

(Completa as palavras cruzadas com as divisões da casa.)

**Across**

1. Place where you study/work.
7. Place where you watch TV.
8. Place where you prepare your meals.
9. Place where you take a bath.
10. Place with flowers and small trees.

Down

2. Place where you eat.
3. Place under the roof.
4. Place for your car.
5. Small bathroom.
6. Place where you sleep.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Label the pictures. Use the words from the box.

(Legenda as figuras. Usa as palavras da caixa.)

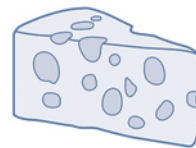
orange cheese bread meat eggs milk chips
spaghetti lettuce orange juice cake fish



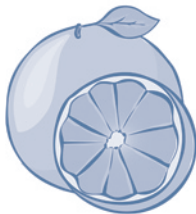
1. _____



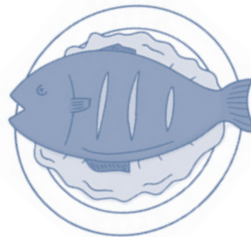
2. _____



3. _____



4. _____



5. _____



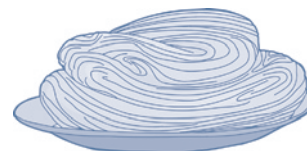
6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

Worksheet 14

B. Complete the table with the present simple of the verb *like*.

(Completa a tabela com o *present simple* do verbo *like*.)

Affirmative	Negative	Interrogative
I like	I _____ like	_____ I like?
You _____	You don't like	Do you like?
He _____	He _____ like	Does he like?
She likes	She doesn't like	_____ she like?
It _____	It _____ like	_____ it like?
We like	We _____ like	Do we like?
You like	You don't like	Do you like?
They _____	They _____ like	Do they like?

Short answer (affirmative)	Short answer (negative)
Yes, I <u>do</u> _____.	No, I <u>don't</u> _____.
Yes, you _____.	No, you don't.
Yes, he does.	No, he _____.
Yes, she _____.	No, she _____.
Yes, it does.	No, it doesn't.
Yes, we _____.	No, we don't.
Yes, you do.	No, you _____.
Yes, they _____.	No, they don't.

C. Answers the questions. Use short answers. There is one example.

(Responde às perguntas. Usa respostas curtas. Segue o exemplo.)

- Does John like soup? (✓) Yes, he does.
- Do we like vegetables? (X) _____
- Do Mary and Julia like cheese? (X) _____
- Does it like bones? (✓) _____
- And you? Do you like bananas? _____

D. Write two sentences about what you like and two sentences about what you don't like.

(Escreve duas frases sobre o que gostas e duas sobre o que não gostas.)

I like _____

I don't like _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Match the pictures of the means of transport with their names.

(Associa as imagens de meios de transporte aos respetivos nomes.)



1. •

• a) motorbike



2. •

• b) train



3. •

• c) bus



4. •

• d) plane



5. •

• e) car



6. •

• f) boat

B. Label the pictures. Use the words from the box.

(Legenda as imagens. Usa as palavras da caixa.)

bank supermarket school police station hospital library



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Tick (✓) the correct option. (Selecione a opção correta.)

1. It's



- ☐ a) half past ten.
☐ b) ten o'clock.
☐ c) a quarter to ten.

2. It's



- ☐ a) midday.
☐ b) half past twelve.
☐ c) a quarter to three.

3. It's



- ☐ a) a quarter past eleven.
☐ b) half past ten.
☐ c) a quarter to twelve.

4. It's



- ☐ a) half past three.
☐ b) a quarter past three.
☐ c) a quarter to three.

B. Draw the hands on the clocks. (Desenha os ponteiros dos relógios.)

1. It's midday.



3. It's a quarter to ten.



2. It's half past ten.



4. It's eleven o'clock.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Paint the containers (blue, yellow, green) according to their labels.

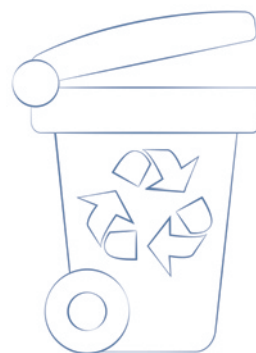
(Pinta os contentores – azul, amarelo, verde – de acordo com a sua legenda.)



1. Paper



2. Glass



3. Plastic

B. Match the sentences to the images.

(Associa as palavras às imagens.)

Don't litter.

1. •

• a)



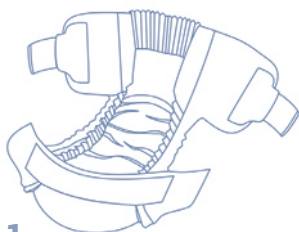
Put the rubbish in the bin. 2. •

• b)



C. What else can you recycle? Colour the things you can recycle green and colour the things you cannot recycle red.

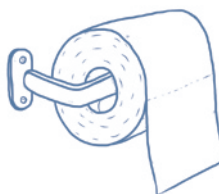
(O que não podes reciclar? Pinta de verde o que podes reciclar e de vermelho o que não podes reciclar.)



1.



2.



3.



4.

3rd AND 4th YEAR REVIEW WORKSHEETS

Worksheet 1 (page 1)

A. 1. Good morning! | **2.** Good afternoon! | **3.** Hello! | **4.** Good night! | **5.** Good evening! | **6.** Goodbye!

B. 1. morning | 2. evening | 3. afternoon | 4. night.

Worksheet 2 (page 2)

A. 1. Sheeran | **2.** English | **3.** Taylor | **5.** United States of America.

B. Personal answers.

C.

Portuguese	English
eu	I
tu	1. you
ele	2. he
ela	3. she
ele/ela (objetos/animais)	it
nós	4. we
vós	5. you
eles/elas	they

D. 2. He | 3. They | 4. She | 5. We | 6. It | 7. You

Worksheet 3 (page 4)

A. 1. Monday | 2. Tuesday | 3. Wednesday | 4. Thursday | 5. Friday | 6. Saturday | 7. Sunday

B.



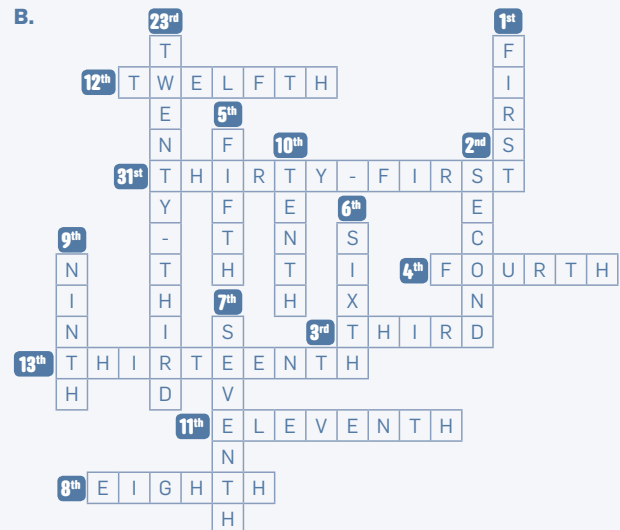
C. 1. autumn | **2.** winter | **3.** spring | **4.** summer.

Worksheet 4 (page 5)

A.



B.



Worksheet 5 (page 6)

A. 1. pen | **2.** rulers | **3.** rubber | **4.** notebook | **5.** pencil | **6.** pencil case.

B. 1. gym | 2. classroom | 3. library | 4. canteen.

C. 1. This | 2. That | 3. These | 4. Those.

D. 1. playing in the playground | **2.** doing my homework | **3.** reading | **4.** playing hide and seek.

Worksheet 6 (page 8)

A. 1. Ouve e repete. | **2.** Vem ao quadro, por favor. | **3.** Posso entrar? | **4.** Como se soletra? | **5.** Desculpe o atraso.

B. 1. a) | 2. b) | 3. a)

Worksheet 7 (page 9)

A.



B. 2. It's Susan's sister. | **3.** It's James's grandmother. | **4.** It's Homer's car.

C. 2. It's Mary's family. | **3.** They are their cousin's pens. | **4.** It's his grandmother's dog.

Worksheet 8 (page 10)

A. 1. skirt | 2. shoes | 3. coat | 4. jeans | 5. hoodie/sweatshirt | 6. socks | 7. shirt | 8. T-shirt | 9. trainers.

Worksheet 9 (page 11)

A. 2. ear | 3. arm | 4. finger | 5. knee | 6. foot | 7. eye | 8. mouth | 9. nose | 10. hand | 11. leg | 12. toe.

Worksheet 11 (page 13)

A. 1. b) | 2. a) | 3. d) | 4. c).

B. 1. playing football | 2. swimming | 3. cycling | 4. playing basketball | 5. playing tennis | 6. running.

Worksheet 12 (page 14)

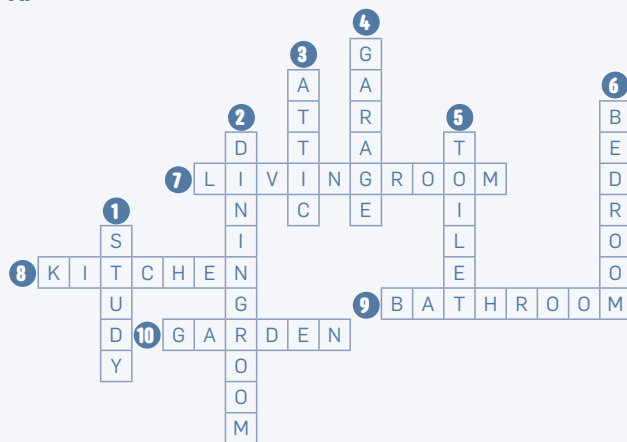
A. 1. giraffe | 2. dog | 3. cow | 4. cat | 5. duck | 6. elephant | 7. chicken | 8. lion.

B. Pets – cat, dog | **farm animals** – duck, cow, chicken | **zoo animals** – lion, giraffe.

C. 1. a | 2. a | 3. the | 4. an | 5. a | 6. a.

Worksheet 13 (page 15)

A.



Worksheet 14 (page 16)

A. 1. meat | 2. orange juice | 3. cheese | 4. orange | 5. fish | 6. chips | 7. milk | 8. bread | 9. spaghetti | 10. lettuce | 11. eggs | 12. cake.

B.

Affirmative	Negative	Interrogative
I like	I don't like	Do I like?
You like	You don't like	Do you like?
He likes	He doesn't like	Does he like?
She likes	She doesn't like	Does she like?
It likes	It doesn't like	Does it like?
We like	We don't like	Do we like?
You like	You don't like	Do you like?
They like	They don't like	Do they like?

Short answer (positive)	Short answer (negative)
Yes, I do.	No, I don't.
Yes, you do.	No, you don't.
Yes, he does.	No, he doesn't.
Yes, she does.	No, she doesn't.
Yes, it does.	No, it doesn't.
Yes, we do.	No, we don't.
Yes, you do.	No, you don't.
Yes, they do.	No, they don't.

C. 2. No, we don't. | 3. No, they don't. | 4. Yes, it does. | 5. Yes, I do. / No, I don't.

D. Personal answers.

Worksheet 15 (page 18)

A. 1. d) | 2. b) | 3. f) | 4. c) | 5. e) | 6. a).

B. 1. bank | 2. library | 3. hospital | 4. police station | 5. school | 6. supermarket.

Worksheet 16 (page 19)

A. 1. b) | 2. b) | 3. c) | 4. b).

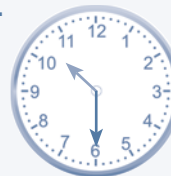
B. 1.



3.



2.



4.



Worksheet 17 (page 20)

A. 1. blue | 2. green | 3. yellow.

B. 1. a) | 2. b).

C. 1; 3 – red | 2; 4 – green.



“Apoio ao estudo” worksheets*

- Worksheet 1. Verb *to be* | Personal ID
- Worksheet 2. Definite and indefinite articles | Jobs and occupations
- Worksheet 3. Possessive determiners | Family members
- Worksheet 4. Verb *have got* | Physical features | Personality
- Worksheet 5. Possessive case | Possessive pronouns | Question word: *Whose...?*
Clothes, footwear and accessories
- Worksheet 6. Demonstrative pronouns | Parts of the house | Furniture
- Worksheet 7. Verb *there + to be* | Prepositions of place
- Worksheet 8. Plural of nouns
- Worksheet 9. *To be* | *There + to be* | *Have got*
- Worksheet 10. Quantifiers: *some / any* | Connectors: *so / because* | Food and drinks
- Worksheet 11. Present simple: verb *like* | Expressing preferences | Food and drinks
- Worksheet 12. Daily routine | The time
- Worksheet 13. Present simple
- Worksheet 14. Adverbs of frequency | Question words
- Worksheet 15. Prepositions of time | Free time activities | Sports
- Worksheet 16. Present continuous | Adverbs of time
- Worksheet 17. Personal pronouns (object) | Free time activities | Sports
- Worksheet 18. Prepositions of movement | Places in town
- Worksheet 19. Imperative | Public signs

* Available in editable format in



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Para escreveres em inglês, é fundamental que saibas muito bem o verbo **to be**, que significa “ser” ou “estar”. Nunca te esqueças de colocar os pronomes pessoais (*I, you, she, ...*) antes do verbo.

Para fazeres a **forma negativa só tens de colocar *not* depois do verbo** (ex.: *She is not Kate.*) Para a **forma interrogativa, deves “trocar” de sítio o pronome pessoal (ou o nome) com o verbo** (ex.: *Is she Portuguese?*).

Ah... e não te esqueças de que o verbo *to be* se usa sempre para dizer a idade em inglês (ex.: *I'm ten years old.*)!



Bom estudo!
😊

Verb to be

Full forms	Short forms
I am	I'm
you are	you're
he is	he's
she is	she's
it is	it's
we are	we're
you are	you're
they are	they're

A. Write the sentences in the negative and interrogative forms. There is one example. (Escreve as frases na negativa e na interrogativa. Segue o exemplo.)

1. Kate is from Wales.

Negative: Kate is not from Wales.

Interrogative: Is Kate from Wales?

2. Tom is eleven years old.

Negative: _____

Interrogative: _____

3. Our surname is Jackson.

Negative: _____

Interrogative: _____

4. They are from London.

Negative: _____

Interrogative: _____

5. I'm ten years old.

Negative: _____

Interrogative: _____

Aula de apoio ao estudo 1

B. Complete the sentences with the correct form of the verb *to be* (affirmative / negative / interrogative).

(Completa as frases com a forma correta do verbo *to be* – afirmativa / negativa / interrogativa.)

1. What _____ your first name? My first name _____ Jane.
2. How old _____ you? I _____ nine years old.
3. Where _____ you from? We _____ from Portugal.
4. _____ he from England? No, he _____.
5. When _____ your birthday? It _____ on 5th April.

C. Read the information and the text about Kate.

(Lê a informação e o texto sobre a Kate.)

KATE

Name: Kate

Surname: Smith

Age: ten

Birthday: 7th May

Home town: Cardiff

Hello!

My name is Kate and my surname is Smith. I'm ten years old. My birthday is on 7th May. I'm from Cardiff in the United Kingdom. Bye!



D. Now read the information about Tom and complete the text.

(Agora lê a informação acerca do Tom e completa o texto.)

TOM

Name: Tom

Surname: Peterson

Age: twelve

Birthday: 9th November

Home town: London

Hello!

My name is _____

I _____.

My birthday _____

_____. I _____

_____.

_____. Bye!



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Não te esqueças de que **a / an** e **the** se colocam sempre antes dos nomes.

a / an são *indefinite articles* e significam “um, uma”. Utilizam-se em situações diferentes: **a** antes de palavras começadas por consoante (ex.: **a** cook) e **an** antes de palavras começadas por vogal (ex.: **an** actor). **Não se usam com nomes no plural!**

The é um *definite article* e significa “o / a / os / as”. Não se coloca antes dos nomes próprios de pessoas (ex.: *Peter; Kate*), de desportos (ex.: *football*) ou de países (ex.: *Portugal*), exceto **The UK, The USA**.

Bom estudo!
😊

A. Write the correct article: **a / an**. (Escreve o artigo correto: **a / an**.)

- | | |
|--------------------------|-------------------------|
| 1. _____ football player | 4. _____ mechanic |
| 2. _____ firefighter | 5. _____ actor |
| 3. _____ astronaut | 6. _____ police officer |

B. Circle the correct option. (Rodeia a opção correta.)

- | | |
|---|-----------------------------------|
| 1. an / the nurse | 4. a / an architect |
| 2. the / a United Kingdom | 5. a / the teachers |
| 3. the / an doctor | 6. a / an singer |

C. Label the pictures with the correct job. There is one example.

(Legenda as imagens com a profissão correta. Segue o exemplo.)



1. a vet
2. _____
3. _____
4. _____
5. _____



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Não te esqueças de que os **possessive determiners** indicam sempre posse, ou seja, uma ideia de que alguma coisa pertence a alguém. Colocam-se sempre antes dos nomes (ex.: **my** brother; **his** name; etc.). Para os aplicares corretamente, deves memorizá-los. Estes determinantes usam-se frequentemente com vocabulário da família (ex.: *brother, parents, etc.*).



Bom estudo!



Personal pronouns	Possessive determiners
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

A. Tick (✓) the correct option. (Selecione a opção correta.)

1. Jennifer is my friend. _____ sister is Mary.

☐ a) Their

☐ b) His

☐ c) Her

2. They are Mr and Mrs Smith. _____ son and daughter are at school.

☐ a) Its

☐ b) Their

☐ c) Our

3. Henry is my friend. This is _____ family.

☐ a) my

☐ b) his

☐ c) your

4. _____ family is big, Tom.

☐ a) Its

☐ b) Your

☐ c) Her

5. Ann and I are sisters. _____ parents are Susan and Peter.

☐ a) Their

☐ b) Your

☐ c) Our

6. Hi, Jason. Who is _____ friend?

☐ a) its

☐ b) your

☐ c) her

7. Hello, I'm the new student. _____ name is Susan.

☐ a) His

☐ b) Our

☐ c) My

Aula de apoio ao estudo 3

B. Complete the sentences with the correct possessive determiner.

(Completa as frases com o *possessive determiner* correto.)

- _____ name is Ann. I'm from England.
- Is that _____ friend Peter, Kate?
- That is Oscar. David is _____ son.
- Sarah is my friend. _____ father is from my home town.
- Chloe and I are twin sisters. _____ parents are teachers.
- Daniel and Ann are parents. _____ daughter Mary is at school.

C. Look at the family tree. Complete it with the correct family member. Use the words from the box. There is one example.

(Observa a imagem. Legenda-a com o membro da família correto. Usa as palavras da caixa. Segue o exemplo.)

grandmother

uncle

aunt

~~father~~

sister

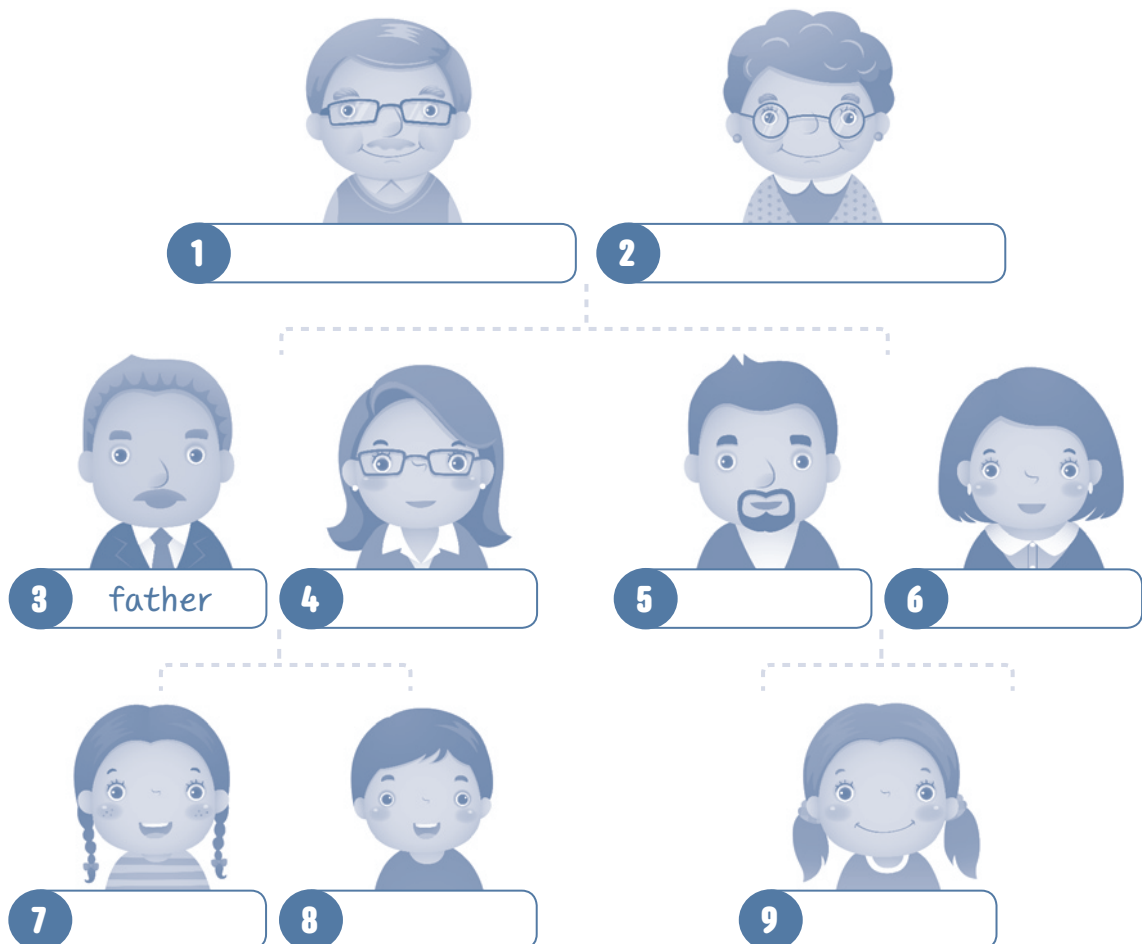
mother

cousin

brother

grandfather

MY FAMILY TREE



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

O verbo **have got** significa “ter” e indica posse. Nunca te esqueças de colocar os pronomes pessoais (I, you, he, ...) antes do verbo.

Para fazeres a **forma negativa**, só tens que colocar **not** depois da primeira parte do verbo (ex.: *She has not got long hair.* / *She hasn't got long hair.*) Para a **forma interrogativa**, deves “trocar” de sítio o pronome pessoal (ou o nome) com *has* ou *have* (ex.: *Has she got long hair?*).

Este verbo usa-se frequentemente com a descrição física (ex.: *I've got green eyes.*).

Bom estudo!
😊

Verb *have got*

Full forms		Short forms	
I	have got	I	've got
you		you	
he		he	
she	has got	she	's got
it		it	
we		we	
you	have got	you	've got
they		they	

A. Write sentences in the negative and interrogative forms.

(Escreve frases na negativa e na interrogativa.)

1. Tom and Kate have got green eyes.

Negative: _____

Interrogative: _____

2. He has got a blue cap.

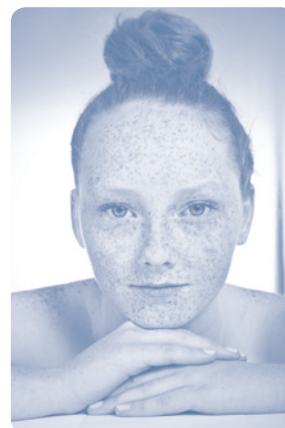
Negative: _____

Interrogative: _____

B. Complete the sentences with the correct form of the verb *have got* (affirmative, negative, interrogative.)

(Completa as frases com a forma correta do verbo *have got*.)

- The boy _____ short hair.
- We _____ (not) red T-shirts.
- The girl _____ freckles.
- The nice man _____ a big nose.
- I _____ long straight black hair.
- _____ he _____ brown eyes?



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Quando queres indicar que algo pertence a alguém utilizas **possessive case** = **nome** + **'s** + **item** (ex.: *Kate's house*. – A casa da Kate.). Se o primeiro nome for singular, acrescentas **'s** (ex.: *Peter's cat*). Se o primeiro nome for plural e terminar em **-s**, acrescentas apenas o apóstrofo **'** (ex.: *The boys' cats*).

A palavra **whose** significa “de quem” e utiliza-se em perguntas.

Os **possessive pronouns** indicam sempre posse e substituem os nomes. Assim, nunca aparecem antes deles. Deves memorizá-los para os aplicares corretamente.



Personal pronouns	Possessive pronouns
I	mine
you	yours
he	his
she	hers
it	its
we	ours
you	yours
they	theirs

Bom estudo!
😊

A. Write the words in the correct order. Use ' ou 's.

There is one example.

(Escreve frases na ordem correta. Usa ' ou 's. Segue o exemplo.)

- shoes / Patricia Patricia's shoes
- ball / the boys _____
- car / my father _____
- red cap / Tom _____
- house / our parents _____
- coat / Mr Smith _____
- boots / the girls _____
- dress / Mrs Peterson _____

Aula de apoio ao estudo 5

B. Read the questions and answer them. There is one example.

(Lê as questões e responde. Segue o exemplo.)

1. Whose cat is that?

It is Jack's cat. (Jack)

3. Whose shirt is this?

It is _____. (Jess)

2. Whose sweater is this?

It is _____. (Mary)

4. Whose jacket is that?

It is _____. (Sarah)

C. Fill in the blanks with the correct possessive pronoun.

(Completa os espaços com o *possessive pronoun* correto.)

1. Mary has got a red skirt. It's _____.

2. Kate and Paul have got dogs. They're _____.

3. I have got a black cat. It's _____.

4. Jack has got a new watch. It's _____.

5. We have got a big house. It's _____.

6. You have got blue trousers. They're _____.

7. This is my new cap. It's _____.

8. My parents have got a new car. It's _____.

9. Paul and I have got a computer. It's _____.

10. You and Tess have got a new pen. It's _____.

D. Label the pictures. Use the words from the box.

(Legenda as imagens. Usa as palavras da caixa.)

boots

jeans

dress

scarf

trainers

pyjamas



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Os *demonstratives* (**this** – este / **these** – estes; **that** – aquele / **those** – aqueles) indicam o local onde um objeto se encontra face à pessoa que fala.

Não te esqueças de que deves saber muito bem o vocabulário relacionado com a casa (as suas divisões e mobília). Para isso, faz listas de vocabulário e memoriza-as, dizendo-as em voz alta e escrevendo as palavras. Só treinando consegues fixar a forma como as palavras se escrevem.



Bom estudo! 😊

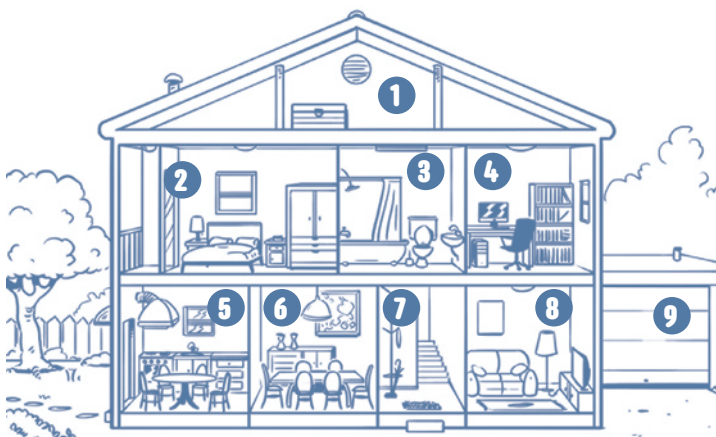
A. Look at the pictures and write *this* / *these* / *that* / *those*. There are two examples. (Observa as imagens e escreve *this* / *these* / *that* / *those*. Segue os exemplos.)

- | | | | |
|---------------------------|---|--|---|
| 1. <u>this lamp</u> |  |  |  |
| 2. <u>those armchairs</u> |  | | |
| 3. _____ |  |  |  |
| 4. _____ |  | | |
| 5. _____ |  |  | |
| 6. _____ |  | |  |

B. Look at the picture and label it. Use the words from the box.

(Observa a imagem e legenda-a. Usa as palavras da caixa.)

garage	hall	kitchen	living room	bathroom
bedroom	attic	study	dining room	



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____



STUDY TIPS

There + to be significa "haver" e apresenta duas formas em inglês: **there is** – singular e **there are** – plural. **A forma negativa faz-se com a palavra *not*** (ex.: *There is **not** a lamp here.*). **Para formar a interrogativa, coloca-se *is* ou *are* em primeiro lugar** (ex.: *Is there a lamp here?* / *Are there lamps here?*).

As **prepositions of place** (preposições de lugar), como **at, in front of, behind, under...**, indicam onde algo se situa. Deves saber muito bem o seu significado para que as possas aplicar corretamente.

Bom estudo! 😊

A. Write the sentences in the negative and interrogative forms. There is one example. (Escreve as frases na negativa e na interrogativa. Segue o exemplo.)

1. There is a rug opposite the bed.

Negative: There isn't a rug opposite the bed.

Interrogative: Is there a rug opposite the bed?

2. There are two bedside tables in the bedroom.

Negative: _____

Interrogative: _____

3. There is one computer on the desk.

Negative: _____

Interrogative: _____

B. Look at Peter's bedroom. Complete the sentences with the prepositions of place from the box. (Observa a imagem do quarto do Peter. Completa as frases com as *prepositions of place* da caixa.)

at under opposite in front of below behind on

1. There is a bed _____ the window.

2. There is a poster _____ the door.

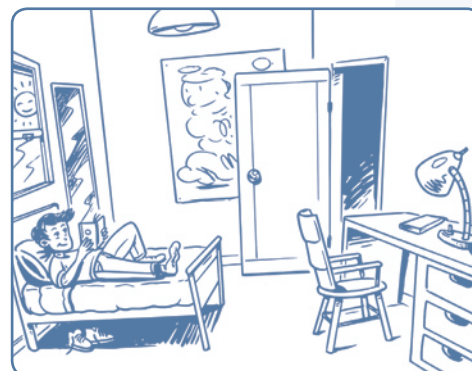
3. There is a desk _____ the bed.

4. There are shoes _____ the bed.

5. There is a lamp _____ the desk.

6. There is a mirror _____ the door.

7. Peter is _____ home in his bedroom.



©

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Os nomes formam o plural em inglês, regra geral, acrescentando-se **-s** ao nome no singular (ex.: *cat – cats; girl – girls; table – tables*).

Há, no entanto, exceções:

- para os nomes que terminam em **-s / -ss / -x / -sh / -ch / -o**, acrescenta-se **-es** (ex.: *potato – potato**es**; kiss – kiss**es***);
- para os nomes que terminam em consoante + **y**, retira-se a letra **y** e acrescenta-se **-ies** (ex.: *baby – bab**ies**; dictionary – dictionar**ies***).

Para além de saberes bem estas regras, deves memorizar os plurais irregulares em palavras como *fish – **fish**, foot – **feet**, man – **men**, woman – **women**, child – **children**; person – **people***, entre outras.

Faz muitos exercícios de treino e vais ver que rapidamente saberás estas regras!



Bom estudo!
😊

A. Write the plurals. (Escreve os plurais.)

- | | |
|---------------------------|------------------------------|
| 1. one boy – three _____ | 6. one foot – two _____ |
| 2. one child – four _____ | 7. one party – two _____ |
| 3. one man – two _____ | 8. one box – six _____ |
| 4. one bus – five _____ | 9. one person – twenty _____ |
| 5. one watch – two _____ | 10. one tomato – two _____ |

B. Write the sentences in the plural. There is one example.

(Escreve as frases no plural. Segue o exemplo.)

- I have got one dog, one house, one watch and one fish.
We have got two dogs, two houses, two watches and two fish.
- The girl has got one book, one cat, one dress and one brush.

- That person has got one car, one child, one garage and one house.

- This woman has got one watch, one skirt, one hat and one box.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Para saberes falar e escrever corretamente em inglês, deves saber conjugar bem os verbos. Os verbos **to be** (ser/estar), **there + to be** (haver) e **have got** (ter) são muito importantes, por isso deves decorá-los. Para isso, escreve-os muitas vezes e memoriza as suas regras: **para a negativa, coloca sempre o not à frente do verbo**, e, **no caso do have got, entre have/has e got**; **para a interrogativa, escreve sempre o verbo primeiro e depois o pronome ou nome**. Se souberes que estas regras se aplicam a vários verbos, é mais fácil a sua compreensão.



Bom estudo!

A. Complete the tables with the affirmative (full forms) of the verbs.

(Completa a tabela com a afirmativa – forma longa – dos verbos.)

To be	Have got
I _____	I _____
you _____	you _____
he _____	he _____
she _____	she _____
it _____	it _____
we _____	we _____
you _____	you _____
they _____	they _____



Keep in Mind!

There + to be:

- singular: there is
- plural: there are

B. Complete the sentences with the correct forms of the verbs to be, have got and there + to be.

(Completa as frases com a forma correta dos verbos to be, have got e there + to be.)

1. My name _____ Mary. I _____ eleven years old.
2. _____ some apples in the kitchen.
3. I _____ (**not**) a brother. I _____ one sister.
4. Where _____ you from?
5. At home _____ a fridge in the kitchen.
6. _____ any potatoes?
7. The girls _____ red dresses.
8. She _____ five pencils in her school bag.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS



Quando uma pergunta em inglês começa por **How many...?** (Quantos?) pretende-se saber a quantidade. Para responder, pode usar-se **some** (algum/ns), nas frases afirmativas, e **any** (algum/nenhum), nas frases interrogativas e nas frases negativas.

Para além disto, para escreveres bem em inglês, é preciso saberes ligar as frases para que um texto tenha sentido. Deves, assim, conhecer palavras como **because** (porque) ou **so** (então) que servem para isso.

Bom estudo! 😊

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

(Completa as frases com *some* ou *any*.)

1. There are _____ apples in the kitchen.
2. Is there _____ milk in the fridge?
3. Mary has got _____ water bottles in the car.
4. We haven't got _____ food at home.
5. I have got _____ juice in the fridge.
6. Have you got _____ fruit at home?



B. Write sentences with *so* or *because*.

(Escreve frases com *so* ou *because*.)

1. Peter hates hamburger. He eats pizza.

Peter hates hamburger, so he eats pizza.

2. We drink milk every day. We love it.

3. They don't like oranges. They eat bananas.

4. I like soup. It is healthy.

5. Kate hates cheese. She eats ham.

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

O verbo **like** (gostar) e o verbo **hate** (detestar) servem para manifestar preferências. Podem ser seguidos de um nome (ex.: *I like bananas.* / *I hate bananas.*) ou de um outro verbo terminado em **-ing** (ex.: *I like eating bananas.* – Eu gosto de comer bananas. / *I hate eating bananas.* – Eu detesto comer bananas.)

O vocabulário relacionado com a alimentação deve ser bem treinado. Para isso, faz listas de palavras e estuda-as.

Bom estudo!




A. Complete the sentences with the verbs in the **-ing** form.

(Completa as frases com a **-ing form** dos verbos.)

1. Ann loves _____ (**play**) football with her friends.
2. We hate _____ (**watch**) football matches on TV.
3. Tom loves _____ (**read**) books about famous people.
4. I like _____ (**eat**) food very much.
5. My sister hates _____ (**cook**).
6. They love _____ (**swim**).
7. She doesn't like _____ (**dance**).
8. We love _____ (**go**) to the cinema.



B. Put the words in the correct order. Make sentences.

(Coloca as palavras na ordem correta. Constrói frases.)

1. like / Peter / does / tea / not / drinking / .

2. we / cooking / love / food / different / .

3. hates / Susan / watching / horror / films / .

4. my / love / Chinese / parents / food / eating / .

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____



STUDY TIPS

Para descreveres a tua rotina diária em inglês, deves saber muito bem verbos e expressões como: *get up, go to school, have lunch*, etc.

Quando descreves a rotina, podes indicar as **horas**: as horas certas escrevem-se através da expressão **o'clock** (ex.: *7 o'clock*); **half** significa "meia hora" e **a quarter** "um quarto de hora"; **past** utiliza-se para indicar os minutos até 30 e **to** a partir de 30. Se for antes do meio-dia, deves incluir **a.m.** (ex.: *11 a.m.* – 11 da manhã) e, se for depois do meio-dia, deves incluir **p.m.** (ex.: *2 p.m.* – 2 da tarde).

Bom estudo! 😊

A. Complete the text. Use the expressions from the box.

(Completa o texto. Usa as expressões da caixa.)

I (1) _____ at 7 o'clock and then I (2) _____.

I (3) _____ in the kitchen at 7.15. I always eat cereal.

At 7.30 I (4) _____ by bus. My classes are at 8 o'clock. At 12.30 I (5) _____ in the school canteen. In the afternoon I (6) _____ my homework. I (7) _____ at 9.05 p.m. and I (8) _____ at 11.30 p.m.

go to bed
get up
have breakfast
have dinner
do
have a shower
go to school
have lunch

B. What time is it? Match the pictures with the correct time.

(Que horas são? Liga as imagens às horas certas.)

08:30

1. •

• a) a quarter to four

04:00

2. •

• b) half past eight

06:50

3. •

• c) ten to seven

03:45

4. •

• d) four o'clock

C. What time is it? Write correct sentences. (Que horas são? Escreve frases.)

1. 1.15 It's a quarter past one. 3. 4.30 _____

2. 5.40 _____ 4. 9.10 _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

O *present simple* é um tempo verbal usado para falar sobre rotina diária, factos e hábitos.

A forma afirmativa é igual para todas as pessoas, à exceção da 3ª pessoa do singular, a que se acrescenta um **-s**. Aos verbos que terminam em **-o**, **-ch**, **-sh**, **-s**, **-x** e **-z**, acrescenta-se **-es** na 3ª pessoa do singular (ex.: *I go – he goes; I watch – he watches*, etc.). Para os verbos que terminam em consoante seguida de **-y**, retira-se esta letra e acrescenta-se **-ies** (ex.: *I study – he studies*).

Para fazeres as formas negativa e interrogativa precisas sempre de um verbo auxiliar, o verbo **do**. Na negativa, acrescentas **do not/does not** ao **infinitivo** do **verbo principal** (ex.: *I **do not** eat apples. / She **does not** eat apples.*). Na interrogativa, colocas **do/does**, seguido do nome/pronome e do **infinitivo do verbo principal** (ex.: ***Do** you **eat** apples? / **Does** she **eat** apples?*).



Bom estudo!



Verb eat							
Affirmative		Negative			Interrogative		
I	eat	I	do not	eat	Do	I	eat...?
you		you				you	
he	eats	he	does not		Does	he	
she		she				she	
it		it				it	
we	eat	we	do not		Do	we	
you		you				you	
they		they				they	

Estuda estas regras e faz muitos exercícios para saberes bem este tempo verbal.

A. Circle the correct option. (Rodeia a opção correta.)

1. I **get up** / **gets up** at half past seven every day.
2. On Mondays she **go** / **goes** to a football match.
3. They **have** / **has** dinner at eight o'clock.
4. We **don't drink** / **doesn't drink** orange juice.
5. Our classmates **love** / **loves** football.
6. Tom **wakes** / **wake** up at seven o'clock.
7. My brother and I **doesn't eat** / **don't eat** meat.
8. My parents **live** / **lives** in England.
9. You and John **play** / **plays** the piano.



Aula de apoio ao estudo 13

B. Write sentences in the negative and interrogative forms.

(Escreve frases na negativa e na interrogativa.)

1. Kate gets up at 8 o'clock.

Negative: Kate does not get up at 8 o'clock.

Interrogative: Does Kate get up at 8 o'clock?

2. We go to school by car.

Negative: _____

Interrogative: _____

3. Peter eats breakfast at home.

Negative: _____

Interrogative: _____

4. They brush their teeth after breakfast.

Negative: _____

Interrogative: _____

5. You play tennis with your friends.

Negative: _____

Interrogative: _____

C. Complete the text with the present simple of the verbs.

(Complete o texto com os verbos no *present simple*.)

Mary and Jack ⁽¹⁾ _____ (**be**) brothers. They ⁽²⁾ _____ (**wake up**) at a quarter to eight every morning. They ⁽³⁾ _____ (**have**) breakfast and they ⁽⁴⁾ _____ (**brush**) their teeth. Then they ⁽⁵⁾ _____ (**get**) dressed.

At twenty past eight, Jack ⁽⁶⁾ _____ (**go**) to school by bike and Mary ⁽⁷⁾ _____ (**go**) on foot. Their classes ⁽⁸⁾ _____ (**start**) at a quarter to nine.

They always ⁽⁹⁾ _____ (**have**) lunch at school but Mary ⁽¹⁰⁾ _____ (**not / like**) the food there very much. Jack ⁽¹¹⁾ _____ (**love**) eating at school.

At six o'clock, they ⁽¹²⁾ _____ (**arrive**) home. They ⁽¹³⁾ _____ (**not / watch**) TV. Jack ⁽¹⁴⁾ _____ (**play**) video games and Mary ⁽¹⁵⁾ _____ (**listen**) to music.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS



Os **adverbs of frequency** (advérbios de frequência) – como **always** (sempre), **usually** (habitualmente), **sometimes** (às vezes), **never** (nunca) – usam-se para indicar a frequência de uma ação. Estes advérbios colocam-se antes do verbo conjugado (ex.: **I never play football.**) ou depois do verbo *to be* (ex.: **I am never sad.**). Utilizam-se com o *present simple* para descrever a rotina diária.

Deves saber muito bem o que significam palavras como **who** (quem), **where** (onde), **when** (quando) ou expressões como **how many** (quantos), entre outras, para poderes participar em atividades de *speaking* e responder corretamente a perguntas de interpretação sobre um texto.

Bom estudo! 😊

A. Write sentences. Put the adverbs of frequency in the correct place.

(Escreve frases. Coloca os *adverbs of frequency* no local correto.)

1. We eat in the school canteen. (
- always**
-)

2. Kate is late for her class. (
- usually**
-)

3. They have breakfast in the school bar. (
- sometimes**
-)

4. I go to school on foot. (
- never**
-)



B. Complete the questions with the question words from the box.

(Completa as perguntas com as *question words* da caixa.)

who

what

where

why

how

how many

1. _____ is your favourite meal?
-
- It's lunch.

2. _____ is that woman?
-
- It's my mother.

3. _____ are you?
-
- At home.

4. _____ are you happy?
-
- Because it's sunny.

5. _____ students are here?
-
- Ten.

6. _____ are you?
-
- OK.

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Se souberes bem para que se usam as preposições de tempo, vais aplicá-las corretamente: **in** (para partes do dia, meses, anos e estações do ano), **at** (para horas e *night*) e **on** (dias da semana e datas específicas).

Para escreveres cada vez melhor em inglês, deves aprender novas palavras e memorizá-las. Assim, faz uma lista com os *hobbies* e desportos que aprendeste e treina bem esse vocabulário para não escreveres com erros ortográficos.



Bom estudo!

A. Complete the sentences with **in**, **at**, **on**. (Completa as frases com *in*, *at*, *on*.)

1. We wake up _____ 7 o'clock.
2. Ann has a shower _____ the morning.
3. _____ 2017, Thomas is ten years old.
4. My cousins play football _____ Mondays.
5. We receive presents _____ Christmas Day.
6. We go to bed _____ night.
7. Her birthday is _____ August.
8. Our classes finish _____ 3.35 p.m.



B. Write the words in the correct order. (Escreve as palavras na ordem correta.)

1. evening / watch TV / we / the / in / .

2. Janet / at / listens to music / night / .

3. play football / 8.30 p.m. / Peter / at / does / ?

4. I / the / to school / morning / go / in

5. you / after dinner / read / book / a / don't / .

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

O **present continuous** é um tempo verbal usado para falar sobre algo que está a acontecer no momento do discurso. Forma-se com o **verbo to be** (*am, is, are*) **seguido do verbo principal terminado em -ing**. Na forma **negativa** coloca-se o **not** a seguir ao verbo **to be** (ex.: *Kate is not playing tennis.*). Na forma **interrogativa**, coloca-se o verbo **to be** primeiro, seguido do nome/ pronome e do **verbo principal terminado em -ing** (ex.: *Is Kate playing tennis?*).



Verb sing								
Affirmative			Negative			Interrogative		
I	am	singing	I	am not	singing	Am	I	singing...?
you	are		you	are not		Are	you	
he she it	is		he she it	is not		Is	he she it	
we you they	are		we you they	are not		Are	we you they	

Com este tempo verbal utilizam-se os **adverbs of time** *today* (hoje), *now* (agora) e *still* (ainda), bem como expressões como *at the moment* (neste momento).

Estuda bem estas regras e faz muitos exercícios para saberes este tempo verbal.

A. Complete the sentences. Use the present continuous.

(Completa as frases. Usa o *present continuous*.)

- I _____ (**do**) my homework.
- Peter _____ (**write**) Jack an email.
- We _____ (**go**) to the cinema.
- They _____ (**play**) football.



Keep in Mind!

- go – going
- but
- smile – smiling
- put – putting

B. Write sentences in the negative and interrogative forms.

(Escreve frases na negativa e na interrogativa.)

- She is reading a book at the moment.
Negative: _____
Interrogative: _____
- You are watching TV in the kitchen today.
Negative: _____
Interrogative: _____

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

Não te esqueças de que os pronomes pessoais substituem sempre os nomes. Podem aparecer no lugar do sujeito (*subject*), normalmente no início das frases, ou então no lugar de um complemento (*object*), já depois do verbo conjugado.

Os *personal pronouns (object)* são também usados depois de uma preposição (ex.: *I am talking to Kate.* / *I am talking to her.*)



Personal pronouns (subject)	Personal pronouns (object)
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

Para os aplicares corretamente, deves memorizá-los, assim como o todo o vocabulário que fores aprendendo.

Bom estudo! 😊

A. Tick (✓) the correct personal pronoun.

(Seleciona o *personal pronoun* correto.)

1. They are playing football with Tom. They always want _____ in their team.

☐ a) it ☐ b) him ☐ c) them

2. Henry is my friend. He plays tennis with _____ all the time.

☐ a) me ☐ b) him ☐ c) your

3. Your parents are calling _____ on your phone, Tom.

☐ a) it ☐ b) you ☐ c) her

4. Kate and John want to see the photos. Put _____ on the computer.

☐ a) them ☐ b) us ☐ c) you

5. We like to cycle. Those new bikes are for _____.

☐ a) it ☐ b) us ☐ c) me

6. Susan, we are going to the cinema. Do you want to come with _____?

☐ a) it ☐ b) us ☐ c) me



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

As **prepositions of movement** indicam direção. Deves, assim, saber bem o seu significado para as poderes aplicar corretamente.

Não confundas **to** (para) com **into** (para dentro de) ou **onto** (para cima de).

Para escreveres cada vez melhor em inglês, deves aprender novas palavras e memorizá-las, sabendo qual o seu local nas frases.



Bom estudo!

A. Circle the correct preposition of movement.

(Rodeia a *preposition of movement* correta.)

1. We always go **to** / **over** the cinema on Saturdays.
2. The man is driving **to** / **onto** the museum.
3. Oliver is jumping **into** / **onto** the box. •
4. The dogs are running **into** / **onto** the house.
5. They are going **into** / **onto** the car park.
6. Kate is going **onto** / **to** the park.
7. The children are jumping **onto** / **into** the skateboard.
8. The car is going **onto** / **into** the garage.



B. Complete the sentences with the prepositions **to**, **onto**, **into**.

(Completa as frases com *onto*, *to*, *into*.)

1. The children are in the garden. They are climbing _____ the tree.
2. The boys are jumping _____ the swimming pool.
3. The man is driving _____ the park.
4. Come with me _____ the shopping centre.
5. The dog is jumping _____ the fence.
6. My sister is running _____ the room to get her coat.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

STUDY TIPS

O **imperative** (imperativo) é um modo verbal usado para transmitir indicações, ordens e conselhos/sugestões. Pode ser usado também para fazer pedidos/convites.

Forma-se com o infinitivo do verbo sem to (ex.: *Pay attention!* – Presta/ai atenção.)

Forma-se a negativa colocando-se do, seguido de not e o verbo principal no infinitivo (ex.: *Do not enter.* – Não entres/eis.)

É muito utilizado diariamente em conversas, em situações de sala de aula e, no exterior, em sinais públicos que dão diversas indicações e informações às pessoas.

Bom estudo!
😊

**A. Write the verbs in the imperative.** (Escreve os verbos no *imperative*.)

1. _____ **Brush** _____ (**brush**) your teeth.
2. Tom, _____ (**do**) your homework!
3. _____ (**not / to be**) late for school again!
4. Please, _____ (**to be**) quiet.
5. _____ (**not / break**) the lamp!

**B. Match the sentences with the pictures.** (Associa as frases às imagens.)

Do not smoke here! 1. •

• a)



Please, clean up after your pet. 2. •

• b)



Push the button for green light. 3. •

• c)



Please, keep the toilets clean. 4. •

• d)



Do not walk on the grass! 5. •

• e)



AULAS DE APOIO AO ESTUDO

Worksheet 1 (page 1)

- A. 2.** Tom isn't (is not) eleven years old. / Is Tom eleven years old? |
3. Our surname isn't (is not) Jackson. / Is our surname Jackson? |
4. They aren't (are not) from London. / Are they from London? |
5. I'm not (am not) ten years old. / Am I (Are you) ten years old?

- B. 1.** is ('s) / is | **2.** are / am ('m) | **3.** are / are ('re) | **4.** Is / isn't |
5. is / is ('s).

D. My name is Tom and my surname is Peterson. I'm twelve years old. My birthday is on 9th November. I'm from London, in the United Kingdom. Bye!

Worksheet 2 (page 3)

- A. 1.** a | **2.** a | **3.** an | **4.** a | **5.** an | **6.** a.

- B. 1.** the | **2.** the | **3.** the | **4.** an | **5.** the | **6.** a.

- C. 2.** a firefighter | **3.** an architect | **4.** a cook | **5.** a doctor.

Worksheet 3 (page 4)

- A. 1.** c) | **2.** b) | **3.** b) | **4.** b) | **5.** c) | **6.** b) | **7.** c).

- B. 1.** My | **2.** your | **3.** his | **4.** Her | **5.** Our | **6.** Their.

- C. 1.** grandfather | **2.** grandmother | **4.** mother | **5.** uncle | **6.** aunt |
7. sister | **8.** brother | **9.** cousin.

Worksheet 4 (page 6)

- A. 1.** Tom and Kate haven't got green eyes. / Have Tom and Kate got green eyes? | **2.** He hasn't got blue cap. / Has he got a blue cap?

- B. 1.** has got | **2.** haven't got | **3.** has got | **4.** has got | **5.** have got |
6. Has... got.

Worksheet 5 (page 7)

- A. 2.** The boys' ball | **3.** My father's car | **4.** Tom's red cap | **5.** Our parents' house | **6.** Mr Smith's coat | **7.** The girls' boots | **8.** Mrs Peterson's dress.

- B. 2.** It's Mary's sweater. | **3.** Jess's shirt | **4.** Sarah's jacket.

- C. 1.** hers | **2.** theirs | **3.** mine | **4.** his | **5.** ours | **6.** yours | **7.** mine |
8. theirs | **9.** ours | **10.** yours.

- D. 1.** scarf | **2.** dress | **3.** boots | **4.** pyjamas | **5.** trainers | **6.** jeans.

Worksheet 6 (page 9)

- A. 3.** these beds | **4.** that cupboard | **5.** this TV set | **6.** those tables.

- B. 1.** attic | **2.** bedroom | **3.** bathroom | **4.** study | **5.** kitchen |
6. dining room | **7.** hall | **8.** living room | **9.** garage.

Worksheet 7 (page 10)

- A. 2.** There aren't two bedside tables in the bedroom. / Are there two bedside tables in the bedroom? | **3.** There isn't one computer on the desk. / Is there one computer on the desk?

- B. 1.** below | **2.** behind | **3.** in front of / opposite | **4.** under | **5.** on |
6. In front of / opposite | **7.** at.

Worksheet 8 (page 11)

- A. 1.** boys | **2.** children | **3.** men | **4.** buses | **5.** watches | **6.** feet |
7. parties | **8.** boxes | **9.** people | **10.** tomatoes.

- B. 2.** The girls have got two books, two cats, two dresses and two brushes. | **3.** Those people have got two cars, two children, two garages and two houses. | **4.** Those women have got two watches, two skirts, two hats and two boxes.

Worksheet 9 (page 12)

- A. To be:** I am | you are | he/she/it is | we are | you are | they are
Have got: I have got | you have got | he/she/it has got | we have got |
you have got | they have got.

- B. 1.** is ('s) / am ('m) | **2.** There are | **3.** haven't got / have got | **4.** are |
5. there is | **6.** Are there | **9.** have got | **10.** has got.

Worksheet 10 (page 13)

- A. 1.** some | **2.** any | **3.** some | **4.** any | **5.** some | **6.** any.

- B. 2.** We drink milk every day because we love it. | **3.** They don't like oranges so they eat bananas. | **4.** I like soup because it's healthy. |
5. Kate hates cheese so she eats ham.

Worksheet 11 (page 14)

- A. 1.** playing | **2.** watching | **3.** reading | **4.** eating | **5.** cooking |
6. swimming | **7.** dancing | **8.** going.

- B. 1.** Peter does not like drinking tea. | **2.** We love cooking different food. | **3.** Susan hates watching horror films. | **4.** My parents love eating Chinese food.

Worksheet 12 (page 15)

- A. 1.** get up | **2.** have a shower | **3.** have breakfast | **4.** go to school |
5. have lunch | **6.** do | **7.** have dinner | **8.** go to bed.

- B. 1.** b) | **2.** d) | **3.** c) | **4.** a).

- C. 2.** It's twenty to six. | **3.** It's half past four. | **4.** It's ten past nine.

Worksheet 13 (page 16)

- A. 1.** get up | **2.** goes | **3.** have | **4.** don't drink | **5.** love | **6.** wakes |
7. don't eat | **8.** live | **9.** play.

- B. 2.** We don't go to school by car. / Do we go to school by car? |
3. Peter doesn't eat breakfast at home. / Does Peter eat breakfast at home? | **4.** They don't brush their teeth after breakfast. / Do they brush their teeth after breakfast? | **5.** You don't play tennis with your friends. / Do you play tennis with your friends?

- C. 1.** are | **2.** wake up | **3.** have | **4.** brush | **5.** get | **6.** goes | **7.** goes |
8. start | **9.** have | **10.** doesn't like | **11.** loves | **12.** arrive | **13.** don't watch | **14.** plays | **15.** listens.

Worksheet 14 (page 18)

- A. 1.** We always eat in the school canteen | **2.** Kate is usually late for her class. | **3.** They sometimes have breakfast in the school bar. |
4. I never go to school on foot.

- B. 1.** What | **2.** Who | **3.** Where | **4.** Why | **5.** How many | **6.** How.

Worksheet 15 (page 19)

- A. 1.** at | **2.** in | **3.** In | **4.** on | **5.** on | **6.** at | **7.** in | **8.** at.

- B. 1.** We watch TV in the evening. | **2.** Janet listens to music at night | **3.** Does Peter play football at 8:30 p.m.? | **4.** I go to school in the morning. | **5.** You don't read a book after dinner.

Worksheet 16 (page 20)

- A. 1.** am ('m) doing | **2.** is writing | **3.** are going | **4.** are playing.

- B. 1.** She isn't reading a book at the moment. / Is she reading a book at the moment? | **2.** You aren't watching TV in the kitchen today. / Are you watching TV in the kitchen today?

Worksheet 17 (page 21)

- A. 1.** b) | **2.** a) | **3.** b) | **4.** a) | **5.** b) | **6.** b).

Worksheet 18 (page 22)

- A. 1.** to | **2.** to | **3.** onto | **4.** into | **5.** into | **6.** to | **7.** onto | **8.** into.

- B. 1.** onto | **2.** into | **3.** to | **4.** to | **5.** onto | **6.** into.

Worksheet 19 (page 23)

- A. 2.** do | **3.** Don't be | **4.** be | **5.** Don't break.

- B. 1.** b) | **2.** e) | **3.** d) | **4.** a) | **5.** c).



Differentiated worksheets*

● NEE

Vocabulary worksheets

- Worksheet 1. Greetings and goodbyes
- Worksheet 2. Personal ID
- Worksheet 3. Family members
- Worksheet 4. Jobs and occupations
- Worksheet 5. The human body
- Worksheet 6. Clothes, footwear and accessories
- Worksheet 7. Parts of the house | Furniture
- Worksheet 8. Food and drinks
- Worksheet 9. Daily routine | The time
- Worksheet 10. Free time activities
- Worksheet 11. Sports

Grammar worksheets

- Worksheet 1. Personal pronouns
- Worksheet 2. Verb *to be*
- Worksheet 3. Question words 1
- Worksheet 4. Definite and indefinite articles
- Worksheet 5. Possessive determiners
- Worksheet 6. Verb *have got*
- Worksheet 7. Possessive pronouns
- Worksheet 8. Possessive case | Question word: *Whose...?*
- Worksheet 9. Verb *there + to be*
- Worksheet 10. Prepositions of place
- Worksheet 11. Plural of nouns
- Worksheet 12. Quantifiers: *some / any* |
Question word: *How many...?*
- Worksheet 13. Present simple: verb *like* |
Expressing preferences (*like / hate + -ing*)
- Worksheet 14. Present simple
- Worksheet 15. Adverbs of frequency
- Worksheet 16. Question words 2
- Worksheet 17. Present continuous
- Worksheet 18. Personal pronouns (object)
- Worksheet 19. Prepositions of movement

● CEI

- Worksheet 1. Alphabet | Colours
- Worksheet 2. Greetings and goodbyes
- Worksheet 3. Personal pronouns
- Worksheet 4. Personal ID
- Worksheet 5. Numbers
- Worksheet 6. Days of the week
- Worksheet 7. Months
- Worksheet 8. School objects
- Worksheet 9. Animals
- Worksheet 10. Family members
- Worksheet 11. Jobs and occupations
- Worksheet 12. Verb *to be*
- Worksheet 13. The human body
- Worksheet 14. Clothes, footwear and accessories
- Worksheet 15. Verb *have got*
- Worksheet 16. Parts of the house | Furniture
- Worksheet 17. Food and drinks
- Worksheet 18. Present simple: verb *like*
- Worksheet 19. Daily routine | The time
- Worksheet 20. Free time activities
- Worksheet 21. Sports

* Available in editable format in

Differentiated worksheets

NEE – Vocabulary

1	Greetings and goodbyes	2
2	Personal ID	3
3	Family members	4
4	Jobs and occupations	5
5	The human body	6
6	Clothes, footwear and accessories	7
7	Parts of the house Furniture	8
8	Food and drinks	9
9	Daily routine The time	10
10	Free time activities	12
11	Sports	13
	Answer key	59

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Label the pictures with the correct greeting from the box. There is one example.

(Legenda as imagens com a saudação correta da caixa. Segue o exemplo.)

Good afternoon! Good evening! Good morning! Good night!



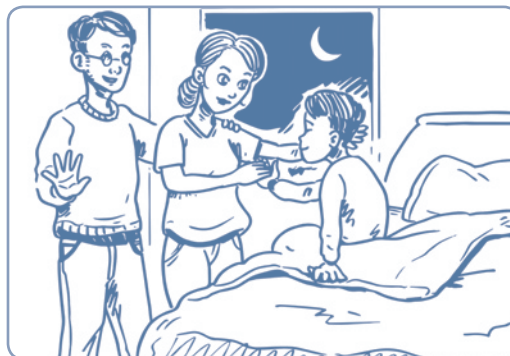
1. Good evening!



3. _____



2. _____



4. _____

B. Complete the sentences. Use the expressions from the box. There is one example. (Completa as frases. Usa as expressões da caixa. Segue o exemplo.)

How are you? Goodbye! See you later! I'm fine Hello!

Tom: Hello, Anne!

Anne: Hello, Tom! (1) _____ ?

Tom: (2) _____, thank you! And you?

Anne: I'm very well. (3) _____.

Tom: (4) _____ !



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete the table with information about YOU.

(Preenche a tabela com informações sobre TI.)

1. Name (nome)	
2. Age (idade)	
3. Birthday (data de nascimento)	
4. Home town (cidade onde vives)	

B. Now, answer the questions about YOU.

(Agora responde às questões sobre TI.)

- What's your name? My name's _____.
- How old are you? I'm _____ years old.
- When is your birthday? My birthday is on _____
_____. (dia e mês do teu aniversário)
- Where are you from? I'm from _____. (cidade onde vives)

C. Write sentences. There is one example.

(Escreve frases. Segue o exemplo.)

- Maria / 9 / 10th October / Lagos / .
My name is Maria. I'm nine years old. My birthday
is on 10th October. I am from Lagos.
- Francis / 10 / 23rd April / Ottawa / .

- Peter / 12 / 31st August / London / .

- Karen / 9 / 5th May / Liverpool / .



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Match the columns to make words about family members.**There is one example.**

(Faz a ligação entre as colunas para formares palavras sobre a família.

Segue o exemplo.)

Mãe	Mo	1. •	• a)	ter
Pai	Fat	2. •	• b)	sin
Irmão	Broth	3. •	• c)	her
Irmã	Sis	4. •	• d)	cle
Tio	Un	5. •	• e)	er
Primo	Cou	6. •	• f)	ther

B. Label the picture. Use the words from the box. There are two**examples.** (Legenda a imagem. Usa as palavras da caixa. Segue os exemplos.)

grandmother

cousin

father

~~sister~~

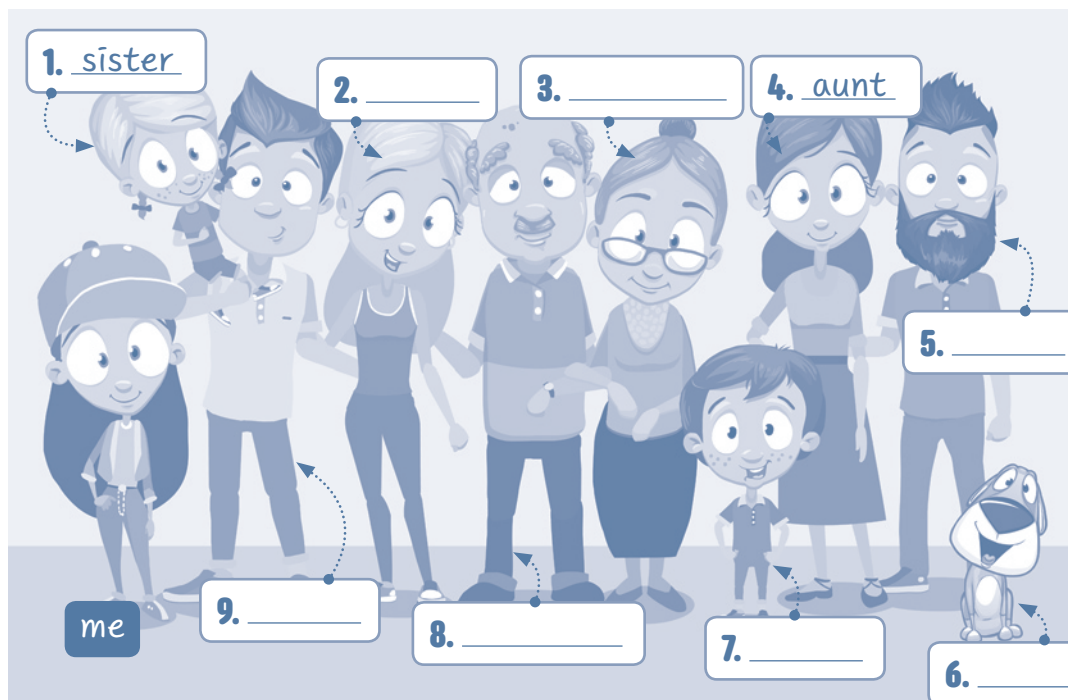
mother

~~aunt~~

uncle

grandfather

Tip (the dog)



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Match the pictures with the names of the jobs. There is one example. (Associa as imagens aos nomes das profissões. Segue o exemplo.)

teacher
(professor/a)

1. •

• a)



cook
(cozinheiro/a)

2. •

• b)



doctor
(médico/a)

3. •

• c)



police officer
(polícia)

4. •

• d)



firefighter
(bombeiro/a)

5. •

• e)



A. Find the jobs in the word search (↓→) and write them. There is one example. (Encontra as profissões na sopa de letras e escreve-as. Segue o exemplo.)

1. L A W Y E R2. S _ _ N _ _ _3. B _ _ _ Y _ _ _ T _ _ _4. A _ _ _ H _ _ _ _ C _ _5. M _ _ _ H A _ _ _ _6. N _ _ R _ _ _

B	X	K	R	V	J	L	N	X	E	L
A	A	R	C	H	I	T	E	C	T	A
B	J	S	I	V	J	S	R	B	M	W
Y	G	T	F	S	L	X	B	G	E	Y
S	N	X	K	I	V	J	L	Z	C	E
I	O	L	D	N	U	R	S	E	H	R
T	V	E	K	G	C	H	V	S	A	U
T	K	P	P	E	X	I	N	T	N	L
E	R	N	A	R	H	J	U	Z	I	O
R	W	H	J	U	X	K	R	F	C	A

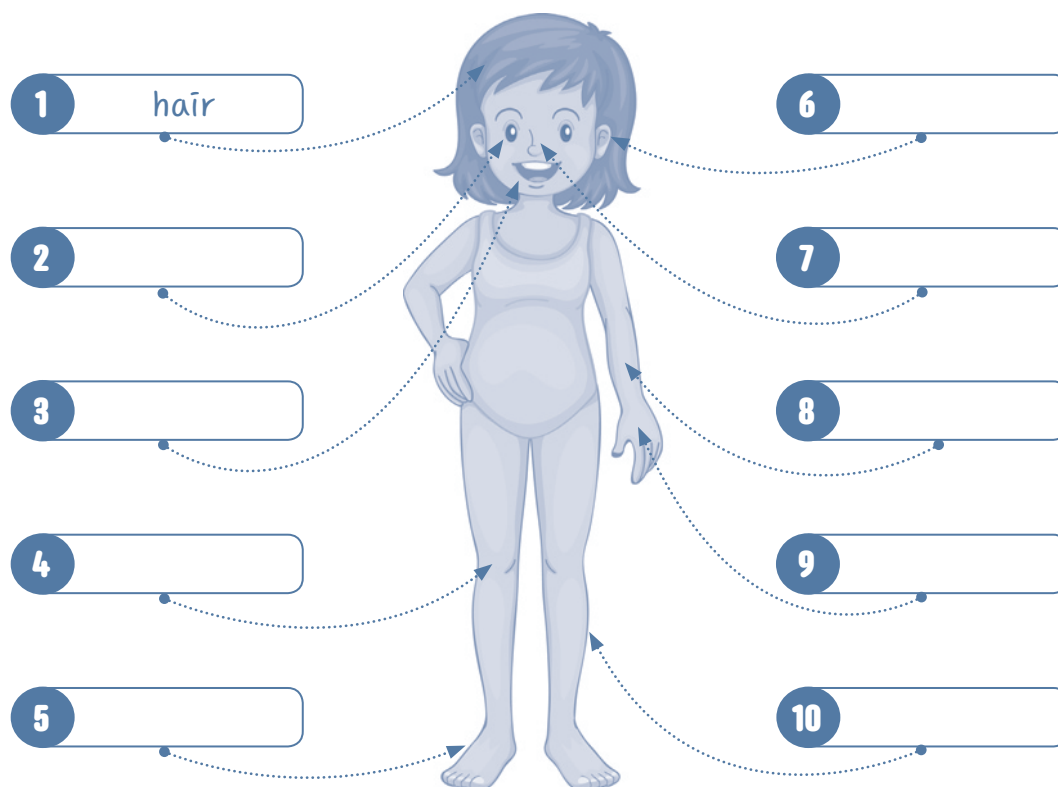
Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Label the parts of Alice's body. Use the words from the box.
There is one example.

(Legenda as partes do corpo da Alice. Usa as palavras da caixa. Segue o exemplo.)

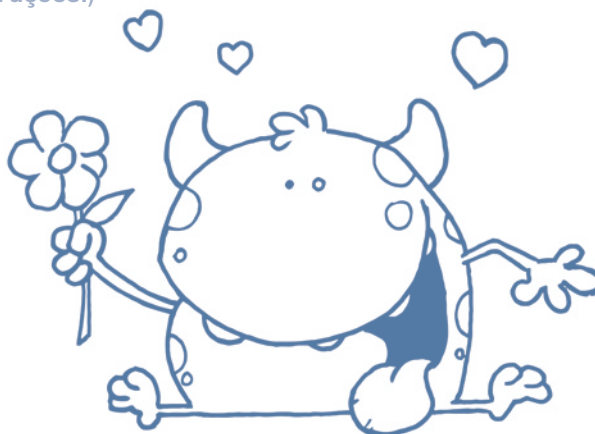
eye (olho) **ear** (orelha) **nose** (nariz) **mouth** (boca) **hair** (cabelo)
arm (braço) **hand** (mão) **leg** (perna) **knee** (joelho) **foot** (pé)



B. Colour the monster. Follow the instructions.

(Pinta o monstro. Segue as instruções.)

1. yellow face
2. blue teeth
3. orange hair
4. green arms
5. purple fingers
6. red legs
7. grey body



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Tick (✓) the correct option. There is one example.

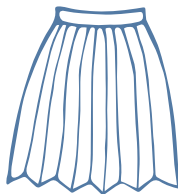
(Selecione a opção correta. Segue o exemplo.)

1.



- ☐ **a) T-shirt** (T-shirt)
☐ **b) sweater** (camisola)

2.



- ☐ **a) trousers** (calças)
☐ **b) skirt** (saia)

3.



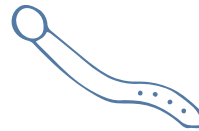
- ☐ **a) dress** (vestido)
☐ **b) shirt** (camisa)

4.



- ☐ **a) jeans**
 (calças de ganga)
☐ **b) cap** (boné)

5.



- ☐ **a) belt** (cinto)
☐ **b) hat** (chapéu)

6.



- ☐ **a) socks** (meias)
☐ **b) jacket** (casaco)

B. Colour the clothes. (Pinta as roupas.)**1. shorts** (calções) – **blue** (azul)**2. cap** (boné) – **red** (vermelho)

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Match the words with the pictures. There is one example.

(Faz a ligação entre as palavras e as imagens. Segue o exemplo.)

chest of drawers
(cómoda)

1. •

• a)

**wardrobe**
(roupeiro)

2. •

• b)

**sink**
(lava-loiça)

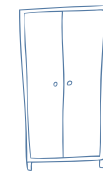
3. •

• c)

**cooker**
(fogão)

4. •

• d)

**chair**
(cadeira)

5. •

• e)

**B. Write each group of furniture in the correct part of the house.**

(Escreve cada grupo de mobília na divisão correta.)

1. **bed** (cama); **rug** (tapete); **bedside table** (mesa de cabeceira)2. **fridge** (frigorífico); **cupboard** (armário); **table** (mesa)3. **table** (mesa); **TV** (TV); **sofa** (sofá); **armchair** (cadeirão)4. **bath** (banheira); **washbasin** (lavatório); **toilet** (sanita)☐ **a) living room** (sala de estar) _____☐ **b) bedroom** (quarto) _____☐ **c) kitchen** (cozinha) _____☐ **d) bathroom** (casa de banho) _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Write the food and drink in the correct meal. There are two examples.

(Escreve a comida e a bebida na refeição correta. Segue os exemplos.)

~~fish~~ (peixe) **rice** (arroz) **vegetables** (vegetais) **soup** (sopa)
~~milk~~ (leite) **juice** (sumo) **water** (água) **bread** (pão)
cereal (cereais) **toast** (torrada) **meat** (carne) **cheese** (queijo)

1. breakfast

milk

2. lunch

fish

B. Look at the pictures. Unscramble the letters and write the name of the food and drink.

(Observa as imagens. Ordena as letras e escreve o nome dos alimentos e da bebida.)



1. GEG _____



2. KEAC _____



3. AET _____



4. PPLEA _____



5. DALAS _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

**A. Write the daily routine activities in the correct part of the day.
There is one example.**

(Escreve as tarefas da rotina diária na parte do dia adequada. Segue o exemplo.)

~~go to bed~~ (deitar-se) **get dressed** (vestir-se) **have dinner** (jantar)**go to school** (ir para a escola) **get up** (levantar-se) **read** (ler)**watch TV** (ver TV) **do (my) homework** (fazer os TPC)**have breakfast** (tomar o pequeno-almoço) **have lunch** (almoçar)**1. morning****2. afternoon****3. evening / night**

go to bed,

Worksheet 9

B. Match the clocks with the time. There is one example.

(Liga os relógios às horas. Segue o exemplo.)



1. •



2. •



3. •



4. •



5. •



6. •



7. •

- **a) It's a quarter to nine.**
(São nove menos um quarto.)

- **b) It's ten o'clock.**
(São dez horas.)

- **c) It's ten past seven.**
(São sete e dez.)

- **d) It's twenty past one.**
(É uma e vinte.)

- **e) It's midday.**
(É meio-dia.)

- **f) It's a quarter past four.**
(São quatro e um quarto.)

- **g) It's half past six.**
(São seis e meia.)

C. Draw the hands on the clock and colour it.

(Desenha os ponteiros do relógio e pinta-o.)



It's half past one!

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Match the free time activities with the correct images. There is one example.

(Liga as atividades de tempos livres às imagens corretas. Segue o exemplo.)



1. •

• a) playing cards
(jogar às cartas)



2. •

• b) listening to music
(ouvir música)



3. •

• c) reading
(ler)



4. •

• d) singing
(cantar)



5. •

• e) watching TV
(ver TV)

B. Put the words in the correct order and find the free time activities. There is one example. (Coloca as palavras na ordem correta e descobre as atividades de tempos livres. Segue o exemplo.)

1. out / friends / hanging / with Hanging out with friends.

2. the / guitar / playing _____

3. games / video / playing _____

4. the / going / cinema / to _____

5. to / beach / the / going _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Match the sports with the balls. There is one example.

(Liga os desportos às bolas correspondentes. Segue o exemplo.)

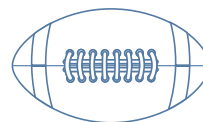
baseball 1. •

• a)



basketball 2. •

• b)



tennis 3. •

• c)



football 4. •

• d)



volleyball 5. •

• e)



rugby 6. •

• f)

**B. Draw your favourite sport and say what it is.**

(Desenha o teu desporto favorito e diz qual é.)

What's your favourite sport?

My favourite sport is _____.

Differentiated worksheets

NEE – Grammar

1	Personal pronouns	16
2	Verb <i>to be</i>	17
3	Question words 1	18
4	Definite and indefinite articles	19
5	Possessive determiners	20
6	Verb <i>have got</i>	21
7	Possessive pronouns	22
8	Possessive case Question word: <i>Whose...?</i>	23
9	Verb <i>there + to be</i>	24
10	Prepositions of place	25
11	Plural of nouns	26
12	Quantifiers: <i>some / any</i> Question word: <i>How many...?</i>	27
13	Present simple: verb <i>like</i> + Expressing preferences (<i>like / hate + -ing</i>)	28
14	Present simple	29
15	Adverbs of frequency	31
16	Question words 2	32
17	Present continuous	33
18	Personal pronouns (object)	35
19	Prepositions of movement	36
	Answer key	60

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Translate to Portuguese. There is one example.

(Traduz para português. Segue o exemplo.)

English	Português
I	eu
you	
he	
she	
it	
we	
you	
they	

**B. Which personal pronoun does NOT exist in Portuguese?**(Que personal pronoun não existe em português?)

C. Write the correct personal pronoun. There is one example.

(Escreve o personal pronoun correto. Segue o exemplo.)

1. Maria is ten years old._____ **She** _____ is ten years old.**2. Maria and Ana** are friends.

_____ are friends.

3. José is Maria's brother.

_____ is Maria's brother.

4. You and your friends are at school.

_____ are at school.

5. My mother and I are tall.

_____ are tall.

6. The flower is yellow.

_____ is yellow.

7. José and Manuel are at home.

_____ are at home.

8. The table is blue.

_____ is blue.

9. Susy is a teacher.

Susy: "_____ am a teacher."

10. The dogs are brown.

_____ are brown.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete the sentences. Use *am, is, are*. There is one example.(Completa as frases. Usa *am, is, are*. Segue o exemplo.)

1. Hello. My name ____ *is* ____ Maria.
2. I _____ ten years old.
3. She _____ tall and thin.
4. My hair _____ blond and my eyes _____ green.
5. You _____ from Portugal.
6. They _____ at school.

**B. Fill in the gaps. Use *'m not, isn't, aren't*. There is one example.**(Completa os espaços. Usa *'m not, isn't, aren't*. Segue o exemplo.)

Hi. (1) *I'm not* Maria. I'm Alice. I (2) _____ ten years old. I'm eleven.
 I (3) _____ tall and thin. I'm short. My hair (4) _____ brown and
 my eyes (5) _____ green. My hair is black and my eyes are blue.

C. Complete the questions. Use the verb *to be*. There is one example.(Completa as perguntas. Usa o verbo *to be*. Segue o exemplo.)

Hi. (1) *Are* you Maria? (2) _____ you ten years old? (3) _____
 you tall and thin? (4) _____ your hair brown? (5) _____ your
 eyes green?

D. Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

1. My name is / **are** João. I **are** / **am** very tall and slim. My hair **is** / **am** blond and my eyes **are** / **am** blue. My mouth **aren't** / **isn't** very big. My nose **is** / **am** big.
2. And you? What **are** / **is** your name? **Are** / **Is** you tall or short?
3. My friend Jimmy **am** / **is** short, but he **am** / **is** very good at running.
4. Me and my friends **am** / **are** at the same school, but we **am not** / **aren't** in the same football team.
5. My sister **are** / **is** very beautiful. We **aren't** / **isn't** at the same school.
6. My family **am** / **is** great. I love them.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Write the question words in Portuguese. There is one example.

(Escreve o significado das palavras em português. Segue o exemplo.)

English	Português
1. What...?	O que é...? Qual...?
2. Who...?	
3. When...?	
4. Where...?	
5. How...?	
6. How old...?	

**B. Match the questions with the answers. There is one example.**

(Associa as perguntas às respostas. Segue o exemplo.)

- What's his surname? 1. • — a) He's from the USA.
 How old is he? 2. • — b) His surname is Delgado.
 Where is he from? 3. • — c) She's my sister Claire.
 When is his birthday? 4. • — d) He's 10 years old.
 Who is that girl? 5. • — e) It's on 4th January.

C. Read the answers and complete the questions. Circle the correct question words. There is one example.(Lê as respostas e completa as perguntas. Rodeia as *question words* corretas. Segue o exemplo.)

1. Who / What is she? She's Gloria.
 2. What / Who is her surname? Her surname is Pritchett.
 3. Who old / How old is Gloria? She is 45 years old.
 4. When / Where is she from? She is from Colombia.
 5. Where / When is her birthday? It's on 10th July.
 6. How / Who is she? She's fine.
 7. Who / What is her son's name? His name is Manny.

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Teacher _____

A. Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

1. a / **an** animal

4. a / **an** cat

7. a / **an** giraffe

2. a / **an** lion

5. a / **an** elephant

8. a / **an** zebra

3. a / **an** horse

6. a / **an** dog

9. a / **an** old tiger

B. Complete the sentences using *a, an*. There is one example.

(Completa as frases com *a, an*. Segue o exemplo.)

1. I have got a cat.

4. I have got _____ book and

2. Anna has got _____ apple.

_____ rubber.

3. My parents have got _____ dog.

5. I have got _____ orange pencil.

C. Read and match. There is one example. (Lê e associa. Segue o exemplo.)

the pen 1. **a)**



b) 

the dog 2. ☐



the taxi 3. ☐

the girl 4. ☐

D. Write *the* and label the pictures. There is one example.

(Escreve *the* e legenda as imagens. Segue o exemplo.)



1. the rubber 2. _____ 3. _____ 4. _____

E. Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

1. London is the capital of **the** / a UK. Lisbon is the capital of **the** / – Portugal.

2. She is a / **an** doctor. She has got a / **an** orange T-shirt.

3. James has got two children: a / **an** boy and a / **an** girl. **The** / **A** boy is ten and **the** / **a** girl is eleven.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Match the personal pronouns with the possessive determiners.

There is one example. (Associa os *personal pronouns* aos *possessive determiners*. Segue o exemplo.)

I	you	he	she	it	we	you	they
1.	2.	3.	4.	5.	6.	7.	8.
•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•
a)	b)	c)	d)	e)	f)	g)	h)
her	their	my	its	your	your	our	his

B. Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

- This is Tom. **(His)** / **Her** father is a teacher.
- That's Jane. **His** / **Her** favourite colour is blue.
- This is my cat. **My** / **Its** eyes are grey.
- These are my parents. **Your** / **Their** dog is a Labrador.
- Mary and I are sisters. **Your** / **Our** house is blue and white.
- I'm Alice. **My** / **Your** favourite colour is green.

**C. Read the dialogue and circle the correct option. There is one example.** (Lê o diálogo e rodeia a opção correta. Segue o exemplo.)

Mike: Hello! **(1) My** / **Your** name is Mike. I'm **(2) your** / **my** doctor.

Alice: Hello. Nice to meet you.

Mike: What's **(3) my** / **your** name?

Alice: **(4) My** / **your** name is Alice. These are **(5) your** / **my** children.

Mike: What are **(6) my** / **their** names?

Alice: **(7) My** / **Their** names are Thomas and Rick.

D. Fill in the gaps with a possessive determiner. There is one example.

(Preenche os espaços com um *possessive determiner*. Segue o exemplo.)

1. Is this your father? (**you**)

3. It's _____ pen. (**she**)

2. This is _____ English teacher. (**we**)

4. Is this _____ ruler? (**he**)

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

1. I **have got** / **has got** a big family. I **has got** / **have got** two brothers and three sisters.
2. My sister **has got** / **have got** a friend in England.
3. My friend Annie **haven't got** / **hasn't got** any brothers or sisters.
4. My grandmother **has got** / **have got** a pet.
5. **Have** / **Has** you got any brothers or sisters?
6. My brother **has got** / **have got** brown hair and brown eyes.
7. We **haven't got** / **hasn't got** small eyes. We **have got** / **has got** big eyes.
8. **Has** / **Have** Annie got a cat?

**B. Tick (✓) the correct negative sentence.**

(Assinala a frase negativa correta.)

1. We have got a big family.

- ☐ a) Have we got a big family.
- ☐ b) We haven't got a big family.
- ☐ c) We have got a big family.

2. Annie has got a dog.

- ☐ a) Annie hasn't got a dog.
- ☐ b) Has Annie got a dog.
- ☐ c) She has got a dog.

C. Match the questions with the answers. There is one example.

(Liga as perguntas às respostas. Segue o exemplo.)

- | | | |
|-----------------------------|------|------------------------|
| Have they got a nice house? | 1. • | • a) No, she hasn't. |
| Has John got a beard? | 2. • | • b) Yes, I have. |
| Has Jane got blond hair? | 3. • | • c) No, they haven't. |
| Have you got an oval face? | 4. • | • d) Yes, he has. |

D. Answer the questions about YOU. Tick (✓) the correct answer.

(Responde a estas questões sobre TI. Seleciona a opção certa.)

1. Have you got a big family?

- ☐ a) Yes, I have.
- ☐ b) No, I haven't.

2. Has your mother got blue eyes?

- ☐ a) Yes, she has.
- ☐ b) No, she hasn't.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Complete the table with the possessive pronouns. Use the words from the box. There is one example. (Completa a tabela com os *possessive pronouns*. Usa as palavras da caixa. Segue o exemplo.)

theirs ours mine his yours hers its ~~yours~~

Personal pronouns	Possessive determiners	Possessive pronouns
I	my	
you	your	yours
he	his	
she	her	
it	its	
we	our	
you	your	
they	their	

B. Circle the correct possessive pronoun. There is one example.

(Rodeia o *possessive pronoun* correto. Segue o exemplo.)

- This is your book. It's **your** / yours
- This is my bike. It's **mine** / **my**.
- This is his computer. It's **his** / **her**.
- This is her tablet. It's **his** / **hers**.
- This is our house. It's **yours** / **ours**.
- This is their dog. It's **their** / **theirs**.



C. Complete the sentences with a possessive pronoun from the table in exercise A. There is one example. (Completa as frases com um *possessive pronoun* da tabela do exercício A. Segue o exemplo.)

- My** flip flops are red. They are mine.
- Mary's** red skirt is very nice. It is _____.
- Those are **my father's** T-shirts. Those are _____.
- Our** new trainers are beautiful. They are _____.
- These are **your** clothes. They are _____.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Look at the pictures. Tick (✓) the sentences True or False.
There is one example.

(Observa as figuras. Assinala verdadeiro ou falso. Segue o exemplo.)



1. James is Dennis's father.
2. Maggie is Andrea's mother.
3. Dennis is Andrea's father.
4. James and Maggie are Dennis and Andrea's parents.
5. Dennis is Maggie's daughter.
6. Andrea is Maggie's daughter.

TRUE FALSE

☒	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B. Answer the questions. There is one example.

(Responde às questões. Segue o exemplo.)

1. Whose bike is this? This is John 's ____ bike.
2. Whose computer is this? This is Claire ____ computer.
3. Whose ball is this? This is the boys ____ ball.
4. Whose toy is this? This is James ____ toy.
5. Whose car is that? This is Mr Jones ____ car.
6. Whose books are these? These are the girls ____ books.
7. Whose bag is this? This is Sophie ____ bag.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Match the sentence with the correct picture. There is one example.

(Associa a frase à imagem correta. Segue o exemplo.)

There is a table in the kitchen. 1. •

There are two chairs. 2. •

There is a book on the table. 3. •

There are two cupcakes on the plate. 4. •

• a)

• b)

• c)

• d)

**B. Look at the picture. Complete the sentences with *there is*, *there are*, *there isn't*, *there aren't*. There is one example.**(Observa a imagem. Completa as frases com *there is*, *there are*, *there isn't*, *there aren't*. Segue o exemplo.)

1. There is _____ a sofa.

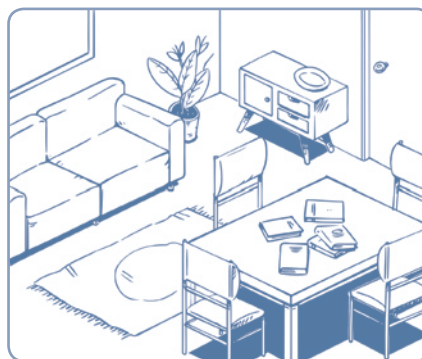
2. _____ two tables.

3. _____ a cupboard.

4. _____ four chairs.

5. _____ some books.

6. _____ a lamp.

**C. Write the sentences in the negative form. There is one example.**

(Escreve as frases na forma negativa. Segue o exemplo.)

1. There is a bath in the bathroom.

There isn't a bath in the bathroom.

2. There are bookcases in the kitchen.

3. There is a big bed in the bedroom.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

B. Look at the pictures. Tick (✓) True or False.
There is one example.

(Observa as imagens. Assinala Verdadeira ou Falsa. Segue o exemplo.)

1 	4 	5 	6 																					
2 	<table border="0"> <thead> <tr> <th></th> <th>TRUE</th> <th>FALSE</th> </tr> </thead> <tbody> <tr> <td>1. Oliver is <u>in front of</u> the box.</td> <td>☒</td> <td>☐</td> </tr> <tr> <td>2. Oliver is <u>behind</u> the box.</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>3. Oliver is <u>below</u> the box.</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>4. Oliver is <u>behind</u> the box.</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>5. Oliver is <u>under</u> the box.</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>6. Oliver is <u>on</u> the box.</td> <td>☐</td> <td>☐</td> </tr> </tbody> </table>				TRUE	FALSE	1. Oliver is <u>in front of</u> the box.	☒	☐	2. Oliver is <u>behind</u> the box.	☐	☐	3. Oliver is <u>below</u> the box.	☐	☐	4. Oliver is <u>behind</u> the box.	☐	☐	5. Oliver is <u>under</u> the box.	☐	☐	6. Oliver is <u>on</u> the box.	☐	☐
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5. Oliver is <u>under</u> the box.	☐	☐																						
6. Oliver is <u>on</u> the box.	☐	☐																						
3 																								

B. Complete the sentences with the correct preposition of place:
***at, in front of, on, behind, under, below.* There is one example.**

(Completa as frases com *at, in front of, behind, on, under, below.* Segue o exemplo.)

1. Jane is at the door.

2. The dog is _____ his dog house.

3. The cat is _____ the dog.

4. The cat is _____ the table.

5. The lamp is _____ the table.

6. The chair is _____ the window.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Label the pictures. Use the words from the box. There is one example. (Legenda as imagens. Usa as palavras da caixa. Segue o exemplo.)

watches

~~chairs~~

boxes

pianos

boys

wolves

1. chairs

2. _____



3. _____



4. _____



5. _____



6. _____

B. Circle the correct plural word. There is one example.

(Rodeia a palavra correta no plural. Segue o exemplo.)

1. foot – **foots** / feet6. shelf – **shelves** / shelves2. knife – **knives** / knives7. family – **families** / familys3. brush – **brushs** / brushes8. lady – **ladys** / ladies4. woman – **women** / womans9. potato – **potatoes** / potatos5. person – **people** / peoples10. wife – **wifes** / wives

C. Write the sentences in the plural. There is one example.

(Escreve as frases no plural. Segue o exemplo.)

1. My foot is big. Our feet are big.

2. There is a chair. _____

3. The lady is pretty. _____

4. The child is playing. _____

5. This mouse is small and brown. _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Look at the pictures and circle the correct answer. There is one example. (Observe as imagens e rodeia a resposta correta. Segue o exemplo.)

1. There are some / any apples in the shopping cart.
2. There aren't some / any pears in the shopping cart.
3. There are some / any potatoes in the shopping cart.
4. There are some / any carrots in the shopping cart.



B. Look at the picture. Complete the sentences with *some* or *any*. There are two examples. (Observe a figura. Completa as frases com *some* ou *any*. Segue os exemplos.)

1. There are some apples on the table.
2. There aren't any potatoes.
3. There aren't _____ peas.
4. There are _____ bananas.
5. There aren't _____ strawberries.



C. Look at the picture and answer the questions. (Observe a imagem e responde às questões.)

1. How many chairs are there in the bedroom?
There are _____ chairs in the bedroom.
2. How many posters are there on the wall?
There are _____ posters on the wall.
3. How many beds are there?
There is _____ bed.



D. Now read the answers and complete the questions. (Agora lê as respostas e completa as perguntas.)

1. _____ are there in the bookcase?
There are 10 books in the bookcase.
2. _____ are there in the bedroom?
There are two boys in the bedroom.

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Teacher _____

A. Complete the sentences with the *-ing* form of the verbs. There is one example. (Completa as frases com a *-ing* form dos verbos. Segue o exemplo.)

1. They like drinking (**drink**) orange juice.
2. I like _____ (**eat**) chocolate cake.
3. My mother hates _____ (**cook**).
4. They don't like _____ (**do**) homework in the morning.

B. Write the sentences in the negative and in the interrogative. There is one example. (Escreve as frases na negativa e na interrogativa. Segue o exemplo.)

1. You like eating soup.
Negative: You don't like eating soup.
Interrogative: Do you like eating soup?
2. I like baking cakes.
Negative: _____
Interrogative: _____
3. They like drinking coffee.
Negative: _____
Interrogative: _____

C. Look at the table and circle the correct option. There is one example. (Observa a tabela e rodeia a opção correta. Segue o exemplo.)

		
1. Liz		
2. Sam and Junior		
3. Jack		
4. Liv's mother		

1. Liz likes / **doesn't like** soup, but she **likes** / doesn't like lettuce.
2. Sam and Junior **like** / **don't like** hamburgers, but they **like** / **don't like** pizza.
3. Jack **likes** / **doesn't like** coffee, but he **likes** / **doesn't like** water.
4. Liv's mother **likes** / **doesn't like** apples, but she **likes** / **doesn't like** fish.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

1. She **play** / **plays** the guitar very well.
2. Annie **wake up** / **wakes up** at 7:20 a.m.
3. She **have** / **has** a shower in the morning.
4. She **go** / **goes** to school by bus.
5. She **have** / **has** lunch in the school canteen.
6. She **do** / **does** her homework after classes.
7. She **play** / **plays** video games.

**B. Fill in the blanks with the correct form of the verbs (affirmative). There is one example.**

(Completa estas frases com a forma correta dos verbos – afirmativa. Segue o exemplo.)

1. I _____ **get up** _____ (**get up**) at 7:15 a.m.
2. We _____ (**go**) to school by bus.
3. They _____ (**have**) lunch in the school canteen.
4. You _____ (**do**) your homework before dinner.
5. Peter _____ (**play**) games with his brother after dinner.
6. I _____ (**go**) to bed at 9.30 p.m.

C. Tick (✓) the correct answer about YOU. (Selecione a resposta correta sobre TI.

Se nenhuma delas for totalmente verdadeira, escolhe a mais aproximada.)

1. How do you go to school?

- ☐ **a)** I go to school by car.
- ☐ **b)** I go to school by bus.
- ☐ **c)** I go to school on foot.

2. Where do you have lunch?

- ☐ **a)** I have lunch at school.
- ☐ **b)** I have lunch at home.
- ☐ **c)** I have lunch in a restaurant.

3. When do you do your homework?

- ☐ **a)** I do my homework in the afternoon.
- ☐ **b)** I do my homework after dinner.
- ☐ **c)** I do my homework in the morning.

4. What time do you go to bed?

- ☐ **a)** I go to bed at 10 p.m.
- ☐ **b)** I go to bed at 9.30 p.m.
- ☐ **c)** I go to bed at 9 p.m.

D. Circle the correct form of the verbs (affirmative/negative). There is one example.

(Rodeia a forma correta dos verbos – afirmativa / negativa. Segue o exemplo.)

1. Jane **does** / **do** her homework at home.
2. The children **play** / **plays** after school.
3. Thomas **doesn't play** / **don't play** football.
4. The boys **don't watch** / **doesn't watch** TV.
5. I **doesn't play** / **don't play** computer games during the week.
6. My brother and I **don't play** / **doesn't play** guitar in the living room.
7. My parents **eat** / **eats** breakfast in the kitchen.



E. Write the sentences in the negative form. There is one example.

(Escreve as frases na negativa. Segue o exemplo.)

- | | |
|--|--|
| 1. I get up at eight o'clock.
I <u>don't get up</u> at eight o'clock. | 3. Annie brushes her teeth.
Annie _____ her teeth. |
| 2. We go to school by car.
We _____ to school
by car. | 4. She plays in her bedroom.
She _____ in her
bedroom. |

F. Match the question with the correct answer. There is one example.

(Associa a pergunta à resposta correta. Segue o exemplo.)

- | | |
|---|----------------------|
| <u>Do</u> the children play in the park? 1. • | • a) Yes, she does. |
| <u>Does</u> Annie go home after school? 2. • | • b) No, they don't. |
| <u>Do</u> you wash the dishes on Sunday? 3. • | • c) No, he doesn't. |
| <u>Does</u> Jimmy play the piano? 4. • | • d) Yes, I do. |

G. Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

I ⁽¹⁾ **wakes up** / **wake up** at seven o'clock, every day. I ⁽²⁾ **have** / **has** breakfast in the kitchen with my mother. After that, I ⁽³⁾ **brush** / **brushes** my teeth and I ⁽⁴⁾ **goes** / **go** to the bus stop. My friend Annie ⁽⁵⁾ **catches** / **catch** the bus with me. Annie ⁽⁶⁾ **have** / **has** different classes: she ⁽⁷⁾ **learn** / **learns** gardening and arts. I ⁽⁸⁾ **love** / **loves** my friend. She ⁽⁹⁾ **are** / **is** really nice.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Tick (✓) the correct option. There is one example.

(Selecione a opção correta. Segue o exemplo.)

1. Annie has breakfast. (always)

- ☒ **a)** Annie always has breakfast.
☐ **b)** Annie has always breakfast.
☐ **c)** Always Annie has breakfast.

2. Annie has lunch at home during the week. (never)

- ☐ **a)** Annie has lunch never at home during the week.
☐ **b)** Annie has never lunch at home during the week.
☐ **c)** Annie never has lunch at home during the week.

3. Annie goes for a walk in the park. (sometimes)

- ☐ **a)** Annie sometimes goes for a walk in the park.
☐ **b)** Annie goes sometimes for a walk in the park.
☐ **c)** Sometimes goes Annie for a walk in the park.



B. Look at the table and complete the sentences about Annie's daily routine. There is one example.

(Completa as frases acerca da rotina diária da Annie. Segue o exemplo.)

	every day	never	sometimes	usually	always
swim after school		✓			
have piano lessons			✓		
do her homework					✓
help her mother at home				✓	
talk to her friends	✓				

- 1.** Annie talks to her friends every day.
2. She _____ has piano lessons.
3. Annie _____ does her homework.
4. Annie _____ swims after school.
5. She _____ helps her mother at home.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Read the answers and circle the correct question word. There is one example. (Lê as respostas e rodeia a *question word* correta.)

- | | |
|--|------------------------------------|
| 1. <u>How</u> / What are you today? | I'm fine, thanks. |
| 2. How high / How tall is your brother? | He is 1 metre 62 tall. |
| 3. How big / How many brothers and sisters have you got? | I have got a brother and a sister. |
| 4. Which / Who pen do you want? | The blue one, please. |
| 5. Whose / Who scooter is this? | It's Joe's. |
| 6. When / What do you go back to school? | On 3 rd January. |

B. Complete the sentences with the correct question word. Use the words from the box. There is one example. (Completa as frases com as *question words* corretas. Usa as palavras da caixa. Segue o exemplo.)

~~What~~ How high Whose How many Why How big

- | | |
|--|--|
| 1. <u>What</u> is your surname? | My surname is MacAllister. |
| 2. _____ pencils are there in the box? | There are three pencils. |
| 3. _____ T-shirt is this? | It's mine. |
| 4. _____ are you happy? | Because I love English! |
| 5. _____ is your house? | My house is very big. It's got three floors. |
| 6. _____ is the tree in your garden? | It's 2,5 metres high. |

C. Match the questions with the correct answers. There is one example.
 (Liga as perguntas às respostas corretas. Segue o exemplo.)

- | | |
|--------------------------------|------------------------------|
| What is your first name? 1. • | • a) I'm fine. |
| How are you today? 2. • | • b) I'm from Portugal. |
| How old is your mother? 3. • | • c) My first name is Maria. |
| Where are you from? 4. • | • d) She's 45 years old. |
| Where do you live? 5. • | • e) Blue, please. |
| Which colour do you want? 6. • | • f) I live in Leiria. |

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

1. The children **is watching** / **are watching** an episode of *Modern Family*.
2. Maggie **is talking** / **are talking** to Joe.
3. I **are reading** / **am reading** a book.
4. We **is studying** / **are studying** now.
5. **Are** / **Is** you playing computer games?

B. Write sentences. Use the present continuous. There is one example.

(Escreve frases com o *present continuous*. Segue o exemplo.)

1. He / play → He is playing video games.
2. She / write → _____ a book.
3. We / play → _____ cards.
4. They / camp → _____ in the park.
5. He / hang out → _____ with his friends.
6. I / surf → _____ the net.

C. Look at the pictures and answer the questions. There is one

example. (Olha para as imagens e responde às questões. Segue o exemplo.)

1. What are the girls playing?

The girls are playing football.



**play
football**

2. What are the boys doing?

The boys _____



**ride
their
bikes**

3. What are the dogs doing?



**run
in the
park**

Worksheet 17

D. Write the sentences in the negative form. There is one example.

(Escreve as frases na forma negativa. Segue o exemplo.)

1. Paul and Jim are reading a newspaper.

Paul and Jim aren't reading a newspaper.

2. Jenny is playing the guitar. _____

3. They are writing a postcard. _____

4. We are watching TV. _____

E. Match the question with the answers. There is one example.

(Associa as perguntas às respostas. Segue o exemplo.)

Is Charles having lunch? 1. •

Are the twins riding a bike? 2. •

Are you swimming in the pool? 3. •

Is Louise talking to her friend? 4. •

- a) Yes, she is.
- b) No, I'm not.
- c) Yes, they are.
- d) Yes, he is.

F. Tick (✓) the correct option. There is one example.

(Seleciona a opção correta. Segue o exemplo.)

1. Are you playing football now?

☐ a) Yes, I am.

☒ b) No, I'm not.



2. Is Jenny singing at the moment?

☐ a) No, she isn't.

☐ b) Yes, she is.



3. Is Peter dancing?

☐ a) Yes, he is.

☐ b) No, he isn't.



4. Are they listening to music?

☐ a) Yes, they are.

☐ b) No, they aren't.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Write the personal pronouns – object. Use the words from the box. There is one example. (Escreve os *personal pronouns – object*. Usa as palavras da caixa. Segue o exemplo.)

you ~~me~~
her him you
it them us

Personal
pronouns
(subject)

I

you

he

she

it

we

you

they

Personal
pronouns
(object)

1. me

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

B. Circle the correct personal pronoun (object). There is one example. (Rodeia o *personal pronoun – object* correto. Segue o exemplo.)

1. Your mother is talking. Listen to her / she.
2. Jane and Anne are going to the cinema. I'm going with **her** / **them**.
3. I like eating chocolate cake. I really love **it** / **he**.
4. Listen to Jane and me. Listen to **us** / **we**.
5. John is a great friend. I like **him** / **her**.

C. Complete the sentences with a personal pronoun – object. Use the words from the box. There is one example. (Completa as frases com o *personal pronoun – object* adequado. Usa as palavras da caixa. Segue o exemplo.)

~~him~~

us

her

them

me

it

1. Susie is dancing with **George**. She is dancing with him.
2. The cat belongs to **Susie**. The cat belongs to _____.
3. I can see **the ball**. I can see _____.
4. **I** am talking to you. Are you listening to _____?
5. My friend invited **me and my sister** for the party. She invited _____.
6. Mr Anderson is talking to **my friends**. He is talking to _____.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

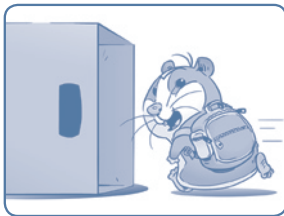
A. Circle the correct preposition of movement. There is one example.

(Rodeia a preposition of movement correta. Segue o exemplo.)

1. I usually go **to** / **onto** school by bus.
2. I love jumping **into** / **onto** the lake, in the summer.
3. Let's go **to** / **into** the cinema tonight.
4. I'm going **to** / **into** the doctor.
5. Let's go **into** / **onto** the classroom.

B. Label the pictures with *to*, *into* or *onto*.

(Legenda as imagens com *to*, *into* ou *onto*.)



1. Oliver is running _____ the box.



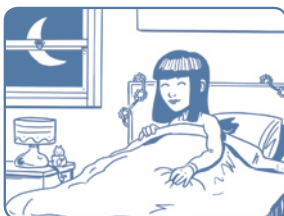
2. Oliver is jumping _____ the box to get the toy.



3. Oliver is jumping _____ the box.



4. The girl is putting her toys _____ the box.



5. The girl is going _____ bed.

Differentiated worksheets

CEI

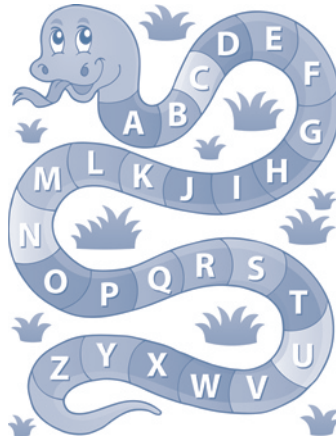
1	Alphabet Colours	38
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3	Personal pronouns	40
4	Personal ID	41
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Name _____ No.: _____ Class: _____

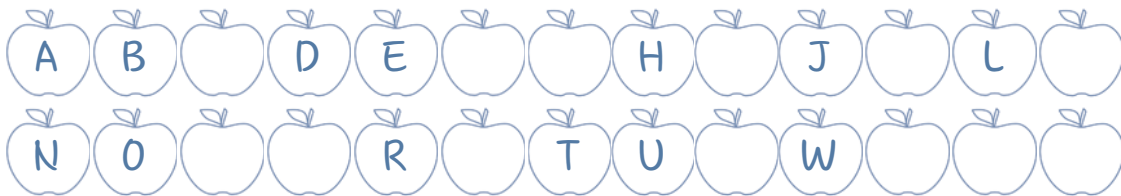
Date: ____ / ____ / ____ Teacher _____

A. Relembra o alfabeto.

(Remember the alphabet.)

**B. Escreve as letras que faltam.**

(Write the missing letters.)

**C. Liga os pontos e escreve as cores.**

(Join the dots and write the colours.)

cor-de-rosa pink

Pink

verde green

Green

vermelho red

Red

azul blue

Blue

laranja orange

Orange

roxo purple

Purple

amarelo yellow

Yellow

preto black

Black

D. Pinta as letras.

(Colour the letters.)



1. yellow



2. green



3. blue



4. red



5. brown

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Lê o poema e sublinha todas as palavras em inglês.

(Read the poem and underline the words in English.)

“Hello” means “Olá”!
 “Good morning” dizemos de manhã.
 “Goodbye” é para as despedidas.
 “Good night” ao deitar, com um beijo à mamã.

B. Une os pontos e escreve as saudações.

(Join the dots and write the greetings.)

			
Hello! / Hi!	How are you?	I'm fine, thanks!	Nice to meet you!
<i>Hello! / Hi!</i>	<i>How are you?</i>	<i>I'm fine, thanks!</i>	<i>Nice to meet you!</i>
_____	_____	_____	_____

C. Faz a ligação entre as imagens e as palavras/expressões.

(Match the pictures to the words/expressions.)



- ☐ 1. Good morning ☐ 2. Good afternoon ☐ 3. Good night ☐ 4. Goodbye / Bye-bye!

D. Pinta de verde as saudações e de vermelho as despedidas.

(Colour the greetings in green and the goodbyes in red.)

Hello Good morning Bye-bye
 Goodbye Good night

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Escreve os pronomes pessoais. Segue o exemplo.

(Write the personal pronouns. There is one example.)

eu	tu	ele	ela	ele/ela (objetos e animais)	nós	vós	eles/elas
I	you	he	she	it	we	you	they
I							

B. Rodeia os pronomes pessoais.

(Circle the personal pronouns.)

**C. Legenda as imagens com o pronome pessoal correto.****Segue o exemplo.**

(Label the pictures with the correct personal pronoun. There is one example.)

he	she	they	it	he
---------------	-----	------	----	----



1. he 2. _____ 3. _____ 4. _____ 5. _____

D. Rodeia o pronome pessoal correto. Segue o exemplo.

(Circle the correct personal pronoun. There is one example.)

1. Carol is ten years old. She / They is ten years old.
2. Carol, John and David are from England. It / They are from England.
3. David is my friend. He / We is my friend.
4. The cat is white. They / It is white.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Escreve informações sobre ti no cartão.

(Write information about you on the card.)

Name (nome): _____**Surname** (apelido): _____**Age** (idade): _____ years old.**Home town** (cidade onde vives):

Desenha a tua cara aqui

B. Completa as frases sobre ti e depois copia-as.

(Complete the sentences about you and write them.)

1. My name is _____ (nome).My name _____**2.** My surname is _____ (apelido / último nome).

3. I am _____ years old. (idade)

4. I am from _____ (cidade onde vives).

C. Sim ou não? Assinala (✓) a resposta correta.

(Yes or No? Tick the correct option).



Hi! My name is Julie Watson.

I'm 11 years old and I'm from London.

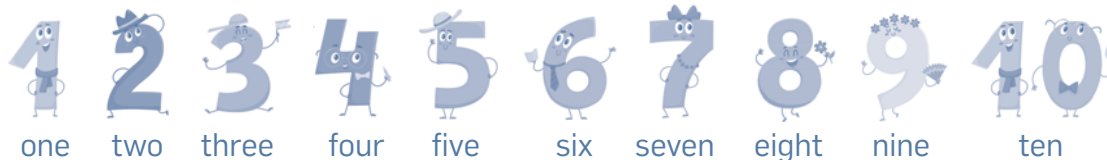
1. Name: Juliette**2. Surname:** Watson**3. Age:** ten years old**4. Hometown:** London

YES NO

☐ ☐☐ ☐☐ ☐☐ ☐

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Lê os números. (Read the numbers.)**B. Escreve os números. Segue o exemplo.**

(Write the numbers. There is one example.)

ten	10	two	
one		nine	
five		six	
eight		three	
four		seven	

C. Quantas letras? Segue o exemplo.

(How many letters? There is one example.)

- A eight - 8
- D _____ - _____
- M _____ - _____
- O _____ - _____
- R _____ - _____
- N _____ - _____



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Lê os dias da semana. (Read the days of the week.)

Monday segunda-feira	Tuesday terça-feira	Wednesday quarta-feira	Thursday quinta-feira
Friday sexta-feira	Saturday sábado	Sunday domingo	

B. Descobre os dias da semana na sopa de letras (↓→) e escreve-os.
Segue o exemplo.

(Find the days of the week in the word search and write them. There is one example.)

W	F	S	T	Q	G	M	F	N	Y	A
E	T	H	U	R	S	H	M	G	I	T
D	Q	J	E	H	N	G	O	D	J	I
N	Y	K	S	T	X	T	N	R	S	E
E	A	M	D	A	E	Y	D	R	A	B
S	D	S	A	X	E	A	A	C	T	S
D	S	R	Y	N	V	D	Y	G	U	U
A	N	C	S	J	C	I	X	T	R	N
Y	U	O	B	E	N	R	J	W	D	D
T	H	U	R	S	D	A	Y	E	A	A
K	F	R	I	D	A	Y	U	A	Y	Y

1. S unday _____

2. M _____

3. T _____

4. W _____

5. T _____

6. F _____

7. S _____

C. Liga as partes das palavras. Segue o exemplo.

(Match the parts of the words. There is one example.)

1. 	2. 	3. 	4. 	5. 
•	•	•	•	•
a) 	b) 	c) 	d) 	e) 

Note: An example line connects the 'Mo' piece to the 'nday' piece (c).

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Liga os pontos e escreve os meses do ano.

(Join the dots and write the months of the year.)

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

B. Liga as festividades ao mês. (Match the festivities with the month.)

1. Christmas



2. Valentine's Day



3. Summer holidays



4. Halloween

☐ a) February☐ b) December☐ c) October☐ d) August**C. Quando é o teu aniversário? (When is your birthday?)**

My birthday is in _____.

Name _____ No.: _____ Class: _____

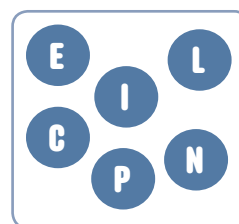
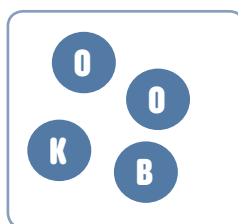
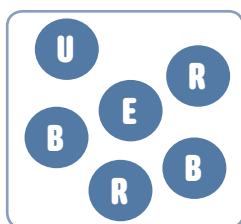
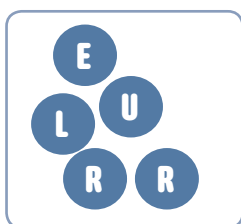
Date: ____ / ____ / ____ Teacher _____

A. Lê as palavras.

(Read the words.)

**B. Coloca as letras por ordem para fazer palavras.**

(Put the letters in order to make words.)



1. R _____

2. R _____

3. B _____

4. P _____

C. Consegues adivinhar qual é o objeto? (Can you guess the object?)

1. _____

2. _____

3. _____

4. _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Liga os pontos e escreve os nomes dos animais.

(Join the dots and write the names of the animals.)

1. dog2. cat3. sheep4. rabbit5. rhino6. elephant7. giraffe8. lion**B. Qual é o animal? Segue o exemplo.** (What animal is it? There is one example.)1. elephant

4. d _____



2. c _____



5. r _____



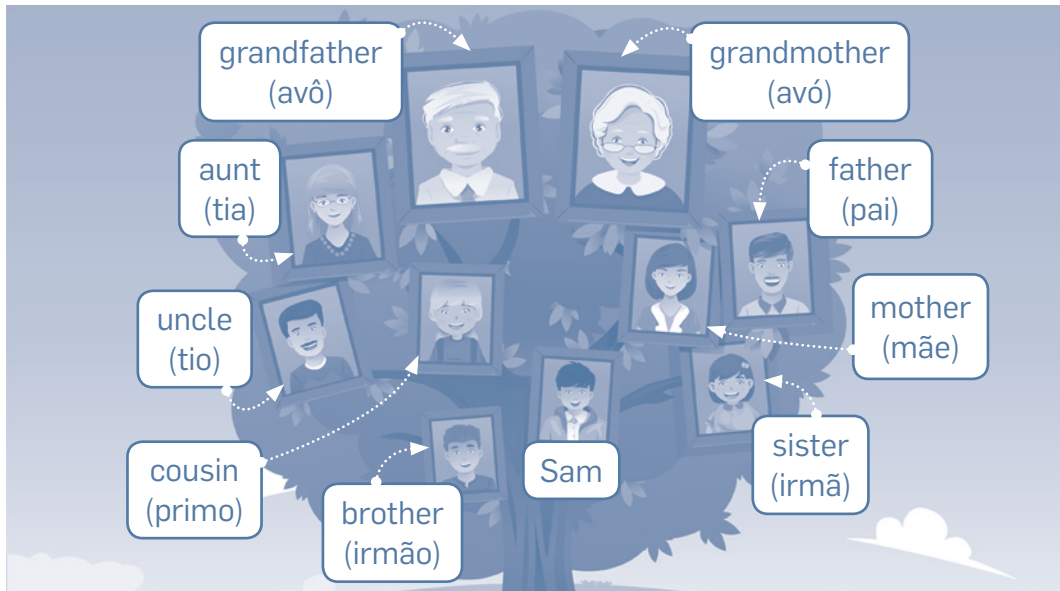
3. l _____



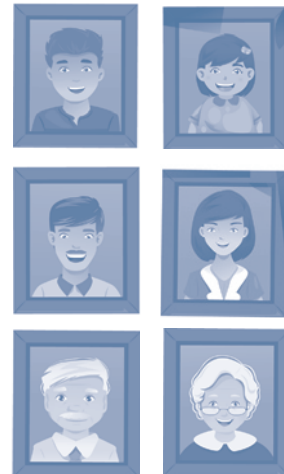
6. g _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Conhece a família do Sam. (Meet Sam's family.)**B. Une os pontos e escreve as palavras.** (Join the dots and write the words.)

1. brother
2. sister
3. father
4. mother
5. grandfather
6. grandmother

**C. Desenha quatro pessoas da tua família e faz a legenda.**

(Draw four members of your family and label.)

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Liga os pontos e escreve as palavras. Depois liga-as às imagens. Segue o exemplo.

(Join the dots and write the words. Match them with the pictures. There is one example.)

doctor

1.



• a)



teacher

2.



• b)



cook

3.



• c)



mechanic

4.



• d)



student

5.



• e)



B. Pinta a tua ocupação. (Colour your occupation.)



1. teacher



2. student



3. police officer

C. Qual é a tua profissão favorita? (What's your favourite job?)

My favourite job is _____.

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Escreve o verbo to be. Segue o exemplo.

(Write the verb to be. There is one example.)

		
Eu sou / Eu estou	I am	I am
Tu és / Tu estás	You are	
Ele é / Ele está	He is	
Ela é / Ela está	She is	
Ele/Ela é / Ele/Ela está	It is	
Nós somos / Nós estamos	We are	
Vós sois / Vós estais	You are	
Eles/Elas são / Eles/Elas estão	They are	

B. Liga os pronomes pessoais à forma correta do verbo to be.

(Match the pronouns with the forms of the verb to be.)

WE	1. •	• a)	IS
YOU	2. •	• b)	ARE
SHE	3. •	• c)	AM
THEY	4. •	• d)	ARE
I	5. •	• e)	IS
IT	6. •	• f)	ARE

C. Certo ✓ ou errado ✗? Segue o exemplo.

(Right ✓ or Wrong ✗? There is one example.)

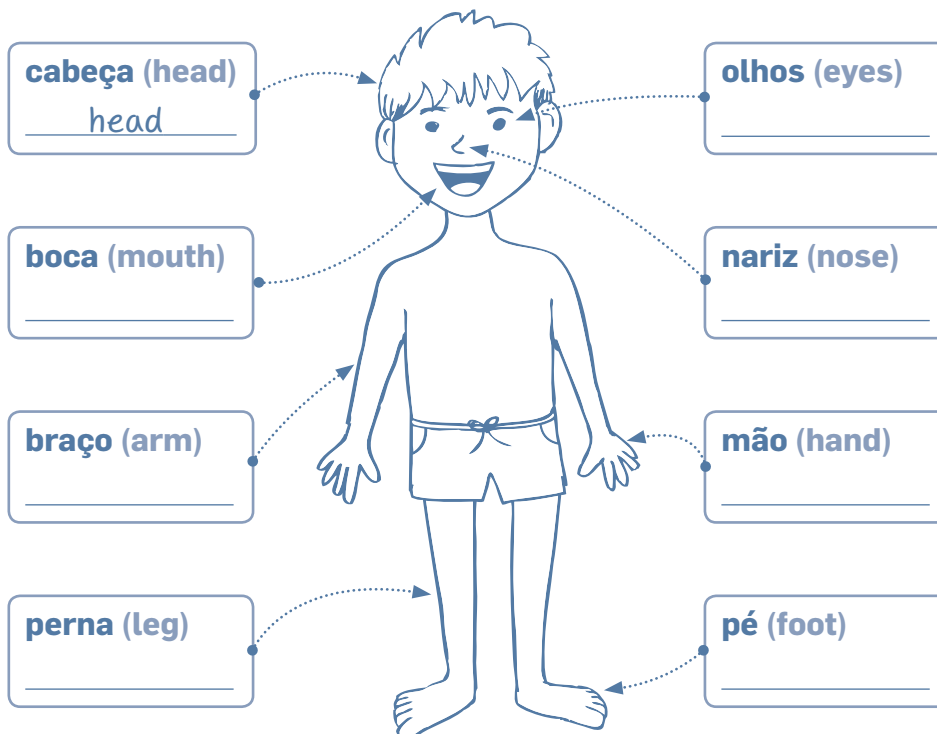
- | | |
|---|--|
| 1. I are a student. ☒ | 4. I am John. ☐ |
| 2. You are ten years old. ☐ | 5. We is at school. ☐ |
| 3. They are from Scotland. ☐ | 6. It are a cat. ☐ |

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Lê e escreve as partes do corpo. Segue o exemplo.

(Read and write the parts of the body. There is one example.)



B. Escreve o nome das partes do corpo. (Write the parts of the body.)



1. _____ 2. _____ 3. _____ 4. _____ 5. _____

C. De quem são as partes do corpo do exercício B? Assinala (✓) a opção correta. (Whose parts of the body are those in exercise B? Tick the correct option.)


☐

1. Hulk

☐

2. Shrek

☐

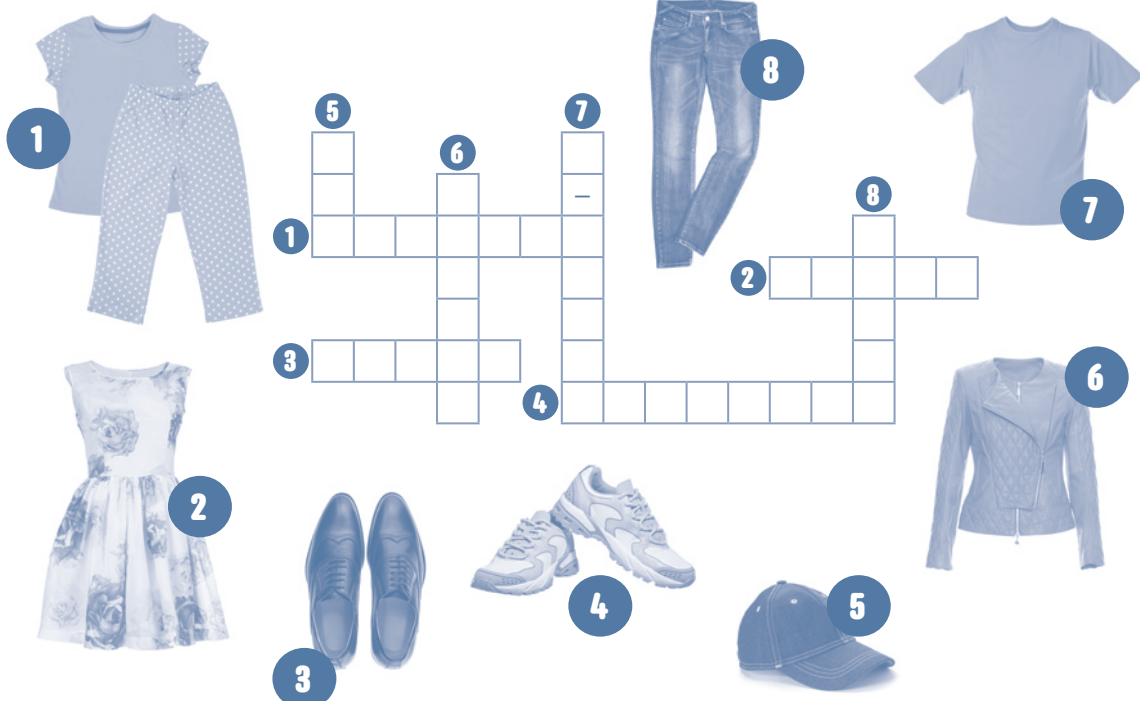
3. Mike

☐

4. Kermit

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Lê e pinta as roupas. (Read and colour the clothes.)**1. pink**
T-shirt**2. blue**
jeans**3. yellow**
dress**4. green**
jacket**5. purple**
pyjamas**6. brown**
shoes**7. grey**
trainers**8. red**
cap**B. Completa o crucigrama.** (Complete the crossword.)

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Escreve o verbo *have got*. Segue o exemplo.

(Write the verb *have got*. There is one example.)

		
Eu tenho	I have got	I have got
Tu tens	You have got	
Ele tem	He has got	
Ela tem	She has got	
Ele/Ela tem	It has got	
Nós temos	We have got	
Vós tendes	You have got	
Eles/Elas têm	They have got	

B. Liga as frases ao seu significado.

(Match the sentences with their meaning.)

- | | | |
|-------------------------|------|--------------------------|
| I have got a cat. | 1. • | • a) Nós temos uma bola. |
| They have got a pencil. | 2. • | • b) Ele tem um livro. |
| We have got a ball. | 3. • | • c) Eu tenho um gato. |
| He has got a book. | 4. • | • d) Elas têm um lápis. |



C. Escreve *have got* ou *has got*. Segue o exemplo.

(Write *have got* or *has got*. There is one example.)

- Sarah _____ has got _____ a pencil.
- Julie, Peter and Louise _____ a dog.
- We _____ a big family.
- Peter _____ a sister.
- I _____ a computer.
- The cat _____ a ball.

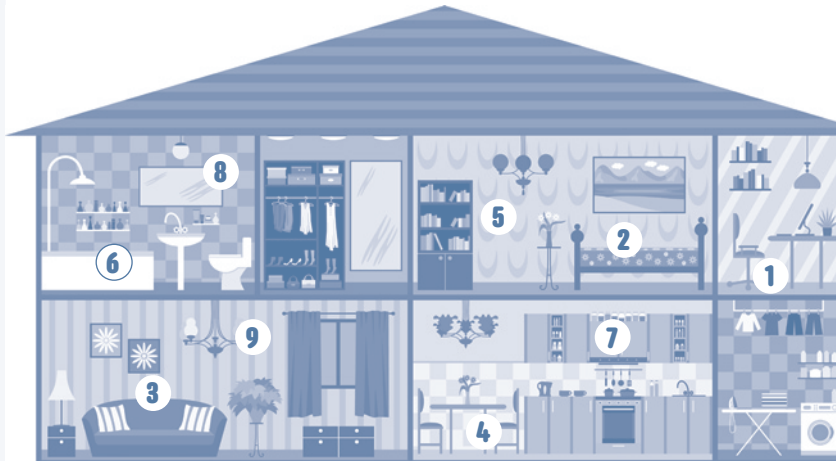
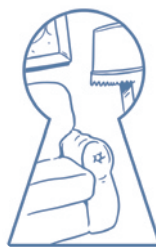
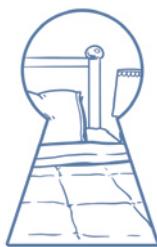


Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Lê e escreve as partes da casa e o mobiliário.

(Read and write the parts of the house and furniture.)

**1 chair (cadeira)**
_____ chair _____**2 bed (cama)**
_____**3 sofa (sofá)**
_____**4 table (mesa)**
_____**5 bedroom (quarto)**
_____**6 bath (banheira)**
_____**7 kitchen (cozinha)**
_____**8 bathroom (casa de banho)**
_____**9 living room (sala de estar)**
_____**B. Que parte da casa consegues ver? (What room can you see?)****1.** b _____ **2.** b _____ **3.** l _____ **4.** k _____**C. (Rodeia) na serpente, as cinco palavras sobre a mobília e escreve-as.**

(Circle in the word snake five words about furniture and write them.)

BEDBVHJBATHTUBBCJSKTABLENCJBDSISOFANDCJSKCHAIR

1. _____ **2.** _____ **3.** _____ **4.** _____ **5.** _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Rodeia a opção correta. Segue o exemplo.
 (Circle the correct option. There is one example)

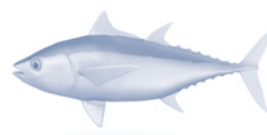


1. coffee / jeans

2. arm / apple

3. water / milk

4. egg / salad



5. potato / soup

6. chicken / tomato

7. orange / banana

8. dog / fish

B. Coloca as letras por ordem e escreve as palavras.

(Put the letters in order and write the words.)

1. T _ _ _ _ _

OTMTAO

2. P _ _ _ _ _

ATOTOP

3. A _ _ _ _ _

APLEP

4. O _ _ _ _ _

GEOARN

5. F _ _ _ _

SFIH

6. E _ _ _

GEG

7. M _ _ _ _

LKMI

8. C _ _ _ _ _

EOCFEF

9. B _ _ _ _ _

BANAAN

10. S _ _ _ _ D

ASADL

C. Olha para o exercício B e numera as imagens.

(Look at exercise B and number the pictures.)



a) ☐



b) ☐

c) ☐



d) ☐



e) ☐



g) ☐



f) ☐



h) ☐



i) ☐



j) ☐

D. Pinta os alimentos de que gostas. (Colour the food you like.)

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Escreve o verbo *like* – *gostar*. Segue o exemplo.(Write the verb *like* – *gostar*. There is one example.)

			
I like	I <i>like</i>	I don't like	I don't like
You like		You don't like	
He likes		He <i>doesn't</i> like	
She likes		She <i>doesn't</i> like	
It likes		It <i>doesn't</i> like	
We like		We don't like	
You like		You don't like	
They like		They don't like	

C. Sim ou não? Assinala (✓) a resposta correta. Segue o exemplo.

(Yes or No? Tick the correct option. There is one example.)

	YES	NO
1. I like bananas. = Eu gosto de bananas.	☒	☐
2. I don't like apples. = Eu gosto de maçãs.	☐	☐
3. She likes hamburgers. = Ela gosta de hambúrgueres.	☐	☐
4. They don't like pizza. = Eles não gostam de piza.	☐	☐
5. We don't like milk. = Nós gostamos de leite.	☐	☐

C. Observa as imagens e completa as frases com as palavras da caixa. Segue os exemplos.

(Complete the sentences with the words from the box. There are two examples.)



1. She likes cheese, but she doesn't like onions.
2. I _____ apples, but I _____ fish.
3. You _____ carrots, but you _____ bananas.
4. He _____ cake, but he _____ lettuce.

like

like

likes

don't like

don't like

doesn't
like

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Une os pontos e escreve as atividades diárias.

(Join the dots and write the daily activities.)

1. wake up wake up

2. brush my teeth brush my teeth

3. have a shower have a shower

4. have breakfast have breakfast

5. go to school go to school

6. have lunch have lunch

7. go to bed go to bed



B. Escreve as atividades do exercício A no local correto.

(Write the activities from exercise A in the correct place.)

1. In the morning, I...
(De manhã, eu...)

- _____
- _____
- _____
- _____
- _____



1. In the afternoon, I...
(De tarde, eu...)

- _____
- _____
- _____
- _____
- _____



1. At night, I...
(De noite, eu...)

- _____
- _____
- _____
- _____
- _____



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Liga as palavras às imagens. Segue o exemplo.

(Match the words to the pictures. There is one example.)

☒ **h** 1. watching TV☐ 2. playing video games☐ 3. listening to music☐ 4. reading a book☐ 5. going to the cinema☐ 6. singing☐ 7. surfing the net☐ 8. playing cards**a)****e)****b)****f)****c)****g)****d)****h)****B. Escreve as atividades no local correto.**

(Write the free time activities in the correct place.)

**I like...**

- _____
- _____
- _____
- _____

**I don't like...**

- _____
- _____
- _____
- _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Legenda as imagens. Usa as palavras da caixa. Segue o exemplo.

(Label the pictures. Use the words from the box. There is one example.)

swimming football basketball tennis cycling
 dancing volleyball gymnastics running



1. gymnastics



2. d _____



3. s _____



4. f _____



5. c _____



6. b _____



7. r _____



8. t _____



9. v _____

B. Rodeia, no exercício A, os desportos que praticas.

(Circle, in exercise A, the sports you do.)

C. Qual é o teu desporto favorito? (What's your favourite sport?)

My favourite sport is _____.

DIFFERENTIATED WORKSHEETS NEE – VOCABULARY

Worksheet 1 (page 2)

A. 2. Good morning! | **3.** Good afternoon! | **4.** Good night!

B. 1. How are you? | **2.** I'm fine | **3.** See you later! / Goodbye! | **4.** See you later! / Goodbye!

Worksheet 2 (page 3)

A. / B. Personal answers.

C. 2. My name is Francis. I'm ten years old. My birthday is on 23rd April. I'm from Ottawa. | **3.** My name is Peter. I'm twelve years old. My birthday is on 31st August. I'm from London. | **4.** My name is Karen. I'm nine years old. My birthday is on 5th May. I'm from Liverpool.

Worksheet 3 (page 4)

A. 2. c) | **3.** e) | **4.** a) | **5.** d) | **6.** b).

B. 2. mother | **3.** grandmother | **5.** uncle | **6.** pet | **7.** cousin | **8.** grandfather | **9.** father.

Worksheet 4 (page 5)

A. 2. a) | **3.** e) | **4.** c) | **5.** b).

B. 2. SINGER | **3.** BABYSITTER | **4.** ARCHITECT | **5.** MECHANIC | **6.** NURSE.

C.

B	X	K	R	V	J	L	N	X	E	L
A	A	R	C	H	I	T	E	C	T	A
B	J	S	I	V	J	S	R	B	M	W
Y	G	T	F	S	L	X	B	G	E	Y
S	N	X	K	I	V	J	L	Z	C	E
I	O	L	D	N	U	R	S	E	H	R
T	V	E	K	G	C	H	V	S	A	U
T	K	P	P	E	X	I	N	T	N	L
E	R	N	A	R	H	J	U	Z	I	O
R	W	H	J	U	X	K	R	F	C	A

Worksheet 5 (page 6)

A. 2. eye | **3.** mouth | **4.** knee | **5.** foot | **6.** ear | **7.** nose | **8.** arm | **9.** hand | **10.** leg.

Worksheet 6 (page 7)

A. 2. b) | **3.** b) | **4.** a) | **5.** a) | **6.** b).

Worksheet 7 (page 8)

A. 2. d) | **3.** e) | **4.** c) | **5.** a).

B. a) 3; **b)** 1; **c)** 2; **d)** 4.

Worksheet 8 (page 9)

A. 1. juice, bread, cereal, toast, cheese | **2.** rice, vegetables, soup, water, meat.

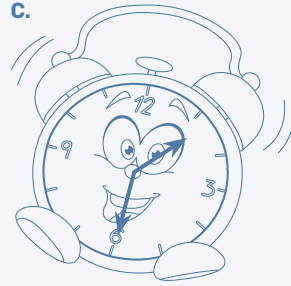
B. 1. EGG | **2.** CAKE | **3.** TEA | **4.** APPLE | **5.** SALAD.

Worksheet 9 (page 10)

A. 1. get up, get dressed, have breakfast, go to school | **2.** have lunch, go to school, do my homework, watch TV | **3.** have dinner, watch TV, read.

B. 2. b) | **3.** f) | **4.** g) | **5.** a) | **6.** c) | **7.** d).

C.



Worksheet 10 (page 12)

A. 2. c) | **3.** e) | **4.** a) | **5.** d).

B. 2. Playing the guitar. | **3.** Playing videogames. | **4.** Going to the cinema. | **5.** Going to the beach.

Worksheet 11 (page 13)

A. 2. e) | **3.** a) | **4.** f) | **5.** d) | **6.** b).

B. Personal answers.

DIFFERENTIATED WORKSHEETS NEE – GRAMMAR

Worksheet 1 (page 16)

A.

English	Português
I	eu
you	tu
he	ele
she	ela
it	ele/ela
we	nós
you	vós
they	eles/elas

B. it

C. 2. They | 3. He | 4. You | 5. We | 6. It | 7. They | 8. It | 9. She | 10. They.

Worksheet 2 (page 17)

A. 2. am | 3. is | 4. is / are | 5. are | 6. are.

B. 2. 'm not | 3. 'm not | 4. isn't | 5. aren't.

C. 2. Are | 3. Are | 4. Is | 5. Are.

D. 1. am / is / are / isn't / is | 2. is / Are | 3. is / is | 4. are / aren't | 5. is / aren't | 6. is.

Worksheet 3 (page 18)

A.

English	Português
1. What...?	O que é...? Qual...?
2. Who...?	Quem...?
3. When...?	Quando...?
4. Where...?	Onde...?
5. How...?	Como...?
6. How old...?	Quantos anos....?

B. 2. d) | 3. a) | 4. e) | 5. c).

C. 2. What | 3. How old | 4. Where | 5. When | 6. How | 7. What.

Worksheet 4 (page 19)

A. 2. a | 3. a | 4. a | 5. an | 6. a | 7. a | 8. a | 9. an.

B. 2. an | 3. a | 4. a / a | 5. an.

C. 2. a) | 3. d) | 4. c).

D. 2. the cat | 3. the apple | 4. the elephant.

E. 1. – | 2. a / an | 3. a / a / The / the.

Worksheet 5 (page 20)

A. 2. e) / f) | 3. h) | 4. a) | 5. d) | 6. g) | 7. f) / e) | 8. b).

B. 2. Her | 3. Its | 4. Their | 5. Our | 6. My.

C. 2. your | 3. your | 4. My | 5. my | 6. their | 7. Their.

D. 2. our | 3. her | 4. his.

Worksheet 6 (page 21)

A. 1. have got | 2. has got | 3. hasn't got | 4. has got | 5. Have | 6. has got | 7. haven't got / have got | 8. Has.

B. 1. b) | 2. a).

C. 2. d) | 3. a) | 4. b).

D. Personal answers.

Worksheet 7 (page 22)

A.

Personal pronouns	Possessive determiners	Possessive pronouns
I	my	mine
you	your	your
he	his	his
she	her	hers
it	its	its
we	our	ours
you	your	yours
they	their	theirs

B. 2. mine | 3. his | 4. hers | 5. ours | 6. theirs.

C. 2. hers | 3. his | 4. ours | 5. yours.

Worksheet 8 (page 23)

A. 2. T | 3. F | 4. T | 5. F | 6. T.

B. 2. 's | 3. ' | 4. 's | 5. 's | 6. ' | 7. 's.

Worksheet 9 (page 24)

A. 2. c) | 3. a) | 4. b).

B. 2. There aren't | 3. There is | 4. There are | 5. There are | 6. There isn't.

C. 2. There aren't five bookcases in the kitchen. | 3. There isn't a big bed in the bedroom.

Worksheet 10 (page 25)

A. 2. T | 3. T | 4. F | 5. T | 6. F.

B. 2. in front of | 3. behind | 4. under | 5. on | 6. below.

Worksheet 11 (page 26)

A. 2. boys | 3. pianos | 4. watches | 5. boxes | 6. wolves.

B. 2. knives | 3. brushes | 4. women | 5. people | 6. shelves | 7. families | 8. ladies | 9. potatoes | 10. wives.

C. 2. There are chairs. | 3. The ladies are pretty. | 4. The children are playing. | 5. The mice are small and brown.

Worksheet 12 (page 27)

A. 2. any | 3. some | 4. some.

B. 3. any | 4. some | 5. any.

C. 1. two | 2. five | 3. one.

D. 1. How many books | 2. How many boys.

Worksheet 13 (page 28)

A. 2. eating | 3. cooking | 4. doing.

B. 2. I don't like baking cakes / Do I / you like baking cakes? | 3. They don't like drinking coffee. Do they like drinking coffee?

C. 2. like / don't like | 3. doesn't like / likes | 4. likes / doesn't like.

Worksheet 14 (page 29)

A. 2. wakes up | 3. has | 4. goes | 5. has | 6. does | 7. plays.

B. 2. go | 3. have | 4. do | 5. plays | 6. go.

C. Personal answers.

D. 2. play | 3. doesn't play | 4. don't watch | 5. don't play | 6. doesn't play | 7. eat.

E. 2. don't go | 3. doesn't brush | 4. doesn't play.

F. 2. a) | 3. d) | 4. c).

G. 2. have | 3. brush | 4. go | 5. catches | 6. has | 7. learns | 8. love | 9. is.

Worksheet 15 (page 31)

A. 2. c) | 3. a).

B. 2. sometimes | 3. always | 4. never | 5. usually.

Worksheet 16 (page 32)

A. 2. How tall | 3. How many | 4. Which | 5. Whose | 6. When.

B. 2. How many | 3. Whose | 4. Why | 5. How big | 6. How high.

C. 2. a) | 3. d) | 4. b) | 5. f) | 6. e).

Worksheet 17 (page 33)

A. 2. is talking | 3. am reading | 4. are studying | 5. Are.

B. 2. She is (She's) writing | 3. We are (We're) playing | 4. They (They're) are camping | 5. He is (He's) hanging out | 6. I am (I'm) surfing.

C. 2. are riding their bikes. | 3. The dogs are running in the park.

D. 2. Jenny isn't playing the guitar. | 3. They aren't writing a postcard. | 4. We aren't watching TV.

E. 2. c) | 3. b) | 4. a).

F. 2. b) | 3. b) | 4. a).

Worksheet 18 (page 35)

A. 2. you | 3. him | 4. her | 5. It | 6. us | 7. you | 8. them.

B. 2. them | 3. It | 4. us | 5. him.

C. 2. her | 3. it | 4. me | 5. us | 6. them.

Worksheet 19 (page 36)

A. 2. into | 3. to | 4. to | 5. Into.

B. 1. into | 2. into | 3. onto | 4. into | 5. to.

DIFFERENTIATED WORKSHEETS – CEI

Worksheet 1 (page 38)

B. C I F | G I I K I M I P I Q I S I V I X I Y I Z.

Worksheet 2 (page 39)

A. "Hello", "means", "Good morning", "Goodbye", "Good night"

C. 1. c) | 2. a) | 3. d) | 4. b)

D. Verde: Hello, Good morning;

Vermelho: Bye-bye, Goodbye, Good night.

Worksheet 3 (page 40)

B.



C. 2. they | 3. she | 4. he | 5. it.

D. 2. They | 3. He | 4. It.

Worksheet 4 (page 41)

A. / B. Personal answers.

C. 1. No | 2. Yes | 3. No | 4. Yes.

Worksheet 5 (page 42)

B. 2. 1 | 3. 5 | 4. 8 | 5. 4 | 6. 2 | 7. 9 | 8. 6 | 9. 3 | 10. 7.

C. 2. two – 2 | 3. three – 3 | 4. twelve – 12 | 5. seven – 7 | 6. four – 4.

Worksheet 6 (page 43)

B. 2. Monday | 3. Tuesday | 4. Wednesday | 5. Thursday | 6. Friday | 7. Saturday

W	F	S	T	Q	G	M	F	N	Y	A
E	T	H	U	R	S	H	M	G	I	T
D	Q	J	E	H	N	G	O	D	J	I
N	Y	K	S	T	X	T	N	R	S	E
E	A	M	D	A	E	Y	D	R	A	B
S	D	S	A	X	E	A	A	C	T	S
D	S	R	Y	N	V	D	Y	G	U	U
A	N	C	S	J	C	I	X	T	R	N
Y	U	O	B	E	N	R	J	W	D	D
T	H	U	R	S	D	A	Y	E	A	A
K	F	R	I	D	A	Y	U	A	Y	Y

C. 2. d) | 3. a) | 4. b) | 5. e).

Worksheet 7 (page 44)

B. 1. b) | 2. a) | 3. d) | 4. c).

C. Personal answer.

Worksheet 8 (page 45)

B. 1. ruler | 2. rubber | 3. book | 4. pencil.

C. 1. scissors | 2. pencil case | 3. pencil sharpener | 4. pen.

Answer key

Worksheet 9 (page 46)

A. 2. cat | 3. lion | 4. dog | 5. rabbit | 6. giraffe.

Worksheet 10 (page 47)

C. Personal answers.

Worksheet 11 (page 48)

A. 2. e | 3. a | 4. b | 5. d).

B. 2. student.

C. Personal answer.

Worksheet 12 (page 49)

B. 1. b) / d) / f) | 2. b) / d) / f) | 3. a) / e) | 4. b) / d) / f) | 5. c) | 6. a) / e).

C. 2. ✓ | 3. ✓ | 4. ✓ | 5. ✗ | 6. ✗

Worksheet 13 (page 50)

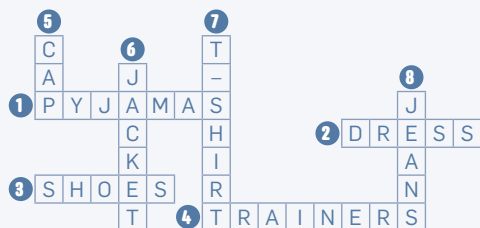
B. 1. eye | 2. hand | 3. arm | 4. foot | 5. mouth.

C. 3. Mike.

Worksheet 14 (page 51)

A. 1. rosa | 2. azul | 3. amarelo | 4. verde | 5. roxo | 6. castanho | 7. cinzento | 8. vermelho

B.



Worksheet 15 (page 52)

B. 1. c) | 2. d) | 3. a) | 4. b).

C. 2. have got | 3. have got | 4. has got | 5. have got | 6. has got.

Worksheet 16 (page 53)

B. 1. bathroom | 2. bedroom | 3. living room | 4. kitchen

C. 1. bed | 2. bath | 3. table | 4. sofa | 5. chair.

Worksheet 17 (page 54)

A. 2. apple | 3. milk | 4. egg | 5. potato | 6. tomato | 7. orange | 8. fish.

B. 1. tomato | 2. potato | 3. apple | 4. orange | 5. fish | 6. egg | 7. milk | 8. coffee | 9. banana | 10. salad.

C. a) 7 | b) 2 | c) 3 | d) 5 | e) 4 | f) 9 | g) 8 | h) 10 | i) 6 | j) 1.

Worksheet 18 (page 55)

B. 2. No | 3. Yes | 4. Yes | 5. No.

C. 2. like... don't like | 3. like... don't like | 4. likes... doesn't like.

Worksheet 19 (page 56)

B. Sugestão de resposta:

1. wake up, brush my teeth, have breakfast, go to school | 2. have lunch, have a shower | 3. go to bed.

Worksheet 20 (page 57)

A. 2. c) | 3. g) | 4. f) | 5. d) | 6. e) | 7. b) | 8. a).

B. Personal answers.

Worksheet 21 (page 58)

A. 2. dancing | 3. swimming | 4. football | 5. cycling | 6. basketball | 7. running | 8. tennis | 9. volleyball.

B. Personal answers.

C. Personal answers.



Extra worksheets

● Celebrations*

- Worksheet 1. Halloween
- Worksheet 2. Bonfire Night
- Worksheet 3. Thanksgiving
- Worksheet 4. Christmas
- Worksheet 5. Valentine's Day
- Worksheet 6. Shrove Tuesday – Pancake Day
- Worksheet 7. Saint Patrick's Day
- Worksheet 8. Easter

● Extra vocabulary* (two levels of difficulty)

- Worksheet 1. Language review
- Worksheet 2. Personal ID
- Worksheet 3. Family members
- Worksheet 4. Jobs and occupations
- Worksheet 5. The human body
- Worksheet 6. Physical features
- Worksheet 7. Clothes, footwear and accessories
- Worksheet 8. Parts of the house
- Worksheet 9. Furniture
- Worksheet 10. Food and drinks
- Worksheet 11. Daily routine
- Worksheet 12. The time
- Worksheet 13. Free time activities
- Worksheet 14. Sports

● Crosscurricular*

- Inglês / Matemática
- Inglês / Ciências Naturais
- Inglês / História e Geografia de Portugal
- Inglês / Educação Visual
- Inglês / Educação Física
- Inglês / Educação Musical

● Extra grammar* (two levels of difficulty)

- Worksheet 1. Verb *to be*
- Worksheet 2. Question words 1
- Worksheet 3. Definite and indefinite articles
- Worksheet 4. Possessive determiners
- Worksheet 5. Verb *have got*
- Worksheet 6. Verb *to be* vs. verb *have got*
- Worksheet 7. Possessive case | Question word: *Whose...?*
- Worksheet 8. Possessive pronouns
- Worksheet 9. Adjectives
- Worksheet 10. Verb *there + to be*
- Worksheet 11. *To be* | *Have got* | *There + to be*
- Worksheet 12. Prepositions of place
- Worksheet 13. Plural of nouns
- Worksheet 14. Connectors: *some / any*
- Worksheet 15. Question word: *How many...?*
- Worksheet 16. Connectors: *so / because*
- Worksheet 17. Present simple: verb *like* |
Expressing preferences (*like / hate + -ing*)
- Worksheet 18. Present simple
- Worksheet 19. Adverbs of frequency
- Worksheet 20. Question words 2
- Worksheet 21. Present continuous
- Worksheet 22. Personal pronouns (object)
- Worksheet 23. Prepositions of movement
- Worksheet 24. Imperative

● Speaking*

- 21 Speaking production / Interaction tasks

* Available in editable format in



Celebrations worksheets

1	Halloween.....	2
2	Bonfire Night.....	3
3	Thanksgiving.....	4
4	Christmas	5
5	Valentine's Day.....	6
6	Shrove Tuesday – Pancake Day.....	7
7	St. Patrick's Day	8
8	Easter.....	9
	Answer key.....	134

Available in editable format at

20

AULA DIGITAL
PROFESSOR



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Welcome to Horror Village. Monsters and strange people live here! Do you know them? Unscramble the letters and write their names.



1. chtiaw _____ 5. tab _____
 2. nsmtero _____ 6. kclab tac _____
 3. keelonts _____ 7. ackj-o'-ternaln _____
 4. gstoh _____ 8. redpis _____

B. In some countries children dress up and go from house to house saying: "Trick or Treat!". Sweets are a treat. If they don't get sweets, they play a trick... Look at the pictures and say if it is a "Trick" or a "Treat!"



C. This is Sam, the vampire! Complete the words to make a greeting for this day!



_____ H _____ P _____
 _____ A _____ L _____ N!



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Complete the text. Use the words / expressions in the box.

English Parliament fireworks king the United Kingdom
 bomb Guy Fawkes Bonfire

In ⁽¹⁾  _____ on 5th November, people celebrate

⁽²⁾  _____ Night.

It is the anniversary of the Guy Fawkes's plan to kill the ⁽³⁾ _____

and put a ⁽⁴⁾  _____ in the ⁽⁵⁾  _____.

To celebrate this day, people watch ⁽⁶⁾  _____ and

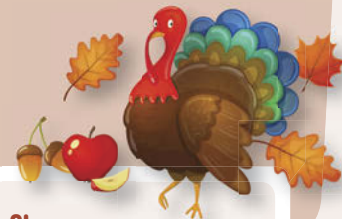
burn a model of ⁽⁷⁾  _____ on a big fire.

B. Find the words in the word search (→↓).

parliament fireworks bonfire king
 celebrate night November Guy Fawkes

G	U	Y	F	A	W	K	E	S	J	X	B
K	P	A	R	L	I	A	M	E	N	T	O
I	G	W	N	I	H	H	T	M	R	N	N
N	Q	N	O	V	E	M	B	E	R	I	F
G	B	O	N	T	I	R	E	T	Y	G	I
F	K	I	N	G	S	Z	K	O	C	H	R
A	C	E	L	E	B	R	A	T	E	T	E
F	I	R	E	W	O	R	K	S	O	N	V





Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. This is Turkey Village! Every year we have a big celebration! Read about it.

Every year, Americans and Canadians celebrate Thanksgiving with their family. Americans in November and Canadians in October. They like to watch American football on TV and have a big dinner with turkey, corn, pumpkin and other traditional food.

WORD CHECK

turkey = peru

corn = milho

pumpkin = abóbora

B. Circle the Thanksgiving symbols.



1. pumpkin



2. turkey



3. bells



4. heart



5. corn



6. rabbit

C. This is Turk! He's a turkey and he lives in Turkey Village. Read the text.

This is a turkey as you can see.

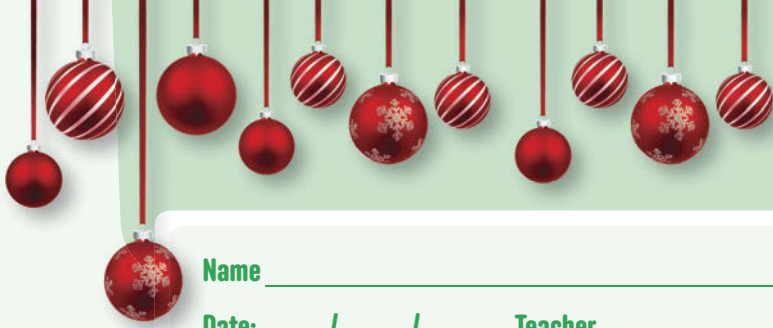
It is beautiful and painted by me.

It comes with love just to say,

Have a very Happy Thanksgiving Day!

D. Colour Turk.





Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Teacher _____

A. Welcome to Santa's Village. Read the bubbles. Colour the picture.

Ho, ho, ho! Merry Christmas! I'm Father Christmas. I'm fat and tall and I have got a big white beard and long wavy white hair! I have got glasses and I wear red clothes! I live in Santa's Village.

This is me! I'm one of the reindeer for Santa's sleigh! I'm brown and I've got a big red nose!

**B. Label the pictures. Choose a word from the box.**

presents candy canes Christmas tree bells sleigh stockings



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



On Christmas Eve we eat codfish and boiled potatoes with cabbage. Traditionally we also have "bolo-rei" and "rabanadas" at our table.



On Christmas Day we eat roast, stuffed turkey with gravy and we eat the traditional Christmas pudding.



Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Teacher _____

A. Read the text.

Valentine's Day is celebrated on 14th February. People send **letters** and **cards** to their loved ones. They also offer **presents**, such as **sweets**, **boxes of chocolate** and **flowers**. It's a day to celebrate love and friendship.

B. Label the images. Use the words in bold from the text.



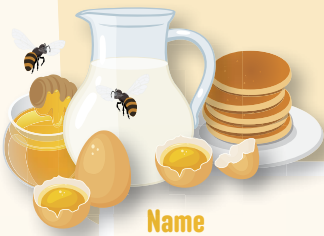
1. _____ 2. _____ 3. _____



4. _____ 5. _____ 6. _____

C. Some people write poems. Read this one and write the name of a friend.





Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Teacher _____

A. Read the text.



Shrove Tuesday is celebrated between 3rd February and 9th March. On that day people usually eat pancakes. In the United Kingdom, there are **pancake races**. People run down the street with a frying pan. They have to **toss the pancake** three times and run very fast.



B. These are the things you need to make pancakes. Match the pictures with the words.



1



2



3



4



5



6



7



8

- | | |
|-----------------------------|-----------------------------|
| 1. ☐ | 5. ☐ |
| 2. ☐ | 6. ☐ |
| 3. ☐ | 7. ☐ |
| 4. ☐ | 8. ☐ |

- a) flour
- b) milk
- c) eggs
- d) sugar
- e) lemon
- f) oil
- g) whisk
- h) frying pan

C. Here's the recipe for pancakes! Make some pancakes and organise a race! You can eat them with your friends!



You need

250 g of flour
300 ml of milk
2 eggs
oil
lemon
sugar

Recipe

- Mix the flour, the milk and the eggs in a bowl.
- Put some oil in the frying pan and fry the pancakes.
- Suggestion: put some lemon juice and sugar on the pancakes before you eat them. It's delicious!



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Teacher _____

A. Read the text and look at the pictures.

St. Patrick's Day is on 17th March. **St. Patrick** is the patron saint of Ireland.

The Irish have **street parades** and people dress up in **green clothes** and put **shamrocks** on their jackets and hats.

The **leprechaun** is a symbol of this day. It has got secret **pots of gold**! You can find them at the end of the **rainbow**!



St. Patrick



green clothes



shamrock



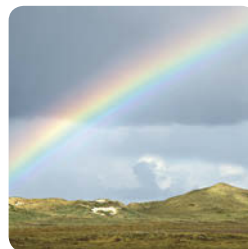
leprechaun



street parade



pot of gold



rainbow

B. Read the sentences and colour the picture.

1. There are **green** shamrocks.
2. There is a **green** hat.
3. There is a **brown** pot.
4. There is **yellow** gold.
5. There is a rainbow. Its colours are **red, orange, yellow, green, blue, purple** and **pink**.

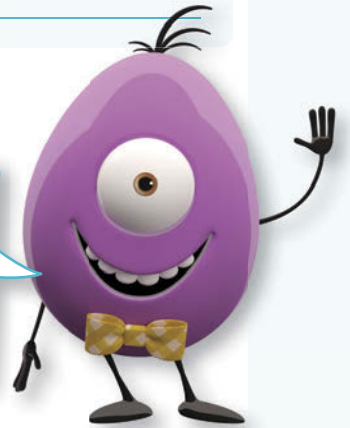
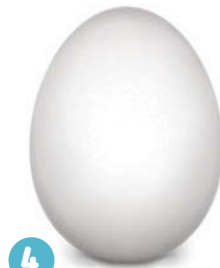
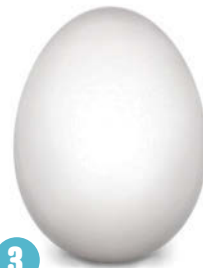




Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Teacher _____

A. Welcome to Easter Village. Read the text.

Hi! I'm Mr Egg. I live in Easter Village. Here everything is different. All my egg friends have different colours. There aren't any chickens. There are only rabbits!! These are my friends.

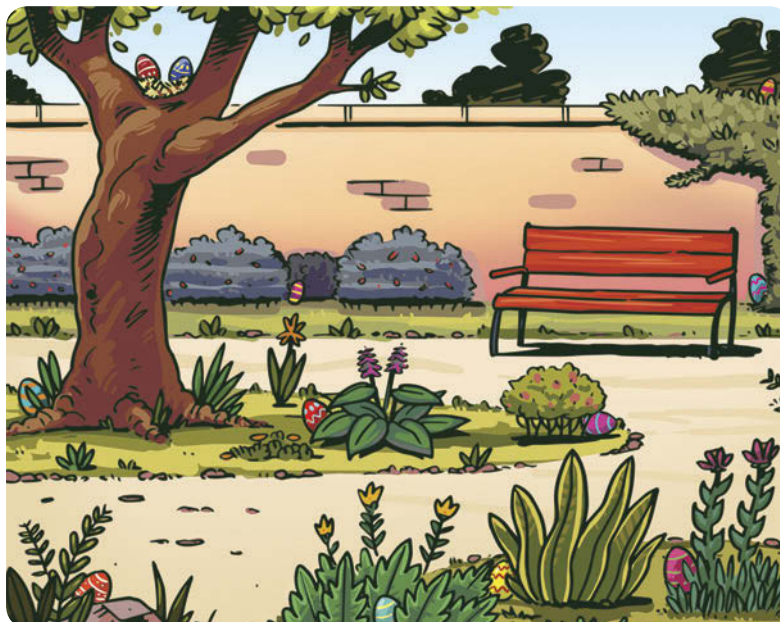
**B. Read the sentences and colour the eggs.**

1. I'm white with red and yellow spots.

3. I'm pink and green. I've got purple hair.

2. I'm blue and I've got a black stripe.

4. I'm half brown and half white.

C. We have an egg hunt here in Easter Village. Look at the picture and find 12 eggs. Circle the eggs.

Cross-curricular worksheets

• Inglês / Matemática.....	12
• Inglês / Ciências Naturais	13
• Inglês / História e Geografia de Portugal	14
• Inglês / Educação Visual	15
• Inglês / Educação Física	16
• Inglês / Educação Musical	17
Answer key.....	134

Available in editable format at

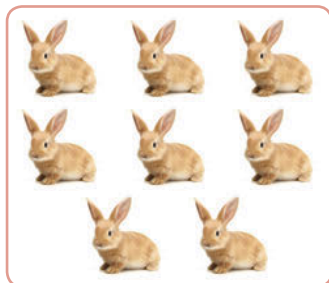


Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Count the items in the pictures and write the correct number.

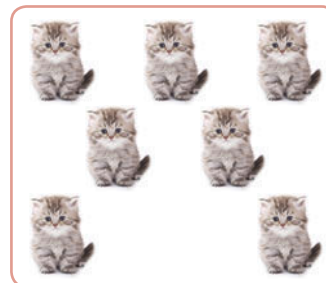
(Conta os elementos das figuras e escreve o número correto.)



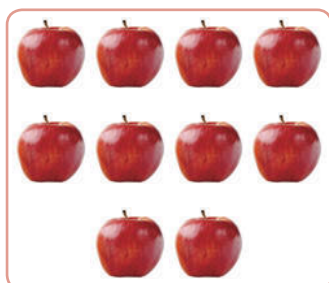
1. There are _____ rabbits.



2. There are _____ cup cakes.



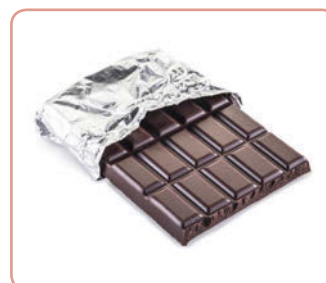
3. There are _____ cats.



4. There are _____ apples.



5. There are _____ pens.



6. There is _____ chocolate bar.

B. Write the correct number in words. (Escreve o número correto por extenso.)

1. $3 + 7 =$ _____

6. $21 - 9 =$ _____

2. $30 - 15 =$ _____

7. $91 - 1 =$ _____

3. $5 \times 5 =$ _____

8. $20 \times 4 =$ _____

4. $13 + 3 =$ _____

9. $8 \div 4 =$ _____

5. $15 \div 3 =$ _____

10. $10 + 8 =$ _____

C. Write the numbers in words. (Escreve os números ordinais por extenso.)

1st _____

6th _____

2nd _____

7th _____

3rd _____

8th _____

4th _____

9th _____

5th _____

10th _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Read the sentences and write the name of the animals. Use the words from the box. (Lê as frases e escreve o nome dos animais. Usa as palavras da caixa.)

rhino

mouse

giraffe

lion

cat

1. I have got a long neck. I have got short orange fur with spots.

I'm a _____.

2. I'm very small, grey and fast. I like cheese.

I'm a _____.

3. I'm strong and fast. I have got golden fur.

I'm a _____.

4. I'm small and I have got long whiskers.

I'm a _____.

5. I'm big and I have got grey skin. I have got a big horn on my nose.

I'm a _____.

B. Read the sentences and colour the animals. (Lê as frases e pinta os animais.)

1. The zebra is black and white.

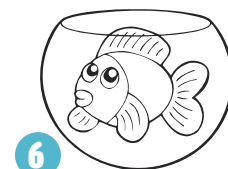
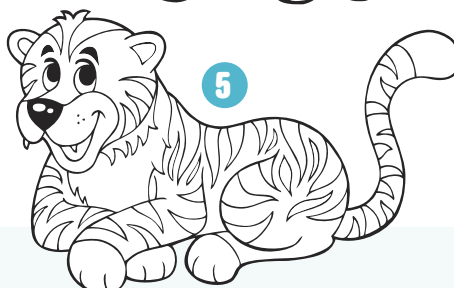
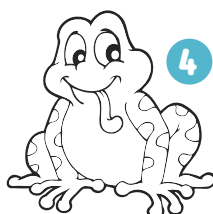
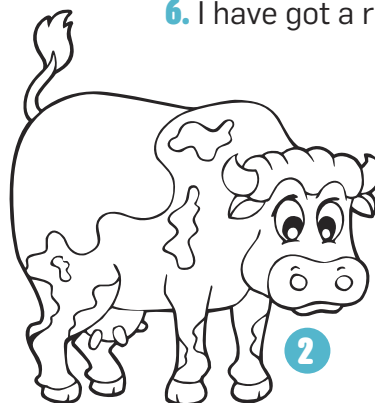
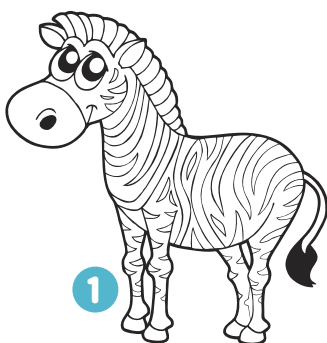
4. I'm a frog. I'm green.

2. Hello. I'm a big, brown cow.

5. The tiger is orange with black stripes.

3. This dog is black. It is beautiful.

6. I have got a red fish. It is small.



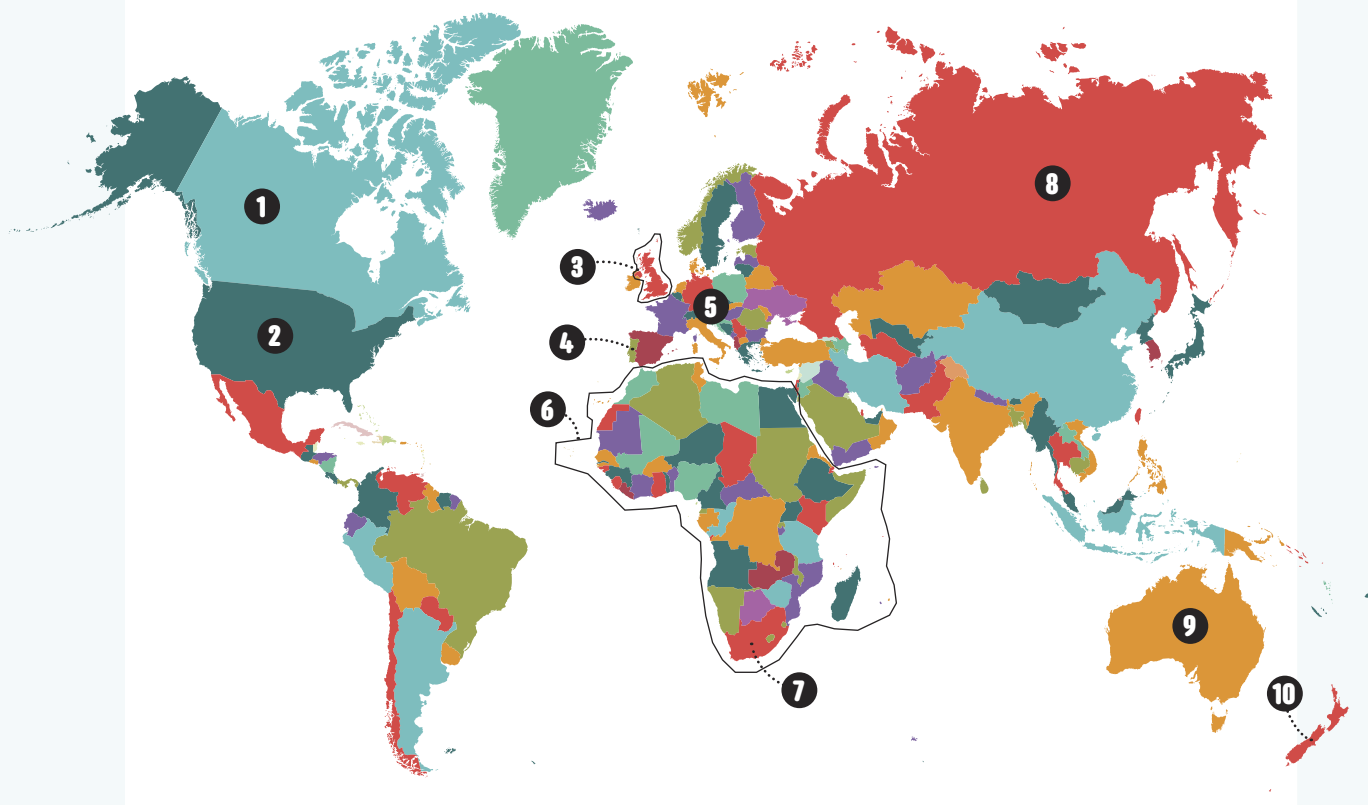
Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Label the map. Use the words from the box.

(Legenda o mapa. Usa as palavras da caixa)

Portugal	The United Kingdom	
Europe	Asia	Africa
Australia	The USA	New Zealand
South Africa	Canada	



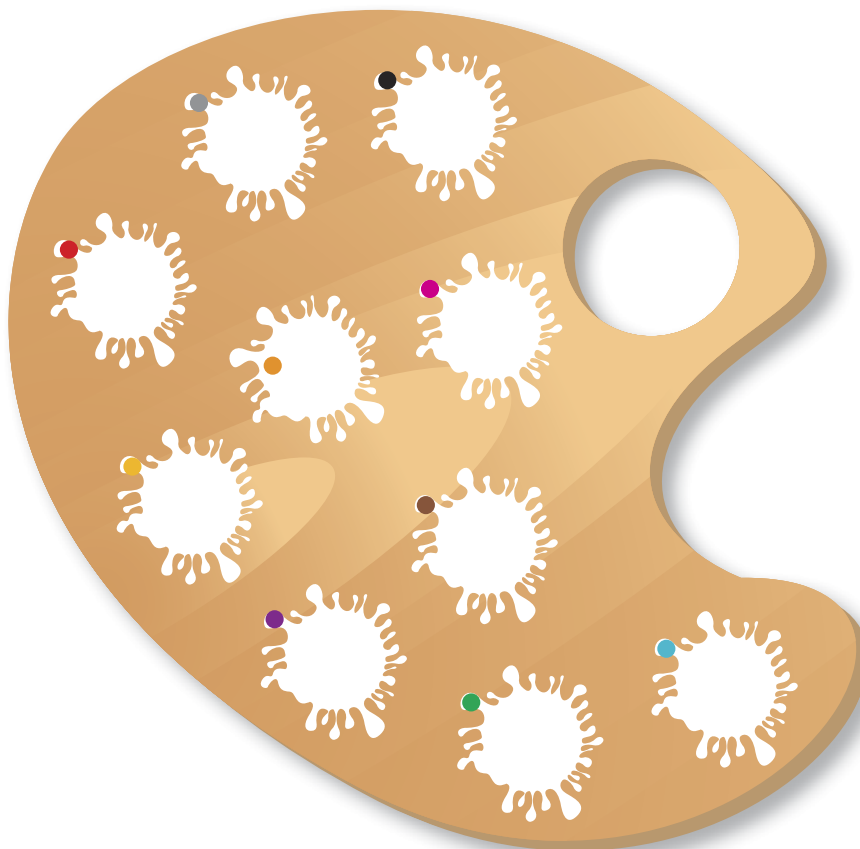
- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Colour the palette with the correct colours.

(Pinta a paleta com as cores corretas.)

black**grey****red****pink****orange****yellow****brown****purple****blue****green****B. If you mix two different colours you get a new one. Write the name of the new colour.**

(Se misturares duas cores diferentes, obténs uma cor nova. Escreve o nome da nova cor.)

1.  +  = _____

2.  +  = _____

3.  +  = _____

4.  +  = _____

5.  +  = _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Write the words from the box in the correct column.

(Escreve as palavras da caixa na coluna correta.)

swimming pool trainers running shoes tennis shoes
swimming cap racket dancing shoes goal
football field goggles swimsuit track shorts music

Football	Swimming	Athletics	Basketball	Dancing	Tennis



B. Draw your favourite sports and label them.

(Desenha os teus desportos favoritos e legenda-os.)



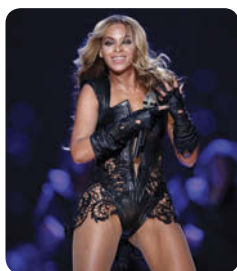
Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Teacher _____

A. Label the pictures. Use the words from the box.

(Legenda as imagens. Usa o vocabulário da caixa.)

piano guitar conductor drums keyboards flute harp violin
DJ saxophone bagpipes stereo headphones CD singer organ



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



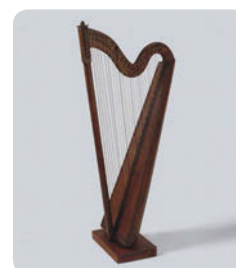
9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



15. _____



16. _____

Extra vocabulary worksheets

(two levels of difficulty)

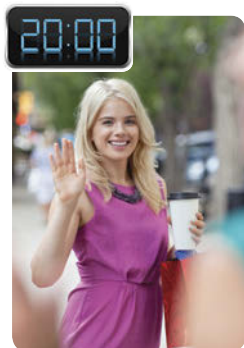
1	Language review.....	20
2	Personal ID	24
3	Family members	26
4	Jobs and occupations	28
5	The human body	30
6	Physical features	32
7	Clothes, footwear and accessories	34
8	Parts of the house	36
9	Furniture.....	38
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12	The time	44
13	Free time activities.....	46
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	Answer key	135

Available in editable format at



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Label the pictures with the correct greeting.



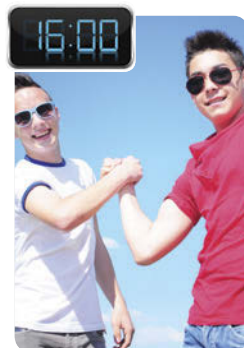
1. _____



2. _____



3. _____



4. _____

B. Read the text.

Mary: Hi! My name is Mary and my surname is Pitt. What's your name?

Peter: Hello! My name is Peter Anderson.

Mary: How do you spell your surname?

Peter: A-N-D-E-R-S-O-N.

C. Now answer the questions about you.

1. What's your name? _____
2. What's your surname? _____

D. Look at the picture and complete the questions and answers. Write the numbers in words.

1. How old is Simon? He is _____ years old.
2. How _____ is Rachel?
She _____.
3. _____ is Mary?
_____.
4. How old _____?
_____.



Worksheet 1A

E. Write the numbers in words. There is one example.

1. one	9.	20.
2.	10.	21.
3.	11.	30.
4.	12.	40.
5.	13.	57.
6.	14.	80.
7.	15.	90.
8.	18.	100.

F. Write the days of the week. There is one example.

Yesterday	Today	Tomorrow
Sunday	Monday	Tuesday
1.	Friday	2.
3.	Thursday	4.
5.	Sunday	6.
7.	Tuesday	8.

G. What's the weather like? Label the pictures. Use the words in the box.

sunny

rainy

cold

hot



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

H. Label the pictures. Write the names of the animals.



1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Label the pictures with the correct greeting. Use the words from the box. There is one example. (Legenda as imagens. Usa as palavras da caixa. Segue o exemplo.)



1. _____ 2. _____ 3. Good night! 4. _____

Good night!
 Good morning!
 Good evening!
 Good afternoon!

B. Read the text. (Lê o texto.)

Mary: Hi! My name is Mary and my surname is Pitt. What's your name?

Peter: Hello! My name is Peter Anderson.

Mary: How do you spell your surname?

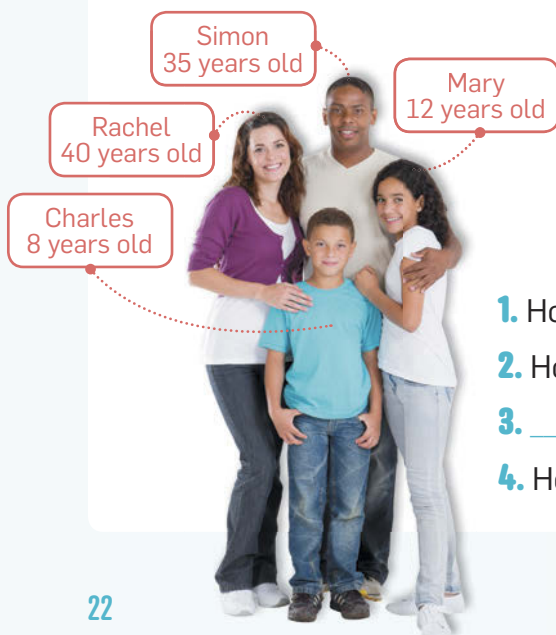
Peter: A-N-D-E-R-S-O-N.

C. Answer the questions about you. (Responde às questões sobre ti.)

1. What's your name? My name is _____.

2. What's your surname? My surname is _____.

D. Look at the picture and complete the sentences. Use the words from the box. There is one example. (Observa a imagem e completa as frases. Usa as palavras da caixa. Segue o exemplo.)



thirty-five Rachel
 how old years old

1. How old is Simon? He is thirty-five years old.

2. How old is _____? She is forty years old.

3. _____ is Mary? She is twelve years old.

4. How old is Charles? He is eight _____.

Worksheet 1B

E. Write the numbers in words. There are two examples.

(Escreve os números por extenso. Segue os exemplos.)

1. one	8.	30. thirty
2.	9.	40.
3.	10.	50.
4.	11.	70.
5.	12.	80.
6.	15.	90.
7.	20.	100.

F. Complete with the days of the week. Use the words from the box.

There is one example. (Completa as frases com os dias da semana. Usa as palavras da caixa. Segue o exemplo.)

Yesterday	Today	Tomorrow
Sunday	Monday	Tuesday
1.	Friday	2.
3.	Thursday	4.
5.	Sunday	6.
7.	Tuesday	8.

Tuesday
Thursday
Friday
Monday
Wednesday
~~Sunday~~
Saturday

G. Label the pictures. Use the words in the box. There is one example.

(Legenda as imagens. Usa as palavras da caixa. Segue o exemplo.)



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

~~sunny~~
rainy
cold
hot

H. Label the pictures. Use the words from the box.

There is one example. (Legenda as imagens.)

Usa as palavras da caixa. Segue o exemplo.)



1. cat 2. _____ 3. _____ 4. _____ 5. _____

elephant
pig
~~cat~~
dog
lion

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the questions with the answers.

- | | |
|------------------------------------|---|
| What's your name? 1. • | • a) My surname is Pereira. |
| What's your surname? 2. • | • b) I'm from Portugal. |
| When is your birthday? 3. • | • c) My name is Francisco. |
| Where are you from? 4. • | • d) My birthday is on 19 th March. |



B. Fill in the school card with information about YOU.



Name: _____

Surname: _____

Age: _____

Birthday: _____

Country: _____



C. Now answer the questions.

1. What is your name?

2. What is your surname?

3. How old are you?

4. Where are you from?

5. When is your birthday?

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the questions with the answers.

(Associa as perguntas às respostas.)

- | | |
|------------------------------------|---|
| What's your name? 1. • | • a) My surname is Pereira. |
| What's your surname? 2. • | • b) I'm from Portugal. |
| When is your birthday? 3. • | • c) My name is Francisco. |
| Where are you from? 4. • | • d) My birthday is on 19 th March. |

**B. Fill in the school card with information about YOU.**

(Preenche o cartão de estudante com informações acerca de TI.)

	Name (nome): _____

	Surname (apelido): _____
	Age (idade): _____
	Country (país): _____
	Nationality (nacionalidade): _____

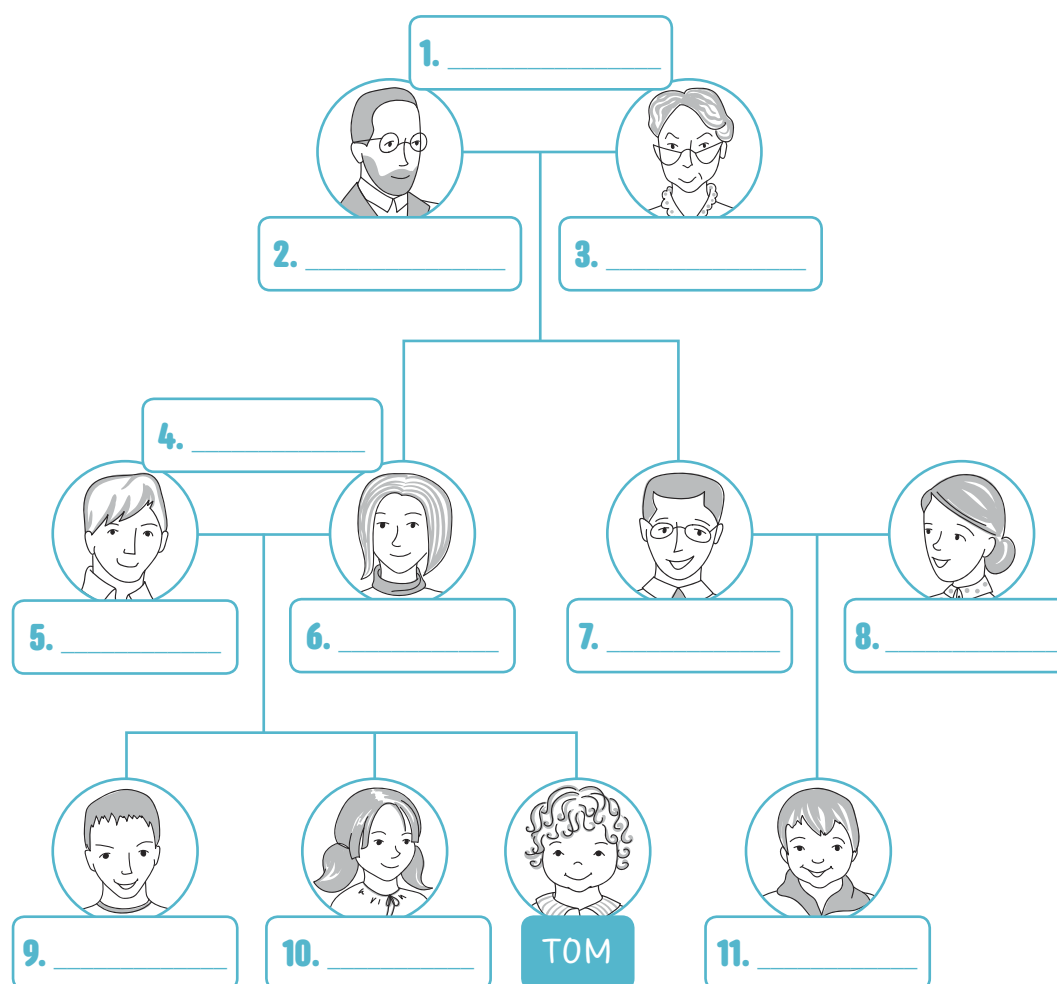
C. Now answer the questions. (Agora responde às questões.)

- What is your name?
My name is _____.
- What is your surname?
My surname is _____.
- How old are you?
I'm _____.
- Where are you from?
I'm _____.
- When is your birthday?
It's on _____.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Look at Tom's family tree. Label the pictures with the words from the box.

uncle father parents grandmother
 grandfather sister mother aunt
 grandparents brother cousin



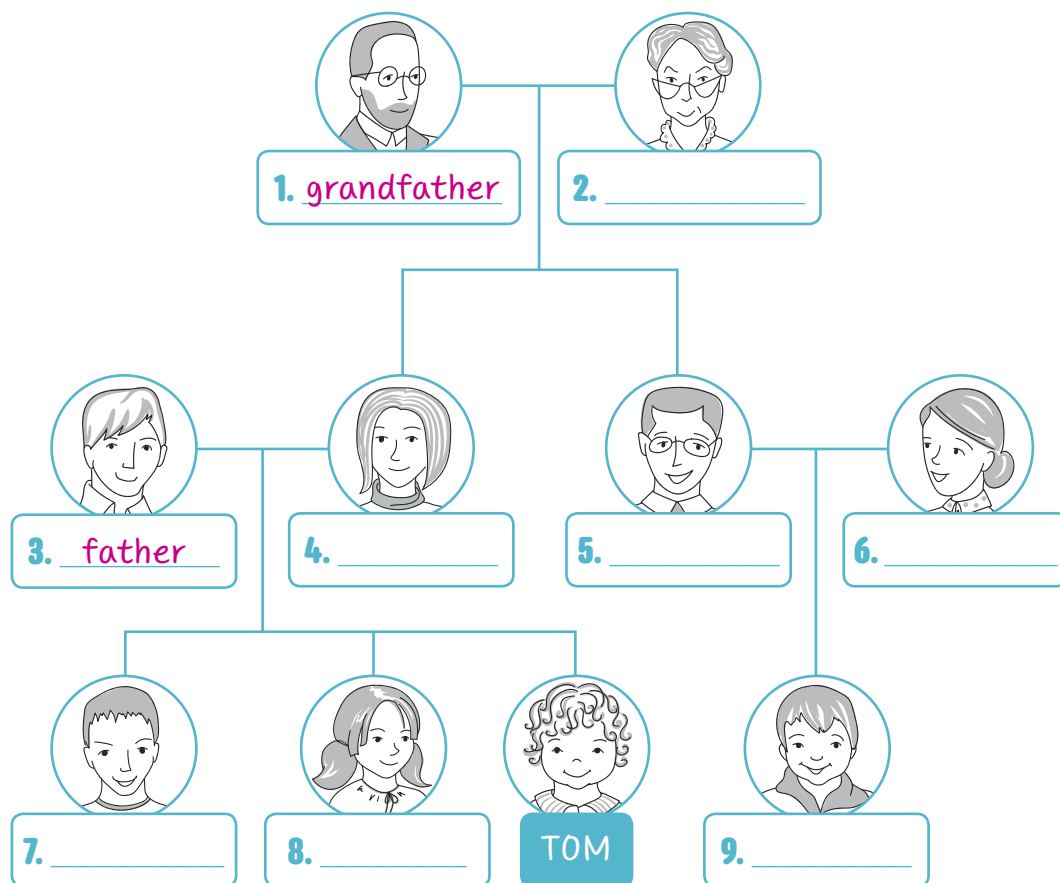
B. Fill in the table with other family words.

1. M _ _ _	5. S _ _ _
2. D _ _ _	6. D _ U _ _ _ R
3. H _ _ _ _ _	7. S _ _ P M _ _ _ _
4. _ I F _	8. S _ _ P F _ _ _ _

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Look at Tom's family tree. Label the pictures with the words from the box. There are two examples. (Observe a árvore genealógica do Tom.
Legenda as imagens. Usa as palavras da caixa. Segue os exemplos.)

mother grandfather grandmother father
brother sister cousin aunt uncle



B. Fill in the table with other family words: son, daughter, mum, dad, parents, grandparents, husband, wife. (Completa a tabela com outros graus de parentesco: son, daughter, mom, dad, grandparents, parents, husband, wife.)

1. M ____	5. S ____
2. D ____	6. D ____ U ____ R
3. H ____	7. P ____ RE ____
4. ____ IF ____	8. GR ____ P ____ TS

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Label the pictures with the correct job.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Label the pictures with the correct job. Use the words from the box. There is one example. (Legenda as imagens com a profissão correta.
 Usa as palavras da caixa. Segue o exemplo.)

teacher vet firefighter police officer
 engineer cook singer pilot
fisherman mechanic football player doctor

1. fisherman

2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



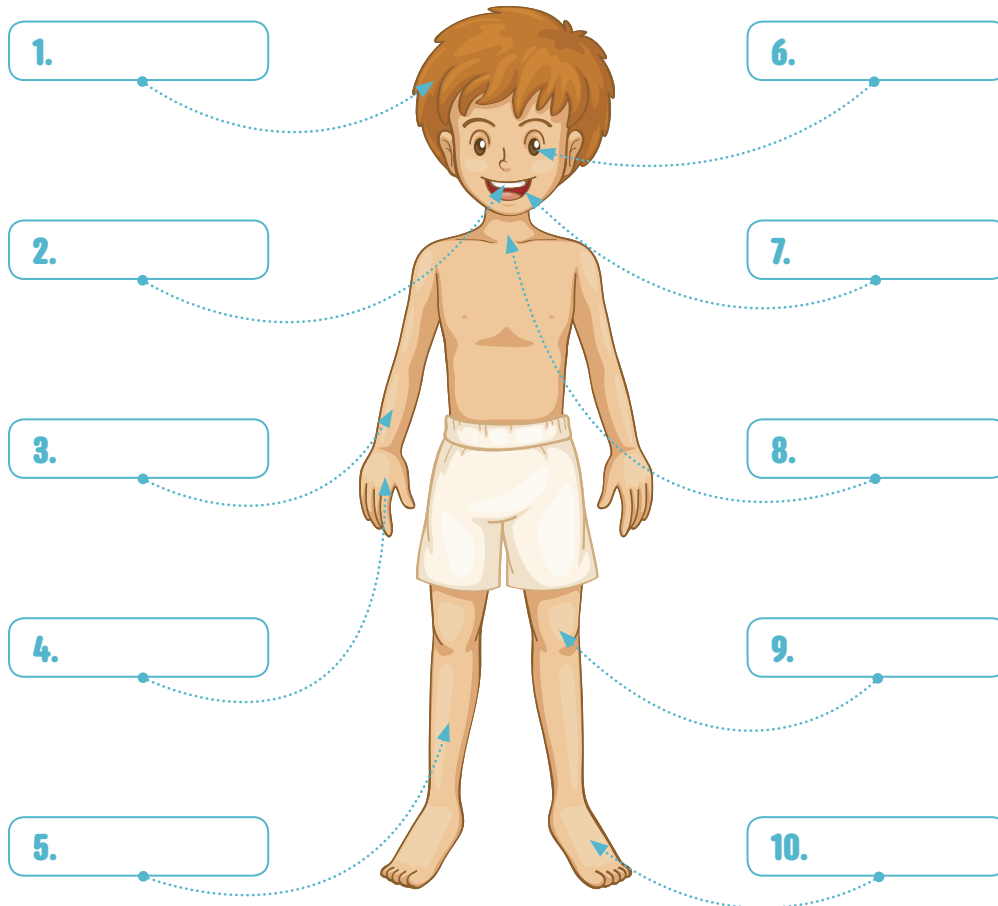
11. _____



12. _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Label the picture with the correct parts of the body.



B. Unscramble the letters and write the words.

- | | |
|----------------|-------------------|
| 1. rae _____ | 4. shldreou _____ |
| 2. boelw _____ | 5. finrge _____ |
| 3. ecaf _____ | 6. eadh _____ |

C. Find out which part of the body this is.

1. I smell, so I am the _____. 
2. I eat, so I am the _____. 
3. I touch, so I am the _____. 
4. I walk, so I am the _____. 

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Label the picture with the correct parts of the body. Use the words from the box. There is one example. (Legenda as imagens com as partes do corpo. Usa as palavras da caixa. Segue o exemplo.)

1. ~~hair~~

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

mouth
~~hair~~
eye
neck
arm
hand
leg
foot

B. Look at the pictures and unscramble the letters. There is one example. (Observa as imagens e coloca as letras das palavras na ordem correta. Segue o exemplo.)

1. rae e

2. eson n

3. ecaf f

4. shldreou s

5. finrge f

6. eadh h

C. Write the name of the part of the body. Use the words from the box. There is one example. (Escreve o nome da parte do corpo. Usa as palavras da caixa. Segue o exemplo.)

1. I smell, so I am the nose

2. I eat, so I am the _____

3. I touch, so I am the _____

4. I walk, so I am the _____

~~nose~~
hand
foot
mouth

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read Mary's description.

Mary is tall and fat. She has got brown hair and brown eyes.
 Her hair is short and her eyes are small. She is nice and pretty.

B. Now complete the text about Mary's sister.

Mary has got a sister. Her sister is the **opposite** of her.
 Her sister is (1) _____ and (2) _____.
 She has got (3) _____ hair and (4) _____ eyes.
 Her hair is (5) _____ and her eyes are (6) _____.
 She is also nice and pretty.



C. Write the words in the correct order. Make sentences.

1. has got / short / hair / Sarah / .

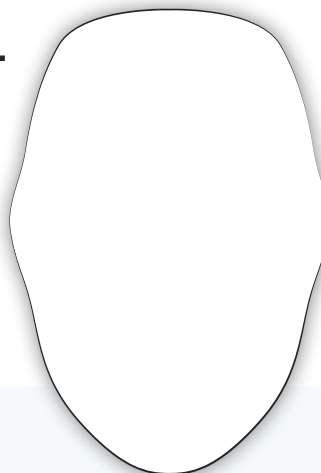
2. has got / brown / big / eyes / Jane / .

3. has got / wavy / red hair / Tom / .

4. has got / curly / long / black hair / Anne / .

D. Read the text and complete the picture.

She has got long straight brown hair. Her eyes are big and round.
 Her mouth is small and her nose is small, too.



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read Mary's description. (Lê a descrição da Mary.)

Mary is **tall** and **fat**. She has got **brown** hair and **brown** eyes.
 Her hair is **short** and her eyes are **small**. She is nice and pretty.

B. Now, complete the text about Mary's sister. Circle the correct option.

(Agora completa o texto acerca da irmã da Mary. Rodeia a opção correta.)

Mary has got a sister. Her sister is the opposite of her.
 Her sister is (1) **short** / **tall** and (2) **fat** / **thin**.
 She has got (3) **blond** / **black** hair and (4) **blue** / **brown** eyes.
 Her hair is (5) **short** / **long** and her eyes are (6) **small** / **big**.
 She is also nice and pretty.



C. Write the words in the correct order. Make sentences.

(Escreve as palavras na ordem correta. Constrói frases.)

1. Sarah has got / short / hair / .

2. Jane has got / brown / big / eyes / .

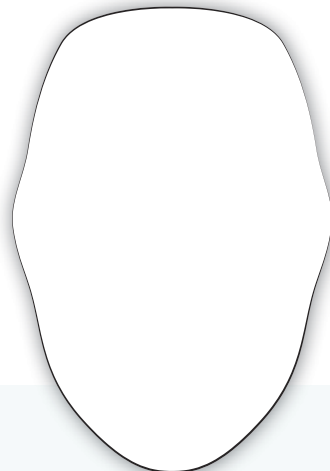
3. Tom has got / wavy / red hair / .

4. Anne has got / curly / long / black / hair / .

D. Read the text and complete the picture.

(Lê o texto e completa o desenho.)

She has got long straight brown hair.
 Her eyes are big and round. Her mouth
 is small and her nose is small, too.



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Label the pictures.



1. pyjamas



2. _____



3. _____



4. _____



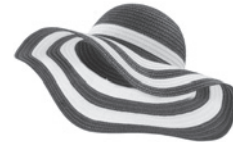
5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



15. _____



16. _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Label the pictures. Use the words from the box. There is one example. (Legenda as imagens. Usa as palavras da caixa. Segue o exemplo.)

shoes jeans shorts boots dress skirt pyjamas trousers
 belt hat coat shirt jacket socks trainers scarf



1. pyjamas



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



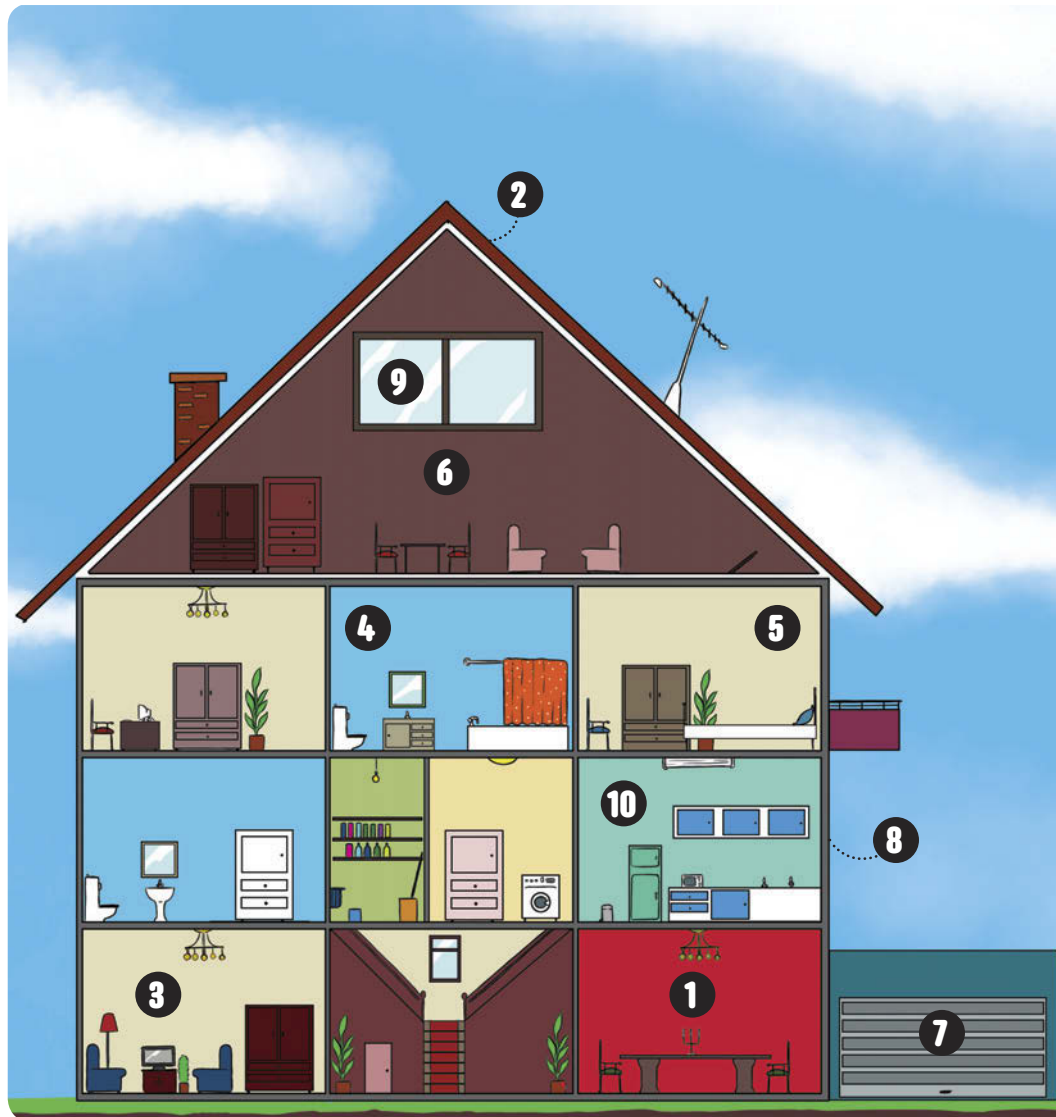
15. _____



16. _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Label the picture. Write the correct number.



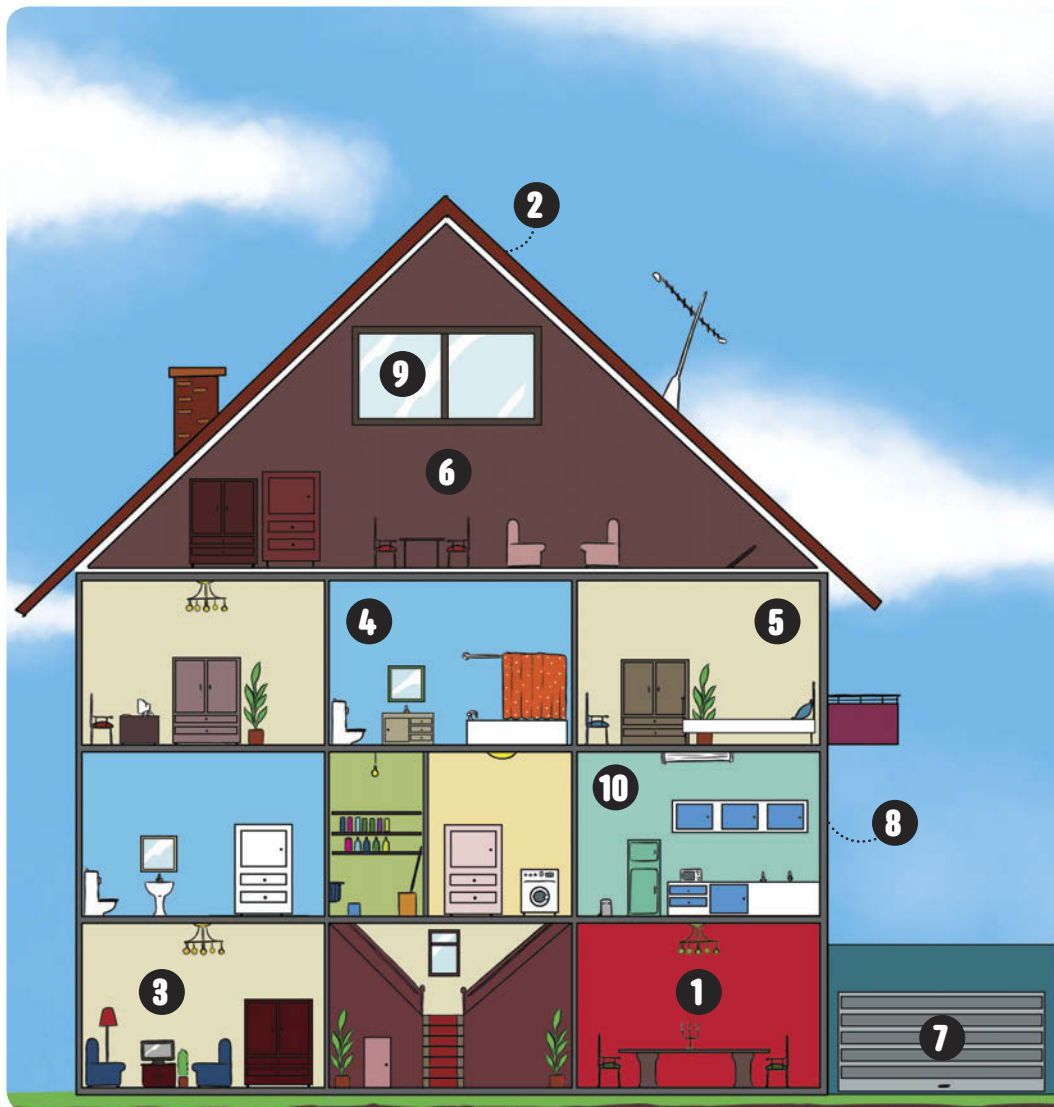
- | | |
|---|------------------------------------|
| ☐ a) bathroom | ☐ f) attic |
| ☐ b) kitchen | ☐ g) wall |
| ☐ c) living room | ☐ h) roof |
| ☐ d) dining room | ☐ i) window |
| ☐ e) bedroom | ☐ j) garage |

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Label the picture. Write the correct number. There is one example.

(Legenda a imagem. Escreve o número correto. Segue o exemplo.)

☒ **4** a) bathroom (casa de banho)☐ **b)** kitchen (cozinha)☐ **c)** living room (sala de estar)☐ **d)** dining room (sala de jantar)☐ **e)** bedroom (quarto)☐ **f)** attic (sótão)☐ **g)** wall (parede)☐ **h)** roof (telhado)☐ **i)** window (janela)☐ **j)** garage (garagem)

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the words with the pictures.



1



2



3



4



5



6



7



8



9

☐ a) bedside table

☐ d) rug

☐ g) sink

☐ b) chest of drawers

☐ e) table

☐ h) desk

☐ c) cooker

☐ f) cupboard

☐ i) washbasin

B. Complete the text.

In Sam's kitchen there is a (1) _____ and six (2) _____.



In the living room there is a (3) _____ and an (4) _____.



In her bedroom there is a (5) _____ and a (6) _____.



In the study there is a (7) _____ and a (8) _____.



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Label the pictures. Use the words from the box. There is one example.

(Legenda as imagens. Usa as palavras da caixa. Segue o exemplo.)

~~cupboard~~

washbasin

cooker

desk

sink

rug

chest of drawers

table



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



5. _____ 6. _____ 7. _____ 8. _____

B. Complete the text. Use the words from the box. There is one example.

(Completa o texto. Usa as palavras da caixa. Segue o exemplo.)

bookcase

armchair

~~fridge~~

sofa

lamp

chairs

bed

wardrobe

In Sam's kitchen there is a (1) fridge and six (2) _____



In the living room there is a (3) _____ and an (4) _____



In her bedroom there is a (5) _____ and a (6) _____



In the study there is a (7) _____ and a (8) _____



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the table. Write the names of the food and drinks in the correct place.

chicken	water	tea	lettuce	tomato	coffee
mango	pear	milk	apple	banana	cheese
cake	jelly	potato	eggs	ice cream	chips

Fruit	Vegetables	Dessert	Drinks	Other food

B. Label the pictures.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the pictures with the correct name of food and drinks.
There is one example.

(Associa as imagens às palavras de comida e bebidas. Segue o exemplo.)



- ☒ **1 a)** chicken
 ☐ **c)** tomato
 ☐ **e)** milk
 ☐ **g)** bananas
 ☐ **i)** eggs
☐ **b)** lettuce
 ☐ **d)** pear
 ☐ **f)** apple
 ☐ **h)** cake
 ☐ **j)** cheese

B. Label the pictures. Use the words from the box. There is one example.

(Legenda as imagens. Usa as palavras da caixa. Segue o exemplo.)

peas pie salad soup bread strawberries orange onions



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



5. _____ 6. _____ 7. _____ 8. _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Label the pictures with the correct daily routine activity.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



15. _____



16. _____

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Label the pictures with the correct daily routine activity. Use the expressions from the box. There is one example. (Legenda as imagens com as atividades da rotina diária. Usa as expressões da caixa. Segue o exemplo.)

~~get up~~

have dinner

do her homework

get dressed

have classes

go to bed

have breakfast

catch the bus

have lunch

1. get up

2. _____



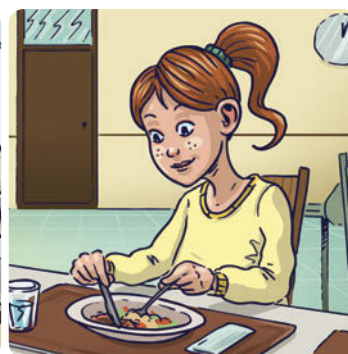
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

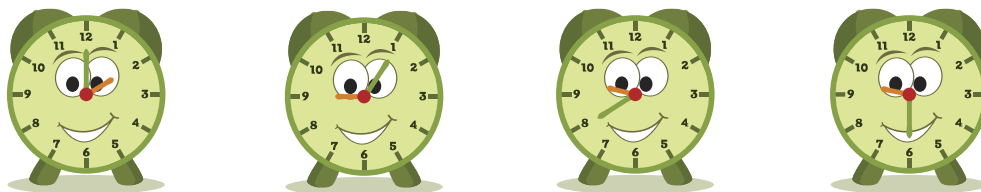
Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the pictures with the correct time.

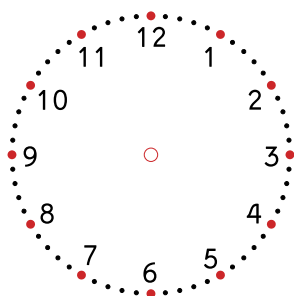


- | | |
|---|---|
| ☐ a) It's ten o'clock. | ☐ f) It's a quarter to eleven. |
| ☐ b) It's six p.m. | ☐ g) It's twenty past nine. |
| ☐ c) It's a quarter past eleven. | ☐ h) It's midnight. |
| ☐ d) It's midday. | ☐ i) It's half past ten. |
| ☐ e) It's six a.m. | ☐ j) It's five to eight. |

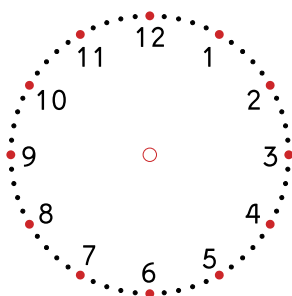
B. What time is it? Label the pictures.



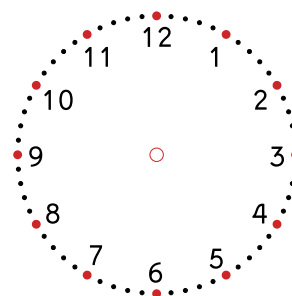
C. Draw the hands on the clocks.



1. It's half past eight.



2. It's five o'clock.



3. It's ten to nine.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the pictures with the correct time. There is one example.

(Associa os relógios às respetivas horas. Segue o exemplo.)



1



2



3



4



5



6

- 1 a) It's ten o'clock. ☐ d) It's a quarter to eleven.
☐ b) It's a quarter past eleven. ☐ e) It's twenty past nine.
☐ c) It's midday. ☐ f) It's half past ten.

B. What time is it? Label the pictures. Use the expressions from the box. There is one example.

(Que horas são? Legenda as imagens. Usa as expressões da caixa. Segue o exemplo.)

It's half past nine.

~~It's two o'clock.~~

It's five past nine.

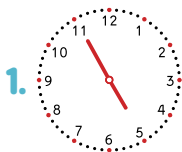
It's a quarter past nine.



1. It's two o'clock. 2. _____ 3. _____ 4. _____

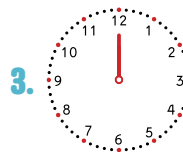
C. What time is it? Tick (✓) the correct option. There is one example.

(Que horas são? Selecciona a opção correta. Segue o exemplo.)



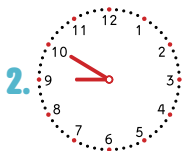
1.

- ☐ a) It's five past five.
☒ b) It's five to five.



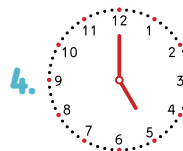
3.

- ☐ a) It's midday.
☐ b) It's one o'clock.



2.

- ☐ a) It's ten past nine.
☐ b) It's ten to nine.



4.

- ☐ a) It's seven o'clock.
☐ b) It's five o'clock.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the pictures with the correct word/expression.



- | | | |
|-------------------------------------|--|---|
| ☐ a) camping | ☐ c) dancing | ☐ e) playing the guitar |
| ☐ b) writing | ☐ d) going to the beach | ☐ f) playing video games |

B. Label the pictures with the free time activities.



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Tick (✓) the correct option. There is one example.

(Selecione a opção correta. Segue o exemplo.)



1. What are they doing?

- ☒ **a)** camping
☐ **b)** singing

4. Where is he going?

- ☐ **a)** to the cinema
☐ **b)** to the beach



2. What is she doing?

- ☐ **a)** writing
☐ **b)** dancing

5. What is he doing?

- ☐ **a)** playing the guitar
☐ **b)** playing the piano



3. What are they doing?

- ☐ **a)** playing the guitar
☐ **b)** dancing

6. What are they doing?

- ☐ **a)** playing video games
☐ **b)** playing cards



B. Label the pictures. Use the words from the box. There is one

example. (Legenda as imagens. Usa as palavras da caixa. Segue o exemplo.)

~~reading~~

playing cards

listening to music

watching TV

going to the cinema

singing



1. reading



2. _____



3. _____



4. _____



5. _____



6. _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Label the pictures. Write the names of the sports.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the pictures with the correct words. There is one example.

(Associa as imagens às palavras correspondentes. Segue o exemplo.)



1



2



3



4



5



6

☒ a) football

☐ c) volleyball

☐ e) judo

☐ b) basketball

☐ d) baseball

☐ f) rugby

B. Label the pictures. Use the words from the box. There is one example.

(Legenda as figuras. Usa as palavras da caixa. Segue o exemplo.)

tennis

swimming

cycling

gymnastics

skiing

~~running~~

surfing

ice skating

1. running

2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Extra grammar worksheets

(two levels of difficulty)

1	Verb <i>to be</i>	52
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3	Definite and indefinite articles	58
4	Possessive determiners	60
5	Verb <i>have got</i>	62
6	Verb <i>to be</i> vs. verb <i>have got</i>	66
7	Possessive case Question word: <i>Whose...?</i>	68
8	Possessive pronouns	70
9	Adjectives	72
10	Verb <i>there</i> + <i>to be</i>	74
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23	Prepositions of movement	108
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	Answer key	136

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the table with the personal pronouns.

Portuguese	English
eu	I
tu	
ele	
ela	
ele/ela (objetos/animais)	it
nós	
vós	
eles/elas	they

B. Complete the table with the present simple of the verb to be.

Verb to be		
Affirmative	Negative	Interrogative
I am (I'm)	I am not (I'm not)	Am I...?
he/she/it		
they		

C. Write the short form of the verb to be. There is one example.

- She is twelve years old. She's twelve years old.
- We are in the same class. _____
- They are students. _____
- You are a nice person. _____
- His name is Jack. _____
- I am happy today. _____

Worksheet 1A

D. Fill in the blanks with **am, is, are**. There is one example.

1. Jack is from Scotland.
2. My mother _____ a teacher.
3. We _____ cousins.
4. My parents _____ in the park.
5. Riley _____ in the film *Inside Out*.
6. I _____ a student.

E. Complete the sentences with the verb **to be** (affirmative/negative). There is one example.

I ⁽¹⁾ am Tim. I'm from Portugal, but I ⁽²⁾ _____ (not) Portuguese. I ⁽³⁾ _____ from Scotland. Annie ⁽⁴⁾ _____ my best friend. She ⁽⁵⁾ _____ (not) from Scotland. Her parents ⁽⁶⁾ _____ from England.

F. Put the words in the correct order. Write sentences. There is one example.

1. I / ten / am / years old / . I am ten years old.
2. name / her / is / Annie / . _____
3. old / how / are / you / ? _____
4. actress / is / Emma Watson / an / . _____
5. parents / your / are / firefighters / ? _____
6. Portugal / are / we / not / from / . _____

G. Imagine you are talking to Emma Watson (E.W.). Answer her questions about yourself.

E.W.: Hello! What's your first name?

You: ⁽¹⁾ _____

E.W.: What's your surname?

You: ⁽²⁾ _____

E.W.: How old are you?

You: ⁽³⁾ _____

E.W.: Where are you from?

You: ⁽⁴⁾ _____

E.W.: Nice to meet you. Bye!!



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the table with the personal pronouns. Use the words from the box. (Completa a tabela com os *personal pronouns*. Usa as palavras da caixa.)

you she we you he

Portuguese	English
eu	I
tu	
ele	
ela	
ele/ela (objetos/animais)	it
nós	
vós	
eles/elas	they

B. Complete the table with the present simple of the verb to be. There is one example.

(Completa a tabela com o *present simple* do verbo *to be*. Segue o exemplo.)

Verb to be		
Affirmative	Negative	Interrogative
I am (I'm)	I am not (I'm not)	Am I...?
you	you	you...?
he	he	he...?
she	she	she...?
it	it	it...?
we	we	we...?
you	you	you...?
they	they	they...?

Worksheet 1B

C. Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

1. Jack is / are from Scotland.
2. My mother is / am a teacher.
3. We am / are cousins.
4. My parents is / are in the park.
5. I am / are a student.
6. Tom and Jack is / are doctors.
7. Helen am / is happy.
8. Katy and I am / are sisters.
9. You is / are British.
10. I am / are fine, thanks.

D. Look at the pictures and tick (✓) the correct option. There is one example. (Observa as imagens e seleciona a opção correta. Segue o exemplo.)



1. Is she at school?

- ☐ a) Yes, she is.
☒ b) No, she isn't.

3. Are they twin sisters?

- ☐ a) Yes, they are.
☐ b) No, they aren't.



2. Are they teachers?

- ☐ a) Yes, they are.
☐ b) No, they aren't.

4. Is he Portuguese?

- ☐ a) Yes, he is.
☐ b) No, he isn't.



E. Put the words in the correct order. Write sentences. There is one example. (Coloca as palavras na ordem correta. Escreve frases. Segue o exemplo.)

1. I / ten / am / years old / . I am ten years old.
2. name / Her / is / Annie / . _____
3. old / How / are / you / ? _____
4. actress / is / Emma Watson / an / . _____
5. Portugal / are not / We / from / . _____

F. Complete the dialogue about yourself. Use the verb to be. There is one example. (Completa o diálogo sobre ti. Usa o verbo to be.)

Emma Watson: Hello! What ⁽¹⁾ is your first name?

You: My name ⁽²⁾ _____.

E.W.: How old ⁽³⁾ _____ you?

You: I ⁽⁴⁾ _____ years old.

E.W.: Where ⁽⁵⁾ _____ you from?

You: I ⁽⁶⁾ _____.

E.W.: Nice to meet you. Bye!!



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the questions with the answers. There is one example.

- | | |
|----------------------------|--|
| Where is Adele from? 1. • | • a) Her surname is Santos. |
| When is his birthday? 2. • | • b) She is from the UK. |
| What is her surname? 3. • | • c) I'm fine, thanks. |
| Who is your friend? 4. • | • d) I'm in the garden. |
| How are you? 5. • | • e) His birthday is on 7 th October. |
| How old are they? 6. • | • f) It's Jonas. |
| Where are you? 7. • | • g) They are ten years old. |

B. Read the answers and complete the questions.

- | | |
|---|---|
| 1. _____ is your name?
My name is Jane. | 6. _____ are you today?
I'm fine, thanks. |
| 2. _____ are you from?
I'm from England. | 7. _____ is your English
teacher? It's Miss Highsmith. |
| 3. _____ are you?
I'm ten years old. | 8. _____ is your school?
It's in Leiria. |
| 4. _____ is your birthday?
It's on 6 th November. | 9. _____ is your job?
I'm a mechanic. |
| 5. _____ is your favourite
colour? It's blue. | 10. _____ is Jane's party?
It's on Sunday. |

C. Ask questions. There is one example.

1. What's your name ? My name is Justin.
2. _____ ? We are singers.
3. _____ ? The party is at school.
4. _____ ? My birthday is on 20th March.
5. _____ ? She is fine.
6. _____ ? They're nine years old.



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

Who (Quem) What (Qual) When (Quando)
 Where (Onde) How (Como) How old (Quantos anos)

A. Match the questions with the answers. There is one example.

(Associa as perguntas às respostas. Segue o exemplo.)

- Where is Adele from? **1.** • **a)** Her surname is Santos.
 When is his birthday? **2.** • **b)** She is from the UK.
 What is her surname? **3.** • **c)** I'm fine, thanks.
 Who is your friend? **4.** • **d)** His birthday is on 7th October.
 How are you? **5.** • **e)** It's Jonas.
 How old are they? **6.** • **f)** They are ten years old.

B. Tick (✓) the right question. There is one example.

(Seleciona a pergunta correta. Segue o exemplo.)

- 1.** _____? His name is Justin.
☐ **a)** What's his nationality? ☒ **b)** What's his name?
2. _____? He's a singer.
☐ **a)** What's his job? ☐ **b)** Where is he from?
3. _____? It's at school.
☐ **a)** When is the party? ☐ **b)** Where is the party?
4. _____? It's on 20th March.
☐ **a)** Where are you from? ☐ **b)** When is your birthday?



C. Read the answers and complete the questions. There is one example.

(Lê as respostas e completa as perguntas. Segue o exemplo.)

- 1.** What is your name? My name is Jane.
2. _____ are you from? I'm from England.
3. _____ are you? I'm ten years old.
4. _____ is your favourite colour? It's blue.
5. _____ are you today? I'm fine, thanks.
6. _____ is your English teacher? It's Miss Highsmith.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Write *a* or *an*.



1. _____ singer



2. _____ architect



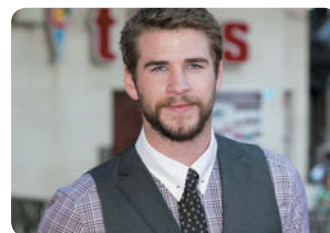
3. _____ nurse



4. _____ firefighter



5. _____ teacher



6. _____ actor

B. Complete the sentences with *a*, *an* or *the*.

- Quaresma is _____ football player.
- I have got _____ new pet. It is _____ yellow cat.
- It's _____ orange. It's _____ big orange.
- _____ United States is _____ English-speaking country.
- _____ Smiths are a big family.
- _____ students are in _____ classrooms.

C. Complete the dialogues with *a*, *an*, *the*, *—*.

- A.** Are you from _____ UK?
B. No, I'm not. I'm from _____ France.
- A.** Do you like _____ animals?
B. Yes, I do. I love _____ cats.
 I have got _____ cat.
- A.** Is this _____ apple?
B. Yes, it's _____ red apple.
- A.** Is he _____ basketball player?
B. No, he isn't. He plays _____ tennis.
- A.** Is _____ sun shining?
B. Yes, it is. It's _____ beautiful day.
- A.** Is _____ Ellen your friend?
B. Yes, she is _____ old friend.

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)



1. **a** / an singer



2. **a** / an architect



3. **a** / an nurse



4. **a** / an firefighter



5. **a** / an teacher



6. **a** / an actor

B. Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

1. Quaresma is **a** / an football player.
2. I have got **a** / an new pet. It is **a** / an yellow cat.
3. It's **a** / an orange. It's **a** / an big orange.
4. **The** / **A** United States is **a** / an English-speaking country.
5. **The** / **A** Smiths are a big family.
6. **The** / **A** students are in **a** / **the** classrooms.

C. Fill in the gaps with the or –. There is one example.

(Preenche os espaços com the ou –. Segue o exemplo.)

1. Ed Sheeran is from the UK.
2. Peter is _____ only boy in _____ classroom.
3. He plays _____ basketball.
4. _____ sun is shining.
5. This is the city of _____ Lisbon.
6. _____ Ellen is my friend.



Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the sentences. Use the possessive determiners: *my, your, his, its, our, your, their*.

1. I have got a book.

It's _____ book.

2. You have got a dog.

It's _____ dog.

3. He has got a cousin.

It's _____ cousin.

4. She has got a ruler.

It's _____ ruler.

5. We have got new bikes.

They are _____ bikes.

6. They have got a parrot. It's _____ parrot.

**B. Complete the sentences with a possessive determiner.**

1. We are from Portugal. _____ parents are Portuguese.

2. She's ten years old. _____ birthday is on 1st July.

3. They are at home. _____ house is in Coimbra.

4. You are Tom. _____ surname is Taylor.

5. He lives in London. _____ address is 34 Kings Road.

6. I'm happy. _____ family is happy, too.

C. Fill in the gaps with the correct possessive determiner.

Hello! My name is Trevor! This is ⁽¹⁾ _____ family. We are the Robinsons. Tim and Ann are ⁽²⁾ _____ parents. Peter and Sophie are my brother and sister. We have got a pet. ⁽³⁾ _____ pet is a dog. ⁽⁴⁾ _____ name is Bones. I am eleven years old and Peter and Sophie are eight. They are twins and ⁽⁵⁾ _____ favourite colour is blue. My mother is forty years old. ⁽⁶⁾ _____ favourite colour is green. My father is forty-three. ⁽⁷⁾ _____ favourite colour is orange.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the sentences. Circle the correct possessive determiner.
There is one example. (Completa as frases. Rodeia o *possessive determiner* correto. Segue o exemplo.)

1. I have got a book. It's my / our book.
2. You have got a dog. It's your / his dog.
3. He has got a cousin. It's his / their cousin.
4. She has got a ruler. It's her / his ruler.
5. We have got new bikes. They are your / our bikes.
6. They have got a parrot. It's their / your parrot.



B. Fill in the gaps with her, his, our, your, their. There is one example.
 (Preenche os espaços com *her, his, our, your, their*. Segue o exemplo.)

1. We are from Portugal. Our parents are Portuguese.
2. She's ten years old. _____ birthday is on 1st July.
3. They are at home. _____ house is in Coimbra.
4. You are Tom. _____ surname is Taylor.
5. He lives in London. _____ address is 34 Kings Road.
6. We are happy. _____ family is happy, too.

C. Circle the correct option. There is one example.
 (Rodeia a opção correta. Segue o exemplo.)

Hello! My name is Trevor! This is ⁽¹⁾ my / his family. Tim and Ann are ⁽²⁾ my / your parents. Peter and Sophie are my brother and sister. We have got a pet. ⁽³⁾ Its / Our pet is a dog. ⁽⁴⁾ Its / Our name is Bones.

I am eleven years old and Peter and Sophie are eight. They are twins and ⁽⁵⁾ their / your favourite colour is blue. My mother is forty years old. ⁽⁶⁾ Her / His favourite colour is green. My father is forty-three. ⁽⁷⁾ Her / His favourite colour is orange.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the present simple of the verb *have got*. There is one example.

Verb <i>have got</i>		
Affirmative	Negative	Interrogative
I <i>have got</i>	I <i>haven't got</i>	Have I <i>got</i> ... ?
you		
he		
she		
it		
we		
you		
they		

B. Complete the sentences with the correct form of the verb *have got*.

- Peter _____ a brother.
- Anne and I _____ black hair.
- She _____ short hair and brown eyes.
- They _____ three children.
- I _____ a new skirt.
- You _____ a round face.

C. Look at the pictures and match.



Fred



Lucy



John



Anna

- | | |
|--------------------------------------|-----------------------------|
| Has John got glasses? 1. • | • a) Yes, he has. |
| Has Lucy got blond hair? 2. • | • b) No, she hasn't. |
| Has Anna got short hair? 3. • | • c) Yes, she has. |
| Has Fred got blue eyes? 4. • | • d) No, he hasn't. |

Worksheet 5A

D. Complete the sentences with the present simple of the verb *have got* (affirmative/negative). There is one example.



1



2



3



4



5



6

1. I haven't got a new schoolbag.
2. He _____ a blue book.
3. You _____ a cap.
4. We _____ a mobile phone.
5. My parents _____ brown hair.
6. She _____ a blue dress.

E. Ask and answer. Use the verb *have got*. There is one example.

1. Has the dog got a ruler?
No, it hasn't. It has got a pencil.



1. the dog / ruler

2. _____



2. Paul and Tom / cat

3. _____



3. Susan / sister

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the table with the present simple of the verb *have got*. Use the full form. There is one example.

(Completa a tabela com o *present simple* do verbo *have got*. Usa as formas longas. Segue o exemplo.)

Verb <i>have got</i>		
Affirmative	Negative	Interrogative
I <i>have got</i>	I <i>have not got</i>	Have I <i>got</i> ...?
you	you	you ?
he	he	he ?
she	she	she ?
it	it	it ?
we	we	we ?
you	you	you ?
they	they	they ?

B. Rewrite the sentences. Use the short form of the verb *have got* (affirmative). There is one example.

(Reescreve as frases. Usa a forma abreviada do verbo *have got* na afirmativa. Segue o exemplo.)

- I have got blue eyes. *I've got blue eyes.*
- He has got freckles. _____
- You have got glasses. _____
- They have got blond hair. _____
- Sally has got a hamster. _____

C. Fill in the blanks with *hasn't got* / *haven't got*. There is one example.

(Preenche os espaços com *hasn't got* / *haven't got*. Segue o exemplo.)

- Jeff *hasn't got* a beard.
- They _____ short hair.
- We _____ big eyes.
- Daniela _____ straight hair.
- You _____ brown eyes.

Worksheet 5B

D. Circle the correct form of the verb *have got* (affirmative). There is one example. (Rodeia a forma correta do verbo *have got* na afirmativa.)

1. Peter has got / have got a brother.
2. She has got / have got short hair.
3. They has got / have got three children.
4. I has got / have got a new skirt.
5. You has got / have got a round face.
6. Your parents has got / have got glasses.

E. Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

1. I have got / haven't got a new schoolbag.
2. She has got / hasn't got a blue dress.
3. You have got / haven't got a cap.
4. We have got / haven't got a mobile phone.



F. Look at the pictures. Match the questions with the answers.

(Observa as imagens. Faz a ligação entre as perguntas e as respostas.)



Fred



Lucy



John



Anna

- | | |
|-------------------------------|----------------------|
| Has John got glasses? 1. • | • a) Yes, he has. |
| Has Lucy got blond hair? 2. • | • b) No, she hasn't. |
| Has Anna got short hair? 3. • | • c) Yes, she has. |
| Has Fred got blue eyes? 4. • | • d) No, he hasn't. |

G. Answer the questions. Use short answers. There is one example.

(Responde às perguntas usando respostas curtas. Segue o exemplo.)



1. Has the dog got a ruler?

No, it hasn't.



2. Has Susan got a sister?

_____.



3. Have Paul and Tom got a cat?

_____.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Write the sentences in the negative form.

1. I'm ten years old.

2. My name is Peter. I have got a cat.

3. We are at school. It has got a big playground.

4. It's a brown cat. It has got big eyes.



B. Put the words in the correct order. Write sentences.

1. got / brothers / two / I've / . _____

2. name / his / is / Éder / . _____

3. Portugal / is / Harry Styles / not / from / . _____

4. children / got / my sister / has / two / . _____

5. got / a / you / pencil / have / ? _____



C. Complete the text with the correct form of the verb *to be* or the verb *have got*.

This (1) _____ Mário. He (2) _____ ten years old. He (3) _____ from Braga. He (4) _____ a sister. Her name (5) _____ Rosa and she (6) _____ twelve years old. She (7) _____ long blond hair, and she (8) _____ tall and thin. She (9) _____ a student. They (10) _____ a very big dog. It (11) _____ long ears.

They (12) _____ a very happy family!

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Write these sentences in Portuguese. There is one example.

(Escreve as frases em português. Segue o exemplo.)

1. I am Fred. Eu sou o Fred.
2. He has got green eyes. _____
3. Joanna is tall and slim. _____
4. I'm ten years old. _____

**B. Rewrite the sentences with the short form of the verbs. There is one example.**

(Reescreve as frases com a forma abreviada dos verbos. Segue o exemplo.)

1. I am ten years old. I'm ten years old.
2. My name is Peter. I have got a cat. _____

3. We are at school. _____
4. It is a brown cat. It has got big eyes. _____

C. Put the words in the correct order. Write sentences. There is one example. (Coloca as palavras na ordem correta. Escreve frases. Segue o exemplo.)

1. got / brothers / two / I've / . I've got two brothers.
2. name / His / is / Éder / . _____
3. Portugal / is / Harry Styles / not / from / . _____

4. children / got / My sister / has / two / . _____
5. got / a / you / pencil / Have / ? _____

D. Circle the correct form of the verb to be or the verb have got. There is one example. (Rodeia a forma correta do verbo to be ou have got. Segue o exemplo.)

This ⁽¹⁾is/ are Mário. He ⁽²⁾is / has got ten years old. He ⁽³⁾is / are from Braga. He ⁽⁴⁾is / has got a sister. Her name ⁽⁵⁾is / am Rosa and she ⁽⁶⁾is / has got 12 years old. She ⁽⁷⁾is / has got long blond hair, and she ⁽⁸⁾is / has got tall and thin. She ⁽⁹⁾is / are a student. They ⁽¹⁰⁾are / have got a very big dog. It ⁽¹¹⁾is / has got long ears.

They ⁽¹²⁾are / is a very happy family!

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete with 's or '.

1. He is Jack _____ father.
2. Is this the girls _____ mother?
3. It's my sister _____ dress.
4. Are these the boys _____ computers?
5. This is Julie _____ scarf.
6. Lucas _____ hair is black.



B. Whose pets are these? Write sentences with 's. There is one example.

1. John has got a brown dog. That is John's brown dog.
2. Maria has got a white cat. _____
3. Catarina has got a green bird. _____
4. James has got a black dog. _____
5. Our parents have got a green turtle. _____
6. Charles has got a red fish. _____

C. Write sentences. There is one example.



Phil



Ellen



Tom



Mr Lisbon

1. Whose books are these?
They are Phil's books.
2. _____ shirt is this?

3. _____ ?

4. _____ ?

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Circle the correct option – 's or '. There is one example. (Rodeia a opção correta – 's ou '. Segue o exemplo.)

1. He is Jack's / Jack' father.
2. Is this the girls's / girls' mother?
3. It's my sister's / sister' dress.
4. Are these the boys's / boys' computers?
5. This is Julie's / Julie' scarf.
6. Lucas's / Lucas' hair is black.



B. Complete the sentences. Use 's or '. There is one example.

(Completa as frases. Usa 's ou '. Segue o exemplo.)

1. Paul is Mary's brother. (Mary)
2. _____ skirt is blue. (Kate)
3. _____ glasses are purple. (James)
4. Tim is _____ father. (Ann)
5. The _____ dresses are beautiful. (girls)
6. Our _____ car is blue. (parents)

C. Whose pets are these? Complete the sentences with 's. There is one example. (De quem são estes animais? Completa as frases com 's. Segue o exemplo.)

1. John has got a brown dog. This is John's brown dog.
2. Maria has got a white cat. This is Maria's _____
3. James has got a black dog. This is _____
4. Rodrigo has got a hamster. This is _____

D. Read the questions and write the answers. There are two examples.

(Lê as perguntas e escreve as respostas. Segue os exemplos.)

1. Whose books are these? Phil / books They are Phil's books.
2. Whose shirt is this? Ellen / shirt It's Ellen's shirt.
3. Whose jeans are these? Tom / jeans _____
4. Whose coat is this? Mr Lisbon / coat _____
5. Whose dress is this? My sister / dress _____
6. Whose dog is this? Our parents / dog _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Circle the correct option.

1. Mine / My scarf is new. I like it a lot. Where is your / yours?
2. Which is Tom's shirt? Is this one his / hers?
3. You and Annie have got new skirts. I like her / hers.
4. These are new coloured pencils. They aren't our / ours.
5. This is a big hat. Is it yours / your?
6. Are these Charles's shoes? No, they are my / mine.

B. Complete the sentences with the correct possessive pronoun: mine, yours, his, hers, its, ours, theirs.

1. This is my dress. It's _____.
2. This is your bag. It's _____.
3. That is her hat. It's _____.
4. These are his jeans. They are _____.
5. These are our clothes. They are _____.
6. These are their shoes. They are _____.
7. That is its ball. It is _____.



C. Complete the sentences. Use possessive pronouns.

1. This is not my pen. _____ is in my pencil case.
2. These aren't your boots. _____ are brown.
3. Those are not Ellen's trainers. _____ are white.
4. Their parents have got a new car. This car is _____.
5. That isn't our ball. _____ is new.
6. That isn't John's schoolbag. _____ is blue.
7. That is not your car. _____ is in the garage.



Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Fill in the table with the missing possessive pronouns. Use the words from the box. There are two examples. (Completa a tabela com os *possessive pronouns* em falta. Usa as palavras da caixa. Segue os exemplos.)

Possessive determiners	Possessive pronouns
my	<i>mine</i>
your	
his	
her	
its	<i>its</i>
our	
your	
their	

~~mine~~ ~~its~~
yours ours
his yours
hers theirs

B. Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

- This is *my* dress. It's mine / yours.
- This is *your* bag. It's ours / yours.
- That is *her* hat. It's hers / his.
- These are *his* jeans. They are hers / his.
- These are *our* clothes. They are yours / ours.

C. Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

- Which is Tom's shirt? Is this one his / hers?
- You and Annie have got new skirts. I like her / hers.
- This is a big hat. Is it yours / your?
- Are these Charles's shoes? No, they are my / mine.

D. Complete the sentences. Use the possessive pronouns from the box. There is one example.

(Completa as frases. Usa os *possessive pronouns* da caixa. Segue o exemplo.)

- This is not my pen. Mine is in my pencil case.
- These aren't your boots. _____ are brown.
- Those are not Ellen's trainers. _____ are white.
- Their parents have got a new car. This car is _____.
- It isn't our ball. _____ is new.

~~mine~~
ours yours
theirs hers

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the text. Use the adjectives from the box. There is one example.

~~nice~~

tall

handsome

brown

wavy

Hi, my name is Claire and I'm ten years old. I love music.

My favourite singer is Shawn Mendes. His full name is Shawn Peter Raul Mendes. He's Portuguese-Canadian.

He is (1) _____ and thin. He has got dark brown
 (2) _____ hair and (3) _____ eyes. He is
 (4) _____ and (5) nice.



B. Write the opposites.

- | | |
|----------------------|------------------|
| 1. beautiful – _____ | 4. thin – _____ |
| 2. kind – _____ | 5. happy – _____ |
| 3. tall – _____ | 6. funny – _____ |

C. Put the words in the right order. Write sentences. There is one example.

1. sister / my / is / intelligent / .

My sister is intelligent.

2. Charlie / happy / isn't / .

3. sociable / are / their parents / .

4. is / old / my / grandmother / .

5. we / generous / are / people / .

6. a / kind / she / girl / is / .

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the text. Use the adjectives from the box. There is one example. (Completa o texto. Usa os adjetivos da caixa. Segue o exemplo.)

~~nice~~ tall handsome brown wavy

Hi, my name is Claire and I'm ten years old. I love music.

My favourite singer is Shawn Mendes. His full name is Shawn Peter Raul Mendes. He's Portuguese-Canadian.

He is (1) _____ and thin. He has got dark brown (2) _____ hair and (3) _____ eyes. He is (4) _____ and (5) ~~nice~~.



B. Write the opposites. Use the adjectives from the box. There is one example. (Escreve os opostos. Selecciona um adjetivo da caixa. Segue o exemplo.)

1. beautiful – ~~ugly~~
2. kind – _____
3. tall – _____
4. thin – _____
5. happy – _____
6. funny – _____

sad ~~ugly~~
serious short
fat unkind

C. Circle the correct form. There is one example. (Rodeia a forma correta. Segue o exemplo.)



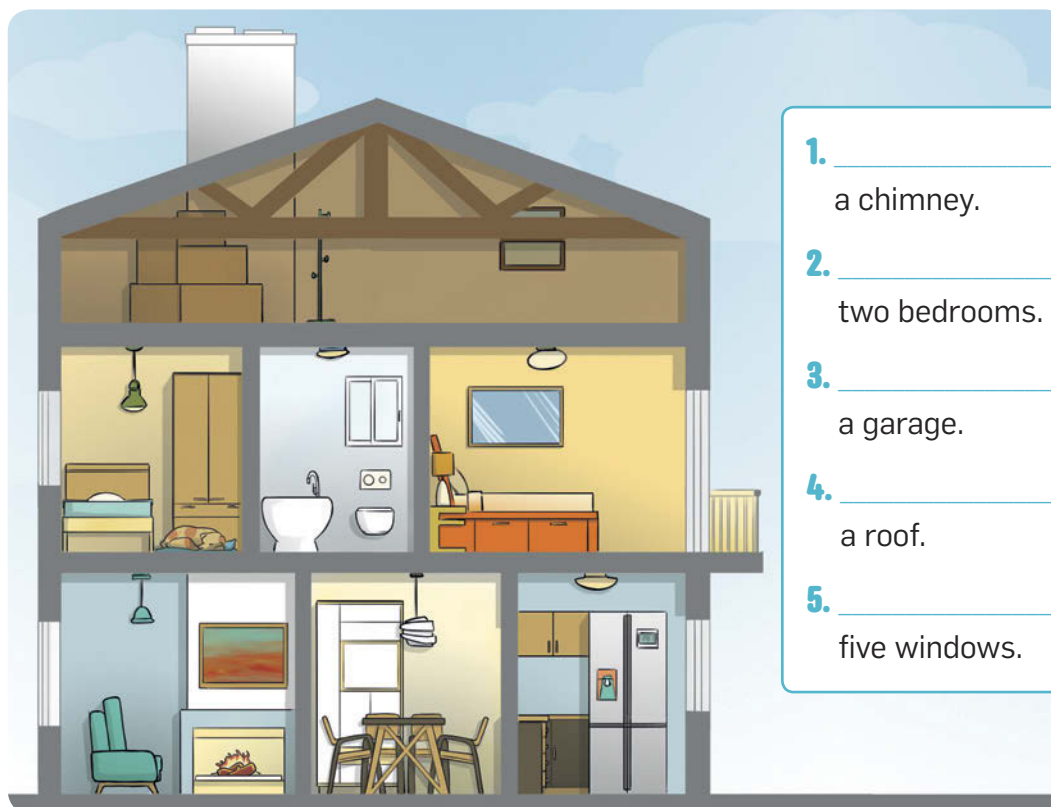
1. She is short tall.
2. Her hair is straight / curly.
3. Her hair is short / long.
4. He has got blond / black hair.
5. He has got a yellow / blue shirt.
6. He has got a green / white T-shirt.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the table with *there + to be*. Use the full and the short forms. There is one example.

	Verb <i>there + to be</i>		
	Affirmative	Negative	Interrogative
Singular			Is there... ?
Plural			

B. Look at the picture. Write *There is*, *There isn't*, *There are* or *There aren't*.



1. _____
a chimney.
2. _____
two bedrooms.
3. _____
a garage.
4. _____
a roof.
5. _____
five windows.

C. Complete the text with the correct form of the verb *there + to be* (affirmative/negative).

In my town (1) _____ many houses. I live in a beautiful detached house. (2) _____ (not) a garden but (3) _____ some trees in front of the house. (4) _____ (not) a swimming pool but (5) _____ an attic. Near my house (6) _____ a school. It's my school. I love it.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the table with *there + to be*. Use the full and the short forms. There are two examples. (Completa a tabela com *there + to be*. Usa as formas longas e as formas abreviadas. Segue os exemplos.)

Verb <i>there + to be</i>			
	Affirmative	Negative	Interrogative
Singular	there is / there's		
Plural	there are		

B. Look at the picture. Circle the correct option. There is one example.
 (Observa a figura. Rodeia a opção correta. Segue o exemplo.)



1. There is / There are a chimney.
2. There is / There are two bedrooms.
3. There is / There isn't a garage.
4. There is / There isn't a roof.
5. There isn't / There aren't five windows.

C. Circle the correct option. There is one example.
 (Rodeia a opção correta. Segue o exemplo.)

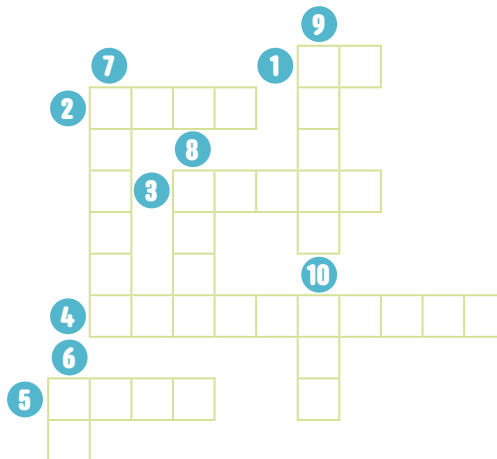
In my town (1) there are / there is many houses. I live in a beautiful detached house. (2) There aren't / There isn't a garden but (3) there is / there are some trees in front of the house. (4) There isn't / There aren't a swimming pool but (5) there is / there are an attic. Near my house (6) there is / there are a school. It's my school. I love it.

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Fill in the crosswords with the correct form of the verbs *to be*, *have got* and *there + to be*.

Across

1. I ____ tall.
2. You ____ got red hair.
3. She ____ got freckles. (*not* – short form)
4. ____ any cars in the garage. (*not* – short form)
5. The dog ____ mine. (*not* – short form)



Down

6. She ____ funny.
7. Mary ____ three cars.
8. Paul and I ____ got a pet.
9. You ____ English. (*not* – short form)
10. They ____ ten years old.

B. Write the correct form of the verbs *to be* or *have got*.

1. He _____ (*not*) at school.
2. I _____ a pet. It's a dog.
3. Lisa _____ a student. She _____ (*not*) a teacher.
4. Lucy _____ a brother.
5. " _____ she from Canada?"
"No, she _____. She _____ from England."
6. New York _____ (*not*) in Europe. It _____ in the USA.
7. Agnes and Edith _____ a sister. Her name is Margo.

C. Complete the text with the correct forms of the verbs *to be*, *have got* or *there + to be*.

Hello! My name ⁽¹⁾ _____ Patty. I ⁽²⁾ _____ ten years old and I ⁽³⁾ _____ a big house. ⁽⁴⁾ _____ three bedrooms in my house. My favourite room ⁽⁵⁾ _____ my bedroom. It ⁽⁶⁾ _____ very comfortable.

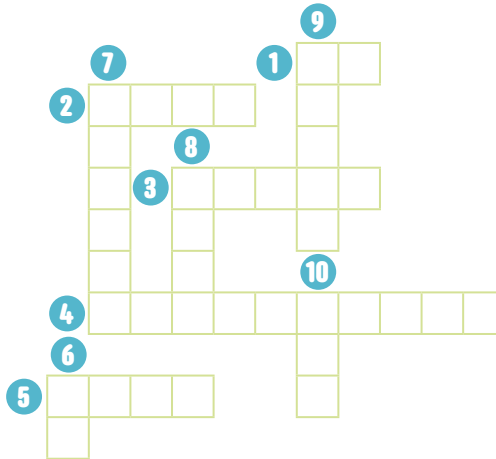
I ⁽⁷⁾ _____ one sister. She ⁽⁸⁾ _____ green eyes and blond hair. I love her. In her bedroom ⁽⁹⁾ _____ a big bed and lots of posters on the wall! It ⁽¹⁰⁾ _____ great!

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Fill in the crosswords with the correct form of the verbs *to be*, *have got* and *there + to be*. (Preenche as palavras cruzadas com a forma correta dos verbos *to be*, *have got* e *there + to be*.)

Across

1. I ____ tall. (*to be*)
2. You ____ got red hair. (*have got*)
3. She ____ got freckles. (*have got*, negative, short form)
4. ____ any cars in the garage. (*there + to be*, negative, short form)
5. The dog ____ mine. (*to be*, negative, short form)

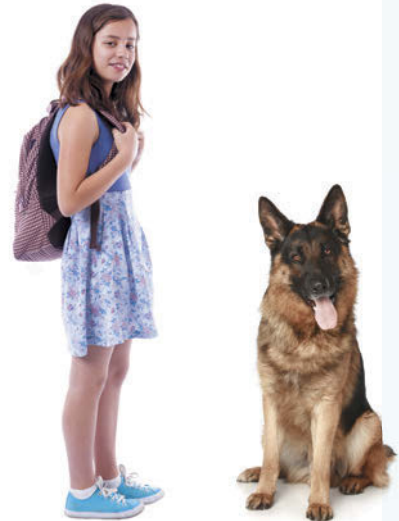
**Down**

6. She ____ funny. (*to be*)
7. Mary ____ three cars. (*have got*)
8. Paul and I ____ got a pet. (*have got*)
9. You ____ English. (*to be*, negative, short form)
10. They ____ ten years old. (*to be*)

B. Read the sentences. Circle the correct option.
There is one example.

(Lê as frases. Rodeia a opção correta. Segue o exemplo.)

1. John and Richard are / is British.
2. He isn't / aren't at school.
3. Lisa am / is a student.
4. Lucy has got / have got three sisters.
5. "Are they from Canada?" "No, they isn't / aren't."
6. I have got / has got a pet. It's a dog.
7. New York is / are in the USA.



C. Complete the text. Use the verbs *to be*, *have got* and *there + to be*.
There is one example.

(Completa o texto com os verbos *to be*, *have got* e *there + to be*. Segue o exemplo.)

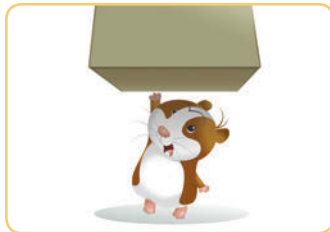
Hello! My name (1) is Patty. I (2) _____ ten years old.
 I live in a big house. It (3) _____ two floors. My favourite room
 (4) _____ my bedroom. It (5) _____ very comfortable. In
 my room (6) _____ a big bed and lots of posters on the wall!
 It (7) _____ great!

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Where is Oliver? Complete the sentences with *under, in, above, on, in front of, behind*.



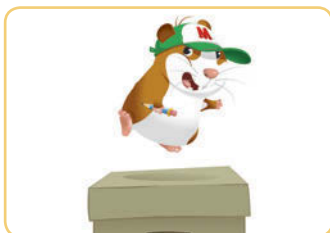
1. Oliver is _____ the box.



2. It is _____ the box.



3. It is _____ the box.



4. Oliver is _____ the box.

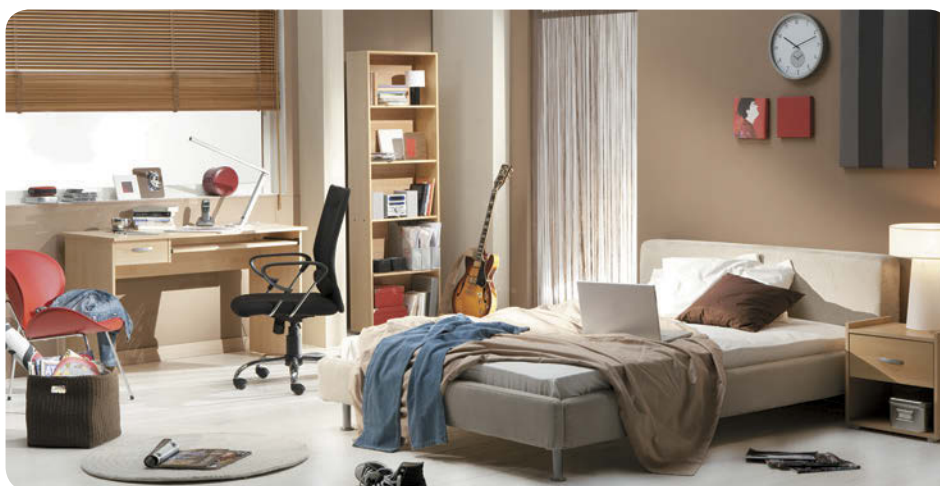


5. Oliver is _____ the box.



6. It is _____ the box.

B. Look at the picture. Complete the sentences with the correct preposition of place.



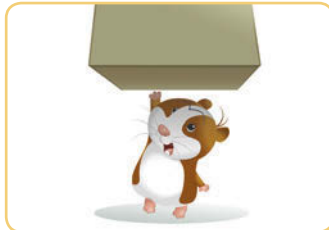
1. There is a rug _____ the floor.
2. There is a clock _____ the wall.
3. There is a black chair _____ the desk.
4. The guitar is _____ the bed.
5. The bed is _____ the bedside table and the bookcase.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Where is Oliver? Circle the correct option. There is one example.
 (Onde está o Oliver? Rodeia a opção correta. Segue o exemplo.)



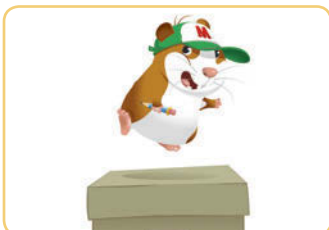
1. Oliver is in front of / behind the box.



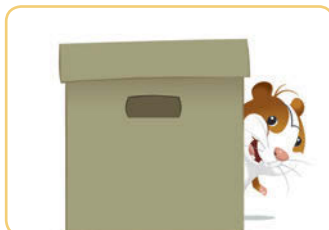
2. It is in / under the box.



3. It is in / under the box.



4. Oliver is under / above the box.



5. Oliver is under / behind the box.



6. It is on / next to the box.

B. Look at the picture. Circle the correct option. There is one example.
 (Observa a imagem. Rodeia a opção correta. Segue o exemplo.)



- There is a rug on / in front of the floor.
- There is a picture at / on the wall.
- There is a black chair in front of / behind the desk.
- The guitar is next to / over the bed.
- The bed is between / behind the bedside table and the bookcase.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Write the plural.



1. book



2. table



3. man



4. watch



5. toy



6. child



7. brush



8. tomato



9. baby



10. bus



11. person



12. foot

B. Rewrite the sentences in the plural.

1. My dog is black. _____
2. There is a pen and a rubber. _____
3. The boy is over there. _____
4. The toy is in the box. _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Circle the correct plural. (Rodeia o plural adequado.)

1. My **dogs** / **doges** are black.
2. There are **penns** / **pens** and **rubbers** / **rubber** on the table.
3. The **boyes** / **boys** and the **girls** / **girles** are there.
4. The **toies** / **toys** are in the boxes.

B. Complete the crossword puzzle. Write plurals. There is one example.

(Completa as palavras cruzadas. Escreve os plurais. Segue o exemplo.)

1 foot

2 brush

3 bus

4 tomato

5 person

6 toy

7 man

8 book

9 table

10 baby

11 child

12 watch

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Write *some* or *any*.

1. She hasn't got _____ pencils.
2. There are _____ tomatoes in the fridge.
3. She hasn't got _____ sandwiches.
4. Have we got _____ strawberries?
5. There isn't _____ water in the glass.
6. There is _____ fruit in the basket.

B. It's Mary's birthday. Look at the picture. Complete the sentences with *some* or *any*.



1. There is a beautiful table with _____ cakes.
2. There isn't _____ juice. There is only water.
3. There is _____ bread and cheese.
4. There aren't _____ chocolates.
5. I can see _____ presents under the table.
6. Are there _____ balloons? Yes, there are many.
7. Is there _____ fruit salad? No, there isn't.
8. There are _____ sweets.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Circle the correct word: *some* or *any*.

(Rodeia a opção correta: *some* ou *any*.)

1. She hasn't got *some* / *any* pencils.
2. There are *some* / *any* tomatoes in the fridge.
3. She hasn't got *some* / *any* sandwiches.
4. Have we got *some* / *any* strawberries?
5. There isn't *some* / *any* water in the glass.
6. There is *some* / *any* fruit in the basket.

B. It's Mary's birthday. Look at the picture. Circle the correct word:

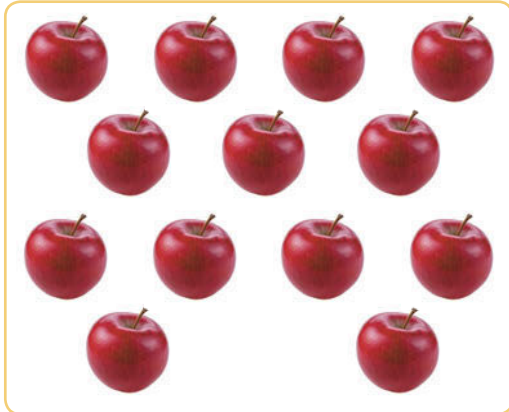
***some* or *any*.** (É o aniversário da Mary. Observa a imagem. Rodeia a palavra correta: *some* ou *any*.)



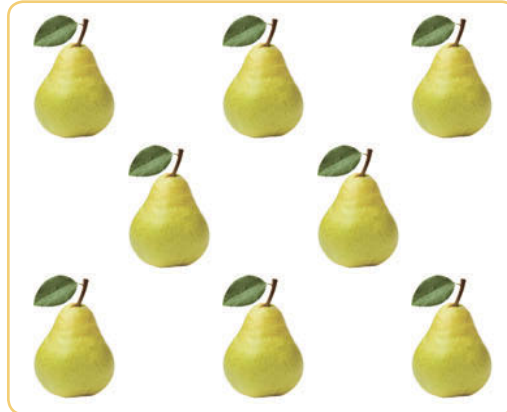
1. There's a beautiful table with *some* / *any* cakes.
2. There isn't *some* / *any* juice. There is only water.
3. There's *some* / *any* bread and cheese.
4. There aren't *some* / *any* chocolates.
5. I can see *some* / *any* presents under the table.
6. Are there *some* / *any* balloons? Yes, there are many.
7. Is there *some* / *any* fruit salad? No, there isn't.
8. There are *some* / *any* sweets.

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

**A. Count the items in the pictures. Ask questions and answer them.
Write the numbers in words.**



1. How many apples are there?
There are _____
_____ apples.



3. _____ pears

There are _____ pears.



2. How many oranges are there?
There are _____
_____.



4. _____?
There is _____
_____.

B. Answer the question about your class.

**How many boys and girls are
there in your class?**

There are _____ boys
and _____ girls.

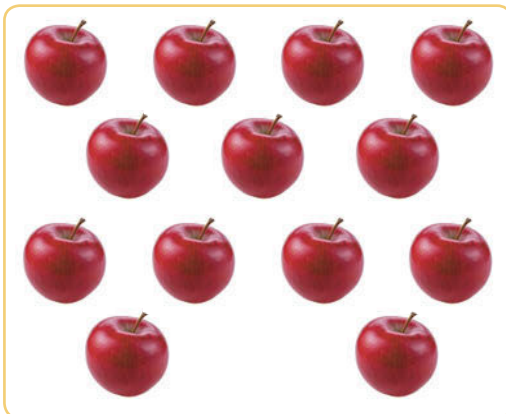
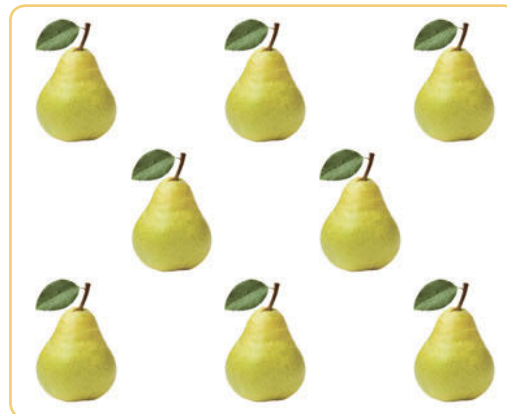
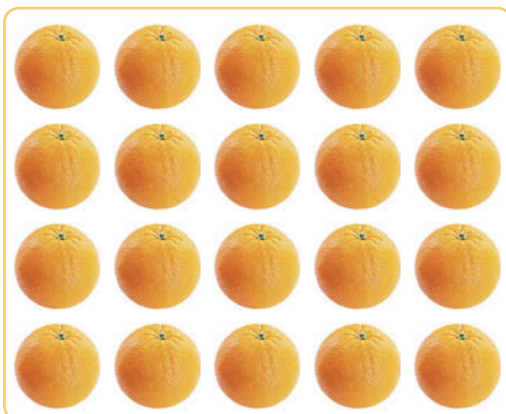


Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Count the items in the pictures and circle the correct option.

(Conta os elementos de cada grupo e rodeia a resposta certa.)

**1.** How many apples are there?There are **thirteen** / **thirty** apples.**3.** How many pears are there?There **is** / **are** eight pears.**2.** How many oranges are there?There are **twelve** / **twenty** oranges.**4.** How many bananas are there?There **is** / **are** one banana.**B. Answer the question about your class.** (Responde sobre a tua turma.)**How many boys and girls are there in your class?**

There are _____

boys and _____ girls.



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Use *because* to connect the sentences.

1. Paula is eating a hamburger. She is hungry.

2. Kate likes vegetables. They are healthy.

3. Sarah likes her brother. He is funny.

B. Use *so* to connect the sentences.

1. Joseph does a lot of sport. He is healthy.

2. Thomas is allergic to milk. He can't drink it.

3. Jennifer likes all types of fruit. She likes apples.

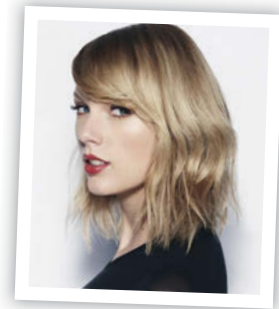
C. Circle the correct option.

1. Peter is sad because / so he is sick.

2. They are quiet so / because they are watching TV.

3. I like Taylor Swift because / so her songs are great.

4. I love strawberries so / because I eat them a lot.



D. Use *because* / *so* to connect the sentences. Make the necessary changes.

1. I want water. I'm thirsty. _____

2. I study. I pass the tests. _____

3. She's happy. It's sunny. _____

4. Peter likes oranges. He eats them a lot. _____

5. I like Éder. He is a good football player. _____

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Tick (✓) the correct option. (Selecione a opção correta.)

1. She is eating a hamburger...
she is hungry.

☐ a) so ☒ b) because

4. She likes her brother...
he is funny.

☐ a) so ☐ b) because

2. They like vegetables...
they are healthy.

☐ a) so ☐ b) because

5. He is allergic to milk...
he can't drink it.

☐ a) so ☐ b) because

3. He does a lot of sport...
he is healthy.

☐ a) so ☐ b) because

6. She likes all types of fruit...
she likes apples.

☐ a) so ☐ b) because

B. Circle the correct option. (Rodeia a palavra correta.)

1. I want water **so / because** I'm thirsty.

2. I study **so / because** I have good grades.

3. She's happy **so / because** it's sunny.

4. Peter likes to run **so / because** he runs every day.

5. They like sports **so / because** they are fit.

6. People are dancing **so / because** they are at the party.



C. These sentences have the wrong connector. Correct them.

(As frases têm o conector errado. Corrige-as.)

1. Peter is sad **so** he is sick.

Peter is sad because he is sick.

2. They are quiet **so** they are watching TV.

3. I like Taylor Swift **so** her songs are great.

4. I love strawberries **because** I eat them a lot.

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the tables. There is one example.

Affirmative	Negative
I <i>like dancing</i> .	I <i>don't like dancing</i> .
You	You
He	He
She	She
It	It
We	We
You	You
They	They

Interrogative	Short answers	
<i>Do</i> I <i>like dancing</i> ?	<i>Yes, I do.</i>	<i>No, I don't.</i>
you ?		
<i>Does</i> he ?		
<i>Does</i> she ?		
<i>Does</i> it ?		
we ?		
you ?		
they ?		



B. Write the following sentences in the negative form.

1. He likes going to the cinema. _____
2. We like playing the guitar. _____
3. They like horror movies. _____
4. I like running. _____

C. Read and match.

- | | |
|---|----------------------|
| Does Tom like going to the cinema? 1. • | • a) Yes, I do. |
| Do Ann and Claire like playing together? 2. • | • b) Yes, we do. |
| Do you like bananas? 3. • | • c) No, they don't. |
| Do Paula and I like onions? 4. • | • d) No, he doesn't. |

D. What do you like / prefer / don't like / hate doing? Write about you.



1. dancing _____
2. listening to music _____
3. reading _____
4. playing football _____
5. running _____
6. playing cards _____

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Read the information in the table. (Lê a informação na tabela.)

<i>like + -ing</i>	
Affirmative	Negative
I <i>like</i> dancing.	I <i>don't like</i> dancing.
You <i>like</i> dancing.	You <i>don't like</i> dancing.
He <i>likes</i> dancing.	He <i>doesn't like</i> dancing.
She <i>likes</i> dancing.	She <i>doesn't like</i> dancing.
It <i>likes</i> dancing.	It <i>doesn't like</i> dancing.
We <i>like</i> dancing.	We <i>don't like</i> dancing.
You <i>like</i> dancing.	You <i>don't like</i> dancing.
They <i>like</i> dancing.	They <i>don't like</i> dancing.

B. Now complete the table with the verb *like + reading*.

(Agora completa a tabela com o verbo *like + reading*.)

Interrogative	Short answers
<i>Do</i> I <i>like reading</i> ?	Yes, <i>I</i> do. No, <i>I</i> don't.
you ?	
<i>Does</i> he ?	Yes, <i>he</i> does. No, <i>he</i> doesn't.
<i>Does</i> she ?	
<i>Does</i> it ?	
we ?	
you ?	
they ?	



Worksheet 17B

C. Complete the sentences with **don't like** / **doesn't like**.

(Completa as frases com *don't like* / *doesn't like*.)

1. He _____ going to the cinema.
2. We _____ playing together.
3. They _____ sleeping late.
4. I _____ going shopping.

D. Read and match the questions with the answers.

(Lê e liga as perguntas às respostas.)

- Does he like going to the cinema? 1. ●
- Do we like playing together? 2. ●
- Do they like bananas? 3. ●
- Do you like onions? 4. ●
- a) Yes, I do.
- b) Yes, we do.
- c) No, they don't.
- d) No, he doesn't.

E. What do you like / don't like doing? **Circle** according to your opinion.

(O que é que gostas / não gostas de fazer? Rodeia, de acordo com a tua opinião.)

1. listening to music.

I **like** / **don't like** listening to music.



2. reading

I **like** / **don't like** reading.



3. playing football

I **like** / **don't like** playing football.



4. watching TV

I **like** / **don't like** watching TV.



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the table with the present simple of the verb *eat* (affirmative, negative and interrogative).

Verb <i>eat</i>		
Affirmative	Negative	Interrogative
I <i>eat</i>	I <i>don't eat</i>	Do I <i>eat</i> ...?
you	you	
he	he	
she <i>eats</i>	she	Does she <i>eat</i> ...?
it	it	
we	we	
you	you	
they	they	

B. Write the sentences in the 3rd person singular (*he / she*).

1. I go to school by bus.

He _____.

2. I watch TV in the evening.

She _____.

3. They get up at seven o'clock.

He _____.

4. I study every day.

She _____.

C. Answer. Use short answers.

1. Do you like fruit? Yes, _____.

2. Do you eat bread for breakfast? No, _____.

3. Does Sarah have cereals for breakfast? Yes, _____.

4. Does Jimmy drink milk? No, _____.

5. Do they eat eggs? Yes, _____.

Worksheet 18A

D. Write the sentences in the negative form.

1. Pedro *takes* the bus on Sunday.

2. He and his mother *like* coffee.

3. I *go* to school on foot.

4. They *have* a shower in the morning.

E. Read the answers. Ask questions.

1. _____

Yes, he does. He gets up at seven o'clock.

2. _____

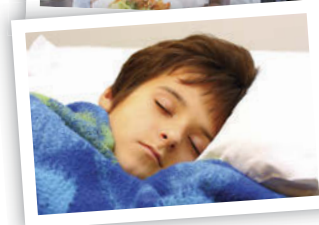
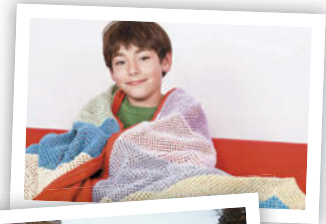
No, we don't. We don't live in Porto.
We live in Braga.

3. _____

Yes I do. I have lunch in the school canteen.

4. _____

No, I don't. I don't go to bed at 10 p.m.
I go to bed at 9:30 p.m.



F. Match the questions with the correct answers.

What time do you go **1.** •
to bed?

Where does he have lunch? **2.** •

How do they go to school? **3.** •

When do you play **4.** •
football?

• **a)** He has lunch in the school canteen.

• **b)** They go to school by bus.

• **c)** I go to bed at 10 p.m.

• **d)** I play football on Wednesdays and Fridays.

G. Complete the text with the present simple of the verbs in brackets.

Tom ⁽¹⁾ _____ (get up) at seven o'clock every morning. He ⁽²⁾ _____ (have) breakfast with his mother in the kitchen. They usually ⁽³⁾ _____ (drink) milk or tea and ⁽⁴⁾ _____ (eat) toast or pancakes. Then he ⁽⁵⁾ _____ (brush) his teeth.

He ⁽⁶⁾ _____ (catch) the bus to school. Classes ⁽⁷⁾ _____ (start) at twenty-five to nine. Tom ⁽⁸⁾ _____ (have) lunch in the school canteen. Sometimes, he ⁽⁹⁾ _____ (have) classes again in the afternoon. School ⁽¹⁰⁾ _____ (finish) at twenty-five past four.

He ⁽¹¹⁾ _____ (go) home at five p.m.

He ⁽¹²⁾ _____ (do) his homework. Before dinner, he ⁽¹³⁾ _____ (watch) TV. He always ⁽¹⁴⁾ _____ (go) to bed at ten o'clock.

On Wednesdays and Fridays he ⁽¹⁵⁾ _____ (not have) classes in the afternoon, so he ⁽¹⁶⁾ _____ (play) football in the park.

H. Put the words in the correct order. Make sentences.

1. eats / my / cat / sardines / .

2. you / do / like / tea / ?

3. school / don't go / to / I / on foot / .

4. football / they / play / sometimes / .

5. do / breakfast / you / in / the kitchen / have / ?

6. teeth / brush / I / my / every day / .

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the table with the present simple of the verb *eat* (affirmative, negative and interrogative). (Completa a tabela com o *present simple* do verbo *eat* – afirmativa, negativa e interrogativa.)

Verb <i>eat</i>		
Affirmative	Negative	Interrogative
I <i>eat</i>	I <i>don't eat</i>	Do I eat...?
you	you	
he	he	
she <i>eats</i>	she	Does she eat...?
it	it	
we	we	
you <i>eat</i>	you	Do you eat...?
they	they <i>don't eat</i>	

B. Write the sentences in the 3rd person singular (*he* or *she*). Make the necessary changes. Add *-s*, *-es* or *-ies*. (Escreve as frases na 3ª pessoa do singular (*he* ou *she*). Faz as alterações necessárias. Acrescenta *-s*, *-es*, ou *-ies*.)

1. I go to school by bus.

She goes to school by bus.

2. I watch TV in the evening.

He _____.

3. They get up at seven o'clock.

She _____.

4. I study every day.

He _____.

5. I have breakfast in the kitchen.

He _____.

6. I brush my teeth before breakfast.

She _____.

C. Answer these Yes/No questions. Use short answers.

(Responde às questões Yes/No com respostas curtas.)

1. Do you like fruit? Yes, I do.
2. Do you eat bread for breakfast? No, I don't.
3. Does Sarah have cereals for breakfast? Yes, _____.
4. Does Jimmy drink milk? No, _____.
5. Do they eat eggs? Yes, _____.
6. Do Mary and her sister eat chips? No, _____.

D. Write the sentences in the negative form.

(Escreve as frases na negativa.)

1. Pedro goes to school on Sunday.
Pedro doesn't go to school on Sunday.
2. They like baseball.
They don't like baseball.
3. Pedro takes the bus on Sunday.

4. He and his mother like coffee.

5. I go to school by bus.

6. They have a shower in the morning.

E. Match the questions with the correct answers.

(Liga as perguntas às respostas.)

- | | |
|---------------------------------------|--|
| What time do you go 1. to bed? | • a) He has lunch in the school canteen. |
| Where does he have lunch? 2. | • b) They go to school by bus. |
| How do they go to school? 3. | • c) I go to bed at 10 p.m. |
| When do you play 4. football? | • d) I play football on Wednesdays and Fridays. |

Worksheet 18B

F. Circle the correct option. (Rodeia a hipótese correta.)

Tom ⁽¹⁾ gets up / get up at seven o'clock every morning. He ⁽²⁾ has / have breakfast with his mother in the kitchen. They usually ⁽³⁾ drink / drinks milk or tea and ⁽⁴⁾ eat / eats toast or pancakes. He ⁽⁵⁾ brush / brushes his teeth. He ⁽⁶⁾ catch / catches the bus to school. Classes ⁽⁷⁾ start / starts at twenty-five to nine.

Tom ⁽⁸⁾ has / have lunch in the school canteen. Sometimes he ⁽⁹⁾ have / has classes again in the afternoon. School ⁽¹⁰⁾ finishes / finish at twenty-five past six.

He ⁽¹¹⁾ go / goes back home at seven o'clock. He ⁽¹²⁾ do / does his homework. Before dinner, he ⁽¹³⁾ watch / watches TV. He always ⁽¹⁴⁾ go / goes to bed at ten o'clock.

On Wednesdays and Fridays he ⁽¹⁵⁾ doesn't have / don't have classes in the afternoon, so he ⁽¹⁶⁾ play / plays football.

G. Put the words in the correct order. Make sentences.

(Coloca as palavras na ordem correta. Escreve frases.)

1. eats / My cat / sardines / .

My cat eats sardines.

2. you / Do / like / tea / ?

3. school / don't go / to / I / on foot / .

4. she / Does / speak / Chinese / ?

5. They / football / play / sometimes / .

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Anna does some sports. Look at her timetable and complete the sentences. Use the adverbs from the box.

never sometimes usually always every day

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
dance	✓	✓	✓	✓	✓	✓	
gymnastics		✓		✓			
basketball	✓	✓	✓	✓	✓	✓	✓
tennis						✓	

1. She _____ goes to dance classes.
2. She _____ does gymnastics.
3. She _____ has basketball classes.
4. She _____ goes to tennis class on Sundays.
5. She does sports _____.

B. Rewrite the sentences. Put the adverbs of frequency in the correct place.

1. Renato gets up at 8 o'clock. (**always**)

2. He goes to bed after 11 o'clock. (**never**)

3. He goes to the cinema with some friends. (**sometimes**)

4. He practises football at the stadium. (**usually**)

5. I listen to music. (**every day**)

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Ana does some sports. Look at the table and circle the correct option.

(A Ana pratica alguns desportos. Olha para a tabela e rodeia a opção correta.)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
dance	✓	✓	✓	✓	✓	✓	
gymnastics		✓		✓			
basketball	✓	✓	✓	✓	✓	✓	✓
tennis						✓	

1. She **never** / **usually** goes to dance classes.
2. She **always** / **sometimes** does gymnastics.
3. She **sometimes** / **always** practises basketball.
4. She **sometimes** / **never** goes to tennis class on Sundays.
5. She does sports **sometimes** / **every day**.

B. Tick (✓) the correct sentence. (Selecione a opção correta.)

1. Renato gets up at 8 o'clock. (always)

- ☐ a) Renato gets always up at 8 o'clock.
☐ b) Renato always gets up at 8 o'clock.

2. He goes to bed after 11 o'clock. (never)

- ☐ a) Never he goes to bed after 11 o'clock.
☐ b) He never goes to bed after 11 o'clock.

3. Ellen goes to the cinema with some friends. (sometimes)

- ☐ a) Ellen sometimes goes to the cinema with some friends.
☐ b) Ellen goes to sometimes the cinema with some friends.

4. They practise football at the stadium. (usually)

- ☐ a) They usually practise football at the stadium.
☐ b) They practise usually football at the stadium.

5. I listen to music. (every day)

- ☐ a) I listen to music every day.
☐ b) I every day listen to music.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Match the questions to the answers.

- | | |
|--|--|
| Why are you happy today? 1. • | • a) I'm not very tall. |
| Which is your car? 2. • | • b) It's basketball. |
| How tall are you? 3. • | • c) Because I'm sad. |
| How big is your house? 4. • | • d) It's the black one. |
| Which is your favourite sport? 5. • | • e) It's 2 metres high. |
| Why are you crying? 6. • | • f) It's big. It has got 4 bedrooms. |
| How high is the wall? 7. • | • g) It's very small. |
| How big is the pool? 8. • | • h) Because it's sunny. |

B. Look at the pictures. Answer the questions.



1. Why is Peter happy? (**sunny**)



3. How high is the Empire State Building? (**very high**)



2. Which is your ball? (**orange**)



4. How tall is Francis? (**not very**)

Name _____ No.: _____ Class: _____

Date: ____ / ____ / ____ Mark _____ Teacher _____

Why (Porquê) Which (Qual) How high (Qual é a altura)
 How tall (Qual é a altura – pessoas) How big (Qual é o tamanho)

A. Match the questions with the answers. (Associa as perguntas às respostas.)

- | | |
|--|--|
| Why are you happy today? 1. • | • a) I'm not very tall. |
| Which is your car? 2. • | • b) It's basketball. |
| How tall are you? 3. • | • c) Because I'm sad. |
| How big is your house? 4. • | • d) It's the black one. |
| Which is your favourite sport? 5. • | • e) It's 2 metres high. |
| Why are you crying? 6. • | • f) It's big. It has 4 bedrooms. |
| How high is the wall? 7. • | • g) It's very small. |
| How big is the pool? 8. • | • h) Because it's sunny. |

B. Look at the pictures. Order the words and expressions to answer the questions. (Observa as imagens. Ordena as palavras e expressões para responderes às perguntas.)

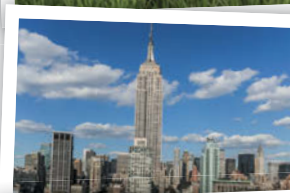
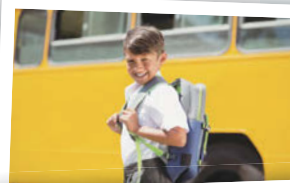
- 1.**
- Why is Peter happy? (
- it / is sunny / because**
-)

Because it is sunny.

- 2.**
- Which is your ball? (
- the orange one / my ball / is**
-)

- 3.**
- How high is the Empire State Building? (
- very high / it / is**
-)

- 4.**
- How tall is Francis? (
- tall / very / she / is not**
-)



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the table with the verb *learn* in the present continuous.

Verb <i>learn</i>		
Affirmative	Negative	Interrogative
I'm <i>learning</i>	I'm not <i>learning</i>	Am I <i>learning</i> ... ?
you	you	you ?
he's <i>learning</i>	he isn't <i>learning</i>	Is he <i>learning</i> ... ?
she	she	she ?
it	it	it ?
we	we	we ?
you	you	you ?
they	they	they ?

B. Write the *-ing* form.

1. drink *drinking* _____
2. swim _____
3. study _____
4. play _____
5. dance _____
6. run _____



C. Complete the sentences with the present continuous (affirmative) of the verbs.

1. Now, I _____ to go home. (*wait*)
2. The boy _____ still _____. (*sleep*)
3. I _____ at my picture. (*look*)
4. The cat _____ up the tree now. (*climb*)
5. The cat _____ still _____ after the mouse. (*run*)
6. Today, the students _____ the exam. (*do*)

D. Write the sentences in the negative and the interrogative forms.

1. He is playing the guitar.

Neg: _____

Int: _____

2. They are watching TV.

Neg: _____

Int: _____

3. We are going to the beach.

Neg: _____

Int: _____

4. It is running in the park.

Neg: _____

Int: _____

E. Rewrite the sentences. Put the adverbs in the correct place.

1. I'm working online. (now)

2. The teacher is teaching the students. (today)

3. The boys are playing the guitar. (now)

4. Thomas is listening to music. (today)

5. We are watching a movie. (still)

6. I am writing a text. (now)

7. Maria is waiting for the bus. (still)

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the table with the verb *learn* in the present continuous.

(Completa a tabela com o *present continuous* do verbo *learn* – aprender).

Verb <i>learn</i>		
Affirmative	Negative	Interrogative
I'm <i>learning</i>	I'm not <i>learning</i>	Am I <i>learning</i> ... ?
you	you	you ?
he's <i>learning</i>	he isn't <i>learning</i>	Is he <i>learning</i> ... ?
she	she	she ?
it	it	it ?
we	we	we ?
you	you	you ?
they	they	they ?

B. Circle the correct option of the *-ing* form.

(Rodeia a forma correta da *-ing* form.)

1. drink – drinking / drinkking
2. swim – swimming / swiming
3. play – playing / playng
4. dance – dancing / danceing
5. cry – crying / criing
6. jog – jogging / joring



C. Read the sentences. Circle the correct option.

(Lê as frases. Rodeia a opção correta.)

1. Now, I am waiting / waitting to go home.
2. The boy is / are still sleeping.
3. My mother is bakeing / baking cookies.
4. I am looking / lookeing at my picture.
5. The cats is / are climbing up the tree now.
6. The cat is / are still running after the mouse.
7. Today, the students are / is doing their exam.

D. Write the sentences in negative and interrogative forms.

(Escreve as frases nas formas negativa e interrogativa.)

1. He is playing the guitar.

Neg: He isn't playing the guitar.

Int: Is he playing the guitar?

2. They are watching TV.

Neg: _____

Int: _____

3. We are going to the beach.

Neg: _____

Int: _____

E. Tick (✓) the correct option for the position of the adverb.

(Selecione a opção correta, de acordo com a posição do advérbio.)

1. I'm working online. (now)

☐

a) I'm working now online.

☒

b) I'm working online now.



2. The teacher is teaching the students. (today)

☐

a) The teacher is teaching the students today.

☐

b) The teacher is today teaching the students.



3. The boys are playing the guitar. (now)

☐

a) Now the boys are playing the guitar.

☐

b) The boys are playing now the guitar.



4. My mother is cooking dinner. (now)

☐

a) My mother is cooking now dinner.

☐

b) My mother is now cooking dinner.



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the sentences with a personal pronoun (object).

1. I am watching **The Voice** on TV. I'm watching _____.
2. **Aurea and Mariza** are talking. Michael is listening to _____.
3. **Aurea** is a singer. I like _____.
4. **We** are talking about the singers. They are looking at _____.
5. I am listening. Are you talking to _____?
6. **Anselmo** is very funny. I love _____.
7. **You and your mother** are singing. I am listening to _____.
8. **You** are good at dancing. I love watching _____.

B. Complete the texts with the correct personal pronouns (subject/object).

TEXT 1

I'm playing a game at the moment. My brother is in the living room with (1) _____. (2) _____ is watching a TV show. My mother and my father are in the kitchen. (3) _____ are preparing dinner. I know that (4) _____ are going to ask for our help very soon. (5) _____ usually set the table.

TEXT 2

I have a cousin, Tom. (1) _____ doesn't like reading books. His mother reads to (2) _____. He has got a sister. (3) _____ loves reading. (4) _____ am reading a funny story now. (5) _____ is really interesting. The characters are great. I love (6) _____.

Name _____ No.: _____ Class: _____
Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Circle the correct personal pronoun (object).

(Rodeia o personal pronoun – object correto.)

1. I am watching the TV program *The Voice*. I'm watching it him.
2. Aurea and Mariza are talking. Michael is listening to us / them.
3. Aurea is a singer. I like her / him.
4. We are talking about the singers. They are looking at you / us.
5. I am listening. Are you talking to me / you?
6. Anselmo is very funny. I love us / him.
7. You and your mother are singing. I am listening to you / them.
8. You are good at dancing. I love watching me / you.

B. Circle the correct personal pronoun (object/subject).

(Selecione o personal pronoun – object/subject – correto.)

TEXT 1

⁽¹⁾ I Me am playing a game at the moment. My brother is in the living room with ⁽²⁾ I / me. ⁽³⁾ He / Him is watching a TV show. My mother and my father are in the kitchen. ⁽⁴⁾ They / Them are preparing dinner. I know that ⁽⁵⁾ they / them are going to ask for our help very soon. ⁽⁶⁾ We / Us usually set the table.

TEXT 2

I have a cousin. ⁽¹⁾ He / Him doesn't like reading books. His mother reads to ⁽²⁾ him / he. He has got a sister. ⁽³⁾ She / Her loves reading. ⁽⁴⁾ I / Me am reading a funny story now. ⁽⁵⁾ It / She is really interesting. The characters are great. I love ⁽⁶⁾ it / us.

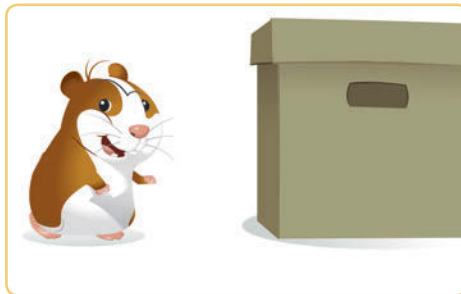
Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Look at the pictures. Draw a line for Oliver's movement.

1. Oliver goes into the box.



2. Oliver goes onto the box.



3. Oliver goes to the box.



B. Fill in the gaps with the correct preposition of movement: *into, onto, to, around, over*.

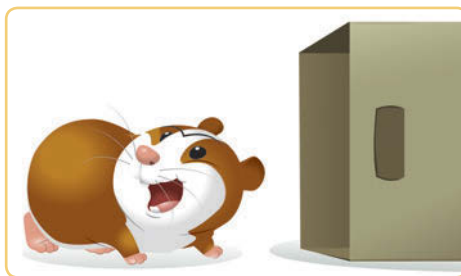
1. He goes _____ school.
2. She is going _____ the classroom.
3. The tiger is climbing _____ the tree.
4. The boys are running _____ the park.
5. His dog jumps _____ the table.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

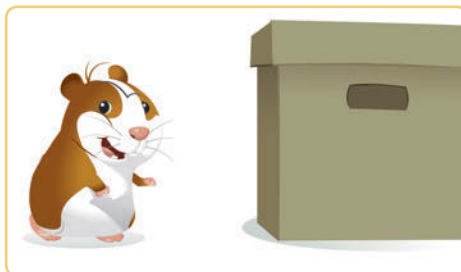
**A. Look at the pictures. Draw a line for Oliver's movement. Remember:
 to = para / into = para dentro de / onto = para cima de.**

(Observa as imagens. Desenha o movimento do Oliver. Recorda: *to* = para / *into* = para dentro de / *onto* = para cima de.)

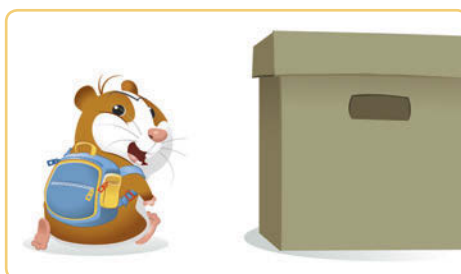
1. Oliver goes **into** the box.



2. Oliver goes **onto** the box.



3. Oliver goes **to** the box.



B. Circle the correct preposition. (Rodeia a preposição correta.)

1. He goes **into** / **to** school.
2. She is going **into** / **onto** the classroom.
3. The tiger is climbing **onto** / **on** the tree.
4. The boys are running **to** / **onto** the park.
5. His dog jumps **onto** / **into** the table.

Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the sentences. Use the expressions from the box.

do not	infinitive form	give suggestions
make requests		give orders

- The **imperative** is used to _____, to _____, or to _____.
- To form the **imperative**, use the _____ of the verb without *to*. In the negative form, put " _____ " or "don't" before the verb (e.g. "Don't touch that!")

B. Write the sentences in the negative form.

- Peter, sit down! _____
- Be quiet! _____
- Open the door, please! _____
- Do that! _____
- Pay the bill! _____
- Clean your room! _____

C. Write the sentences in Portuguese.

- Come to the board! _____
- Go to the bathroom! _____
- Please, be quiet! _____
- Open your books on page fifteen. _____
- Come in! _____
- Close the window, please. _____



Name _____ No.: _____ Class: _____
 Date: ____ / ____ / ____ Mark _____ Teacher _____

A. Complete the sentences. Use the expressions from the box.

(Completa as frases. Usa as expressões da caixa.)

do not

~~infinitive form~~

give suggestions

make requests

~~give orders~~

1. The **imperative** is used to give orders, to _____, or to _____.
2. To form the **imperative**, use the infinitive form of the verb without *to*. In the negative form, put "_____" or "don't" before the verb (e.g. "Don't touch that!")

B. Write the sentences in the negative form.

(Escreve as frases na negativa.)

1. Peter, sit down! Peter, don't sit down!
2. Be quiet! _____
3. Open the door, please! _____
4. Do that! _____
5. Pay the bill! _____
6. Clean your room! _____

C. Write the sentences in Portuguese.

(Escreve as frases em português.)

1. Come to the board! Vem ao quadro!
2. Go to the bathroom! _____
3. Please, be quiet! _____
4. Open your books on page fifteen. _____

5. Come in! _____
6. Close the window, please. _____



Speaking

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Available in editable format at

20 AULA DIGITAL
PROFESSOR

Objetivos:

- Rever/Treinar a identidade, a idade, os numerais cardinais e ordinais, o país de origem, as cores e os animais favoritos.
- Utilizar palavras e expressões para cumprimentar, agradecer e despedir-se.
- Formular perguntas e respostas sobre assuntos que lhe são familiares.

TASK 1**A. Choose a character and read his/her identity card.**

Name: Justin
 Surname: Bieber
 Date of birth: 1st March, 1994
 Country: Canada
 Favourite colour: Purple
 Favourite animal: Dog



Name: Robyn Rihanna
 Surname: Fenty
 Date of birth: 20th February, 1988
 Country: Barbados
 Favourite colour: Green
 Favourite animal: Cat

B. Ask your partner questions about his/her character. Answer about yours.

Example questions: What's your name? How old are you? When is your birthday? Where are you from? What's your favourite colour? What's your favourite animal?

TASK 2**A. Find out more about your partner. Look at the example below and use the words/expressions from the box to ask him/her questions.**

How old are you?

I'm ten years old.



- Say hello.
- What/name?
- What/surname?
- How old?
- When/birthday?
- Where/from?
- What/favourite colour?
- What/favourite animal?
- Say goodbye.

Objetivos:

- Rever/Treinar a identidade, a idade, os números, país de origem, cores e animais favoritos.
- Falar sobre si próprio.
- Expressar gostos e preferências pessoais.

A. Imagine this is your first day at Camp Kikiwaka. Fill in your ID card.*This is me!*

1. Name: _____
2. Surname: _____
3. Age: _____
4. Birthday: _____
5. Country: _____
6. Favourite colour: _____
7. Favourite animal: _____

YOUR
PHOTO
HERE

**B. Match the sentences below with the numbers from exercise A. There is one example.**

1. My favourite animal is the dog. 7
2. I'm 11 (eleven) years old. _____
3. My favourite colour is blue. _____
4. I'm from Portugal. _____
5. My birthday is on 5th May. _____
6. My surname is Santos. _____
7. My name is João. _____

**C. Introduce yourself to the members of the camp (your classmates). Use your answers in Exercise A. Don't forget to greet your friends at the beginning and to say goodbye at the end.**

Objetivos:

– Rever/Treinar as formas de cumprimento inicial e de apresentar um amigo.

Atividades:

– A turma é dividida em grupos de três alunos; cada grupo deve ler o diálogo (exercício A) em voz alta, sob a forma de *role-play*. De seguida, escolhem três personagens das imagens (exercício B) e fazem um diálogo semelhante ao do exercício A. Os alunos podem depois representar o diálogo para a turma. Como forma de os auxiliar nesta tarefa, os alunos podem escrever primeiro o diálogo no caderno diário.

TASK 1**A. Read the dialogue.****HAPPY NEW YEAR!**

Julie, Meg and Tom are at a New Year's party.

Julie: Hi, Meg! How are you?

Meg: Hi, Julie! Fine, thanks! Who's that boy?

Julie: Oh, it's Tom. Tom, come here, please!

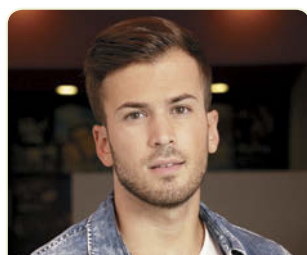
Tom: Hi, Julie!

Julie: Hi, Tom. This is my friend Meg.

Tom: Hi, Meg! Nice to meet you!

Meg: Hi, Tom! Nice to meet you, too!

Tom/Meg/Julie: Let's have fun! Happy New Year!

**B. Work in groups of three. Choose three characters and role-play a dialogue similar to the one from exercise A.****Adam Levine****Daniela Ruah****Zendaya Coleman****Ariana Grande****David Carreira****Cristiano Ronaldo**

Objetivos:

- Rever/Treinar a identidade, a idade, os numerais cardinais e ordinais, o país de origem e as profissões.
- Rever/Treinar a distinção entre os determinantes possessivos *his/her*.

Atividades:

- A turma é dividida em grupos de dois alunos; o professor corta a folha em duas partes e dá uma parte a cada aluno; os alunos terão de preencher os espaços com a informação em falta, utilizando as perguntas que têm no cartão. Só podem fazer perguntas e nunca devem ler o seu texto.

TASK 2**STUDENT A**

How old is... (person's name)? Where is he/she from?

When is his/her birthday? What is his/her job?

1. Jane is _____ years old. She is from _____. Her birthday is on _____. She is a _____. (job)
2. John is **eleven** years old. He is from **Berlin**. His birthday is on **12th March**. He is a **student**.
3. Tess is _____ years old. She is from _____. Her birthday is on _____. She is an _____. (job)
4. Marco is **twenty** years old. He is from **Lisbon**. His birthday is on **13th July**. He is a **firefighter**.

**STUDENT B**

How old is... (person's name)? Where is he/she from?

When is his/her birthday? What is his/her job?

1. Jane is **thirty** years old. She is from **London**. Her birthday is on **7th April**. She is a **lawyer**.
2. John is _____ years old. He is from _____. His birthday is on _____. He is a _____. (job)
3. Tess is **fifty** years old. She is from **Dublin**. Her birthday is on **22nd September**. She is an **engineer**.
4. Marco is _____ years old. He is from _____. His birthday is on _____. He is a _____. (job)

Objetivos:

- Rever/Treinar a identidade, a idade, os numerais cardinais e ordinais, o país de origem, a família e as profissões.
- Rever/Treinar a distinção entre os determinantes possessivos.
- Utilizar as estruturas corretas para apresentar alguém.

A. Read the text about Jamie and fill in his ID card.

Name: _____
 Surname: _____
 Age: _____
 Birthday: _____
 Hometown: _____
 Job: _____
 Father's job: _____
 Mother's job: _____
 Brothers / sisters: _____



This is Jamie and he's 36 years old. His birthday is on 22nd February. He's from Manchester, in the UK.

He's a mechanic.

His father is a doctor and his mother is a teacher.

His brother is Tom and his two sisters are Erica and Sophie.

B. Introduce one of these characters to the class. Use the text from exercise A as a model.

Name: Sarah
 Surname: Lopez
 Age: 10 years old
 Birthday: 1st February
 Hometown: Edinburgh
 Job: student
 Father's job: actor
 Mother's job: vet
 Brothers / sisters: one
brother (John)



Name: Peter
 Surname: Smith
 Age: 25 years old
 Birthday: 23rd April
 Hometown: London
 Job: lawyer
 Father's job: nurse
 Mother's job: teacher
 Brothers / sisters: one
sister (Maria)



Name: Oliver/Owen
 Surname: Jones
 Age: 14 years old
 Birthday: 20th June
 Hometown: Cardiff
 Job: students
 Father's job: singer
 Mother's job: architect
 Brothers / sisters: one
brother (Thomas)

**C. Now introduce your partner to the class.**

Objetivos:

- Treinar o vocabulário relacionado com a descrição física e o vestuário.
- Formular perguntas e respostas sobre assuntos que lhe são familiares.

Atividades:

- A turma é dividida em grupos de dois alunos; o professor corta a folha em duas partes e dá uma parte a cada aluno; em grupos de dois, os alunos devem ir questionando o colega até descobrirem o nome de todas as personagens que estão na sua imagem. Podem usar as perguntas/formas de resposta que surgem na caixa ao lado da imagem.

**STUDENT A**

- What does Nicole's hair look like?
- How big are Chris's eyes?
- Is Karen tall?
- Has Laura got straight hair?
- Has Nicole got a book?
- Has Laura got trainers?



Nicole Chris Karen Ben Laura

**STUDENT B**

- Her/His hair is...
- His/Her eyes are big/small.
- Yes, she/he is.
No, she/he isn't.
She/He is...
- Yes, she/he has.
No, she/he hasn't.
She/He has...



Karen

Chris

Nicole

Ben

Laura

Objetivos:

- Treinar o vocabulário relacionado com a descrição física e o vestuário.
- Formular perguntas e respostas sobre assuntos que lhe são familiares.

Atividades:

- A turma é dividida em grupos de dois; o professor corta a folha em duas partes e dá uma parte a cada aluno; em grupos de dois, os alunos devem ir questionando o colega até descobrirem o nome de todas as personagens que veem na sua imagem. Podem usar as perguntas/formas de resposta que têm na caixa ao lado da imagem.

STUDENT A

- What does ...'s hair look like?
- How big are ...'s eyes?
- Is... tall?
- Has... got straight hair?
- Has... got glasses?
- Has... got trainers?



Julia Thomas Rebecca Henry Sally

STUDENT B

- Her/His hair is...
- His/Her eyes are big/small.
- Yes, she/he is.
No, she/he isn't.
She/He is...
- Yes, she/he has.
No, she/he hasn't.
She/He has...



Julia

Henry

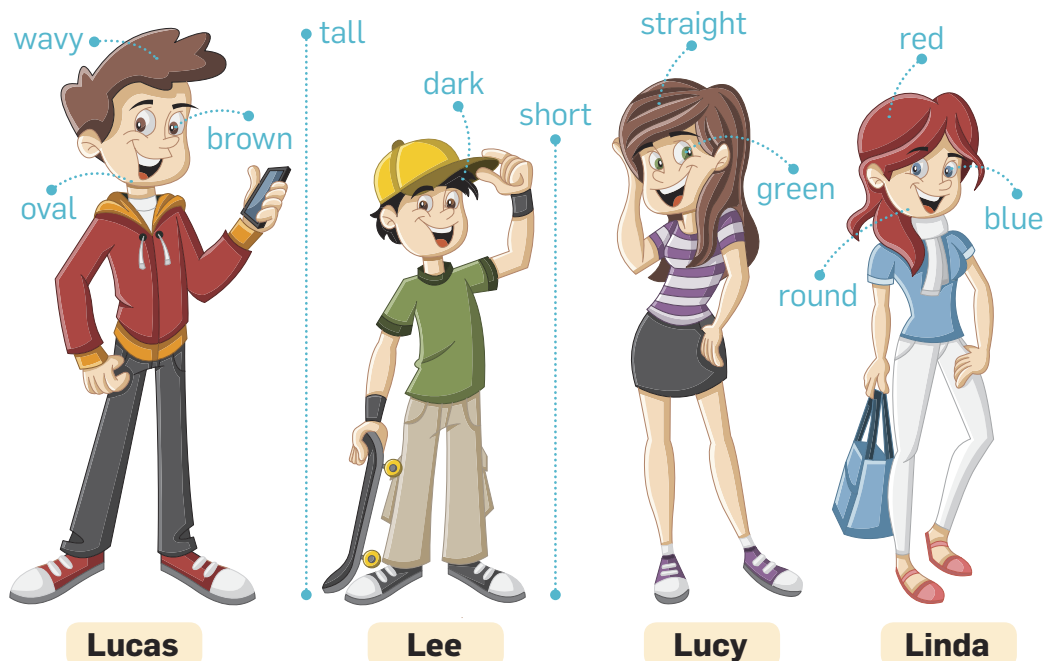
Sally

Thomas

Rebecca

Objetivos:

- Treinar o vocabulário relacionado com a descrição física e o vestuário.
- Usar números para expressar pesos e medidas.
- Pronunciar, com correção, expressões e frases familiares.

A. Look at the pictures.**B. Read the descriptions. Match them with the pictures from exercise A. Write the names.**

1. I'm medium-height and thin. I have got long red hair. My eyes are blue. I have got white jeans and a scarf. I'm _____.
2. I'm short and thin. I have got dark hair and I love T-shirts and caps. I'm _____.
3. I'm tall and thin. My face is oval. I have got brown eyes and my hair is short and wavy. I'm _____.
4. I'm medium height and thin. I have got straight brown hair and green eyes. My favourite clothes are dresses and skirts. I'm _____.

C. Use the sentences from exercise B and describe yourself to the class. You can write your description in your notebook first.

Unit 3 Talking about my house

Objetivos:

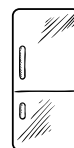
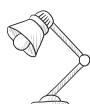
- Usar a entoação adequada em frases simples e conhecidas (afirmações, perguntas e exclamações).
- Falar sobre temas trabalhados – as partes da casa e o mobiliário.
- Formular perguntas e respostas sobre assuntos que lhe são familiares.
- Treinar o verbo *there + to be*.

Atividades:

- A turma é dividida em grupos de dois alunos; o professor corta a folha em duas partes e dá uma parte a cada aluno; em grupos de dois, os alunos devem ir questionando o colega até conseguirem adivinhar qual é a sua divisão favorita.

STUDENT A

- Choose your favourite room.
- Write the name of the room.
- Look at the pictures. Circle two pieces of furniture/objects you can find in your room.
- Try to guess your partner's room.
- Ask him/her questions about the two pieces of furniture/objects:
Examples: *Have you got a table?*
Is there a rug? Are there any chairs?
- You can only try to guess your partner's room once – *Is it the...?*

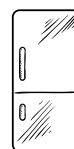
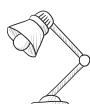


My room: _____

My partner's room: _____

STUDENT B

- Choose your favourite room.
- Write the name of the room.
- Look at the pictures. Circle two pieces of furniture/objects you can find in your room.
- Try to guess your partner's room.
- Ask him/her questions about the two pieces of furniture/objects:
Examples: *Have you got a table?*
Is there a rug? Are there any chairs?
- You can only try to guess your partner's room once – *Is it the...?*



My room: _____

My partner's room: _____

Objetivos:

- Pronunciar, com correção, expressões e frases familiares.
- Falar sobre temas trabalhados – as partes da casa e o mobiliário.
- Treinar o verbo *there + to be* e as preposições de lugar.

A. Read the text.**MY UPSIDE DOWN HOUSE**

Hi! My name is Josh and I live in Sydney, Australia. I live in a detached house. It's crazy – it's upside down! It has got nine rooms: a kitchen, two bathrooms, three bedrooms, a living room, a dining room and a study. There isn't an attic, but there's a garden in front of the house. I love my bedroom! 😊 It has got a big bed and a desk between the wardrobe and an armchair. There are lots of posters on the walls.

What about your house? Tell me about it!

**B. Now answer Josh's questions about your house.**

1. Where do you live?

I live in _____. (place)

2. Which type of house have you got?

My house is a _____.

3. How many rooms has your house got?

It has got _____ rooms.

4. Which rooms are there in your house?

There is _____.

5. What's your favourite room?

My favourite room is the _____.

6. What is there in your favourite room?

There is _____.

C. Use your answers from exercise B and the model from exercise A to tell the class about your house and your favourite room.

Objetivos:

- Usar a entoação adequada em frases simples e conhecidas (afirmações, perguntas e exclamações).
- Falar sobre temas trabalhados – comida e bebidas.
- Formular perguntas e respostas sobre assuntos que lhe são familiares.
- Expressar gostos e preferências pessoais.

Atividades:

- A turma é dividida em grupos de dois alunos; o professor corta a folha em duas partes e dá uma parte a cada aluno; em grupos de dois, os alunos devem ir questionando o colega até conseguirem preencher as colunas com as respostas dadas pelos colegas.

STUDENT A**Breakfast**

Lunch

Dinner

- What do you like for breakfast?
- Do you like... for lunch?
- Do you like... for dinner?
- What's your favourite drink?

- Ask your partner what he/she likes (use the questions in the box).
- Write the food/drink words your partner says in the correct place – breakfast, lunch or dinner.

STUDENT B**Breakfast**

Lunch

Dinner

- What do you like for breakfast?
- Do you like... for lunch?
- Do you like... for dinner?
- What's your favourite drink?

- Ask your partner what he/she likes (use the questions in the box).
- Write the food/drink words your partner says in the correct place – breakfast, lunch or dinner.

Objetivos:

- Pronunciar, com correção, expressões e frases familiares.
- Falar sobre temas trabalhados – comida e bebidas.
- Expressar gostos e preferências pessoais.

A. Look at the table.

		
Pam	  	 
Ted	  	 

B. Read the texts.



I'm Pam. I like eating lettuce and hamburgers. I love drinking juice. I don't like cheese or bananas.



I'm Ted. I like eating carrots. I love chicken and I like drinking milk. I hate onions and tomatoes.

C. Tell the class about what you like/don't like eating/drinking. Use the model texts from exercise B.

Objetivos:

- Usar a entoação adequada em frases simples e conhecidas (afirmações, perguntas e exclamações).
- Falar sobre temas trabalhados – atividades da rotina diária e horas.
- Fazer sugestões e convites simples (*let's/why don't we...*).

Atividades:

- A turma é dividida em grupos de dois alunos; o professor corta a folha em duas partes e dá uma parte a cada aluno; cada aluno preenche individualmente o seu cartão com as frases dadas e as palavras que estão acompanhadas por imagens; em grupos de dois, os alunos simulam o diálogo oralmente.

TASK 1**STUDENT A**

Why

What about

See you

I can't

A: Hi, _____ (name)! What's up?**B:** Hi, _____ (name)! Let's meet at the cinema at half past eight on Saturday.

A: Sorry, _____! I have a birthday party on Saturday.
 _____ Friday? _____ don't we have
 _____ (meal) at the new pizzeria first?

B: Great idea! Let's meet at a quarter past seven, then! Where?**A:** At my house! _____ on Friday!**B:** That's fine! See you!

- Complete the dialogue. You can use some words/expressions in the box and your own ideas.
- Role-play the dialogue with your partner.

STUDENT B

Let's

See you

Where

A: Hi, _____ (name)! What's up?

B: Hi, _____ (name)! _____ meet at the cinema
 at _____  on Saturday.

A: Sorry, I can't! I have a birthday party on Saturday. What about
 Friday? Why don't we have dinner at the new pizzeria first?

B: Great idea! Let's meet at _____ ,
 then! _____?

A: At my house! See you on Friday!**B:** That's fine! _____!

- Complete the dialogue. You can use some words/expressions in the box and your own ideas.
- Role-play the dialogue with your partner.

Objetivos:

- Usar a entoação adequada em frases simples e conhecidas (afirmações, perguntas e exclamações).
- Falar sobre temas trabalhados – atividades da rotina diária e horas.
- Formular perguntas e respostas sobre assuntos que lhe são familiares.

Atividades:

- A turma é dividida em grupos de dois alunos; o professor dá uma folha a cada aluno ou a cada par; os alunos decidem quem será quem; fazem depois perguntas um ao outro com as *question words* indicadas e as expressões da caixa. Devem fazê-lo cada um na sua vez, mas em forma de diálogo.

TASK 2**Dom****Floyd
(Deadshot)****Jessie****Katniss**

- Decide with your partner which film character you are.
- Ask your partner questions about his/her daily routine. Use the question words: *When...?; Where...?; How...?; What...?; What time...?*

Example questions:

- *What time do you get up?*
- *What do you have for breakfast?*
- *How do you go to school/work?*
- *Where do you have dinner?*
- *When do you go to bed?*

- Choose expressions from the box to answer the questions.

- get up at... (time)
- have... for breakfast (food/drink)
- go to school/work by/on... (car, bus, foot)
- have lunch at... (time)
- afternoon – drive fast cars; run; babysit; go to the gym...
- have dinner at... (home, restaurant)
- go to bed early/late

Objetivos:

- Pronunciar, com correção, expressões e frases familiares.
- Falar sobre temas trabalhados – atividades da rotina diária e horas.
- Descrever a sua rotina diária.

TASK 1

A. Fill in the gaps with daily routine expressions and information about YOU. Draw the missing activity from your daily routine. Then, cut out the pictures and stick them into your notebook in the correct order.

This is my day!



1. I _____
at _____ (time).



2. I _____
at _____ (time).



3. I _____
at _____ (time).



4. I _____
at _____ (time).



5. I _____
at _____ (time).



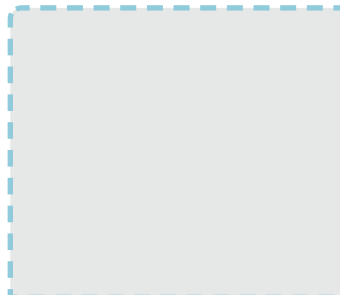
6. I _____
at _____ (time).



7. I _____
at _____ (time).



8. I _____
at _____ (time).



9. I _____
at _____ (time).

Objetivos:

- Pronunciar, com correção, expressões e frases familiares.
- Falar sobre temas trabalhados – atividades da rotina diária e horas.
- Descrever a sua rotina diária.

TASK 2**A. Read the text.**

Every Monday I get up at 7 o'clock. Then I go to the bathroom and I have a shower. After that I go to the kitchen and have breakfast.



5 I have milk and cereal for breakfast. At 8 o'clock I leave home and I go to school by bus.



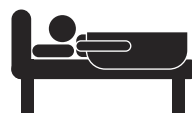
I arrive at school at 8.55 and I have classes from 9 to 3.30. For lunch I have fish
10 and chips. After school I go to the park and play basketball with my friends.



Then, I go home and do my homework. I have dinner at 7.30.



After dinner I watch TV, listen to music
15 or read a book. Finally, I go to bed at about 11 p.m.

**B. Use the information from the text and describe your daily routine to the class. Include some of the following words.**

every day

at the weekend

then

sometimes

always

after dinner

in the morning

in the afternoon

for lunch

Objetivos:

- Usar a entoação adequada em frases simples e conhecidas (afirmações, perguntas e exclamações).
- Falar sobre temas trabalhados – atividades de tempos livres e desportos.
- Formular perguntas e respostas sobre assuntos que lhe são familiares.

Atividades:

- A turma é dividida em grupos de dois alunos; o professor corta a folha em duas partes e dá uma parte a cada aluno. O primeiro aluno recebe a folha A e o segundo aluno recebe a folha B. Os alunos terão de descobrir as quatro diferenças entre os desenhos, colocando questões aos colegas. Ganha aquele que descobrir as diferenças primeiro.

TASK 1**STUDENT A****Find the differences****Questions**

- *The man is running.*
Is the man in your picture running?
- *The two boys sitting at the table are listening to music and playing video games.*
Are the two boys in your picture listening to music and playing video games?

**Answers**

- Yes, he/she is.
I No, he/she isn't. He/She is...
- Yes, they are.
I No, they aren't. They are...

STUDENT B**Find the differences****Questions**

- *The man is sleeping.* Is the man in your picture sleeping?
- *The boy and the girl are playing basketball.* Are the boy and the girl in your picture playing basketball?

**Answers**

- Yes, he/she is. I No, he/she isn't. He/She is...
- Yes, they are. I No, they aren't. They are...

Objetivos:

- Usar a entoação adequada em frases simples e conhecidas (afirmações, perguntas e exclamações).
- Falar sobre temas trabalhados – atividades de tempos livres e desportos.
- Formular perguntas e respostas sobre assuntos que lhe são familiares.
- Expressar gostos e preferências pessoais.

TASK 2**A. Read the dialogue.**

Anna: Hi, Paul!

Paul: Hi, Anna!

Anna: What's your favourite free time activity?

Paul: I love **playing video games**. Do you like **playing video games**?

5

Anna: Not really! I prefer **watching TV** or **surfing the net**. I also like **hanging out with my friends**.

Paul: What about sports? Do you like sports?

Anna: Yes I do! I love **tennis**. And you?

10 **Paul:** I like **tennis**, too, but I prefer **football**. Come with me! I'm going to a **football** match!

Anna: OK! Great idea!



B. Role play a similar dialogue with your partner. Replace the words/ expressions in bold by information about YOU. You can write the dialogue in your notebook.

Objetivos:

- Pronunciar, com correção, expressões e frases familiares.
- Falar sobre temas trabalhados – atividades de tempos livres e desportos.
- Apresentar preferências de familiares ou amigos.

A. Look at Joe's room. What does he do in his free time? Look at the picture, read the options and put a tick (✓) or a cross (✗).



- | | | |
|--|---|--|
| ☐ a) listening to music | ☐ d) playing baseball | ☐ g) playing volleyball |
| ☐ b) watching TV | ☐ e) playing video games | ☐ h) riding a bike |
| ☐ c) playing football | ☐ f) reading | ☐ i) dancing |

B. Tell the class about Joe's favourite free time activities.

Example: Joe likes playing video games. He doesn't like playing tennis.

C. Now tell the class about your best friend's favourite free time activities or about the free time activities of a member of your family (mother, father, brother or sister...).

Objetivos:

- Pronunciar, com correção, expressões e frases familiares.
- Falar sobre temas trabalhados – atividades de tempos livres e desportos.
- Exprimir gostos e preferências pessoais.

A. Read the text.

Look at me! I'm playing the piano. It's my favourite hobby.

In my free time I also like listening to music and going to the cinema. I don't like
5 playing football or tennis. I prefer surfing.
What about you?

Lucy



B. Tell Lucy all about your favourite sports and hobbies. Complete the text below.

Picture of you

Hi!

Look at me! I'm (1) _____. It's my favourite hobby.

In my free time I also like (2) _____ and
(3) _____. I don't like (4) _____
_____ or (5) _____.

I prefer (6) _____.

Picture of your favourite hobby

C. Now tell the class about your favourite hobby. Use the model text from exercise A. You can place a photo of you doing your favourite hobby or you can draw it.

Celebrations

Halloween (page 2)

A. 1. witch | 2. monster | 3. skeleton | 4. ghost | 5. bat | 6. black cat | 8. Jack-o'-lantern | 9. spider

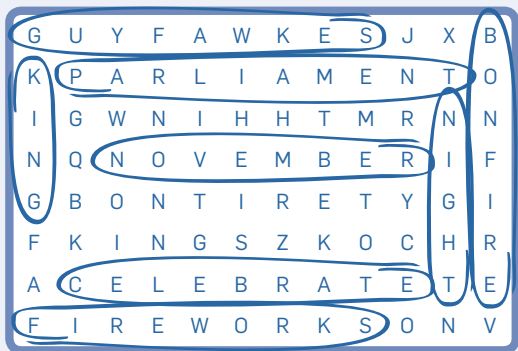
B. 1. Treat | 2. Trick

C. Happy Halloween!

Bonfire Night (page 3)

A. 1. the United Kingdom | 2. Bonfire | 3. king | 4. blow up | 5. English Parliament | 6. fireworks | 7. Guy Fawkes

B.



Thanksgiving (page 4)

B. 1. | 2. | 5.

Christmas (page 5)

B. 1. presents | 2. bells | 3. candy canes | 4. sleigh | 5. Christmas tree | 6. stockings

St. Valentine's Day (page 6)

B. 1. letters | 2. sweets | 3. cards | 4. boxes of chocolates | 5. presents | 6. flowers

C. Personal answer.

Shrove Tuesday – Pancake Day (page 7)

B. 1. c | 2. e | 3. h | 4. g | 5. d | 6. a | 7. b | 8. f

Easter (page 9)

C.



Cross-curricular worksheets

Inglês | Matemática (page 12)

A. 1. eight | 2. three | 3. seven | 4. ten | 5. four | 6. one

B. 1. ten | 2. fifteen | 3. twenty-five | 4. sixteen | 5. five | 6. twelve | 7. ninety | 8. eighty | 9. two | 10. eighteen

C. first | second | third | fourth | fifth | sixth | seventh | eighth | ninth | tenth

Inglês | Ciências Naturais (page 13)

A. 1. giraffe | 2. mouse | 3. lion | 4. cat | 5. rhino

Inglês | História e Geografia de Portugal (page 19)

A. 1. Canada | 2. The USA | 3. The United Kingdom | 4. Portugal | 5. Europe | 6. Africa | 7. South Africa | 8. Asia | 9. Australia | 10. New Zealand

Inglês | Educação Visual (page 15)

B. 1. grey | 2. pink | 3. orange | 4. green | 5. purple

Inglês | Educação Física (page 16)

A. Football: trainers | shorts | goal | football field;
Swimming: swimming pool | swimming cap | goggles | swimsuit;
Athletics: trainers | running shoes | track | shorts;
Basketball: trainers | shorts;
Dancing: trainers | music | dancing shoes;
Tennis: tennis shoes | shorts | racket.

B. Personal answer.

Inglês | Educação Musical (page 17)

1. singer | 2. conductor | 3. guitar | 4. organ | 5. flute | 6. DJ | 7. CD | 8. saxophone | 9. violin | 10. bagpipes | 11. drums | 12. harp | 13. keyboards | 14. stereo | 15. piano | 16. headphones

Extra vocabulary worksheets

Worksheet 1A (page 20)

A. 1. Good evening! | **2.** Good morning! | **3.** Good night! | **4.** Good afternoon!

C. Personal answers.

D. 1. thirty-five | **2.** old / is forty years old | **3.** How old / She is twelve years old | **4.** is Charles / He is eight years old

E. 2. two | **3.** three | **4.** four | **5.** five | **6.** six | **7.** seven | **8.** eight | **9.** nine | **10.** ten | **11.** eleven | **12.** twelve | **13.** thirteen | **14.** fourteen | **15.** fifteen | **18.** eighteen | **20.** twenty | **21.** twenty-one | **30.** thirty | **40.** forty | **57.** fifty-seven | **80.** eighty | **90.** ninety | **100.** one hundred

F. 2. Monday | **3.** Tuesday | **4.** Wednesday | **5.** Thursday | **6.** Friday | **7.** Saturday

G. 1. sunny | **2.** cold | **3.** hot | **4.** rainy

H. 1. cat | **2.** dog | **3.** pig | **4.** fox | **5.** lion | **5.** elephant

Worksheet 1B (page 22)

A. 1. Good evening! | **2.** Good morning! | **4.** Good afternoon!

C. Personal answers.

D. 1. thirty-five | **2.** Rachel | **3.** How old | **4.** years old

E. 2. two | **3.** three | **4.** four | **5.** five | **6.** six | **7.** seven | **8.** eight | **9.** nine | **10.** ten | **11.** eleven | **12.** twelve | **15.** fifteen | **20.** twenty | **40.** forty | **50.** fifty | **70.** seventy | **80.** eighty | **90.** ninety | **100.** one hundred

F. 2. Monday | **3.** Tuesday | **4.** Wednesday | **5.** Thursday | **6.** Friday | **7.** Saturday

G. 2. cold | **3.** hot | **4.** rainy

H. 2. dog | **3.** pig | **4.** lion | **5.** elephant

Worksheet 2A (page 24)

A. 1. c | **2.** a | **3.** d | **4.** b

B./C. Personal answers.

Worksheet 2B (page 25)

A. 1. c | **2.** a | **3.** d | **4.** b |

B./C. Personal answers.

Worksheet 3A (page 26)

A. 1. grandparents | **2.** grandfather | **3.** grandmother | **4.** parents | **5.** father | **6.** mother | **7.** uncle | **8.** aunt | **9.** brother | **10.** sister | **11.** cousin

B. 1. MUM | **2.** DAD | **3.** HUSBAND | **4.** WIFE | **5.** SON | **6.** DAUGHTER | **7.** STEPMOTHER | **8.** STEPFATHER

Worksheet 3B (page 27)

A. 2. grandmother | **4.** mother | **5.** uncle | **6.** aunt | **7.** brother | **8.** sister | **9.** cousin

A. 1. MUM | **2.** DAD | **3.** HUSBAND | **4.** WIFE | **5.** SON | **6.** DAUGHTER | **7.** PARENTS | **8.** GRANDPARENTS

Worksheet 4A (page 28)

A. 1. fisherman | **2.** singer | **3.** doctor | **4.** vet | **5.** firefighter | **6.** mechanic | **7.** cook | **8.** police officer | **9.** pilot | **10.** football player | **11.** teacher | **12.** engineer

Worksheet 4B (page 29)

B. 2. singer | **3.** doctor | **4.** vet | **5.** firefighter | **6.** mechanic | **7.** cook |

8. police officer | **9.** pilot | **10.** football player | **11.** teacher | **12.** engineer

Worksheet 5A (page 30)

A. 1. hair (head) | **2.** teeth | **3.** arm | **4.** hand | **5.** leg | **6.** eye | **7.** mouth | **8.** neck | **9.** knee | **10.** foot

B. 1. ear | **2.** elbow | **3.** face | **4.** shoulder | **5.** finger | **6.** head

C. 1. nose | **2.** mouth | **3.** hand | **4.** foot

Worksheet 5B (page 31)

A. 2. arm | **3.** hand | **4.** leg | **5.** eye | **6.** mouth | **7.** neck | **8.** foot

B. 1. ear | **2.** nose | **3.** face | **4.** shoulder | **5.** finger | **6.** head

C. 2. mouth | **3.** hand | **4.** foot

Worksheet 6A (page 32)

B. 1. short | **2.** thin/slim | **3.** blond | **4.** blue | **5.** long | **6.** big

C. 1. Sarah has got short hair. | **2.** Jane has got big brown eyes. | **3.** Tom has got wavy red hair. | **4.** Anne has got long curly black hair.

D. Personal answers.

Worksheet 6B (page 33)

B. 1. short | **2.** thin | **3.** blond | **4.** blue | **5.** long | **6.** big

C. 1. Sarah has got short hair. | **2.** Jane has got big brown eyes. | **3.** Tom has got wavy red hair. | **4.** Anne has got long curly black hair.

Worksheet 7A (page 34)

A. 2. belt | **3.** jeans | **4.** trousers | **5.** dress | **6.** skirt | **7.** scarf | **8.** hat | **9.** shirt | **10.** coat | **11.** jacket | **12.** shoes | **13.** socks | **14.** trainers | **15.** boots | **16.** shorts

Worksheet 7B (page 35)

A. 2. belt | **3.** jeans | **4.** trousers | **5.** dress | **6.** skirt | **7.** scarf | **8.** hat | **9.** shirt | **10.** coat | **11.** jacket | **12.** shoes | **13.** socks | **14.** trainers | **15.** boots | **16.** shorts

Worksheet 8A (page 36)

A. a) 4 | **b)** 10 | **c)** 3 | **d)** 1 | **e)** 5 | **f)** 6 | **g)** 8 | **h)** 2 | **i)** 9 | **j)** 7

Worksheet 8B (page 37)

A. b) 10 | **c)** 3 | **d)** 1 | **e)** 5 | **f)** 6 | **g)** 8 | **h)** 2 | **i)** 9 | **j)** 7

Worksheet 9A (page 38)

A. a) 7 | **b)** 3 | **c)** 2 | **d)** 5 | **e)** 1 | **f)** 9 | **g)** 8 | **h)** 6 | **i)** 4

B. 1. fridge | **2.** chairs | **3.** sofa | **4.** armchair | **5.** bed | **6.** wardrobe | **7.** lamp | **8.** bookcase

Worksheet 9B (page 39)

A. 2. table | **3.** cooker | **4.** rug | **5.** chest of drawers | **6.** washbasin | **7.** desk | **8.** sink

B. 2. chairs | **3.** sofa | **4.** armchair | **5.** bed | **6.** wardrobe | **7.** lamp | **8.** bookcase

Worksheet 10A (page 40)

A. Fruit: mango | pear | apple | banana; **Vegetables:** lettuce | tomato | potato; **Dessert:** cake | jelly | ice cream; **Drinks:** water | tea | coffee | milk; **Other food:** chicken | cheese | eggs | chips

B. 1. strawberries | **2.** salad | **3.** pie | **4.** soup | **5.** bread | **6.** peas | **7.** orange | **8.** onions | **9.** watermelon | **10.** fish | **11.** meatballs | **12.** steak

Worksheet 10B (page 41)

A. **b)** 3 | **c)** 6 | **d)** 10 **e)** 7 | **f)** 8 | **g)** 2 | **h)** 5 | **i)** 4 | **j)** 9

B. **2.** salad | **3.** pie | **4.** soup | **5.** bread | **6.** peas | **7.** orange | **8.** onions

Worksheet 11A (page 42)

A. **1.** get up / wake up | **2.** have a shower | **3.** get dressed | **4.** have breakfast | **5.** brush her teeth | **6.** catch the bus | **7.** have classes | **8.** play basketball | **9.** have lunch | **10.** do her homework | **11.** go to the swimming pool | **12.** surf the net | **13.** watch TV | **14.** have dinner | **15.** read a book | **16.** go to bed

Worksheet 11B (page 43)

A. **2.** get dressed | **3.** have breakfast | **4.** catch the bus | **5.** have classes | **6.** have lunch | **7.** do her homework | **8.** have dinner | **9.** go to bed

Worksheet 12A (page 44)

A. **a)** 1 | **b)** 7 | **c)** 6 | **d)** 3 | **e)** 8 | **f)** 5 | **g)** 10 | **h)** 4 | **i)** 2 | **j)** 9

B. **1.** It's two o'clock. | **2.** It's five past nine. | **3.** It's twenty to ten. | **4.** It's half past nine.

C.



Worksheet 12B (page 45)

A. **b)** 5 | **c)** 3 | **d)** 4 | **e)** 6 | **f)** 2

B. **2.** It's five past nine. | **3.** It's half past nine. | **4.** It's a quarter past nine.

C. **2.** b) | **3.** a) | **4.** b)

Worksheet 13A (page 46)

A. **a)** 3 | **b)** 2 | **c)** 4 | **d)** 1 | **e)** 6 | **f)** 5

B. **1.** reading | **2.** watching TV | **3.** going to the cinema | **4.** listening to music | **5.** playing cards | **6.** singing

Worksheet 13B (page 47)

A. **2.** a) | **3.** b) | **4.** b) | **5.** a) | **6.** a)

B. **2.** watching TV | **3.** going to the cinema | **4.** listening to music | **5.** playing cards | **6.** singing

Worksheet 14A (page 48)

A. **1.** basketball | **2.** cycling | **3.** running | **4.** judo | **5.** tennis | **6.** football | **7.** rugby | **8.** volleyball | **9.** gymnastics | **10.** surfing | **11.** skiing | **12.** swimming

Worksheet 14B (page 49)

A. **b)** 3 | **c)** 6 | **d)** 2 | **e)** 1 | **f)** 5

B. **2.** cycling | **3.** gymnastics | **4.** skiing | **5.** surfing | **6.** swimming | **7.** ice skating | **8.** tennis

Extra grammar worksheets

Worksheet 1A (page 52)

A.

Portuguese	English
eu	I
tu	you
ele	he
ela	she
ele/ela (objetos/animais)	it
nós	we
vós	you
eles/elas	they

B.

Verb to be		
Affirmative	Negative	Interrogative
I am (I'm)	I am not (I'm not)	Am I...?
you are (you're)	you are not (you aren't)	Are you...?
he/she/it is (he's/she's/it's)	he/she/it is not (he/she/it isn't)	Is he/she/it...?
we are (we're)	we are not (we aren't)	Are we...?
you are (you're)	you are not (you aren't)	Are you...?
they are (they're)	they are not (they aren't)	Are they...?

C. **2.** We're in the same class. | **3.** They're students. | **4.** You're a nice person. | **5.** His name's Jack. | **6.** I'm happy today.

D. **2.** is | **3.** are | **4.** are | **5.** is | **6.** am

E. **2.** am not ('m not) | **3.** am ('m) | **4.** is ('s) | **5.** is not (isn't) | **6.** are

F. **1.** Her name is Annie. | **2.** How old are you? | **3.** Emma Watson is an actress. | **4.** Are your parents firefighters? | **5.** We are not from Portugal.

G. Personal answers.

Worksheet 1B (page 54)

A.

Portuguese	English
eu	I
tu	you
ela	he
ele	she
ele/ela (objetos/animais)	it
nós	we
vós	you
eles/elas	they

B.

Verb to be		
Affirmative	Negative	Interrogative
I am (I'm)	I am not (I'm not)	Am I...?
you are (you're)	you are not (you aren't)	Are you...?
he/she/it is (he's/she's/it's)	he/she/it is not (he/she/it isn't)	Is he/she/it...?
we are (we're)	we are not (we aren't)	Are we...?
you are (you're)	you are not (you aren't)	Are you...?
they are (they're)	they are not (they aren't)	Are they...?

C. 2. is | **3.** are | **4.** are | **5.** am | **6.** are | **7.** is | **8.** are | **9.** are | **10.** am

D. 2. b) | **3.** a) | **4.** b)

E. 2. Her name is Annie. | **3.** How old are you? | **4.** Emma Watson is an actress. | **5.** We are not from Portugal.

F. Personal answers.

Worksheet 2A (page 56)

A. 2. e) | **3.** a) | **4.** f) | **5.** c) | **6.** g) | **7.** d)

B. 1. What | **2.** Where | **3.** How old | **4.** When | **5.** What | **6.** How | **7.** Who | **8.** Where | **9.** What | **10.** When

C. 2. What's your job? | **3.** Where is the party? | **4.** When is your birthday? | **5.** How is she? | **6.** How old are they?

Worksheet 2B (page 57)

A. 2. d) | **3.** a) | **4.** e) | **5.** c) | **6.** f)

B. 2. a) | **3.** b) | **4.** b)

C. 2. Where | **3.** How old | **4.** What | **5.** How | **6.** Who

Worksheet 3A (page 58)

A. 1. a | **2.** an | **3.** a | **4.** a | **5.** a | **6.** an

B. 1. a | **2.** a / a | **3.** an / a | **4.** The / an | **5.** The | **6.** The / the

C. 1. the / - | **2.** - / - / a | **3.** an / a | **4.** a / - | **5.** the / a | **6.** - / an

Worksheet 3B (page 59)

A. 2. an | **3.** a | **4.** a | **5.** a | **6.** an

B. 2. a / a | **3.** an / a | **4.** The / an | **5.** The | **6.** The / the

C. 2. the / the | **3.** - | **4.** The | **5.** - | **6.** -

Worksheet 4A (page 60)

A. 1. my | **2.** your | **3.** his | **4.** her | **5.** our | **6.** their

B. 1. Our | **2.** Her | **3.** Their | **4.** Your | **5.** His | **6.** Their

C. 1. my | **2.** my | **3.** Our / My | **4.** Its | **5.** their | **6.** Her | **7.** His

Worksheet 4B (page 61)

A. 2. your | **3.** his | **4.** her | **5.** our | **6.** their

B. 2. Her | **3.** Their | **4.** Your | **5.** His | **6.** Our

C. 2. my | **3.** Our | **4.** Its | **5.** their | **6.** Her | **7.** His

Worksheet 5A (page 62)

Verb have got		
Affirmative	Negative	Interrogative
I have got	I haven't got	Have I got...?
you have got	you haven't got	Have you got...?
he/she/it has got	he/she/it hasn't got	Has he/she/it got...?
we have got	we haven't got	Have we got...?
you have got	you haven't got	Have you got...?
they have got	they haven't got	Have they got...?

B. 1. has got | **2.** have got | **3.** has got | **4.** have got | **5.** have got | **6.** have got

C. 1. a) | **2.** c) | **3.** b) | **4.** d)

D. 2. has got | **3.** have got | **4.** haven't got | **5.** have got | **6.** hasn't got

E. 2. Have Paul and Tom got a cat? No, they haven't. They have got a dog. | **3.** Has Susan got a sister? Yes, she has.

Worksheet 5B (page 64)

A.

Verb have got		
Affirmative	Negative	Interrogative
I have got	I haven't got	Have I got...?
you have got	you haven't got	Have you got...?
he/she /it has got	he/she/it hasn't got	Has he/she/it got...?
we have got	we haven't got	Have we got...?
you have got	you haven't got	Have you got...?
they have got	they haven't got	Have they got...?

B. 2. He's got freckles. | **3.** You've got glasses. | **4.** They've got blond hair. | **5.** Sally's got a hamster.

C. 2. haven't got | **3.** haven't got | **4.** hasn't got | **5.** haven't got

D. 2. has got | **3.** have got | **4.** have got | **5.** have got | **6.** have got

E. 2. hasn't got | **3.** have got | **4.** haven't got

F. 1. a) | **2.** c) | **3.** b) | **4.** d)

G. 2. Yes, she has. | **3.** No, they haven't.

Worksheet 6A (page 66)

A. 1. I'm not ten years old. | **2.** My name isn't Peter. I haven't got a cat. | **3.** We aren't at school. It hasn't got a big playground. | **4.** It isn't a brown cat. It hasn't got big eyes.

B. 1. I've got two brothers. | **2.** His name is Édér. | **3.** Harry Styles is not from Portugal. | **4.** My sister has got two children. | **5.** Have you got a pencil?

C. 1. is | **2.** is | **3.** is | **4.** has got | **5.** is | **6.** is | **7.** has got | **8.** is | **9.** is | **10.** have got | **11.** has got | **12.** are

Worksheet 6B (page 67)

A. 2. Ele tem olhos verdes. | **3.** A Joanna é alta e magra. | **4.** Eu tenho 10 anos.

B. 2. My name's Peter. I've got a cat. | **3.** We're at school. | **4.** It's a brown cat. It's got big eyes.

C. 2. His name is Éder. | **3.** Harry Styles is not from Portugal. | **4.** My sister has got two children. | **5.** Have you got a pencil?

D. 2. is | **3.** is | **4.** has got | **5.** is | **6.** is | **7.** has got | **8.** is | **9.** is | **10.** have got | **11.** has got | **12.** are

Worksheet 7A (page 68)

A. 1. 's | **2.** ' | **3.** 's | **4.** ' | **5.** 's | **6.** 's

B. 2. That is Maria's white cat. | **3.** That's Catarina's green bird. | **4.** That's James's black dog. | **5.** That's our parents' green turtle. | **6.** That's Charles's red fish.

C. 1. Whose / It's Ellen's shirt. | **2.** Whose jeans are these? They're Tom's jeans. | **3.** Whose coat is this? It's Mr Lisbon's coat.

Worksheet 7B (page 69)

A. 2. girls' | **3.** sister's | **4.** boys' | **5.** Julie's | **6.** Lucas's

B. 2. Kate's | **3.** James's | **4.** Ann's | **5.** girls' | **6.** parents'

C. 2. white cat. | **3.** James's black dog. | **4.** Rodrigo's hamster.

D. 3. They're Tom's jeans. | **4.** It's Mr Lisbon's coat. | **5.** It's my sister's dress. | **6.** It's our parents' dog.

Worksheet 8A (page 70)

A. 1. My / yours | **2.** his | **3.** hers | **4.** ours | **5.** yours | **6.** mine

B. 1. mine | **2.** yours | **3.** hers | **4.** his | **5.** ours | **6.** theirs | **7.** its

C. 1. Mine | **2.** Yours | **3.** Hers | **4.** theirs | **5.** Ours | **6.** His | **7.** Yours

Worksheet 8B (page 71)

Possessive determiners	Possessive pronouns
my	mine
your	yours
his	his
her	hers
its	its
our	ours
your	yours
their	theirs

B. 2. yours | **3.** hers | **4.** his | **5.** ours

C. 2. hers | **3.** yours | **4.** mine

D. 2. Yours | **3.** Hers | **4.** theirs | **5.** Ours

Worksheet 9A (page 72)

A. 1. tall | **2.** wavy | **3.** brown | **4.** handsome

B. 1. ugly | **2.** unkind | **3.** short | **4.** fat | **5.** unhappy / sad | **6.** serious

C. 2. Charlie isn't happy. | **3.** Their parents are sociable. | **4.** My grandmother is old. | **5.** We are generous people. | **5.** She is a kind girl.

Worksheet 9B (page 73)

A. 1. tall | **2.** wavy | **3.** brown | **4.** handsome

B. 2. unkind | **3.** short | **4.** fat | **5.** sad | **6.** serious

C. 2. straight | **3.** short | **4.** blond | **5.** blue | **6.** white

Worksheet 10A (page 74)

A.

	Verb <i>there + to be</i>		
	Affirmative	Negative	Interrogative
Singular	there is / there's	there is not / there isn't	Is there...?
Plural	there are	there are not / there aren't	Are there...?

B. 1. There is | **2.** There are | **3.** There isn't | **4.** There is | **5.** There aren't

C. 1. there are | **2.** There isn't | **3.** there are | **4.** There isn't | **5.** there is | **6.** there is

Worksheet 10B (page 75)

A.

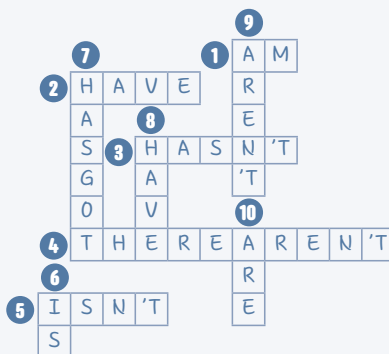
	Verb <i>there + to be</i>		
	Affirmative	Negative	Interrogative
Singular	there is / there's	there is not / there isn't	Is there... ?
Plural	there are	there are not / there aren't	Are there...?

B. 2. There are | **3.** There isn't | **4.** There is | **5.** There aren't

C. 2. There isn't | **3.** there are | **4.** There isn't | **5.** there is | **6.** there is

Worksheet 11A (page 76)

A.

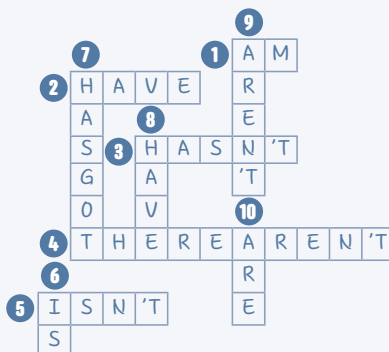


B. 1. isn't | **2.** have got | **3.** is / isn't | **4.** has got | **5.** Is / isn't / is | **6.** isn't / is | **7.** have got

C. 1. is ('s) | **2.** am ('m) | **3.** have got | **4.** There are | **5.** is | **6.** is ('s) | **7.** have got ('ve got) | **8.** has got ('s got) | **9.** there is (there's) | **10.** is ('s)

Worksheet 11B (page 77)

A.



B. 2. isn't | **3.** is | **4.** has got ('s got) | **5.** aren't | **6.** have got | **7.** is

C. 2. am ('m) | **3.** has got ('s got) | **4.** is | **5.** is ('s) | **6.** there is (there's) | **7.** is ('s)

Worksheet 12A (page 78)

A. 1. in front of | 2. under | 3. in | 4. above | 5. behind | 6. on

B. 1. on | 2. on | 3. in front of | 4. next to | 5. between

Worksheet 12B (page 79)

A. 2. under | 3. in | 4. above | 5. behind | 6. on

B. 2. on | 3. in front of | 4. next to | 5. between

Worksheet 13A (page 80)

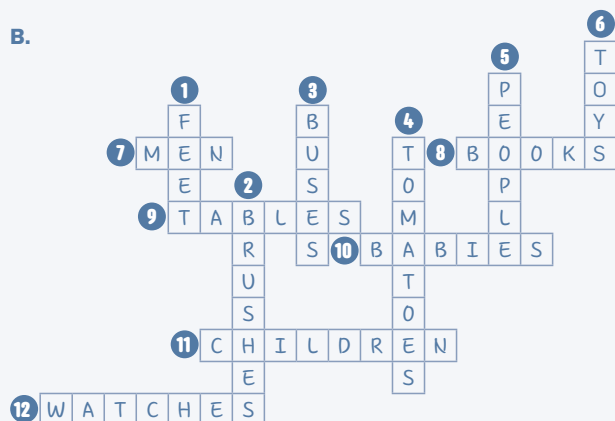
A. 1. books | 2. tables | 3. men | 4. watches | 5. toys | 6. children | 7. brushes | 8. tomatoes | 9. babies | 10. buses | 11. people | 12. feet

B. 1. Our dogs are black. | 2. There are pens and rubbers. | 3. The boys are over there. | 4. The toys are in the boxes.

Worksheet 13B (page 81)

A. 1. dogs | 2. pens / rubbers | 3. boys / girls | 4. toys

B.



Worksheet 14A (page 82)

A. 1. any | 2. some | 3. any | 4. any | 5. any | 6. some

B. 1. some | 2. any | 3. some | 4. any | 5. some | 6. any | 7. any | 8. some

Worksheet 14B (page 83)

A. 2. some | 3. any | 4. any | 5. any | 6. some

B. 2. any | 3. some | 4. any | 5. some | 6. any | 7. any | 8. some

Worksheet 15A (page 84)

A. 1. thirteen | 2. twenty oranges | 3. How many / are there / eight | 4. How many bananas are there / one banana

B. Personal answers.

Worksheet 15B (page 85)

A. 1. thirteen | 2. twenty | 3. are | 4. is

B. Personal answers.

Worksheet 16A (page 86)

A. 1. Paula is eating a hamburger because she is hungry. | 2. Kate likes vegetables because they are healthy. | 3. Sarah likes her brother because he is funny.

B. 1. Joseph does a lot of sport so he is healthy. | 2. Thomas is allergic to milk so he can't drink it. | 3. Jennifer likes all types of fruit so she likes apples.

C. 2. because | 3. because | 4. so

D. 1. I want water because I'm thirsty. | 2. I study so I pass the tests. | 3. She's happy because it's sunny. | 4. Peter likes oranges so he eats them a lot. | 5. I like Éder because he is a good football player.

Worksheet 16B (page 87)

A. 2. b) | 3. a) | 4. b) | 5. a) | 6. a)

B. 2. so | 3. because | 4. so | 5. because | 6. because

C. 2. They are quiet because they are watching TV. | 3. I like Taylor Swift because her songs are great. | 4. I love strawberries so I eat them a lot.

Worksheet 17A (page 88)

A.

Affirmative	Negative
I like dancing.	I don't like dancing.
You like dancing.	You don't like dancing.
He/She/It likes dancing.	He /She/It doesn't like dancing.
We like dancing.	We don't like dancing.
You like dancing.	You don't like dancing.
They like dancing.	They don't like dancing.

Interrogative	Short answers	
Do I like dancing?	Yes, I do.	No, I don't.
Do you like dancing?	Yes, you do.	No, you don't.
Does he/she/it like dancing?	Yes, he/she/it does.	No, he/she/it doesn't.
Do we like dancing?	Yes, we do.	No, we don't.
Do you like dancing?	Yes, you do.	No, you don't.
Do they like dancing?	Yes, they do.	No, they don't.

B. 1. He doesn't like going to the cinema. | 2. We don't like playing the guitar. | 3. They don't like horror movies. | 4. I don't like running.

C. 1. d) | 2. c) | 3. a) | 4. b)

D. Personal answers.

Worksheet 17B (page 90)

B.

Interrogative	Short answers	
Do I like reading?	Yes, I do.	No, I don't.
Do you like reading?	Yes, you do.	No, you don't.
Does he/she/it like reading?	Yes, he/she/it does.	No, he/she/it doesn't.
Do we like reading?	Yes, we do.	No, we don't.
Do you like reading?	Yes, you do.	No, you don't.
Do they like reading?	Yes, they do.	No, they don't.

C. 1. doesn't like | 2. don't like | 3. don't like | 4. don't like

D. 2. b) | 3. c) | 4. a)

E. Personal answers.

Worksheet 18A (page 92)

A.

Affirmative	Negative	Interrogative
I eat	I don't eat	Do I eat...?
you eat	you don't eat	Do I eat...?
he/she/it eats	he/she/it doesn't eat	Does he/she/it eat...?
we eat	we don't eat	Do we eat...?
you eat	you don't eat	Do you eat...?
they eat	they don't eat	Do they eat...?

B. 1. He goes to school by bus. | **2.** She watches TV in the evening. | **3.** He gets up at seven o'clock. | **4.** She studies every day.

C. 1. I do | **2.** I don't | **3.** she does | **4.** he doesn't | **5.** they do

D. 1. Pedro doesn't take the bus on Sunday. | **2.** He and his mother don't like coffee. | **3.** I don't go to school on foot. | **4.** They don't have a shower in the morning.

E. 1. Does he get up at seven o'clock? | **2.** Do you live in Porto? | **3.** Do you have lunch in the school canteen? | **4.** Do you go to bed at 10 o'clock?

F. 1. c) | **2.** a) | **3.** b) | **4.** d)

G. 1. gets up | **2.** has | **3.** drink | **4.** eat | **5.** brushes | **6.** catches | **7.** start | **8.** has | **9.** has | **10.** finishes | **11.** goes | **12.** does | **13.** watches | **14.** goes | **15.** doesn't have | **16.** plays

H. 1. My cat eats sardines. | **2.** Do you like tea? | **3.** I don't go to school on foot. | **4.** They sometimes play football. | **5.** Do you have breakfast in the kitchen? | **6.** I brush my teeth every day.

Worksheet 18B (page 95)

A.

Affirmative	Negative	Interrogative
I eat	I don't eat	Do I eat...?
you eat	you don't eat	Do you eat...?
he/she/it is eats	he /she/it doesn't eat	Does he/she/it eat...?
we eat	we don't eat	Do we eat...?
you eat	you don't eat	Do you eat...?
they eat	they don't eat	Do they eat...?

B. 2. He watches TV in the evening. | **3.** She gets up at seven o'clock. | **4.** He studies every day. | **5.** He has breakfast in the kitchen. | **6.** She brushes her teeth before breakfast.

C. 3. she does | **4.** he doesn't | **5.** they do | **6.** they don't

D. 3. Pedro doesn't take the bus on Sunday. | **4.** He and his mother don't like coffee. | **5.** I don't go to school by bus. | **6.** They don't have a shower in the morning.

E. 2. a) | **3.** b) | **4.** d)

F. 2. has | **3.** drink | **4.** eat | **5.** brushes | **6.** catches | **7.** start | **8.** has | **9.** has | **10.** finishes | **11.** goes | **12.** does | **13.** watches | **14.** goes | **15.** doesn't have | **16.** plays

G. 2. Do you like tea? | **3.** I don't go to school on foot. | **4.** Does she speak Chinese? | **5.** They sometimes play football.

Worksheet 19A (page 98)

A. 1. usually | **2.** sometimes | **3.** always | **4.** never | **5.** every day

B. 1. Renato always gets up at 8 o'clock. | **2.** He never goes to bed after 11 o'clock. | **3.** He sometimes goes to the cinema with some friends. | **4.** He usually practises football at the stadium. | **5.** I listen to music every day.

Worksheet 19B (page 99)

A. 2. sometimes | **3.** always | **4.** never | **5.** every day

B. 1. b) | **2.** b) | **3.** a) | **4.** a) | **5.** a)

Worksheet 20A (page 100)

A. 1. h) | **2.** d) | **3.** a) | **4.** f) | **5.** b) | **6.** c) | **7.** e) | **8.** g)

B. 1. Peter is happy because it is sunny. | **2.** My ball is the orange one. | **3.** The Empire State Building is very high. | **4.** Francis is not very tall.

Worksheet 20B (page 101)

A. 2. d) | **3.** a) | **4.** f) | **5.** b) | **6.** c) | **7.** e) | **8.** g)

B. 1. Because it's sunny. | **2.** My ball is the orange one. | **3.** It is very high. | **4.** She is not very tall.

Worksheet 21A (page 102)

A.

Affirmative	Negative	Interrogative
I'm learning	I'm not learning	Am I learning...?
you're learning	you aren't learning	Are you learning...?
he/she/it's learning	he/she/it isn't learning	Is he/she/it learning...?
we're learning	we aren't learning	Are we learning...?
you're learning	you aren't learning	Are you learning...?
they're learning	they aren't learning	Are they learning...?

B. 2. swimming | **3.** studying | **4.** playing | **5.** dancing | **6.** running

C. 1. 'm (am) waiting | **2.** is / sleeping | **3.** 'm (am) looking | **4.** is climbing | **5.** is / running | **6.** are doing

D. 1. He is not (He isn't) playing the guitar. / Is he playing the guitar? | **2.** They are not (They aren't) watching TV. / Are they watching TV? | **3.** We are not (we aren't) going to the beach. / Are we going to the beach? | **4.** It is not (It isn't) running in the park. / Is it running in the park?

E. 1. I'm now working online. | **2.** Today the teacher is teaching the students. | **3.** The boys are now playing the guitar. | **4.** Thomas is listening to music today. | **5.** We are still watching a movie. | **6.** I am now writing a text. | **7.** Maria is still waiting for the bus.

Worksheet 21B (page 104)

A.

Affirmative	Negative	Interrogative
I'm learning	I'm not learning	Am I learning...?
you're learning	you aren't learning	Are you learning...?
he/she/it's learning	he/she/it isn't learning	Is he/she/it learning...?
we're learning	we aren't learning	Are we learning...?
you're learning	you aren't learning	Are you learning...?
they're learning	they aren't learning	Are they learning...?

B. 2. swimming | **3.** playing | **4.** dancing | **5.** crying | **6.** jogging

C. 2. is | **3.** baking | **4.** looking | **5.** are | **6.** is | **7.** are

D. 2. They are not (They aren't) watching TV. / Are they watching TV? | **3.** We are not (We aren't) going to the beach. / Are we going to the beach?

E. 2. a) | **3.** a) | **4.** b)

Worksheet 22A (page 106)

A. 1. it | **2.** them | **3.** her | **4.** us | **5.** me | **6.** him | **7.** you | **8.** you

B. Text 1 – 1. me | **2.** He | **3.** They | **4.** they | **5.** We

Text 2 – 1. He | **2.** him | **3.** She | **4.** I | **5.** It | **6.** it

Worksheet 22B (page 107)

A. 2. them | **3.** her | **4.** us | **5.** me | **6.** him | **7.** you | **8.** you

B. Text 1 – 2. me | **3.** He | **4.** They | **5.** they | **6.** We

Text 2 – 1. He | **2.** him | **3.** She | **4.** I | **5.** It | **6.** it

Worksheet 23A (page 108)



B. 1. to | **2.** into / to | **3.** onto | **4.** into / to | **5.** onto

Worksheet 23B (page 109)



B. 2. into | **3.** onto | **4.** to | **5.** onto

Worksheet 24A (page 110)

A. 1. give orders | **2.** make requests | **3.** give suggestions | **4.** infinitive form | **5.** do not

B. 1. Peter, don't sit down! | **2.** Don't be quiet! | **3.** Do not open the door, please! | **4.** Don't do that! | **5.** Don't pay the bill! | **6.** Don't clean your room!

C. 1. Vem ao quadro! | **2.** Vai à casa de banho! | **3.** Por favor está calado/a! | **4.** Abram os livros na página 15. | **5.** Entra/Entrem! | **6.** Fecha a janela, por favor.

Worksheet 24B (page 111)

A. 2. make requests | **3.** give suggestions | **5.** do not

B. 2. Don't be quiet! | **3.** Do not open the door, please! | **4.** Don't do that! | **5.** Don't play the bill! | **6.** Don't clean your room!

C. 2. Vai à casa de banho! | **3.** Por favor está calado/a! | **4.** Abram os livros na página 15! | **5.** Entra/Entrem! | **6.** Fecha a janela, por favor.



Assessment*

- Listening tests
 - Diagnostic test
 - 6 Listening tests (1 per unit)
- 2 Diagnostic tests
- Progress tests (two levels of difficulty)
 - Unit 1
 - Test A
 - Test B
 - Unit 2
 - Test A
 - Test B
 - Unit 3
 - Test A
 - Test B
 - Unit 4
 - Test A
 - Test B
 - Unit 5
 - Test A
 - Test B
 - Unit 6
 - Test A
 - Test B
- Answer keys and listening transcripts
- Correction tables
- Assessment grids
- Self-assessment grid

* Available in editable format in



Diagnostic listening test.....	5
Diagnostic test A.....	6
Diagnostic test B.....	8
Unit 1 Listening test 1.....	11
Test 1 A.....	12
Test 1 B.....	16
Unit 2 Listening test 2.....	22
Test 2 A.....	23
Test 2 B.....	27
Unit 3 Listening test 3.....	33
Test 3 A.....	34
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Unit 4 Listening test 4	44
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Table of specifications

Diagnostic Listening test / Diagnostic tests A and B

Metas Curriculares (Recycled language)	
Listening 4º ano 4. Compreender frases simples, articuladas de forma clara e pausada. 4.3. Entender frases sobre os temas estudados.	Lexis and Grammar 3º ano 2. Conhecer vocabulário relacionado com a escola. 2.2. Identificar objetos dentro da sala de aula. 3. Conhecer vocabulário simples, de forma contextualizada, com base nas estações do ano (cores). 4. Conhecer, de forma implícita, algumas estruturas elementares do funcionamento da língua. 4.1. Usar <i>lexical chunks</i> ou frases que contenham: <i>personal pronouns; verb to be; question words</i> .
Reading 4º ano 2. Compreender frases e textos muito simples.	4º ano 1. Conhecer vocabulário simples do dia a dia. 1.1. Identificar numerais cardinais até 100. 1.2. Identificar numerais ordinais nas datas. 4. Compreender algumas estruturas elementares de funcionamento da língua. 4.1. Reconhecer e utilizar as estruturas dadas, de forma implícita, no 3º ano (verbo <i>to be</i>). 4.2. Usar <i>lexical chunks</i> ou frases que contenham: <i>question words</i> .
Writing 4º ano 4. Produzir um texto muito simples com vocabulário limitado. 4.2. Escrever sobre si.	
Intercultural domain 3º ano 1. Conhecer-se a si e ao outro. 1.1. Identificar-se a si e aos outros. 2. Conhecer o dia a dia na escola. 2.1. Identificar objetos da sala de aula. 2.2. Identificar alguns meios de transporte. 4º ano 5. Desenvolver o conhecimento do seu mundo e do mundo do outro. 5.4. Identificar os espaços à nossa volta. 5.5. Identificar animais.	

Matriz do teste diagnóstico de Compreensão Oral				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Listening comprehension – 100% A. Compreender palavras e expressões simples. B. Entender instruções dadas para completar tarefas.	A. Vocabulário e estruturas comunicativas lecionados em anos anteriores: – <i>personal ID: name; age</i> – <i>school objects</i> – <i>months</i> – <i>weather</i> B. Vocabulário e gramática lecionados em anos anteriores: – <i>animals</i> – <i>colours</i>	A. Escolher a opção certa. B. Colorir de acordo com as instruções dadas.	5 x 8% = 40% 6 x 10% = 60%	Resposta certa ou errada

Matriz do teste diagnóstico A				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Vocabulary – 34% A. Identificar vocabulário acompanhado por imagens. B. Identificar os números	Vocabulário lecionado em anos anteriores: – animals – <i>means of transport</i> – <i>school objects</i> – <i>places in town</i>	A. Legendar imagens.	8 x 2% = 16%	Resposta certa ou errada
	Numbers	B. Escrever por extenso os numerais cardinais e ordinais indicados.	9 x 2% = 18%	Erros de ortografia do numeral correto: -0,5 Numeral errado: 0 pontos
Grammar – 36% C. Conhecer algumas estruturas elementares do funcionamento da língua. D. Formular perguntas e respostas.	Personal pronouns	C. Completar com os pronomes pessoais.	6 x 3% = 18%	Resposta certa ou errada
	Greetings Question words	F. Ligar perguntas às respostas correspondentes.	6 x 3% = 18%	Resposta certa ou errada
Writing – 30% E. Responder a perguntas sobre a identificação pessoal.	Name Surname Age Birthday Favourite colour	G. Responder a perguntas.	5 x 6% = 30%	Erros de ortografia irrelevantes + estrutura de resposta organizada e coerente: 20 a 30 pontos Erros de ortografia + estrutura de resposta pouco organizada: 14 a 19 pontos Erros de ortografia + estrutura de resposta bastante desorganizada: 4 a 13 pontos Frases incoerentes sem estrutura: 0 pontos

Matriz do teste diagnóstico B				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Vocabulary & Grammar – 100% • Compreender palavras, conceitos simples isolados. • Identificar vocabulário. • Conhecer algumas estruturas elementares do funcionamento da língua.	Vocabulário lecionado em anos anteriores: – colours – numbers – <i>school objects</i> – animals – <i>means of transport</i> – sports Gramática lecionada em anos anteriores: Verb to be Personal pronouns Verb have got Present simple	A. Escolher a opção correta.	10 x 10% = 100%	Resposta certa ou errada

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Listen and tick (✓) the correct answer. Then listen again and check your answers.

1. What's the girl's name?

☐ a) Jessie

☐ b) Jessica

☐ c) Jessa

2. How old is the boy?

☐ a) 

☐ b) 

☐ c) 

3. What's that on her desk?

☐ a) 

☐ b) 

☐ c) 

4. When is Jane's birthday?

☐ a) 

☐ b) 

☐ c) 

5. What's the weather like?

☐ a) 

☐ b) 

☐ c) 

B. Listen and colour.



Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Label the pictures. Use the words from the box.

taxi

ruler

pencil

park

cat

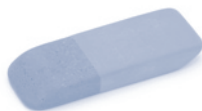
rubber

train

dog



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



5. _____ 6. _____ 7. _____ 8. _____

B. Write the missing numbers.

Cardinal	Ordinal
one	first
two	
eight	
fourteen	
	twenty-third
	thirty-second
forty-five	
fifty	
	seventy-ninth

C. Complete the sentences with *I, he, she, it, we, they*.

1. Mrs Smith is my English teacher. _____ is nice.
2. That is my brother. _____ is eleven years old.
3. _____ 'm Portuguese.
4. My house is in London. _____ is a big house.
5. James and Tessa are my parents. _____ are teachers.
6. Mariah and I have got brown eyes and _____ have got black hair, too.

D. Match the questions/greetings with the answers.

- | | |
|-----------------------------|--|
| Good morning! 1. • | • a) I'm ten years old. |
| Nice to meet you. 2. • | • b) I'm fine, thanks. |
| What's your name? 3. • | • c) It's on 25 th October. |
| How are you? 4. • | • d) Nice to meet you, too. |
| How old are you? 5. • | • e) My name's Melissa. |
| When is your birthday? 6. • | • f) Good morning! |

E. Answer the questions about YOU. Give complete answers.

1. What's your first name?

2. What's your surname?

3. How old are you?

4. When is your birthday?

5. What's your favourite colour?



Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark _____ Teacher _____ Enc. Educação _____

A. Read the sentences. Tick (✓) the correct option.

(Lê as frases. Selecciona a opção correta.)

1. How old are you?

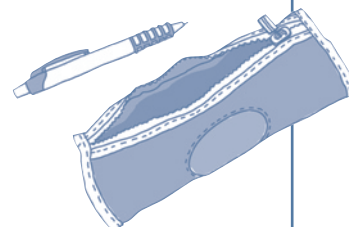
I _____ eleven years old.

- ☐ a) have got
☐ b) like
☐ c) am

6. In my pencil case I have got

a _____.

- ☐ a) crayons
☐ b) book
☐ c) pen



2. Ben and Kevin are twelve years old. _____ are students.

- ☐ a) I
☐ b) They
☐ c) You

7. My favourite sport is _____.

- ☐ a) Cristiano Ronaldo
☐ b) football
☐ c) school

3. Sophie _____ happy.

- ☐ a) am
☐ b) is
☐ c) are

8. My lucky number is number _____.

- ☐ a) twenty-four
☐ b) twenty-fourth
☐ c) first

4. My favourite colour is _____.

- ☐ a) red
☐ b) cat
☐ c) pencil

9. Kate goes to school by _____.

- ☐ a) foot
☐ b) bus
☐ c) feet

5. _____ you Portuguese?

Yes, I am.

- ☐ a) Am
☐ b) Is
☐ c) Are

10. The _____ is a very big animal.

- ☐ a) mouse
☐ b) dog
☐ c) elephant



Table of specifications

Listening test / Progress tests A and B (Unit 1)

Metas Curriculares	
Listening 5. Compreender discursos simples, articulados de forma clara e pausada. 5.3. Entender informações que lhe são dadas. 5.6. Identificar a ideia global de pequenos textos orais. Reading 4. Compreender textos breves e simples. 4.3. Seguir instruções elementares. 4.4. Entender o conteúdo de mensagens. 4.5. Reconhecer informação que lhe é familiar (dados de natureza pessoal). Writing 6. Produzir um texto simples, de 20 a 30 palavras. Intercultural domain 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.1. Identificar laços de parentesco. 8.2. Identificar algumas profissões.	Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua: Articles 8.1. Distinguir entre <i>a</i> e <i>an</i> (<i>indefinite</i>). 8.2. Distinguir algumas situações de uso e de omissão de <i>the</i> (<i>definite</i>). Question words 8.28. Formular e responder a perguntas, começando por <i>how</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>how old</i> , <i>how</i> . Verbs 8.17. Usar o verbo <i>to be</i> , no <i>present simple</i> , nas formas afirmativa, negativa e interrogativa. 8.23. Responder a perguntas, utilizando <i>short answers</i> , na afirmativa e na negativa.

Matriz do teste de Compreensão Oral 1				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Listening comprehension – 100% A. Compreender o texto na globalidade e em detalhe.	Textos relacionados com os tópicos da unidade 1 (<i>personal ID, family, jobs and occupations</i>).	A. Completar um quadro com os dados pessoais corretos.	8 x 5% = 40%	Resposta errada: 0 pontos
		B. Legendar as imagens com os graus de parentesco corretos.	6 x 10% = 60%	

Matriz do teste 1A				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Reading comprehension – 24% Compreender o texto na globalidade e em detalhe.	Texto relacionado com a unidade 1 (<i>personal ID, family, jobs and occupations</i>).	B. Escolher a opção correta, de acordo com o texto.	4 x 2% = 8%	Resposta errada: 0 pontos
		C. Completar frases, de acordo com o texto.	4 x 2% = 8%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
		D. Responder a questões sobre o texto.	4 x 2% = 8%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
Vocabulary – 12% Aplicar vocabulário da unidade 1.	Vocabulário relacionado com a unidade 1: – <i>jobs</i>	E. Legendar corretamente as profissões.	6 x 2% = 12%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
Grammar – 48% Aplicar os itens gramaticais trabalhados.	Artigos indefinidos <i>a, an</i> e artigo definido <i>the</i> (omissão do artigo definido).	F. Completar espaços com os artigos indefinidos (<i>a, an</i>) ou com o artigo definido <i>the</i> (+ omissão do artigo).	6 x 1% = 6%	Resposta errada: 0 pontos
	<i>Question words</i>	G. Completar espaços com <i>Question words</i> .	6 x 1% = 6%	
	<i>Possessive determiners</i>	H. Escolher o determinante possessivo correto.	4 x 2% = 8%	
	Verbo <i>to be</i>	I. Fazer perguntas e dar respostas com o verbo <i>to be</i> .	3 x 4% = 12%	Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto Resposta errada: 0 pontos
		J. Completar um texto com as formas afirmativa, negativa e interrogativa do verbo <i>to be</i> .	8 x 2% = 16%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
Writing – 16% Produzir um texto sobre si próprio.	Tema: Identificação pessoal	K. Escrever um texto sobre si próprio.	16%	Erros de ortografia irrelevantes + estrutura das respostas organizada e completa: 12 a 16 pontos Erros de ortografia + estrutura pouco organizada das respostas: 8 a 11 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 7 pontos Frases incoerentes / sem estrutura: 0 pontos

Matriz do teste 1B				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Reading comprehension – 24% Compreender o texto na globalidade e em detalhe.	Texto relacionado com a unidade 1 (<i>personal ID, family, jobs and occupations</i>).	B. Escolher a opção correta, de acordo com o texto.	4 x 2% = 8%	Resposta errada: 0 pontos
		C. Completar frases, de acordo com o texto.	4 x 2% = 8%	Resposta errada: 0 pontos
		D. Fazer corresponder perguntas e respostas, de acordo com o texto.	4 x 2% = 8%	
Vocabulary – 12% Aplicar vocabulário da unidade 1.	Vocabulário relacionado com a unidade 1: – <i>jobs</i>	E. Legendar corretamente as profissões.	6 x 2% = 12%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
Grammar – 52% Aplicar os itens gramaticais trabalhados.	Artigos indefinidos <i>a, an</i> e artigo definido <i>the</i> (omissão do artigo definido).	F. Completar espaços com os artigos indefinidos (<i>a, an</i>) ou com o artigo definido <i>the</i> (+ omissão do artigo).	4 x 3% = 12%	Resposta errada: 0 pontos
	<i>Question words</i>	G. Completar espaços com <i>Question words</i> .	4 x 3% = 12%	
	<i>Possessive determiners</i>	H. Escolher o determinante possessivo correto.	4 x 2% = 8%	
	Verbo <i>to be</i>	I. Fazer perguntas e dar respostas com o verbo <i>to be</i> .	3 x 2% = 6%	Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto Resposta errada: 0 pontos
		J. Escolher as formas verbais do verbo <i>to be</i> adequadas, de forma a completar um pequeno texto.	7 x 2% = 14%	Resposta errada: 0 pontos
Writing – 12% Produzir um texto sobre si próprio.	Tema: Identificação pessoal	K. Responder a perguntas sobre si próprio.	6 x 2% = 12%	Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Listen and complete the table. Then listen again and check your answers.

1. First name	
2. Surname	
3. Age	
4. Home town	
5. Country	
6. Birthday	
7. Occupation	
8. Future job	

B. Listen and complete the labels. Use the words from the box. There is one example. Then listen again and check your answers.

aunt	mother	sister	cousin
grandfather	cousin	grandmother	

1. Jeff

2. Lin

3. Emily

4. Mary

5. Vicky

6. Holly

7. Jennifer

Paul

Jack

Matt

Tom

John

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark _____ Teacher _____ Enc. Educação _____

A. Read the text.**MY FAMILY AND I**

Hi! My name's Peter and my surname's Brown.

I'm 11 years old and I'm from Edinburgh, in Scotland. I'm a student.

- 5 I have got a big family! My mother's name is Leslie. She's 39 years old and she's a vet. My father's name is Jerry. He's 41 years old and he's an architect. I have got a twin sister. Her name is
- 10 Susan. We live with our grandparents, Tom and Christine.

We are a happy family!

**B. Tick (✓) the correct option.****1. Peter is**

- ☐ a) eleven years old. ☐ b) twelve years old. ☐ c) nine years old.

2. Leslie and Jerry are his

- ☐ a) grandparents. ☐ b) cousins. ☐ c) parents.

3. Jerry is

- ☐ a) a vet. ☐ b) an architect. ☐ c) a teacher.

4. Susan is

- ☐ a) twelve years old. ☐ b) ten years old. ☐ c) eleven years old.

C. Complete the sentences about Peter.

1. His surname is _____.
2. He's a _____. (job/occupation)
3. His mother is _____ years old.
4. He has got a twin _____.

D. Answer the questions. Give complete answers.

1. Where's Peter from? He's from _____
2. Is his mother a nurse? _____
3. How old is his father? _____
4. Who are Tom and Christine? _____

E. Label the pictures with the correct job.



1. _____



2. _____



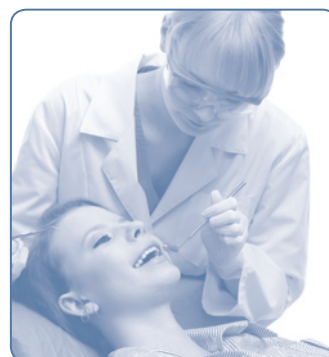
3. _____



4. _____



5. _____



6. _____

F. Complete the sentences with *a / an / the / ---*.

- | | |
|--------------------------------------|---------------------------------------|
| 1. John is ____ architect. | 4. Peter is from ____ Scotland. |
| 2. Katy Perry is ____ singer. | 5. Matt is ____ cook. |
| 3. Cardiff is ____ capital of Wales. | 6. Jenny and Alicia are ____ sisters. |

G. Complete the sentences. Use the question words from the box.

1. _____ is your name? My name's Peter.
2. _____ are they from? They're from Ireland.
3. _____ are you? I'm fine, thanks.
4. _____ is she? She's fifteen years old.
5. _____ is his birthday? It's on 10th July.
6. _____ is she? She's our new English teacher.

How old
What
How
Who
When
Where

H. Tick (✓) the correct possessive determiner.

1. I have got a brother. _____ name is Ted.

☐ **a)** Your

☐ **b)** His

☐ **c)** Her

2. I'm a pilot. _____ name is Robert.

☐ **a)** My

☐ **b)** Your

☐ **c)** His

3. They are my grandparents. _____ names are Chris and Susan.

☐ **a)** My

☐ **b)** Their

☐ **c)** Your

4. We are twins. _____ names are Jim and Josh.

☐ **a)** Its

☐ **b)** My

☐ **c)** Our

I. Ask and answer.

1. He / pilot

Is he a pilot? _____

No, he _____.

He's _____.



2. He / fisherman

_____?

_____.

_____.



3. She / vet

_____?

_____.

_____.



J. Complete the text with the verb *to be*.

Hello! My name (1) _____ Alex and
I (2) _____ eleven years old. I (3) _____
from Manchester. I have got two brothers, Joey and
Matt. They (4) _____ six years old. My
family (5) _____ **(not)** very big.
My father (6) _____ a doctor and my
mother (7) _____ a police officer.
And you? How old (8) _____ you?



**K. Write an email to Alex talking about yourself (20-30 words).
Don't forget to mention your name, age, birthday, home town and
family.**

New Message

To _____ Cc Bcc

Subject _____

Send



Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the text. (Lê o texto)

MY FAMILY AND I

Hi! My name's Peter and my surname's Brown.

I'm 11 years old and I'm from Edinburgh, in Scotland. I'm a student.

- 5 I have got a big family! My mother's name is Leslie. She's 39 years old and she's a vet. My father's name is Jerry. He's 41 years old and he's an architect. I have got a twin sister. Her name is Susan. We live with our
 10 grandparents, Tom and Christine.
 We are a happy family!



B. Tick (✓) the correct option.

(Selecione a opção certa.)

1. Peter is

- ☐ a) eleven years old.
☐ b) twelve years old.

2. Leslie and Jerry are his

- ☐ a) cousins.
☐ b) parents.

3. Jerry is

- ☐ a) a vet.
☐ b) an architect.

4. Susan is

- ☐ a) eleven years old.
☐ b) ten years old.

C. Complete the sentences about Peter. Use the words from the box.

(Completa as frases sobre o Peter. Usa as palavras da caixa.)

big

Brown

student

thirty-nine

1. His surname is _____.
2. His family is _____.
3. He is a _____.
4. His mother is _____ years old.

D. Match the questions and the answers. There is one example.

(Faz a ligação entre as perguntas e as respostas. Segue o exemplo.)

- | | |
|--|--|
| Where's Peter from? 1. • | • a) They are his grandparents. |
| Is his mother a nurse? 2. • | • b) He's forty-one years old. |
| How old is his father? 3. • | • c) No, she isn't. |
| Who are Tom and Christine? 4. • | • d) He's from Edinburgh. |
| Are they happy? 5. • | • e) Yes, they are. |

E. Label the pictures with the correct job. Use the words from the box.

(Legenda as imagens com a profissão correta. Usa as palavras da caixa.)

teacher mechanic cook dentist firefighter football player



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

F. Complete the sentences with *a / an / the / -*. There is one example.

(Completa as frases com *a / an / the / -*. Segue o exemplo.)

- | | |
|--|---|
| 1. Katy Perry is <u>a</u> singer. | 4. Peter is from _____ Scotland. |
| 2. John is _____ architect. | 5. Matt is _____ cook. |
| 3. Cardiff is _____ capital of Wales. | |

G. Complete the sentences. Use the question words from the box.

(Completa as frases. Usa as *question words* da caixa.)

1. _____ is your name? My name's Peter.
2. _____ are they from? They're from Ireland.
3. _____ is she? She's fifteen years old.
4. _____ is his birthday? It's on 10th July.

How old

What

When

Where

H. Tick (✓) the correct possessive determiner. There is one example.

(Seleciona o *possessive determiner* correto. Segue o exemplo.)

1. He is my brother. _____ name is Ted.
☐ a) Your ☐ b) His ☐ c) Her
2. She is a dentist. _____ name is Jackie.
☐ a) My ☐ b) Her ☐ c) Our
3. I am a pilot. _____ name is Robert.
☐ a) My ☐ b) Your ☐ c) His
4. They are my grandparents. _____ names are Chris and Susan.
☐ a) My ☐ b) Their ☐ c) Your
5. We are twins. _____ names are Jim and Josh.
☐ a) Its ☐ b) My ☐ c) Our

I. Look at the pictures and answer the questions.

(Observa as imagens e responde.)

1. He / pilot

Is he a pilot? _____

No, he _____.



2. He / fisherman

Is _____?

Yes, he _____.



3. She / vet

Is _____?

_____.



J. Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

Hello! My name **(1) is / are** Alex and
I **(2) am / is** eleven years old. I **(3) am / is**
from Manchester.

I have got two brothers, Joey and Matt.
They **(4) are / am** six years old. They are
twins. My family **(5) isn't / aren't** very
big. My father **(6) is / are** a doctor and
my mother **(7) is / are** a police officer.
And you? How old **(8) are / is** you?



K. Answer the questions about YOU.

(Responde às perguntas sobre TI.)

1. What's your name?

My name is _____.

2. What's your surname?

My surname is _____.

3. How old are you?

I'm _____ years old.

4. When is your birthday?

My birthday is on _____.

5. Where are you from?

I'm from _____.

6. What's your occupation?

I'm a _____.



Table of specifications

Listening test / Progress tests A and B (Unit 2)

Metas Curriculares	
Listening 5. Compreender discursos simples, articulados de forma clara e pausada. 5.3. Entender informações que lhe são dadas. 5.6. Identificar a ideia global de pequenos textos orais. Reading 4. Compreender textos breves e simples. 4.3. Seguir instruções elementares. 4.4. Entender o conteúdo de mensagens. 4.5. Reconhecer informação que lhe é familiar (dados de natureza pessoal). Writing 6. Produzir um texto simples, de 20 a 30 palavras. 6.2. Descrever-se a si. Intercultural domain 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.3. Identificar características elementares, de personalidade e físicas. 8.4. Identificar peças de vestuário.	Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua: Verbs 8.17. Usar o verbo <i>to have (got)</i> , no <i>present simple</i> , nas formas afirmativa, negativa e interrogativa. 8.23. Responder a perguntas, utilizando <i>short answers</i> , na afirmativa e na negativa. Possessive case Pronouns 8.13. Usar <i>mine, yours, his, hers, ours, theirs (possessive)</i> . Adjectives 8.6. Identificar a posição do adjetivo na frase. <i>Language awareness: To be + adjective.</i>

Matriz do teste de Compreensão Oral 2				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Listening comprehension – 100% A. Compreender o texto na globalidade e em detalhe.	Textos relacionados com os tópicos da unidade 2 (<i>physical and character description; clothes, footwear and accessories</i>).	A. Legendar as imagens com os nomes das personagens descritas (descrição física).	6 x 10% = 60%	Resposta errada: 0 pontos
		B. Assinalar como verdadeiras ou falsas as afirmações acerca do texto ouvido (dados pessoais, descrição física e psicológica e vestuário).	8 x 5% = 40%	

Matriz do teste 2A				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Reading comprehension – 26% Compreender o texto na globalidade e em detalhe.	Texto relacionado com a unidade 2 (<i>physical and character description; clothes, footwear and accessories</i>).	B. Fazer corresponder a informação de duas colunas para construir frases, de acordo com o texto.	4 x 2% = 8%	Resposta errada: 0 pontos
		C. Identificar frases verdadeiras e falsas, de acordo com o texto.	4 x 2% = 8%	Resposta errada: 0 pontos
		D. Responder corretamente e de forma completa a questões sobre o texto.	5 x 2% = 10%	Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto Resposta errada: 0 pontos
Vocabulary – 7% Aplicar vocabulário da unidade 2.	Vocabulário relacionado com a unidade 2: <i>- clothes, footwear and accessories</i>	E. Legendar corretamente as peças de vestuário, calçado e acessórios.	7 x 1% = 7%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos

Matriz do teste 2A (cont.)				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Grammar – 52% Aplicar os itens gramaticais trabalhados.	Verbo <i>have got</i>	F. Completar espaços com o verbo <i>have got</i> na afirmativa e na negativa.	5 x 2% = 10%	Resposta errada: 0 pontos
		G. Formular perguntas e respostas, usando o verbo <i>have got</i> .	3 x 4% = 12%	Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto Resposta errada: 0 pontos
	Possessive case	H. Completar espaços aplicando as regras do caso possessivo.	6 x 2% = 12%	Resposta errada: 0 pontos
	Possessive pronouns	I. Escolher os pronomes possessivos adequados.	6 x 1% = 6%	
	Adjectives	J. Construir frases colocando os adjetivos na ordem correta.	6 x 2% = 12%	Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto Resposta errada: 0 pontos
Writing – 15% Produzir um texto sobre si próprio.	Tema: Descrição física e psicológica	K. Escrever um texto sobre a sua descrição física e psicológica.	15%	Erros de ortografia irrelevantes + estrutura das respostas organizada e completa: 11 a 15 pontos Erros de ortografia + estrutura pouco organizada das respostas: 7 a 10 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 6 pontos Frases incoerentes / sem estrutura: 0 pontos

Matriz do teste 2B				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Reading comprehension – 26% Compreender o texto na globalidade e em detalhe.	Texto relacionado com a unidade 2 (<i>physical and character description; clothes, footwear and accessories</i>).	B. Fazer corresponder a informação de duas colunas para construir frases, de acordo com o texto.	4 x 2% = 8%	Resposta errada: 0 pontos
		C. Identificar frases verdadeiras e falsas, de acordo com o texto.	4 x 2% = 8%	Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto Resposta errada: 0 pontos
		D. Completar respostas, de acordo com o texto.	5 x 2% = 10%	
Vocabulary – 10% Aplicar vocabulário da unidade 2.	Vocabulário relacionado com a unidade 2: <i>- clothes, footwear and accessories</i>	E. Legendar corretamente as peças de vestuário, calçado e acessórios.	5 x 2% = 10%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
Grammar – 49% Aplicar os itens gramaticais trabalhados.	Verbo <i>have got</i>	F. Escolher as formas do verbo <i>have got</i> na afirmativa e na negativa.	5 x 2% = 10%	Resposta errada: 0 pontos
		G. Fazer corresponder perguntas e respostas com o verbo <i>have got</i> (formas afirmativa, negativa e interrogativa, e respostas curtas).	3 x 3% = 9%	
	Possessive case	H. Completar espaços aplicando as regras do caso possessivo.	5 x 2% = 10%	Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto Resposta errada: 0 pontos
	Possessive pronouns	I. Escolher os pronomes possessivos adequados.	5 x 2% = 10%	
	Adjectives	J. Construir frases colocando os adjetivos na ordem correta.	5 x 2% = 10%	
Writing – 15% Produzir um texto sobre si próprio.	Tema: Descrição física e psicológica	K. Completar um texto sobre a sua descrição física e psicológica.	15%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Look at the pictures and listen to the descriptions. Label the pictures with the names from the box. Then listen again and check your answers.

Joey

Liz

Tim

Tony

Jessica

Mary



1. _____ 2. _____ 3. _____



4. _____ 5. _____ 6. _____

B. Listen and tick (✓) TRUE or FALSE. Listen again and check your answers.

TRUE FALSE

1. Skai Jackson is an actress.
2. She's from New Orleans.
3. She's fat.
4. Her smile is very beautiful.
5. Her eyes are dark green.
6. She is rude and unkind.
7. She likes jeans, skirts and trainers.
8. She wears dresses at parties.

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the dialogue.

TAYLOR SWIFT

Marion and Tim are friends. They are at the park.

Marion: Hi, Tim! Look at this picture.

Tim: Who is she?

Marion: She's Taylor Swift, my favourite singer.

5 **Tim:** Where is she from?

Marion: She's from the United States of America. I love her songs.

Tim: She's so beautiful... Look at her big blue eyes and wavy blond hair!

10 **Marion:** She's also very intelligent and kind. And she loves animals, too.

Tim: Has she got any pets?

Marion: Yes, she has. She has got a brown dog. His name is Walt.



B. Match the two columns.

- | | |
|--|-------------------------------------|
| Marion and Tim are 1. • | • a) Taylor Swift. |
| Marion's favourite singer is 2. • | • b) big eyes and wavy hair. |
| Taylor Swift is 3. • | • c) intelligent and kind. |
| She has got 4. • | • d) friends. |

C. Read the sentences and tick (✓) TRUE or FALSE.

- | | TRUE | FALSE |
|---|--------------------------|--------------------------|
| 1. Marion and Tim are at the playground. | ☐ | ☐ |
| 2. Taylor Swift is a singer. | ☐ | ☐ |
| 3. She has got green eyes. | ☐ | ☐ |
| 4. Taylor's dog is brown. | ☐ | ☐ |

D. Answer the questions. Give complete answers.

1. Where is Taylor Swift from?

2. What's her job?

3. Has she got brown hair?

4. Is she intelligent and kind?

5. What's her pet's name?

E. Label Taylor's clothes, footwear and accessories. Use the words from the box.

glasses	boots	scarf	jacket
dress	shoes	jeans	



- 1.** _____
2. _____
3. _____



- 4.** _____
5. _____
6. _____
7. _____

F. Complete the sentences with the verb *have got* (affirmative or negative). There is one example.

1. I have got a red cap. (✓) / They haven't got any shoes. (X)
2. We _____ straight blond hair. (✓)
3. Marion _____ a blue T-shirt. (X)
4. Jim _____ an oval face. (✓)
5. You _____ many skirts. (✓)
6. Delilah and her brother _____ glasses. (X)

G. Look at the pictures. Ask and answer. There is one example.

1. Has Mary got red hair? (Mary / brown hair)
No, she hasn't. She has got brown hair.



2. _____ short hair? (Ted / short hair)



3. _____ a short neck? (it / long neck)



4. _____ curly hair? (Lisa and Maggie / straight hair)



H. Complete the sentences. Use the possessive case. There is one example.

1. It's _____ Rita's _____ red skirt. (Rita)
2. These are _____ shorts. (my sister)
3. This is _____ blue T-shirt. (Jack)
4. It's _____ scarf. (her mother)
5. Those are _____ flip flops. (James)
6. These are _____ jeans. (our parents)
7. That is _____ jacket. (Mary)

I. Circle the correct possessive pronoun.

1. Those are your clothes. They are **mine** / yours.
2. That is Megan's T-shirt. It's **its** / hers.
3. This is the boy's pet. It's **theirs** / his.
4. Those are my socks. They are **mine** / ours.
5. This is John's mobile phone. It's **its** / his.
6. That is my parents' house. It's **yours** / theirs.



J. Put the words in the correct order and write sentences.

1. father / your / friendly / is / . _____
2. Taylor / a famous / is / singer / . _____
3. we / straight / have got / hair / . _____
4. Mike / a nice / has got / friend / . _____
5. I / shy / am not / . _____
6. his smile / beautiful / is / ? _____

K. Describe yourself.

Don't forget to mention: your age, height, weight, face, eyes, nose, mouth, hair, general appearance and personality.



Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the dialogue. (Lê o diálogo.)

TAYLOR SWIFT

Marion and Tim are friends. They are at the park.

Marion: Hi, Tim! Look at this picture.

Tim: Who is she?

Marion: She's Taylor Swift, my favourite singer.

Tim: Where is she from?

Marion: She's from the United States of America. I love her songs.

Tim: She's so beautiful... Look at her big blue eyes and wavy blond hair!

Marion: She's also very intelligent and kind. And she loves animals, too.

Tim: Has she got any pets?

Marion: Yes, she has. She has got a brown dog. His name is Walt.



B. Match the two columns. There is one example.

(Faz a ligação entre as duas colunas. Segue o exemplo.)

- | | |
|--|-------------------------------------|
| Marion and Tim are 1. • | • a) Taylor Swift. |
| Marion's favourite singer is 2. • | • b) big eyes and wavy hair. |
| Taylor Swift is 3. • | • c) intelligent and kind. |
| She has got 4. • | • d) friends. |
| Taylor loves 5. • | • e) animals. |

C. Read the sentences and tick (✓) TRUE or FALSE.

(Lê as frases e assinala (✓) verdadeiro ou falso.)

- 1.** Marion and Tim are at the playground.
- 2.** Taylor Swift is a singer.
- 3.** She has got green eyes.
- 4.** Taylor's dog is brown.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐

D. Read the questions and complete the answers.

(Lê as perguntas e completa as respostas.)

1. Where is Taylor Swift from?

Taylor Swift is from _____.

2. What's her job?

She is a _____.

3. Has she got brown hair?

No, she _____.

4. Is she intelligent and kind?

Yes, she _____.

5. What's her dog's name?

Her dog's name is _____.

E. Label Taylor's clothes, footwear and accessories. Use the words from the box.

(Legenda as roupas, o calçado e os acessórios da Taylor. Usa as palavras da caixa.)

glasses

shoes

jeans

dress

jacket



1. _____

2. _____

3. _____

4. _____

5. _____

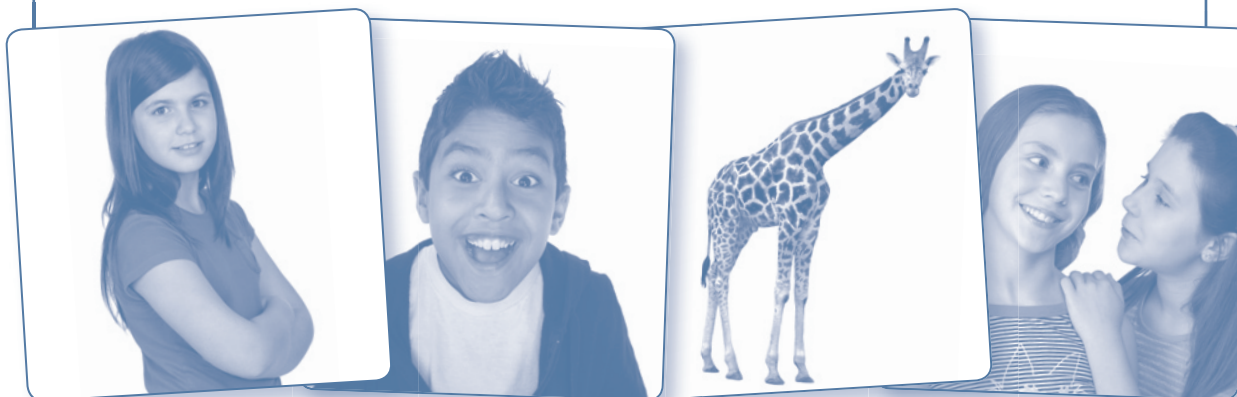
F Circle the correct form of the verb *have got*.

(Rodeia a forma correta do verbo *have got*.)

1. I **have got** / **has got** a red cap.
2. We **have got** / **has got** straight blond hair.
3. Marion **hasn't got** / **haven't got** a blue T-shirt.
4. Jim **have got** / **has got** an oval face.
5. They **hasn't got** / **haven't got** glasses.

G. Match the questions and the answers. There is one example.

(Faz corresponder as perguntas às respostas. Segue o exemplo.)



Have you got **1.** •
red hair?

Has Tom got **2.** •
long hair?

Has the giraffe got **3.** •
a short neck?

Have they got **4.** •
straight hair?

- **a)** No, it hasn't. It has got a long neck.
- **b)** No, I haven't. I haven't got red hair. I've got brown hair.
- **c)** Yes, they have. They have got straight hair.
- **d)** No, he hasn't. He has got short hair.

H. Complete the sentences with 's or '. There is one example.

(Completa as frases com 's ou '. Segue o exemplo.)

1. It's Rita 's red skirt.
2. These are my sister ____ shorts.
3. This is Jack ____ blue T-shirt.
4. It's her mother ____ scarf.
5. Those are James ____ flip flops.
6. These are our parents ____ jeans.

I. Circle the correct possessive pronoun. There is one example.

(Rodeia o *possessive pronoun* correto. Segue o exemplo.)

1. Those are your clothes. They are mine / **yours**.
2. That is her sweater. It's **its** / hers.
3. This is his pet. It's **theirs** / his.
4. Those are my socks. They are mine / ours.
5. This is John's mobile phone. It's **its** / his.
6. That is their house. It's **yours** / theirs.



J. Put the words in the correct order and write sentences.

(Coloca as palavras pela ordem correta e escreve frases.)

1. father / Your / is / friendly / . _____
2. is / famous / Taylor / . _____
3. We / straight / have got / hair / . _____
4. Mike / a T-shirt / has got / . _____
5. I / shy / am not / . _____

K. Complete the text and circle the words about YOU.

(Completa o texto e rodeia as opções que te caracterizam.)

Hello, my name is _____ and I'm
_____ years old.

I'm **tall / short / medium height** and **thin / fat / slim**.

My face is **round / oval**. I have got **curly / wavy / straight** hair
and it is **short / long** and **brown / dark / blond / red**.

I'm **intelligent / shy / nice / generous**.



Table of specifications

Listening test / Progress tests A and B (Unit 3)

Metas Curriculares	
Listening 5. Compreender discursos simples, articulados de forma clara e pausada. 5.3. Entender informações que lhe são dadas. 5.6. Identificar a ideia global de pequenos textos orais. Reading 4. Compreender textos breves e simples. 4.3. Seguir instruções elementares. 4.4. Entender o conteúdo de mensagens. 4.5. Reconhecer informação que lhe é familiar. Writing 6. Produzir um texto simples, de 20 a 30 palavras. 6.3. Descrever a casa. Intercultural domain 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.7. Identificar as divisões da casa e o mobiliário.	Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua: Verbs 8.17. Usar o verbo <i>there + to be</i> , no <i>present simple</i> , nas formas afirmativa, negativa e interrogativa. 8.23. Responder a perguntas, utilizando <i>short answers</i> , na afirmativa e na negativa. Prepositions 8.14. Usar <i>at, in front of, behind, opposite, under, above, below (place)</i> . Nouns 8.3. Reconhecer os plurais irregulares de alguns nomes.

Matriz do teste de Compreensão Oral 3				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Listening comprehension – 100% A. Compreender o texto na globalidade e em detalhe.	Texto relacionado com os tópicos da unidade 3 (<i>parts of the house, furniture</i>).	A. Selecionar as opções corretas, de acordo com a descrição da casa.	5 x 6% = 30%	Resposta errada: 0 pontos
		B. Legendar as imagens com as peças de mobiliário descritas no texto.	7 x 10% = 70%	

Matriz do teste 3A				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Reading comprehension – 32% Compreender o texto na globalidade e em detalhe.	Texto relacionado com a unidade 3 (<i>parts of the house, furniture</i>).	B. Identificar frases verdadeiras e falsas, de acordo com o texto.	5 x 2% = 10%	Resposta errada: 0 pontos
		C. Completar frases, de acordo com o texto.	5 x 2% = 10%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
		D. Responder de forma completa a questões sobre o texto.	4 x 3% = 12%	Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto Resposta errada: 0 pontos
Vocabulary – 25% Aplicar vocabulário da unidade 3.	Vocabulário relacionado com a unidade 3: - <i>parts of the house</i> - <i>types of houses</i> - <i>furniture</i>	E. Legendar as divisões da casa.	7 x 1% = 7%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
		F. Preencher um quadro com peças de mobiliário, de acordo com a divisão a que pertencem.	9 x 2% = 18%	
Grammar – 28% Aplicar os itens gramaticais trabalhados.	Verbo <i>there + to be</i>	G. Completar espaços com o verbo <i>there + to be</i> nas formas afirmativa, negativa e interrogativa.	6 x 2% = 12%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
	<i>Prepositions of place</i>	H. Completar espaços com preposições de lugar.	8 x 1% = 8%	Resposta errada: 0 pontos
	<i>Plural of nouns</i>	I. Escrever o plural de nomes regulares e irregulares.	8 x 1% = 8%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
Writing – 15% Produzir um texto sobre a casa.	Tema: Descrição da casa	J. Escrever um texto sobre a sua casa.	15%	Erros de ortografia irrelevantes + estrutura das respostas organizada e completa: 12 a 15 pontos Erros de ortografia + estrutura pouco organizada das respostas: 7 a 10 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 6 pontos Frases incoerentes / sem estrutura: 0 pontos

Matriz do teste 3B				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Reading comprehension – 32% Compreender o texto na globalidade e em detalhe.	Texto relacionado com a unidade 3 (<i>parts of the house, furniture</i>).	B. Identificar frases verdadeiras e falsas, de acordo com o texto.	4 x 2% = 8%	Resposta errada: 0 pontos
		C. Completar frases, de acordo com o texto.	4 x 3% = 12%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
		D. Fazer corresponder perguntas e respostas, de acordo com o texto.	3 x 4% = 12%	Resposta errada: 0 pontos
Vocabulary – 22% Aplicar vocabulário da unidade 3.	Vocabulário relacionado com a unidade 3: - <i>parts of the house</i> - <i>types of houses</i> - <i>furniture</i>	E. Legendar as divisões da casa.	5 x 2% = 10%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
		F. Legendar peças de mobiliário.	6 x 2% = 12%	
Grammar – 30% Aplicar os itens gramaticais trabalhados.	Verbo <i>there + to be</i>	G. Selecionar formas verbais (verbo <i>there + to be</i>) que permitam construir frases coerentes.	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>Prepositions of place</i>	H. Selecionar preposições de lugar, de acordo com uma imagem apresentada.	4 x 2% = 8%	
	<i>Plural of nouns</i>	I. Selecionar o plural correto de nomes regulares e irregulares.	7 x 2% = 14%	
Writing – 16% Produzir respostas sobre a sua casa.	Tema: Descrição da casa	J. Responder a perguntas sobre a sua casa.	4 x 4% = 16%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Listen to the text. Tick (✓) the correct option.

1. Zack's house is...

- ☐ a) a detached house. ☐ b) a cottage. ☐ c) a flat.

2. Zack's favourite rooms are...

- ☐ a) his bedroom and the kitchen. ☐ b) the kitchen and the hall. ☐ c) the bathrooms.

3. The bedside table is...

- ☐ a) opposite the bed. ☐ b) in front of the bed. ☐ c) next to the bed.

4. There are some posters...

- ☐ a) on the wall. ☐ b) on the table. ☐ c) on the bed.

5. There's a cupboard opposite...

- ☐ a) the door. ☐ b) the cooker. ☐ c) the fridge.

B. Where are these things in Zack's house?

Listen again and match.

- ☐ 1. sink
☐ 2. bed
☐ 3. bookcase
☐ 4. cupboard
☐ 5. fridge
☐ 6. rug
☐ 7. bedside table



Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark _____ Teacher _____ Enc. Educação _____

A. Read the text.**RILEY'S HOUSE**

Riley Andersen is 11 years old and she's in the film *Inside Out*.

She lives in a semi-detached house in San Francisco, in the United States of America.

- 5 It has got two floors. Upstairs, there's a bathroom and two bedrooms, but there isn't an attic. Downstairs, there's a modern kitchen, a dining room, a hall and a big living room. There's also a study opposite the living room.

- 10 Her favourite room is her bedroom, because it has got a comfortable bed. There's a big wardrobe and a small bookcase in her bedroom, too. There's a bedside table next to her bed and there's a window opposite the bookcase. There are some posters on the wall and there's a big lamp on the bedside table. She loves her house!

**B. Read the sentences and tick (✓) TRUE or FALSE.**

	TRUE	FALSE
1. Riley Andersen is eleven years old.	☐	☐
2. <i>Inside Out</i> is a film.	☐	☐
3. Riley lives in a detached house in San Francisco.	☐	☐
4. There are three floors in her house.	☐	☐
5. There's a comfortable bed in her bedroom.	☐	☐

C. Complete the sentences with ONE word.

- There's a bathroom and two bedrooms _____.
- There isn't an _____ in Riley's house.
- Her bedroom is her favourite _____.
- The bedside table has got a big _____ on it.
- Riley loves her _____.

D. Answer the questions. Give complete answers.

1. What rooms are there downstairs in Riley's house?

2. What is there opposite the living room?

3. Why is Riley's bedroom her favourite room?

4. Are there any posters on her bedroom wall?

E. Write the parts of this house.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

F. Put the furniture in the correct column. There is one example.

fridge	bed	washbasin	armchair	bookcase
sofa	toilet	sink	wardrobe	cooker

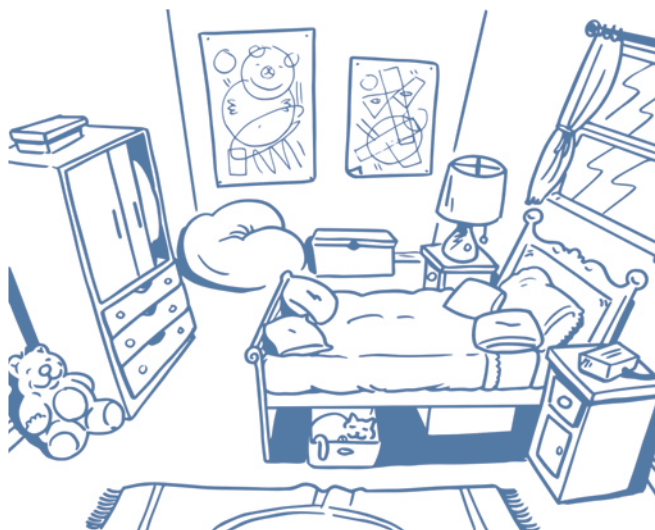
Bedroom	Kitchen	Bathroom	Living room
			bookcase

G. Look at the picture. Complete the sentences with *there + to be* (affirmative, negative or interrogative).



- _____ two windows.
- _____ a rug on the floor.
- _____ a sink between the fridge and the cupboard.
- _____ two books on the table.
- _____ a cooker? Yes, _____.
- _____ three pictures on the wall? No, _____.

H. Look at the picture. Complete the sentences with the prepositions of place: *in* | *between* | *under* | *above* | *on* | *opposite*.



1. There's a bed _____ two bedside tables.
2. There are two posters _____ the wall.
3. There's a window _____ the bed.
4. There's a lamp _____ the bedside table.
5. There's a wardrobe _____ the bed.
6. There's a box _____ the bed.
7. There's a carpet _____ the floor.
8. There's a cat _____ the box.

I. Write the plural of the nouns.

- | | |
|-----------------|----------------|
| 1. man _____ | 5. box _____ |
| 2. person _____ | 6. chair _____ |
| 3. shelf _____ | 7. dress _____ |
| 4. child _____ | 8. boy _____ |

J. Describe your house. Write 20 to 30 words. Don't forget to mention: type of house, number and name of rooms and your favourite room.



Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark _____ Teacher _____ Enc. Educação _____

A. Read the text. (Lê o texto.)**RILEY'S HOUSE**

Riley Andersen is 11 years old and she's in the film *Inside Out*.

She lives in a semi-detached house in San Francisco, in the United States of America.

- 5 It has got two floors. Upstairs, there's a bathroom and two bedrooms, but there isn't an attic. Downstairs, there's a modern kitchen, a dining room, a hall and a big living room. There's also a study opposite the living room.

- 10 Her favourite room is her bedroom, because it has got a comfortable bed. There's a big wardrobe and a small bookcase in her bedroom, too. There's a bedside table next to her bed and there's a window opposite the bookcase. There are some posters on the wall and there's a big lamp on the bedside table. She loves her house!

**B. Read the sentences and tick (✓) TRUE or FALSE.**

(Lê as frases e assinala (✓) verdadeiro ou falso.)

1. Riley Andersen is eleven years old.
2. Riley lives in a detached house in San Francisco.
3. There are three floors in her house.
4. There's a comfortable bed in her bedroom.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐

C. Complete the sentences. Use the words from the box.

(Completa as frases. Usa as palavras da caixa.)

1. There isn't an _____ in Riley's house.
2. Her bedroom is her favourite _____.
3. The bedside table has got a big _____ on it.
4. Riley loves her _____.

attic
lamp
house
room

D. Match the questions and the answers. There is one example.

(Faz a ligação entre as perguntas e as respostas. Segue o exemplo.)

- | | |
|---|---|
| What rooms are there 1. •
downstairs? | • a) Yes, there are. |
| What is there opposite 2. •
the living room? | • b) It's her bedroom, because it has
got a comfortable bed. |
| Which is Riley's favourite 3. •
room? | • c) There's a kitchen, a dining room,
a hall, a living room and a study. |
| Are there any posters on 4. •
the bedroom wall? | • d) There's a study. |

E. Write the parts of the house. Use the words from the box. There is one example.

(Escreve as divisões da casa. Usa as palavras da caixa. Segue o exemplo.)

bathroom

garage

bedroom

kitchen

study

living room



- | | |
|--------------------------|-----------------|
| 1. <u>bedroom</u> | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

F. Label the pictures. Use the words from the box.

(Escreve o nome das peças de mobiliário. Usa as palavras da caixa.)

fridge

bath

bookcase

sink

armchair

bed



1. _____

4. _____



2. _____

5. _____



3. _____

6. _____

6. Circle the correct form of *there* + *to be*. There is one example.

(Rodeia a forma correta de *there* + *to be*. Segue o exemplo.)

1. There is / There are two chairs next to the table.

2. There isn't / There aren't a rug on the floor.

3. There is / There are a sink between the fridge and the cupboard.

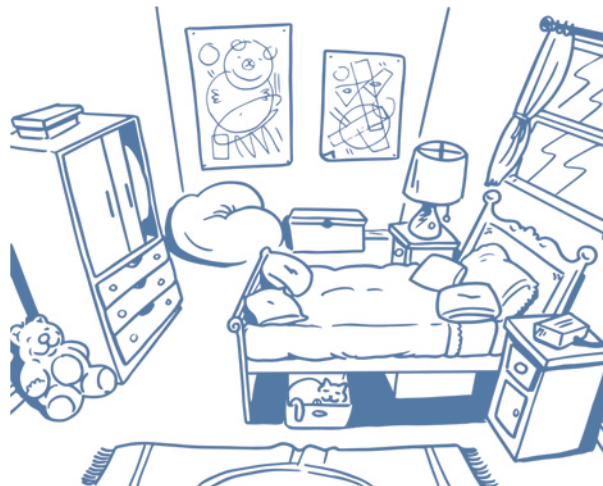
4. Is there / Are there a cooker? Yes, there is / there are.

5. Is there / Are there three pictures on the wall?

No, there isn't / there aren't.

H. Look at the picture. Circle the correct preposition of place. There is one example.

(Observe a imagem. Rodeia a preposição de lugar correta. Segue o exemplo.)



1. There's a rug **on** / under the floor.
2. There's a bed **on** / between the two bedside tables.
3. There's a window **above** / under the bed.
4. There's a box **under** / in front of the bed.
5. There's a cat **between** / in the box.

I. Circle the correct plural form. There is one example.

(Rodeia a forma correta do plural. Segue o exemplo.)

1. man – mans / **men**
2. girl – girl / girls
3. shelf – shelves / shelfes
4. baby – babyes / babies
5. child – childs / children
6. box – boxes / boxs
7. dress – dresses / dressies
8. boy – boies / boys

J. Read the questions and complete the answers about your house.

(Lê as questões e completa as respostas sobre a tua casa.)

1. What type of house have you got? I have got a _____.
2. How many rooms are there?
There are _____ bedrooms, _____ bathrooms and _____ kitchen.
3. What is your favourite room? My favourite room is _____.
4. Is there an attic in your house?

(Tick (✓) the correct option. – Selecciona a opção correta.)

☐ a) Yes, there is.

☐ b) No, there isn't.



Table of specifications

Listening test / Progress tests A and B (Unit 4)

Metas Curriculares	
Listening 5. Compreender discursos simples, articulados de forma clara e pausada. 5.3. Entender informações que lhe são dadas. 5.6. Identificar a ideia global de pequenos textos orais. Reading 4. Compreender textos breves e simples. 4.3. Seguir instruções elementares. 4.4. Entender o conteúdo de mensagens. 4.5. Reconhecer informação que lhe é familiar (hábitos alimentares). Writing 6. Produzir um texto simples, de 20 a 30 palavras. Intercultural domain 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.6. Identificar diferentes tipos de alimentos.	Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua: Quantifiers 8.16. Usar <i>some</i> e <i>any</i> . Verbs 8.20. Usar o verbo <i>to do</i> , no <i>present simple</i> , como auxiliar nas formas negativa e interrogativa. 8.22. <i>I like / I hate + -ing form</i> 8.23. Responder a perguntas, utilizando <i>short answers</i> , na afirmativa e na negativa. Language awareness <i>Short answers</i> , usando o auxiliar (<i>to do</i>). Connectors 8.8. Usar <i>because</i> e <i>so</i> .

Matriz do teste de Compreensão Oral 4				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Listening comprehension – 100% A. Compreender o diálogo/texto na globalidade e em detalhe.	Texto/Diálogo relacionado com os tópicos da unidade 4 (<i>food and drinks</i>).	A. Selecionar a opção correta, de acordo com o diálogo.	3 x 10% = 30%	Resposta errada: 0 pontos
		B. Classificar as afirmações como verdadeiras ou falsas, de acordo com o texto.	5 x 14% = 70%	

Matriz do teste 4A				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Reading comprehension – 30% Compreender o texto na globalidade e em detalhe.	Texto relacionado com a unidade 4 (<i>food and drinks</i>).	B. Fazer corresponder a informação de duas colunas para construir frases, de acordo com o texto.	4 x 2% = 8%	Resposta errada: 0 pontos
		C. Classificar afirmações como verdadeiras ou falsas, de acordo com o texto. Corrigir as falsas com expressões do texto.	4 x 2% = 8% 2 x 1% = 2% (8% + 2% = 10%)	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
		D. Responder de forma completa a questões sobre o texto.	4 x 3% = 12%	Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto Resposta errada: 0 pontos
Vocabulary – 18% Aplicar vocabulário da unidade 4.	Vocabulário relacionado com a unidade 4: <i>– food, drinks, meals</i>	E. Legendar alimentos e bebidas.	9 x 2% = 18%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos

Matriz do teste 4A (cont.)				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Grammar – 38% Aplicar os itens gramaticais trabalhados.	Quantificadores <i>some</i> e <i>any</i>	F. Completar espaços com os quantificadores <i>some</i> e <i>any</i> .	8 x 1% = 8%	Resposta errada: 0 pontos
	Verbo <i>like</i> (present simple)	G. Corrigir frases gramaticalmente incorretas, conjugando corretamente as formas do verbo <i>like</i> .	4 x 2% = 8%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
	<i>Like / prefer / hate don't like + -ing form</i>	H. Escrever frases usando verbos + <i>-ing form</i> para exprimir preferências	4 x 4% = 16%	
	Conectores <i>so</i> e <i>because</i>	I. Construir frases, utilizando o conector correto.	3 x 2% = 6%	
Writing – 14% Produzir um texto sobre hábitos alimentares.	Tema: Alimentação	J. Escrever um texto sobre o prato, a bebida e a refeição preferidos.	14%	Erros de ortografia irrelevantes + estrutura das respostas organizada e completa: 11 a 14 pontos Erros de ortografia + estrutura pouco organizada das respostas: 7 a 10 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 6 pontos Frases incoerentes / sem estrutura: 0 pontos

Matriz do teste 4B				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Reading comprehension – 36% Compreender o texto na globalidade e em detalhe.	Texto relacionado com a unidade 4 (<i>food and drinks</i>).	B. Fazer corresponder a informação de duas colunas para construir frases, de acordo com o texto.	4 x 3% = 12%	Resposta errada: 0 pontos
		C. Classificar afirmações como verdadeiras ou falsas, de acordo com o texto.	4 x 3% = 12%	
		D. Selecionar a opção correta para responder a questões sobre o texto.	4 x 3% = 12%	
Vocabulary – 12% Aplicar vocabulário da unidade 4.	Vocabulário relacionado com a unidade 4: <i>– food, drinks, meals</i>	E. Legendar alimentos e bebidas.	6 x 2% = 12%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
Grammar – 36% Aplicar os itens gramaticais trabalhados.	Quantificadores <i>some</i> e <i>any</i>	F. Selecionar a opção correta, de acordo com o uso de <i>some</i> e <i>any</i> .	9 x 2% = 18%	Resposta errada: 0 pontos
	Verbo <i>like</i>	G. Reescrever frases na negativa e na interrogativa	2 x 3% = 6%	Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto Resposta errada: 0 pontos
	<i>Like / prefer / hate don't like + -ing form</i>	H. Escrever frases usando verbos + <i>-ing form</i> para exprimir preferências	3 x 2% = 6%	
	Conectores <i>so</i> e <i>because</i>	I. Selecionar o conector correto.	3 x 2% = 6%	Resposta errada: 0 pontos
Writing – 16% Produzir respostas sobre os seus hábitos alimentares.	Tema: Alimentação	J. Responder a questões sobre o prato, a bebida e a refeição preferidos.	4 x 4% = 16%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark _____ Teacher _____ Enc. Educação _____

A. Listen to the dialogue between Sarah and her mother. Tick (✓) the correct answer. Then listen again and check your answers.

1. Which is Sarah's favourite food?


☐

☐

☐

2. Which is her mother's favourite drink?


☐

☐

☐

3. What's for dessert?


☐

☐

☐

B. Listen and tick (✓) TRUE or FALSE. Listen again and check your answers.

1. Sam's favourite meal is lunch.

TRUE FALSE

☐
☐

2. He likes eating toast or bread with butter.

☐
☐

3. He drinks tea for breakfast.

☐
☐

4. He likes eating fruit in the afternoon.

☐
☐

5. He doesn't like cereal and he hates cakes.

☐
☐

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the text.

MATILDA RAMSAY

My name is Matilda Ramsay, but my parents call me* Tilly. I'm from England. I've got two sisters, Megan and Holly, and one brother, Jack. My father is Gordon Ramsay. He's a famous chef.

5 I love cooking with my father, because it's fun. I like preparing different dishes for our family and friends.

I like eating fruit and soup, but my favourite food is roast chicken. My favourite drink is orange juice.



WORD CHECK

*call me = chamam-me

B. Match the two columns.

Matilda is from **1.** •
 Her parents call her **2.** •
 Her father is **3.** •
 Matilda likes **4.** •

- **a)** Tilly.
- **b)** Gordon Ramsay.
- **c)** cooking.
- **d)** England.

C. Read the sentences and tick (✓) TRUE or FALSE. Correct the false ones. Use sentences from the text.

- 1.** Jack is Tilly's brother.
- 2.** Tilly's father is a famous teacher.
- 3.** She likes cooking for her family and friends.
- 4.** She likes eating fruit and salad.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐

D. Answer the questions. Give complete answers.

1. How many brothers and sisters has Tilly got?

2. Why does she like cooking with her father?

3. Does Tilly like eating fruit?

4. What's her favourite food?

E. Label the pictures.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

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

1. There are some carrots in the shopping cart, but there aren't _____ bananas.
2. Are there _____ oranges? No, there aren't _____ oranges, but there are _____ apples.
3. There isn't _____ milk, but there is _____ lemonade.
4. There is _____ bread, but there isn't _____ cake.

G. The verbs in these sentences are wrong. Correct them.

1. She like apple pie.

2. My mother don't like chocolate.

3. Does they like tea?

4. We likes cooking.

H. Look at the table and write sentences with *like*, *prefer*, *don't like* and *hate* + *-ing* form.

	bake cakes	prepare lunch	go to the supermarket	eat chocolate
1. I	😐			
2. We		😍		
3. Bill and Grace			😞	
4. Dan and Nick				😞

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

I. Join the sentences using the connectors *so* / *because*.

1. Tilly hates fast food	so because	a) he prepares their family's meals.
2. Her father loves cooking,		b) it isn't healthy.
3. Jack is allergic to fish,		c) he can't eat it.

- 1.** _____
- 2.** _____
- 3.** _____

J. Write a text (20 to 30 words) about your favourite food and drink. Don't forget to mention your favourite meal and what you don't like.



Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the text. (Lê o texto.)

MATILDA RAMSAY

My name is Matilda Ramsay. I'm from England. I've got two sisters, Megan and Holly, and one brother, Jack. My father is Gordon Ramsay. He's a famous chef.

5 I love cooking with my father, because it's fun. I like preparing different dishes for our family and friends.

I like eating fruit and soup, but my favourite food is roast chicken. My favourite drink is orange juice.



B. Match the two columns. There is one example.

(Faz a ligação entre as duas colunas. Segue o exemplo.)

Matilda's surname is **1.** •

Matilda is from **2.** •

She has got **3.** •

Her father is **4.** •

Matilda enjoys **5.** •

- **a)** two sisters.
- **b)** Gordon Ramsay.
- **c)** cooking.
- **d)** England.
- **e)** Ramsay.

C. Read the sentences and tick (✓) TRUE or FALSE.

(Lê as frases e assinala (✓) verdadeiro ou falso.)

1. Jack is Matilda's brother.

2. Matilda's father is a famous teacher.

3. She likes cooking for her family and friends.

4. She likes eating fruit and salad.

TRUE FALSE

☐
☐
☐
☐
☐
☐
☐
☐

D. Tick (✓) the correct option to answer the questions.

(Selecione a opção correta para responderes às perguntas.)

1. How many brothers and sisters has Matilda got?

☐ **a)** She has got two brothers and one sister.

☐ **b)** She has got two sisters and one brother.

2. Why does she like cooking with her father?

☐ **a)** She likes cooking with her father because it's fun.

☐ **b)** She likes cooking with her father because he's a chef.

3. Does Matilda like soup?

☐ **a)** Yes, she does.

☐ **b)** No, she doesn't.

4. What's her favourite food?

☐ **a)** Her favourite food is soup.

☐ **b)** Her favourite food is roast chicken.

E. Label the pictures. Use the words from the box.

(Legenda as imagens. Usa as palavras da caixa.)

lettuce

milk

carrots

ice cream

cheese

eggs



1. _____

2. _____

3. _____



4. _____

5. _____

6. _____

F. Circle the correct option. There is one example.

(Rodeia a opção correta. Segue o exemplo.)

1. There are some / any carrots in the shopping cart, but there aren't any / some bananas.
2. Are there any / some oranges? No, there aren't any / some oranges, but there are any / some apples.
3. Is there some / any milk? There isn't any / some milk, but there is any / some lemonade.
4. There is any / some bread, but there isn't any / some cake.

G. Rewrite the sentences in the negative and in the interrogative form. There is one example.

(Reescreve as frases nas formas negativa e interrogativa. Segue o exemplo.)

1. We like soup.

Neg.: We don't like soup.

Interrog.: Do you like soup?

2. She likes apple pie.

Neg.: _____

Interrog.: _____

3. You like chocolate.

Neg.: _____

Interrog.: _____

H. Write sentences. Use the -ing form. There is one example.

(Escreve frases. Usa a -ing form. Segue o exemplo.)

1. like / cakes / **bake** / I

I like baking cakes.

2. prepare / prefer / we / lunch

3. go / don't like / Bill and Grace / to the supermarket

4. Dan and Nick / **eat** / hate / chocolate

I. Circle the correct option (so or because). There is one example.

(Rodeia a opção correta: so ou because. Segue o exemplo.)

1. Tilly hates fast food **because** / so it isn't healthy.
2. Her father loves cooking, **because** / so he prepares their family's meals.
3. Jack is allergic to fish, **because** / so he can't eat it.
4. Megan and Holly like eating fruit **because** / so it's healthy.

J. Read the questions and complete the answers about your favourite food and drink.

(Lê as questões e completa as respostas sobre a tua comida e a tua bebida preferidas.)

1. What's your favourite food?
My favourite food is _____.
2. What's your favourite drink?
My favourite drink is _____.
3. What's your favourite meal?
My favourite meal is _____.
4. Do you like soup?
(Tick (✓) the correct option. – Selecciona a opção correta.)
☐ a) Yes, I do. ☐ b) No, I don't.



Table of specifications

Listening test / Progress tests A and B (Unit 5)

Metas Curriculares	
Listening 5. Compreender discursos simples, articulados de forma clara e pausada. 5.3. Entender informações que lhe são dadas. 5.6. Identificar a ideia global de pequenos textos orais.	Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua:
Reading 4. Compreender textos breves e simples. 4.3. Seguir instruções elementares. 4.4. Entender o conteúdo de mensagens. 4.5. Reconhecer informação que lhe é familiar (rotinas).	Verbs 8.19. Usar verbos no <i>present simple</i> 8.20. Usar o verbo <i>to do</i> , no <i>present simple</i> , como auxiliar nas formas negativa e interrogativa. 8.23. Responder a perguntas, utilizando <i>short answers</i> , na afirmativa e na negativa.
Writing 6. Produzir um texto simples, de 20 a 30 palavras.	Language awareness – terminação em <i>-s, -es, -ies</i> na 3ª pessoa do singular, <i>present simple</i> . – <i>short answers</i> , usando o auxiliar (<i>to do</i>).
Intercultural domain 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.5. Identificar rotinas diárias	Adverbs 8.10. Usar <i>every day, never, sometimes, usually, always</i> (frequency)

Matriz do teste de Compreensão Oral 5				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Listening comprehension – 100% Compreender o texto na globalidade e em detalhe.	Textos relacionados com os tópicos da unidade 5 (<i>daily routine</i>).	A. Selecionar o relógio correto, de acordo com as horas indicadas no guião.	4 x 10% = 40%	Resposta errada: 0 pontos
		B. Selecionar a opção correta, de acordo com o texto.	6 x 10% = 60%	

Matriz do teste 5A				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Reading comprehension – 32% Compreender o texto na globalidade e em detalhe.	Texto relacionado com a unidade 5 (<i>daily routine</i>).	B. Completar frases de acordo com o texto.	4 x 2% = 8%	Resposta errada: 0 pontos
		C. Classificar afirmações como verdadeiras ou falsas, de acordo com o texto. Corrigir as falsas com expressões do texto.	5 x 2% = 10% 2 x 1% = 2% (10% + 2% = 12%)	Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto Resposta errada: 0 pontos
		D. Responder de forma completa a questões sobre o texto.	4 x 3% = 12%	
Vocabulary – 8% Aplicar vocabulário da unidade 5.	Vocabulário relacionado com a unidade 5: <i>– the time</i>	E. Escrever as horas, de acordo com o indicado nos relógios apresentados.	4 x 2% = 8%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
Grammar – 45% Aplicar os itens gramaticais trabalhados.	<i>Present simple</i>	F. Completar espaços com as formas verbais corretas (afirmativa e negativa).	5 x 2% = 10%	Resposta errada: 0 pontos
		G. Associar perguntas às respetivas respostas curtas.	5 x 1% = 5%	
		H. Formular questões, de acordo com as respostas apresentadas.	4 x 2% = 8%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
		I. Completar um texto sobre a <i>daily routine</i> , colocando os verbos no <i>present simple</i> .	6 x 2% = 12%	
	<i>Adverbs of frequency</i>	J. Ordenar palavras para construir frases no <i>present simple</i> , posicionando corretamente os advérbios de frequência.	5 x 2% = 10%	
Writing – 15% Produzir um texto sobre o dia da semana preferido.	Tema: Rotina diária	K. Escrever um texto sobre o dia da semana preferido.	15%	Erros de ortografia irrelevantes + estrutura das respostas organizada e completa: 11 a 15 pontos Erros de ortografia + estrutura pouco organizada das respostas: 7 a 10 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 6 pontos Frases incoerentes / sem estrutura: 0 pontos

Matriz do teste 5B				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Reading comprehension – 36% Compreender o texto na globalidade e em detalhe.	Texto relacionado com a unidade 5 (<i>daily routine</i>).	B. Completar frases, de acordo com o texto.	4 x 3% = 12%	Resposta errada: 0 pontos
		C. Classificar afirmações como verdadeiras ou falsas, de acordo com o texto.	4 x 3% = 12%	
		D. Selecionar a resposta correta, de acordo com o texto.	4 x 3% = 12%	
Vocabulary – 12% Aplicar vocabulário da unidade 5.	Vocabulário relacionado com a unidade 5: <i>– the time</i>	E. Escrever as horas, de acordo com o indicado nos relógios apresentados.	4 x 3% = 12%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
Grammar – 36% Aplicar os itens gramaticais trabalhados..	<i>Present simple</i>	F. Selecionar as formas verbais corretas (afirmativa e negativa).	4 x 3% = 12%	Resposta errada: 0 pontos
		G. Associar perguntas às respetivas respostas curtas.	3 x 2% = 6%	
		H. Completar um texto sobre a <i>daily routine</i> .	6 x 2% = 12%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
	<i>Adverbs of frequency</i>	I. Ordenar palavras para construir frases no <i>present simple</i> .	3 x 2% = 6%	
Writing – 16% Produzir respostas sobre a sua rotina.	Tema: Rotina diária	J. Responder a perguntas sobre a rotina diária.	4 x 4% = 16%	Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto Resposta errada: 0 pontos

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Listen and tick (✓) the correct clock. Then listen again and check your answers.

1.



☐ a)



☐ b)

3.



☐ a)



☐ b)

2.



☐ a)



☐ b)

4.



☐ a)



☐ b)

B. Listen and tick (✓) the correct option. Listen again and check your answers.

1. John gets up at...

☐ a) 7:30.

☐ b) 6:30.

☐ c) 6:15.

2. He always has breakfast in the...

☐ a) living room.

☐ b) kitchen.

☐ c) dining room.

3. He has lunch...

☐ a) at the restaurant.

☐ b) at school.

☐ c) at home.

4. At lunch he usually has...

☐ a) soup and salad.

☐ b) chicken.

☐ c) a snack.

5. At six o'clock, he goes...

☐ a) home.

☐ b) to the swimming pool.

☐ c) to the library.

6. He goes to bed at...

☐ a) ten o'clock.

☐ b) nine o'clock.

☐ c) eleven o'clock.

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the blog entry.

Posted by **Karan Brar** on March, 10th

My daily routine

My name's Karan Brar and I'm an actor. My parents are from India, but I'm from the USA. I live in Los Angeles. I usually get up at half past six, have a shower and get dressed.

- 5 After that, I have breakfast. I always drink orange juice and have toast. Then I brush my teeth and go to work by bus.

I have lunch with Miranda May, my best friend. After lunch I go to work and I go home at 7 p.m.

- 10 In the evening, I always have dinner with my family and after that I watch TV. I also love reading comic books, so I sometimes read until 10.30 p.m. Then I go to bed.



B. Complete the sentences with ONE word/expression.

1. Karan is an _____.
2. His parents are from _____.
3. He lives in _____.
4. He goes to work by _____.

C. Read the sentences and tick (✓) TRUE or FALSE. Correct the false ones. Use sentences from the text.

- | | TRUE | FALSE |
|---|--------------------------|--------------------------|
| 1. After breakfast, Karan brushes his teeth. | ☐ | ☐ |
| 2. He has lunch with his family. | ☐ | ☐ |
| 3. He goes home at seven o'clock. | ☐ | ☐ |
| 4. After dinner he watches TV. | ☐ | ☐ |
| 5. He always reads comic books until half past ten. | ☐ | ☐ |

D. Answer the questions. Give complete answers.

1. What time does Karan get up?

2. What does he usually have for breakfast?

3. Where does he go after breakfast?

4. Does he have dinner with his family?

E. What time is it?

1. It's _____



2. It's _____



3. It's _____



4. It's _____



F. Complete the sentences. Use the present simple of the verbs in brackets (affirmative or negative).

1. Jessie _____ (study) every day.
2. Miranda and Karan _____ (watch) their favourite TV programme at Karan's house.
3. They never _____ (swim) on Sunday.
4. We _____ (not do) our homework in the evening.
5. She _____ (not play) basketball in the morning.

G. Read and match the questions with the answers.

- | | | |
|--|------|-----------------------|
| Does Miranda go to work
on foot? | 1. • | • a) Yes, they do. |
| Do her parents stay at home
after dinner? | 2. • | • b) No, it doesn't. |
| Do you have lunch in the
school canteen? | 3. • | • c) No, she doesn't. |
| Does the bus stop in front
of the school? | 4. • | • d) Yes, I do. |
| Does he study for the
tests? | 5. • | • e) Yes, he does. |

H. Read the answers and ask questions.

1. _____
He lives in the USA.
2. _____
I get up at 7:30 a.m.
3. _____
Kim goes to school by bus.
4. _____
Matt cooks at night.

I. Complete the text about Miranda's day. Use the verbs in the box in the present simple.

get up	have a shower	go home	go to bed
brush her teeth	have breakfast	have dinner	

Miranda (1) gets up at a quarter past six.
 Then she (2) _____. She (3) _____ at seven o'clock in the kitchen. She has coffee with milk and bread with butter. Then she (4) _____.
 She goes to work at half past seven. She has lunch at two with her best friend, Karan Brar. She works for four hours and she (5) _____ at 7 p.m. She usually (6) _____ with her boyfriend at 8 p.m. She (7) _____ at ten p.m.



J. Put the words in order to make correct sentences.

1. go / to school / always / by car / I / .

2. don't / the cinema / we / go / to / on Mondays / .

3. sometimes / they / have lunch / midday / at / .

4. Miranda / is / late / never / for work / .

5. have dinner / do / usually / Paul and Annie / at the restaurant / ?

K. Write a blog entry (20-30 words) about your favourite day of the week. Don't forget to mention: what you do in the morning / afternoon, what time you have lunch / dinner, what time you go to bed.



Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the blog entry. (Lê a entrada do blogue.)

Posted by **Karan Brar** on March, 10th

My daily routine

My name's Karan Brar and I'm an actor.
 My parents are from India, but I'm from the USA. I live in Los Angeles. I usually get up at half past six, have a shower and get dressed.

- 5 After that, I have breakfast. I always drink orange juice and have toast. Then I brush my teeth and go to work by bus.

I have lunch with Miranda May, my best friend.
 After lunch I go to work and I go home at 7 p.m.

- 10 In the evening, I always have dinner with my family and after that I watch TV. I also love reading comic books, so I sometimes read until 10.30 p.m. Then I go to bed.



B. Complete the sentences with ONE word/expression. Use the words/expressions from the box. (Completa as frases com UMA palavra/expressão. Usa as palavras/expressões da caixa.)

- Karan is an _____.
- His parents are from _____.
- He goes to work by _____.
- He lives in _____.

India bus
actor Los Angeles

C. Read the sentences and tick (✓) TRUE or FALSE.

(Lê as frases e assinala (✓) verdadeiro ou falso.)

- After breakfast, Karan brushes his teeth.
- He has lunch with his family.
- He goes home at seven o'clock.
- He always reads comic books until half past ten.

TRUE FALSE

☐	☐
☐	☐
☐	☐
☐	☐

D. Read the questions and tick (✓) the correct answers.

(Lê as perguntas e seleciona as respostas corretas.)

1. What time does Karan get up?

- ☐ a) Karan gets up at half past six.
☐ b) Karan gets up at a quarter past six.

2. What does he usually have for breakfast?

- ☐ a) He usually has cereal and milk for breakfast.
☐ b) He usually has orange juice and toast for breakfast.

3. Where does he go after breakfast?

- ☐ a) After breakfast he goes to school.
☐ b) After breakfast he goes to work.

4. Does he have dinner with his family?

- ☐ a) Yes, he does. ☐ b) No, he doesn't.

E. What time is it? Use the expressions from the box.

(Que horas são? Usa as expressões da caixa.)

a quarter past six

five o'clock

ten to eight

half past ten



1. It's _____



3. It's _____



2. It's _____



4. It's _____

F. Circle the correct form of the verbs. There is one example.

(Rodeia as formas verbais corretas. Segue o exemplo.)

1. You read / reads every day.
2. Miranda and Karan **watch** / **watches** their favourite TV series at Karan's flat.
3. She never **swim** / **swims** on Sundays.
4. We **doesn't do** / **don't do** our homework in the evening.
5. She **don't play** / **doesn't play** basketball in the morning.

G. Match the questions with the answers. There is one example.

(Faz corresponder as perguntas às respostas. Segue o exemplo.)

- | | |
|--|-----------------------|
| Does Miranda go to work on foot? 1. • | • a) Yes, they do. |
| Do her parents stay at home after dinner? 2. • | • b) No, she doesn't. |
| Do you have lunch in the school canteen? 3. • | • c) Yes, I do. |
| Does he study for the tests? 4. • | • d) Yes, he does. |

H. Complete the text about Miranda's day. Use the verbs from the box. There is one example.

(Completa o texto sobre o dia da Miranda. Usa as formas verbais da caixa. Segue o exemplo.)

gets up	catches the bus	has a shower
brushes her teeth	goes home	reads goes to bed

Miranda (1) gets up at a quarter past six.

Then she (2) _____ and she gets dressed. She always has breakfast at seven o'clock in the kitchen. Then she (3) _____.

She (4) _____ at half past seven. She has lunch with her best friend, Karan Brar. After that, she studies with other actors. She (5) _____ at 7 p.m.

She usually has dinner with her boyfriend. Then she (6) _____ a book. She (7) _____ at around ten.



I. Put the words in the correct order and make sentences. There is one example.

(Ordena as palavras e constrói frases. Segue o exemplo.)

1. go / to school / always / by car / I / .

I always go to school by car.

2. don't go / to the cinema / We / on Mondays / .

3. They / have lunch / midday / at / .

4. Miranda / is / late / never / for work / .

J. Read the questions and complete the answers about your daily routine.

(Lê as questões e completa as respostas sobre a tua rotina diária.)

1. What time do you usually get up?

I usually get up at _____.

2. What do you have for breakfast?

I have _____.

3. What time do you have lunch?

I have lunch at _____.

4. Do you have lunch at **school** or at **home**?

I have lunch at _____.



Table of specifications

Listening test / Progress tests A and B (Unit 6)

Metas Curriculares	
Listening 5. Compreender discursos simples, articulados de forma clara e pausada. 5.3. Entender informações que lhe são dadas. 5.6. Identificar a ideia global de pequenos textos orais. Reading 4. Compreender textos breves e simples. 4.3. Seguir instruções elementares. 4.4. Entender o conteúdo de mensagens. 4.5. Reconhecer informação que lhe é familiar. Writing 6. Produzir um texto simples, de 20 a 30 palavras. Intercultural domain 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.8. Identificar atividades de tempos livres.	Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua: Verbs 8.21. Usar verbos no <i>present continuous</i> . 8.23. Responder a perguntas, utilizando <i>short answers</i> , na afirmativa e na negativa. 8.24. Reconhecer o <i>imperative</i> quando são dadas instruções. Pronouns 8.12. Usar <i>me, you, him, her, it, us, them (personal)</i> . Prepositions 8.15. Usar <i>to, onto, into (movement)</i> .

Matriz do teste de Compreensão Oral 6				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Listening comprehension – 100% Compreender o texto / diálogo na globalidade e em detalhe.	Textos relacionados com os tópicos da unidade 6 (<i>free time activities and sports</i>).	A. Classificar as afirmações como verdadeiras ou falsas, de acordo com o texto.	6 x 10% = 60%	Resposta errada: 0 pontos
		B. Numerar as imagens, de acordo com os diálogos escutados.	4 x 10% = 40%	

Matriz do teste 6A				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Reading comprehension – 34% Compreender o texto na globalidade e em detalhe.	Texto relacionado com a unidade 6 (<i>free time activities and sports</i>).	B. Fazer corresponder a informação de duas colunas para construir frases, de acordo com o texto.	5 x 2% = 10%	Resposta errada: 0 pontos
		C. Classificar afirmações como verdadeiras ou falsas, de acordo com o texto. Corrigir as falsas com expressões do texto.	5 x 2% = 10% 3 x 2% = 6% (10% + 6% = 16%)	Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto Resposta errada: 0 pontos
		D. Responder de forma completa a questões sobre o texto.	4 x 2% = 8%	
Vocabulary – 16% Aplicar vocabulário da unidade 6.	Vocabulário relacionado com a unidade 6 (<i>free time activities and sports</i>).	E. Legendar as atividades de tempos livres.	4 x 2% = 8%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
		F. Legendar os desportos.	4 x 2% = 8%	

Matriz do teste 6A (cont.)				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Grammar – 36% Aplicar os itens gramaticais trabalhados.	<i>Present continuous</i>	G. Completar espaços com as formas verbais corretas (afirmativa e negativa).	4 x 2% = 8%	Resposta errada: 0 pontos
		H. Formular questões e responder, na afirmativa e na negativa, e com respostas curtas.	3 x 2% = 6%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
	Pronomes pessoais (complemento)	I. Completar frases com pronomes pessoais (complemento).	4 x 2% = 8%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
	Preposições de movimento	J. Completar frases com preposições de movimento.	5 x 2% = 10%	
	Imperativo	K. Escrever frases, selecionando o verbo correto.	4 x 1% = 4%	
Writing – 14% Produzir um convite de aniversário.	Tema: Convidar amigos	L. Escrever um convite de aniversário.	14%	Erros de ortografia irrelevantes + estrutura das respostas organizada e completa: 10 a 14 pontos Erros de ortografia + estrutura pouco organizada das respostas: 6 a 9 pontos Erros de ortografia + estrutura bastante desorganizada: 1 a 5 pontos Frases incoerentes / sem estrutura: 0 pontos

Matriz do teste 6B				
Objetivos	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Reading comprehension – 33% Compreender o texto na globalidade e em detalhe.	Texto relacionado com a unidade 6 (<i>free time activities and sports</i>).	B. Fazer corresponder a informação de duas colunas para construir frases, de acordo com o texto.	3 x 3% = 9%	Resposta errada: 0 pontos
		C. Classificar afirmações como verdadeiras ou falsas, de acordo com o texto.	4 x 3% = 12%	
		D. Selecionar as respostas corretas, de acordo com o texto.	4 x 3% = 12%	
Vocabulary – 18% Aplicar vocabulário da unidade 6.	Vocabulário relacionado com a unidade 6 (<i>free time activities and sports</i>).	E. Legendar as atividades de tempos livres.	3 x 3% = 9%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
		F. Legendar os desportos.	3 x 3% = 9%	
Grammar – 34% Aplicar os itens gramaticais trabalhados.	<i>Present continuous</i>	G. Selecionar as formas verbais corretas (afirmativa e negativa).	3 x 2% = 6%	Resposta errada: 0 pontos
		H. Ordenar palavras para construir frases na afirmativa, na negativa e na interrogativa.	3 x 2% = 6%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
	Pronomes pessoais (complemento)	I. Selecionar os pronomes pessoais (complemento) adequados.	3 x 2% = 6%	Resposta errada: 0 pontos
	Preposições de movimento	J. Selecionar as preposições de movimento adequadas.	4 x 3% = 12%	
	Imperativo	K. Completar com o verbo adequado.	4 x 1% = 4%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos
Writing – 15% Produzir respostas sobre atividades de tempos livres e desportos	Tema: Atividades de tempos livres e desportos	L. Responder a perguntas sobre as atividades de tempos livres e os desportos preferidos.	3 x 5% = 15%	Erros de ortografia: -0,5 pontos Resposta errada: 0 pontos

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____

Mark _____ Teacher _____ Enc. Educação _____

A. Listen and tick (✓) TRUE or FALSE. Then listen again and check your answers.

	TRUE	FALSE
1. Allison is fifteen years old.	☐	☐
2. She's from South Africa.	☐	☐
3. Vanessa is reading the newspaper.	☐	☐
4. Allison's parents are cooking.	☐	☐
5. Her uncle Tom is preparing the barbecue.	☐	☐
6. Allison's grandfather is doing sports.	☐	☐

B. Listen to four dialogues on the phone. Number the pictures in the correct order. Listen again and check your answers.



a) ☐



c) ☐



b) ☐



d) ☐

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the dialogue.

CARSON'S FAVOURITES

Allison is at home. She's listening to music. Her favourite singer, Carson Lueders, is online, so she's asking him some questions, too.

- Allison:** Hi, Carson! My name's Allison. I love
 5 your songs! What are you doing now?
Carson: Hello! I'm here talking to my fans.
Allison: What's your favourite hobby?
Carson: I love dancing, writing and camping.
Allison: Oh, I love camping, too. 😊 Do you like
 10 sports?
Carson: Yes, I love doing sports. My favourite
 is basketball, but I also like swimming.
 What about you?
Allison: I enjoy running and playing cards with
 15 my brother.
Carson: Sorry, Allison, my friend Josh
 is calling me to practise a
 new dance routine. See you!
Allison: OK! Thanks, Carson.



B. Match the two columns.

- | | |
|--|-----------------------|
| Allison is 1. • | • a) to music. |
| She's listening 2. • | • b) at home. |
| Carson Lueders is 3. • | • c) a singer. |
| Allison and Carson are talking 4. • | • d) sports. |
| Carson likes 5. • | • e) online. |

C. Read the sentences and tick (✓) TRUE or FALSE. Correct the false ones. Use sentences from the text.

	TRUE	FALSE
1. Allison hates Carson's songs.	☐	☐
2. She loves camping.	☐	☐
3. Allison's favourite sport is basketball.	☐	☐
4. Carson likes tennis and football.	☐	☐
5. Allison enjoys running and playing cards with her brother.	☐	☐

D. Answer the questions. Give complete answers.

1. What is Allison doing?
- _____
2. Who's her favourite singer?
- _____
3. What is Carson doing?
- _____
4. Is his friend John calling him?
- _____

E. Label the pictures. Write the names of the free time activities.



1. _____



2. _____



3. _____



4. _____

F. Write the names of the sports.



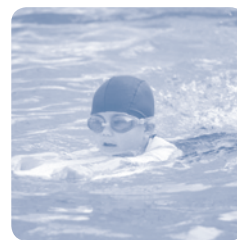
1. _____



2. _____



3. _____



4. _____

G. Complete the sentences with the present continuous (affirmative or negative).

1. I _____ (listen) to Carson's new song.
2. Now Allison and her brother _____ (not watch) TV.
They are sleeping.
3. Carson _____ (prepare) his new album.
4. They _____ (not play) at the park.

H. Ask and answer. Use the present continuous of the verbs.

1. Jane / read a book (X)
Is Jane reading a book? No, she isn't.
She is playing cards.



2. Mandy and Sophia / drink milk (✓)



3. Tim / play the piano (X)



4. Emma / do gymnastics (✓)



I. Complete the sentences with the correct personal pronouns (object).

1. Mike and Susan are my friends. Do you know _____?
2. Where's Carson? I can't find _____!
3. I'm going shopping. Come with _____!
4. We are going to the cinema. Do you want to come with _____?

**J. Complete the sentences with the correct preposition of movement:
*into; onto; to.***

1. I'm diving _____ the swimming pool.
2. We usually go _____ the theatre with our friends.
3. His cat jumps _____ the table.
4. Michael is running _____ the garden.
5. Jenny enjoys getting _____ her skate and riding it fast.

K. Complete the sentences. Use the verbs from the box.

Be

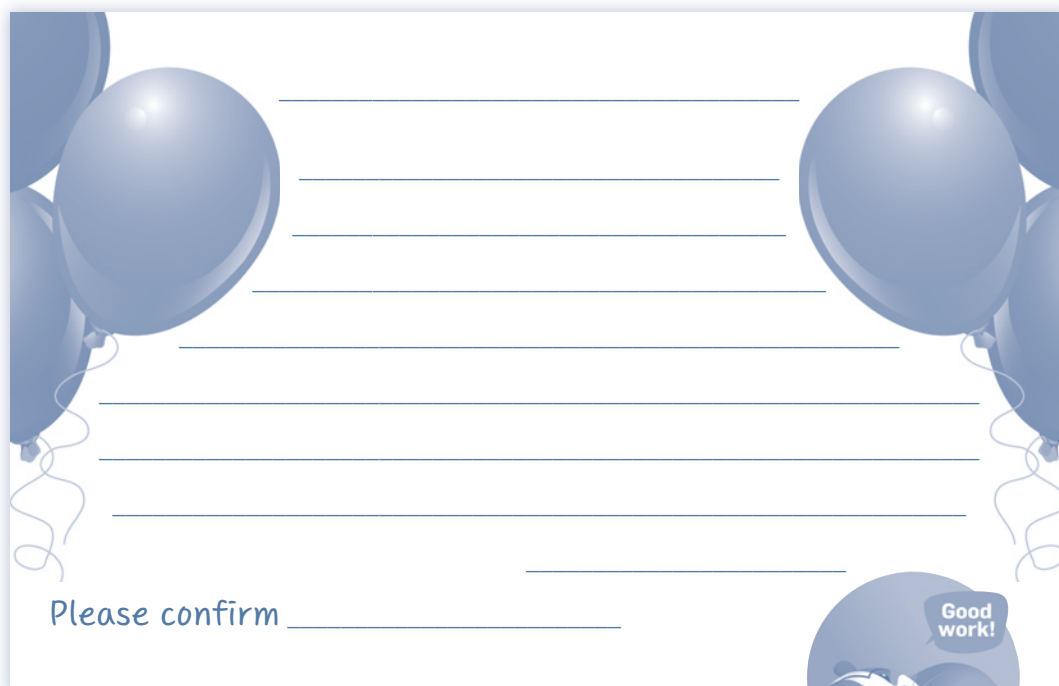
Turn off

Don't use

Don't be

1. _____ your mobile phone in classes.
2. _____ the lights.
3. _____ polite.
4. _____ rude.

L. Invite Allison to your birthday party. Write about 20-30 words.



A birthday invitation template. It features a large rectangular box with horizontal lines for writing. The box is decorated with blue balloons on the left and right sides. At the bottom left, it says 'Please confirm _____'. At the bottom right, there is a cartoon dog with a speech bubble that says 'Good work!'.

Name _____ No.: _____ Class: _____ Date: ____ / ____ / ____
 Mark _____ Teacher _____ Enc. Educação _____

A. Read the dialogue. (Lê o diálogo.)

CARSON'S FAVOURITES

Allison is at home. She's listening to music. Her favourite singer, Carson Lueders, is online, so she's asking him some questions, too.

- Allison:** Hi, Carson! My name's Allison. I love your songs! What are you doing now?
Carson: Hello! I'm here talking to my fans.
Allison: What's your favourite hobby?
Carson: I love dancing, writing and camping.
Allison: Oh, I love camping, too. 😊 Do you like sports?
Carson: Yes, I love doing sports. My favourite is basketball, but I also like swimming. What about you?
Allison: I enjoy running and playing cards with my brother.
Carson: Sorry, Allison, my friend Josh is calling me to practise a new dance routine. See you!
Allison: OK! Thanks, Carson.



B. Match the two columns. There is one example.

(Liga as duas colunas. Segue o exemplo.)

- | | |
|--|-----------------------|
| Allison is 1. • | • a) to music. |
| She's listening 2. • | • b) at home. |
| Carson Lueders is 3. • | • c) a singer. |
| Allison and Carson are talking 4. • | • d) online. |

C. Read the sentences and tick (✓) TRUE or FALSE.

(Lê as frases e assinala (✓) verdadeiro ou falso.)

- | | TRUE | FALSE |
|--|--------------------------|--------------------------|
| 1. Allison hates Carson's songs. | ☐ | ☐ |
| 2. She loves camping. | ☐ | ☐ |
| 3. Carson likes basketball and football. | ☐ | ☐ |
| 4. Allison enjoys running and playing cards with her brother. | ☐ | ☐ |

D. Tick (✓) the correct option to answer the questions.

(Selecione a opção correta para responderes às perguntas.)

1. What is Allison doing?

- ☐ a) Allison is listening to music. ☐ b) Allison is dancing.

2. Who's her favourite singer?

- ☐ a) Her favourite singer is Carson Lueders.
☐ b) Her favourite singer is Justin Bieber.

3. What are Carson's favourite hobbies?

- ☐ a) His favourite hobbies are dancing, writing and singing.
☐ b) His favourite hobbies are dancing, writing and camping.

4. Is his friend Josh calling him?

- ☐ a) Yes, he is. ☐ b) No, he isn't.

E. Label the pictures. Use the expressions from the box.

(Legenda as imagens. Usa as expressões da caixa.)

singing

playing cards

reading



1. _____



2. _____



3. _____

F. Write the names of the sports. Use the words from the box.

(Escreve os nomes dos desportos. Usa as palavras da caixa.)

tennis

swimming

basketball



1. _____



2. _____



3. _____

G. Circle the correct form of the verbs.

(Rodeia as formas verbais corretas.)

1. I **is listening** / **am listening** to Carson's new song.
2. Now Allison and her brother **isn't watching** / **aren't watching** TV.
3. Carson **is preparing** / **are preparing** his new album.
4. They **aren't playing** / **isn't playing** at the park.

H. Put the words in order and write sentences. There is one example.

(Ordena as palavras e constrói frases. Segue o exemplo.)

1. I / for the test / am studying / .

I am studying for the test.

2. our father / is not baking / a cake / Now / .

3. Is / Carson / at the moment / dancing / ?

4. aren't swimming / They / in the river / .

I. Circle the correct personal pronouns (object).

(Rodeia os personal pronouns – object – corretos.)

1. **They** are my friends. Do you know **him** / **them**?
2. Where's **Carson**? I can't find **him** / **me**!
3. I'm going shopping. Come with **them** / **me**!
4. **We** are going to the cinema. Do you want to come with **us** / **you**?

J. Circle the correct prepositions of movement.

(Rodeia as prepositions of movement adequadas.)

1. I'm diving **into** / **over** the swimming pool.
2. We usually go **onto** / **to** the theatre with our friends.
3. Michael is running **onto** / **into** the garden.
4. Jenny enjoys getting **onto** / **into** her skate and riding it fast.

K. Complete the sentences with the verbs from the box.

(Completa as frases com os verbos da caixa.)

Be

Turn off

Don't use

Don't be

1. _____ your mobile phone in classes.
2. _____ the lights.
3. _____ polite.
4. _____ rude.

L. Read the questions and complete the answers about YOU.

(Lê as perguntas e completa as respostas sobre TI.)

1. What's your favourite hobby?

My favourite hobby is _____.

2. What's your favourite sport?

My favourite sport is _____.

3. Do you like playing basketball?

(Tick (✓) the correct option. – Selecciona a opção correta.)

☐ a) Yes, I do.

☐ b) No, I don't.



Self-assessment grid (Ficha de autoavaliação)

Name _____ No.: _____ Class: _____

	1.º Período				2.º Período				3.º Período			
	Sempre / Quase sempre	Muitas vezes	Algumas vezes	Raramente / Nunca	Sempre / Quase sempre	Muitas vezes	Algumas vezes	Raramente / Nunca	Sempre / Quase sempre	Muitas vezes	Algumas vezes	Raramente / Nunca
AS MINHAS CAPACIDADES												
Compreendo o que leio												
Compreendo o que ouço												
Exprimo-me, oralmente, de forma adequada												
Exprimo-me, por escrito, de forma adequada												
Domino o vocabulário específico												
AS MINHAS ATITUDES												
Respeito o meu professor e os meus colegas												
Sou assíduo/a e pontual												
Sou organizado/a												
Estou atento/a e concentrado/a												
Trago o material necessário para a aula												
Participo nas atividades da aula												
Realizo os trabalhos de casa												
Procuro superar as minhas dificuldades												
Recorro ao dicionário como meio auxiliar de estudo												
Tenho hábitos e métodos de estudo												
O MEU NÍVEL:	Nível: _____ Data: ____/____/____ Ass: _____				Nível: _____ Data: ____/____/____ Ass: _____				Nível: _____ Data: ____/____/____ Ass: _____			
PARA MELHORAR DEVO: escreve o que deves fazer de modo a melhorar os teus resultados no próximo período.												
2.º PERÍODO								3.º PERÍODO				

End of term assessment grid (Grelha de avaliação por período)

	Nome	Teste 1		Teste 2		Média final 1.º Per.		Teste 3		Teste 4		Média final 2.º Per.		Teste 5		Teste 6		Média final 3.º Per.	
		%		%		%		%		%		%		%		%		%	
1																			
2																			
3																			
4																			
5																			
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Test correction table (Grelha de correção)

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Diagnostic Listening Test (page 3)

Listening transcripts

Transcript A

1.

Girl – Hi! What's your name?

Girl – Hi! My name's Jessie.

Girl – How do you spell it?

Girl – J-E-S-S-I-E

Girl – Nice to meet you, Jessie!

2.

Girl – How old are you?

Boy – I'm eleven years old. And you?

Girl – I'm twelve years old.

3.

Boy – What's that on your desk?

Girl – Oh, that's my new pen.

Boy – Wow, nice pen!

4.

Boy – My birthday is in June. When's your birthday, Jane?

Girl – My birthday is in January.

5.

Girl – It's hot today.

Boy – Yes, it's hot and sunny. I love this weather!

Transcript B

The turtle is blue. | The lion is red. | The hippo is pink. |

The dog is brown. | The fish is orange. | The giraffe is yellow.

Answer key

A. (5 x 8% = 40%)

1. a) | 2. c) | 3. b) | 4. c) | 5. a)

B. (6 x 10% = 60%)

Diagnostic Test A (page 4)

Answer key

A. (8 x 2% = 16%)

1. cat | 2. taxi | 3. train | 4. pencil | 5. rubber | 6. ruler | 7. dog | 8. park

B. (9 x 2% = 18%)

Cardinal: twenty-three | thirty-two | seventy-nine

Ordinal: second | eighth | fourteenth | forty-fifth | fiftieth

C. (6 x 3% = 18%)

1. She | 2. He | 3. I | 4. It | 5. They | 6. we

D. (6 x 3% = 18%)

1. f) | 2. d) | 3. e) | 4. b) | 5. a) | 6. c)

E. (5 x 6% = 30%)

(Respostas pessoais.)

1. My first name is... | 2. My surname is... | 3. I'm... years old. |

4. My birthday is on... | 5. My favourite colour is...

Diagnostic Test B (page 6)

Answer key

A. (10 x 10% = 100%)

1. c) | 2. b) | 3. b) | 4. a) | 5. c) | 6. c) | 7. b) | 8. a) | 9. b) | 10. c)

UNIT 1

Listening Test 1 (page 9)

Listening transcripts

Transcript A

Hello! My first name's Olivia and my surname's Martins. I'm eleven years old. I'm from London, in England. My birthday is on 5th October. I'm a student and in the future I want to be a doctor.

Transcript B

This is Paul's family. His mother is Mary and his father is Matt. He has got one sister, Emily, and one brother, Jack. Lin and Jeff are his grandparents. His uncle Tom and his aunt Vicky have got three children, Jennifer, John and Holly. They are Paul's cousins.

Answer key

A. (8 x 5% = 40%)

1. Olivia | 2. Martins | 3. eleven years old | 4. London | 5. England | 6. 5th October | 7. student | 8. doctor

B. (6 x 10% = 60%)

1. grandfather | 2. grandmother | 3. sister | 4. mother | 5. aunt | 7. cousin

Progress Test 1A (page 10)

Answer key

B. (4 x 2% = 8%)

1. a) | 2. c) | 3. b) | 4. c)

C. (4 x 2% = 8%)

1. Brown | 2. student | 3. thirty-nine | 4. sister

D. (4 x 2% = 8%)

1. Scotland | 2. No, she isn't. She is a vet. | 3. He's 41 years old. | 4. They are his grandparents.

E. (6 x 2% = 12%)

1. firefighter | 2. football player | 3. teacher | 4. mechanic | 5. cook | 6. dentist

F. (6 x 1% = 6%)

1. an | 2. a | 3. the | 4. – | 5. a | 6. –

G. (6 x 1% = 6%)

1. What | 2. Where | 3. How | 4. How old | 5. When | 6. Who

H. (4 x 2% = 8%)

1. b) | 2. a) | 3. b) | 4. c)

I. (3 x 4% = 12%)

1. No, he isn't. He is (He's) a mechanic. | 2. Is he a fisherman? Yes, he is. | 3. Is she a vet? No, she isn't. She is (She's) a cook.

J. (8 x 2% = 16%)

1. is / 's | 2. am / 'm | 3. am / 'm | 4. are / 're | 5. is not / isn't | 6. is / 's | 7. is / 's | 8. are.

K. (16%)

(Resposta pessoal.)

Exemplo: 1. "Hi, Alex! How are you? My name is... and my surname is... I'm... years old. My birthday is on... I'm from... I have got a... family. Bye!"

Progress Test 1B (page 14)

Answer key

B. (4 x 2% = 8%)

1. a) | 2. b) | 3. b) | 4. a)

C. (4 x 2% = 8%)

1. Brown | 2. big | 3. student | 4. thirty-nine

D. (4 x 2% = 8%)

2. c) | 3. b) | 4. a) | 5. e)

E. (6 x 2% = 12%)

1. cook | 2. football player | 3. teacher | 4. mechanic | 5. firefighter | 6. dentist

F. (4 x 3% = 12%)

2. an | 3. the | 4. – | 5. a

G. (4 x 3% = 12%)

1. What | 2. Where | 3. How old | 4. When

H. (4 x 2% = 8%)

2. b) | 3. a) | 4. b) | 5. c)

I. ($3 \times 2\% = 6\%$)

1. No, he isn't. | **2.** Is he a fisherman? Yes, he is. | **3.** Is she a vet? No, she isn't.

J. ($7 \times 2\% = 14\%$)

2. am | **3.** am | **4.** are | **5.** isn't | **6.** is | **7.** is | **8.** are

K. ($6 \times 2\% = 12\%$)

(Resposta pessoal.)

UNIT 2

Listening test 2 (page 20)

Listening transcripts

Transcript A

Liz has got long curly blond hair and a round face.

Joey is tall and thin. He wears glasses.

Tim is short and fat. His hair is dark.

Tony is slim. He has got a beard.

Mary has got short wavy hair. She wears trousers.

Jessica has got long wavy brown hair and her face is oval.

Transcript B

Skai Jackson is an actress. She's from New York.

She's very pretty. She's slim and she has got a very beautiful smile.

She has got dark brown eyes and her face is round. She's very intelligent, kind and generous.

She wears jeans, T-shirts and trainers. She wears dresses at parties.

Answer key

A. ($6 \times 10\% = 60\%$)

1. Liz | **2.** Mary | **3.** Joey | **4.** Tim | **5.** Jessica | **6.** Tony

B. ($8 \times 5\% = 40\%$)

1. True. | **2.** False. (She's from New York.) | **3.** False. (She's slim.) | **4.** True. | **5.** False. (Her eyes are dark brown.) | **6.** False. (She's generous and kind.) | **7.** False. (She likes jeans, T-shirts and trainers.) | **8.** True.

Progress Test 2A (page 21)

Answer key

B. ($4 \times 2\% = 8\%$)

1. d) | **2.** a) | **3.** c) | **4.** b)

C. ($4 \times 2\% = 8\%$)

1. False. (Marion and Tim are at the park.) | **2.** True. | **3.** False. (She has got blue eyes.) | **4.** True.

D. ($5 \times 2\% = 10\%$)

1. She is ('s) from the United States of America. | **2.** She is ('s) a singer. | **3.** No, she hasn't. (She has got blond hair.) | **4.** Yes, she is. | **5.** Her pet's (His) name is Walt.

E. ($7 \times 1\% = 7\%$)

1. glasses | **2.** dress | **3.** shoes | **4.** scarf | **5.** jacket | **6.** jeans | **7.** boots

F. ($5 \times 2\% = 10\%$)

2. have got / 've got | **3.** hasn't got / has not got | **4.** has got | **5.** have got / 've got | **6.** haven't got / have not got

G. ($3 \times 4\% = 12\%$)

2. Has Ted got short hair? Yes, he has. He has (He's) got short hair. | **3.** Has it got a short neck? No, it hasn't. It hasn't got a short neck. It has (It's) got a long neck. | **4.** Have Lisa and Maggie got curly hair? No, they haven't. They haven't got curly hair. They have (They've) got straight hair.

H. ($6 \times 2\% = 12\%$)

2. my sister's | **3.** Jack's | **4.** her mother's | **5.** James's | **6.** our parents' | **7.** Mary's

I. ($6 \times 1\% = 6\%$)

1. yours | **2.** hers | **3.** his | **4.** mine | **5.** his | **6.** theirs

J. ($6 \times 2\% = 12\%$)

1. Your father is friendly. | **2.** Taylor is a famous singer. | **3.** We have got straight hair. | **4.** Mike has got a nice friend. | **5.** I am not shy. | **6.** Is his smile beautiful?

K. (15%)

(Resposta pessoal.)

Progress Test 2B (page 25)

Answer key

B. ($4 \times 2\% = 8\%$)

2. a) | **3.** c) | **4.** b) | **5.** e)

C. ($4 \times 2\% = 8\%$)

1. False. (Marion and Tim are at the park.) | **2.** True. | **3.** False. (She has got blue eyes.) | **4.** True.

D. ($5 \times 2\% = 10\%$)

1. ... the United States of America. | **2.** ... singer. | **3.** ... hasn't. (She has got blond hair.) | **4.** ... is. | **5.** ... Walt.

E. ($5 \times 2\% = 10\%$)

1. glasses | **2.** dress | **3.** shoes | **4.** jacket | **5.** jeans

F. ($5 \times 2\% = 10\%$)

1. have got | **2.** have got | **3.** hasn't got | **4.** has got | **5.** haven't got

G. ($3 \times 3\% = 9\%$)

2. d) | **3.** a) | **4.** c)

H. ($5 \times 2\% = 10\%$)

2. 's | **3.** 's | **4.** 's | **5.** 's | **6.** '

I. ($5 \times 2\% = 10\%$)

2. hers | **3.** his | **4.** mine | **5.** his | **6.** theirs

J. ($5 \times 2\% = 10\%$)

1. Your father is friendly. | **2.** Taylor is famous. | **3.** We have got straight hair. | **4.** Mike has got a T-shirt. | **5.** I am not shy.

K. (15%)

(Resposta pessoal.)

UNIT 3

Listening test 3 (page 31)

Listening transcripts

Transcripts A/B

I live in a detached house. Upstairs there's a bathroom and two bedrooms. Downstairs there's a living room, a big kitchen, a dining room, a hall and a garage. My favourite rooms are my bedroom and the kitchen.

In my bedroom, there's a bedside table next to the bed. There's also a bookcase, a lamp and a rug.

In the kitchen, there's a cooker and a fridge. Opposite the cooker there's a cupboard and there's a sink opposite the fridge.

I love my house! It isn't big, but it's comfortable.

Answer key

A. ($5 \times 6\% = 30\%$)

1. a) | **2.** a) | **3.** c) | **4.** a) | **5.** b)

B. ($7 \times 10\% = 70\%$)

1. b) | **2.** a) | **3.** a) | **4.** b) | **5.** b) | **6.** a) | **7.** a)

Progress Test 3A (page 32)

Answer key

B. ($5 \times 2\% = 10\%$)

1. True. | **2.** True. | **3.** False. (Riley lives in a semi-detached house in San Francisco.) | **4.** False. (There are two floors in her house.)

5. True.

C. ($5 \times 2\% = 10\%$)

1. upstairs | 2. attic | 3. room | 4. lamp | 5. house

D. ($4 \times 3\% = 12\%$)

1. Downstairs, there's a kitchen, a dining room, a hall, a living room and a study. | 2. There's a study opposite the living room. | 3. Her favourite room is her bedroom because it has got a comfortable bed. | 4. Yes, there are.

E. ($7 \times 1\% = 7\%$)

1. bedroom | 2. bathroom | 3. study | 4. garage | 5. living room | 6. dining room | 7. kitchen

F. ($9 \times 2\% = 18\%$)

Bedroom: wardrobe / bed | **Kitchen:** fridge / sink / cooker

Bathroom: washbasin / toilet | **Living room:** armchair / sofa

G. ($6 \times 2\% = 12\%$)

1. There are | 2. There is not (isn't) | 3. There is ('s) | 4. There are not (aren't) | 5. Is there... there is | 6. Are there... there aren't

H. ($8 \times 1\% = 8\%$)

1. between | 2. on | 3. above | 4. on | 5. opposite | 6. under | 7. on | 8. in

I. ($8 \times 1\% = 8\%$)

1. men | 2. people | 3. shelves | 4. children | 5. boxes | 6. chairs | 7. dresses | 8. boys

J. (15%)

(Resposta pessoal.)

Progress Test 3B (page 36)

Answer key

B. ($4 \times 2\% = 8\%$)

1. True | 2. False (She lives in a semi-detached house in San Francisco.) | 3. False (There are two floors in her house.) | 4. True.

C. ($4 \times 3\% = 12\%$)

1. attic | 2. room | 3. lamp | 4. house

D. ($3 \times 4\% = 12\%$)

2. d) | 3. b) | 4. a)

E. ($5 \times 2\% = 10\%$)

2. bathroom | 3. study | 4. garage | 5. living room | 6. kitchen

F. ($6 \times 2\% = 12\%$)

1. bed | 2. fridge | 3. sink | 4. bath | 5. armchair | 6. bookcase

G. ($4 \times 2\% = 8\%$)

2. There isn't | 3. There is | 4. Is there... there is | 5. Are there... there aren't

H. ($4 \times 2\% = 8\%$)

2. between | 3. above | 4. under | 5. in

I. ($7 \times 2\% = 14\%$)

2. girls | 3. shelves | 4. babies | 5. children | 6. boxes | 7. dresses | 8. boys

J. ($4 \times 4\% = 16\%$)

(Resposta pessoal.)

UNIT 4

Listening test 4 (page 42)

Listening transcripts

Transcript A

Mother: Let's have dinner, Sarah!

Sarah: Great! What's for dinner, Mom?

Mother: Meatballs and spaghetti, your favourite food.

Sarah: Yummy! Is there anything to drink?

Mother: Yes, of course. Orange juice for you and some water for me. It's my favourite drink.

Sarah: And for dessert? Is there any chocolate ice cream?

Mother: No, there isn't. There's some fruit salad.

Sarah: What a great dinner, Mom!

Transcript B

Hi, there. I'm Sam and my favourite meal is breakfast. I love eating toast or bread with butter and drinking some milk.

I also like eating some fruit in the morning.

I don't like cereal and I hate cakes.

Answer key

A. ($3 \times 10\% = 30\%$)

1. c) | 2. a) | 3. b)

B. ($5 \times 14\% = 70\%$)

1. False. (Sam's favourite meal is breakfast.) | 2. True. | 3. False. (He drinks milk for breakfast.) | 4. False. (He likes eating fruit in the morning.) | 5. True.

Progress Test 4A (page 43)

Answer key

B. ($4 \times 2\% = 8\%$)

1. d) | 2. a) | 3. b) | 4. c)

C. ($4 \times 2\% = 8\% + 2 \times 1\% = 2\%$)

1. True. | 2. False. ("He's a famous chef.") | 3. True. | 4. False. ("I like eating fruit and soup...")

D. ($4 \times 3\% = 12\%$)

1. Tilly has got one brother and two sisters. | 2. She likes cooking with her father because it's fun. | 3. Yes, she does. | 4. Her favourite food is roast chicken.

E. ($9 \times 2\% = 18\%$)

1. chicken | 2. carrots | 3. milk | 4. lettuce | 5. ice cream | 6. cheese | 7. watermelon | 8. eggs | 9. tea

F. ($8 \times 1\% = 8\%$)

1. any | 2. any... any... some | 3. any... some | 4. some... any

G. ($4 \times 2\% = 8\%$)

1. She likes apple pie. | 2. My mother doesn't like chocolate. | 3. Do they like tea? | 4. We like cooking.

H. ($4 \times 4\% = 16\%$)

1. like baking cakes.
2. We prefer preparing lunch.
3. Bill and Grace don't like going to the supermarket.
4. Dan and Nick hate eating chocolate.

I. ($3 \times 2\% = 6\%$)

1. Tilly hates fast food because it isn't healthy. | 2. Her father loves cooking, so he prepares their family's meals. | 3. Jack is allergic to fish, so he can't eat it.

J. (14%)

(Resposta pessoal.)

Progress Test 4B (page 47)

Answer key

B. ($4 \times 3\% = 12\%$)

2. d) | 3. a) | 4. b) | 5. c)

C. ($4 \times 3\% = 12\%$)

1. True. | 2. False. (Matilda's father is a famous chef.) | 3. True. | 4. False. (She likes eating fruit and soup.)

D. ($4 \times 3\% = 12\%$)

1. b) | 2. a) | 3. a) | 4. b)

E. ($6 \times 2\% = 12\%$)

1. lettuce | 2. eggs | 3. carrots | 4. milk | 5. ice cream | 6. cheese

F. ($9 \times 2\% = 18\%$)

1. any | **2.** any... any... some | **3.** any... any... some | **4.** some... any

G. ($2 \times 3\% = 6\%$)

2. Neg.: She doesn't like apple pie. **Interrog.:** Does she like apple pie? | **3. Neg.:** You don't like chocolate. **Interrog.:** Do you like chocolate?

H. ($3 \times 2\% = 6\%$)

2. We prefer preparing lunch.

3. Bill and Grace don't like going to the supermarket.

4. Dan and Nick hate eating chocolate.

I. ($3 \times 2\% = 6\%$)

2. so | **3.** so | **4.** because

J. ($4 \times 4\% = 16\%$)

(Resposta pessoal.)

UNIT 5

Listening test 5 (page 53)

Listening transcripts

Transcript A

What time is it? | **1.** It's five o'clock. | **2.** It's half past three | **3.** It's ten to nine. | **4.** It's midday.

Transcript B

John gets up at half past six every day. Then he has a shower and gets dressed. He always has breakfast in the dining room. He usually has cereal with milk.

He goes to school at half past seven and he has lunch at school at a quarter to one. He usually has soup and a salad. He doesn't like meat. He goes back home at five o'clock. Then he goes to the swimming pool at six o'clock.

At night, he has a light snack and he goes to bed at ten o'clock.

Answer key

A. ($4 \times 10\% = 40\%$)

1. a) | **2.** a) | **3.** b) | **4.** b)

B. ($6 \times 10\% = 60\%$)

1. b) | **2.** c) | **3.** b) | **4.** a) | **5.** b) | **6.** a)

Progress test 5A (page 54)

Answer key

B. ($4 \times 2\% = 8\%$)

1. actor | **2.** India | **3.** Los Angeles | **4.** bus

C. ($5 \times 2\% = 10\% + 2 \times 1\% = 2\%$)

1. True. | **2.** False. ("I have lunch with Miranda May, my best friend.") | **3.** True. | **4.** True. | **5.** False. ("... I sometimes read until 10.30 p.m.")

D. ($4 \times 3\% = 12\%$)

1. He gets up at half past six. | **2.** He usually has orange juice and toast for breakfast. | **3.** After breakfast he goes to work. | **4.** Yes, he does.

E. ($4 \times 2\% = 8\%$)

1. It's five o'clock. | **2.** It's half past ten. | **3.** It's a quarter past six. | **4.** It's ten to eight.

F. ($5 \times 2\% = 10\%$)

1. studies | **2.** watch | **3.** swim | **4.** don't do | **5.** doesn't play

G. ($5 \times 1\% = 5\%$)

1. c) | **2.** a) | **3.** d) | **4.** b) | **5.** e)

H. ($4 \times 2\% = 8\%$)

1. Where does he live? | **2.** What time do you get up? | **3.** How does Kim go to school? | **4.** When does Matt cook?

I. ($6 \times 2\% = 12\%$)

2. has a shower | **3.** has breakfast | **4.** brushes her teeth |

5. goes home | **6.** has dinner | **7.** goes to bed

J. ($5 \times 2\% = 10\%$)

1. I always go to school by car. | **2.** We don't go to the cinema on Mondays. | **3.** They sometimes have lunch at midday. | **4.** Miranda is never late for work. | **5.** Do Paul and Annie usually have dinner at the restaurant?

K. (15%)

(Resposta pessoal.)

Progress Test 5B (page 58)

Answer key

B. ($4 \times 3\% = 12\%$)

1. actor | **2.** India | **3.** bus | **4.** Los Angeles

C. ($4 \times 3\% = 12\%$)

1. True. | **2.** False. (He has lunch with his best friend.) | **3.** True. |

4. False. (He sometimes reads until 10.30 p.m.)

D. ($4 \times 3\% = 12\%$)

1. a) | **2.** b) | **3.** b) | **4.** a)

E. ($4 \times 3\% = 12\%$)

1. It's five o'clock. | **2.** It's half past ten. | **3.** It's a quarter past six. |

4. It's ten to eight.

F. ($4 \times 3\% = 12\%$)

2. watch | **3.** swims | **4.** don't do | **5.** doesn't play

G. ($3 \times 2\% = 6\%$)

2. a) | **3.** c) | **4.** d)

H. ($6 \times 2\% = 12\%$)

2. has a shower | **3.** brushes her teeth | **4.** catches the bus |

5. goes home | **6.** reads | **7.** goes to bed

I. ($3 \times 2\% = 6\%$)

2. We don't go to the cinema on Mondays. | **3.** They have lunch at midday. | **4.** Miranda is never late for work.

J. ($4 \times 4\% = 16\%$)

(Resposta pessoal.)

UNIT 6

Listening test 6 (page 64)

Listening transcripts

Transcript A

Hi!

My name's Allison and I'm fifteen years old. I'm from Canada, but today I'm visiting my grandparents in Cape Town, in South Africa. My cousin Vanessa is watching TV and my uncle James is reading the newspaper.

My mother is cooking and my father is helping her.

My uncle Tom is preparing the barbecue and my aunt Mary is making a salad.

My grandfather is sleeping in a big armchair next to the swimming pool and my grandmother is doing sports.

I'm having a lot of fun with my family!

Transcript B

Dialogue 1

Josh: Hi, Pam. What are you doing?

Pam: I'm shopping, because I'm having a party tonight. Can you come?

Josh: Yes, of course! What time?

Pam: At half past seven.

Josh: OK! See you later!

Dialogue 2

Rachel: Hi, Jessica! I'm doing my homework and I need your help!

Jessica: OK. I'm running at the beach. Where are you?

Rachel: At home. Can you come and help me, please?

Jessica: Yes! See you in 30 minutes.

Dialogue 3

Mum: Hello, dear. Are you doing your homework?

Girl: Sorry, mum. I'm watching TV. Can I do it later?

Mum: OK! But do it before I arrive home, please.

Girl: Thanks, mum! Bye!

Dialogue 4

Rick: Hi, Jack. I'm camping in the garden. Can you come to my house?

Jack: Sorry, Rick, I can't go. I'm playing cards with my cousin Sam.

Rick: Bring him too, then.

Jack: OK!

Answer key

A. ($6 \times 10\% = 60\%$)

1. True. | **2.** False. (She's from Canada.) | **3.** False. (Vanessa is watching TV. / Allison's uncle, James, is reading the newspaper.) | **4.** True. | **5.** True. | **6.** False. (Allison's grandfather is sleeping. / Allison's grandmother is doing sports.)

B. ($4 \times 10\% = 40\%$)

a) 4 | **b)** 2 | **c)** 3 | **d)** 1

Progress Test 6A (page 65)

Answer key

B. ($5 \times 2\% = 10\%$)

1. b) | **2.** a) | **3.** c) | **4.** e) | **5.** d)

C. ($5 \times 2\% = 10\% + 3 \times 2\% = 6\%$)

1. False. ("I love your songs!") | **2.** True. | **3.** False. ("Carson: Yes, I love doing sports. My favourite is basketball ...") | **4.** False. ("My favourite is basketball, but I also like swimming.") | **5.** True.

D. ($4 \times 2\% = 8\%$)

1. Allison is listening to music and talking online with her favourite singer. | **2.** Her favourite singer is Carson Lueders. | **3.** Carson is talking online to his fans. | **4.** No, he isn't. His friend Josh is.

E. ($4 \times 2\% = 8\%$)

1. playing cards | **2.** reading (a book) | **3.** camping | **4.** singing

F. ($4 \times 2\% = 8\%$)

1. basketball | **2.** tennis | **3.** volleyball | **4.** swimming

G. ($4 \times 2\% = 8\%$)

1. am ('m) listening | **2.** aren't (are not) watching
3. is playing | **4.** aren't (are not) playing

H. ($3 \times 2\% = 6\%$)

2. Are Mandy and Sophia drinking milk? Yes, they are. | **3.** Is Tim playing the piano? No, he isn't. He is (He's) playing the guitar. | **4.** Is Emma doing gymnastics? Yes, she is.

I. ($4 \times 2\% = 8\%$)

1. them | **2.** him | **3.** me | **4.** us

J. ($5 \times 2\% = 10\%$)

1. into | **2.** to | **3.** onto | **4.** into/to | **5.** onto

K. ($4 \times 1\% = 4\%$)

1. Don't use | **2.** Turn off | **3.** Be | **4.** Don't be

L. (14%)

(Resposta pessoal.)

Progress Test 6B (page 69)

Answer key

B. ($3 \times 3\% = 9\%$)

2. a) | **3.** c) | **4.** d)

C. ($4 \times 3\% = 12\%$)

1. False. (Allison loves Carson's songs.) | **2.** True. | **3.** False. (Carson likes basketball and swimming.) | **4.** True.

D. ($4 \times 3\% = 12\%$)

1. a) | **2.** a) | **3.** b) | **4.** a)

E. ($3 \times 3\% = 9\%$)

1. playing cards | **2.** reading | **3.** singing

F. ($3 \times 3\% = 9\%$)

1. basketball | **2.** tennis | **3.** swimming

G. ($3 \times 2\% = 6\%$)

2. aren't watching | **3.** is preparing | **4.** aren't playing

H. ($3 \times 2\% = 6\%$)

2. Now our father is not baking a cake. | **3.** Is Carson dancing at the moment? | **4.** They aren't swimming in the river.

I. ($3 \times 2\% = 6\%$)

2. him | **3.** me | **4.** us

J. ($4 \times 3\% = 12\%$)

1. into | **2.** to | **3.** into | **4.** onto

K. ($4 \times 1\% = 4\%$)

1. Don't use | **2.** Turn off | **3.** Be | **4.** Don't be

L. ($3 \times 5\% = 15\%$)

(Resposta pessoal.)

Título
Teacher's Resource File
High Five 5
Inglês

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