

READY SET, GO!

INGLÊS

5 //



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READY SET, GO! INGLÊS 5



- **Ready, set, go! project presentation**

- **Planning**

- Term plan
- Semester plan

- **Aprendizagens Essenciais (code key)**

- **Games section**

- Classroom games
- Digital tools
- Mad Libs

- **Digital resources**

- **Review Worksheets**

- 12 Review Worksheets
- Answer key

- **Focus on skills**

- Reading Worksheets (2 levels)
- Listening Worksheets (2 levels)
- Writing Worksheets (2 levels)
- Speaking Worksheets (2 levels)
- Extensive Reading Worksheet
- Answer key and listening scripts

- **Focus on language**

- Vocabulary Worksheets (2 levels)
- Grammar Worksheets (2 levels)
- Answer key

- **Assessement**

- Diagnostic Tests
- Progress Tests (1 per unit, A/B)
- Extensive Reading Test
- Speaking Tests
- Get ready for the tests (1 per unit)
- Quick Tests
- Prova Extraordinária de Avaliação
- Answer key and listening scripts

- **Inclusion**

- Vocabulary Worksheets C
- Grammar Worksheets C
- Progress Tests C (1 per unit)
- Answer key

- **Assessment rubrics**

- **DAC & CLIL**

- Domínios de Autonomia Curricular
- CLIL Worksheets

- **Listening scripts**

Critérios de apreciação, seleção e adoção de manuais escolares certificados

Ano de escolaridade: 5.º ano
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Esta informação destina-se a apoio/esclarecimento do órgão competente pela adoção.

1. Organização e Método	
1.1 Apresenta uma organização coerente e funcional	• Índice simples e prático. • Conteúdos divididos por unidades e subunidades, claramente identificadas. • Abertura de unidade em página dupla, com o objetivo de mobilizar linguagem que o aluno já conhece de anos anteriores e que será útil para as temáticas a abordar ao longo da unidade (exemplo: págs. 14, 15). • Indicação, no início de cada subunidade, dos conteúdos aí abordados (<i>What's in this subunit?</i>) (exemplo: pág. 16). • Divisão dos conteúdos/<i>skills</i> por rubricas transversais a todas as unidades: <i>Vocabulary</i> (com atividades de <i>Listen and Repeat</i>) que culmina com o <i>Talk Together</i> (aplicação do vocabulário através de pequenas tarefas de interação oral), <i>Reading</i>, <i>Grammar</i>, <i>Watching</i>, <i>Speaking</i>, <i>Listening</i>, <i>Song</i>, <i>Writing</i>, <i>All Together</i>, <i>5 important things you need to know to...</i>, <i>Check it now!</i> e <i>Need for speed</i>. • Disposição coerente das rubricas nas unidades: cada subunidade inicia sempre com <i>Vocabulary</i> e termina sempre com <i>Need for speed</i>. • Caixas <i>Don't forget!</i> nas páginas de gramática, com pequenos apontamentos de destaque para os alunos registarem e recordarem de forma mais visual. • Remissões claras para as diversas secções do manual e para os restantes componentes do projeto: <i>Go Plus</i>, <i>Writing made easy</i>, <i>Speaking made easy</i>, <i>Vocabulary bank</i>, <i>Grammar bank</i>, <i>Need for speed</i>, <i>Workbook</i> (exemplos: págs. 31, 33, 37), tornando o manual funcional e de fácil utilização. Para o professor: • Bandas completas, que funcionam como um plano de aula, onde consta a referência a: códigos que remetem para as <i>Aprendizagens Essenciais</i>; todos os recursos internos e externos que poderão ser explorados aquando da abordagem dos conteúdos; sugestões metodológicas (exemplos: págs. 49, 52); sugestões de atividades para iniciar a aula de forma diferente e contribuir para uma consolidação de conteúdos já lecionados – <i>Get it started!</i> (exemplos: págs. 32, 48).

1.2	Apresenta uma organização adequada aos alunos	• Organização simples, assente numa divisão em unidades: unidade 0 + unidades 1 a 4, estas divididas por subunidades, claramente identificadas. • Indicação dos conteúdos abordados, no início de cada unidade (<i>What's in this subunit?</i>). • Designação das rubricas curta, sugestiva e coerente ao longo do manual. • Anexos integrados no final do manual e não em <i>booklet</i> extra, para que estejam sempre com o aluno e não se danifiquem ou se percam com facilidade. São eles <i>Ready, set... celebrate!</i> (págs. 116-120), <i>Extensive Reading</i> (págs. 121-126), <i>Go plus</i> – banco de exercícios extra de gramática e vocabulário (págs. 128-135), <i>Writing made easy</i> (págs. 138-140) e <i>Speaking made easy</i> (págs. 141-144), <i>Vocabulary bank</i> (págs. 146-150), <i>Grammar bank</i> (págs. 151-159), com explicação em português, que pode ser usada como estudo autónomo. No caso do <i>Grammar bank</i> e do <i>Vocabulary bank</i>, os conteúdos estão organizados na mesma lógica de unidade do restante manual, tornando a sua utilização mais fácil e intuitiva. • Badanas com <i>Ready, set, let's chat!</i> (expressões a usar em diálogos) e <i>Ready, set... don't forget: READ the instructions!</i> (listagem de verbos de comando com as respetivas traduções, para ajudar os alunos a entenderem melhor os enunciados das questões). Uma das badanas contém uma lupa que permite decifrar as soluções de alguns exercícios das páginas do manual. • Remissão para as diferentes secções do manual e para os restantes componentes do projeto, à medida que os conteúdos são trabalhados.
1.3	Explicita etapas essenciais para a aquisição de conhecimentos e o desenvolvimento de capacidades	• Unidade inicial <i>Fresh start</i> exclusivamente de revisão de conteúdos já lecionados em anos anteriores e restantes unidades que se iniciam com uma revisão/consolidação de conteúdos já lecionados em anos anteriores. • Exercícios que incidem em <i>skills</i> mais complexas de produção, como <i>Writing</i> (exemplo: pág. 23) e <i>Speaking</i> (pág. 37), apresentados sempre com um exemplo/modelo (<i>Ready!</i>) seguido de exercícios guiados e o <i>Go!</i> para que o aluno aplique o que aprendeu. No caso das tarefas de produção oral, os alunos poderão, ainda, encontrar os vídeos <i>This is how you do it</i>, em que poderão ver um falante nativo da sua faixa etária a realizar a atividade proposta em contexto de sala de aula. • Indicação clara dos conteúdos de gramática (exemplos: págs. 33, 34) e de vocabulário (exemplos: págs. 30, 31). • Textos direcionados para o universo de interesses dos alunos, mas também para questões culturais e de cidadania (exemplos: págs. 18, 72). • Exercícios organizados por grau de dificuldade: atividades mais simples em primeiro lugar e só depois as mais complexas (exemplos: págs. 75, 76). • Consolidação e avaliação dos conteúdos através da rubrica <i>Check it now!</i>, que permite ainda uma reflexão acerca dos conhecimentos adquiridos em cada unidade através do acesso ao QR code <i>So far so good?</i> (exemplos: págs. 40-42).

1.4 Motiva para o conhecimento

- Vocabulário trabalhado numa lógica de exercício lúdico-didático contextualizado (exemplos: págs. 46, 54).
- Gramática apresentada com exemplos, que facilitam a compreensão. Esta rubrica é complementada por exercícios *Grammar in use with...*, que incluem excertos de filmes e tiras de banda desenhada, para a realização de exercícios em contexto (exemplos: págs. 33, 52).
- *Just4Fun* – Piadas que representam um momento mais lúdico na sala de aula e aumentam a motivação para a aprendizagem da língua inglesa (exemplos: págs. 57, 81).
- Todos os itens gramaticais são acompanhados de vídeos, animações, *quizzes* e apresentações PowerPoint®.
- Caixas *Language help*, com alargamento de vocabulário/estruturas lexicais chave, que surgem junto a pequenos exercícios de escrita ou oralidade. (págs. 18, 25)
- Rubrica *Song*, onde se apresentam canções do agrado dos alunos adaptadas aos conteúdos trabalhados e ao grau de dificuldade. Todas as canções estão acompanhadas de versão *karaoke*. No final, a caixa *Get real!* faz a ligação entre a canção adaptada e a original (exemplos: págs. 36, 60).
- Todos os textos sempre acompanhados de animação (inclusive toda a *extensive reading*) e áudio em versões *standard* e *slow*.
- *Culture curious* – Caixa com informação sobre aspetos culturais dos *English-speaking countries*, através de *riddles* e de curiosidades. Esta caixa é acompanhada por um vídeo que inclui informação cultural e geográfica relativa ao país e uma atividade interativa. (exemplo: pág. 74)
- Rubrica *Watching* – Esta rubrica assenta no visionamento de pequenos *trailers* de filmes e excertos de vídeos em vários contextos comunicativos adequados à faixa etária e interesse dos alunos, seguindo-se propostas de atividades de compreensão de tipologia variada (exemplos: 82, 105).
- Personagens atuais e conhecidas dos alunos (exemplos: págs. 16, 30, 46, 55, 100).
- *5 important things you need to know to...* – Página de resumo dos conteúdos da unidade em forma de infográfico, para rever, através do estímulo visual, o vocabulário e gramática antes de fazer a autoavaliação (exemplos: págs. 63, 111).
- Rubrica *Need for speed* para os alunos *fast finishers*, com exercícios estreitamente ligados com os do manual que podem ser feitos e corrigidos de forma autónoma (exemplos: págs. 91, 115).
- *Anexo Ready, set... celebrate!* No final do manual, onde se abordam algumas festividades típicas dos *English-speaking countries*, com proposta de exercícios de alargamento lexical. Apresenta, também, uma secção de *Festivals in English-Speaking countries*, para que os alunos conheçam festividades diferentes. Esta secção pode, ainda, ser trabalhada no âmbito de um Domínio de Autonomia Curricular (DAC) ou numa perspetiva interdisciplinar em Cidadania e Desenvolvimento.

1.4	Motiva para o conhecimento	• Parte integrante do <i>Workbook</i>, a secção <i>FBI – Have Fun; Exercise your Brain; Use your Imagination</i> leva os alunos a conduzirem a investigação do caso do desaparecimento da mascote do projeto, o <i>Muffin</i>. Esta investigação é feita através de exercícios e desafios que levam os alunos-detetives a encontrarem a mascote desaparecida, ao mesmo tempo que consolidam as aprendizagens. • <i>Extensive reading</i>: adaptação da obra <i>Matilda</i>, de Roald Dahl acompanhada de exercícios de análise textual. O texto está acompanhado de pequenas imagens que tornam a leitura mais fácil e motivadora. Cada capítulo tem também uma vertente multimédia, com animações de todo o texto e também pequenos vídeos que ilustram partes da história, estimulando a curiosidade dos alunos capítulo a capítulo. • Ferramentas interativas: <i>quizzes</i>; <i>app Smart; Talking avatar; Recorder; Speaking videos com play modes</i>; <i>Kahoot</i>; <i>random number generator</i>; <i>timer</i>; <i>QR codes So far so good?</i>; fichas interativas disponíveis na plataforma <i>Liveworksheets</i> (<i>feedback</i> imediato ao aluno e professor).
1.5	Contempla sugestões de atividades de carácter prático/experimental	• Textos sempre acompanhados de exercícios (respeitando o grau de dificuldade crescente). • Conteúdos gramaticais (sempre contextualizados e com explicação faseada) e respetivos exercícios de aplicação (lógica do grau de dificuldade crescente). • Rubrica <i>Check it now!</i>, com exercícios de revisão e consolidação, englobando todos os domínios linguísticos. • Exercícios com tipologia diversificada. • <i>Go plus</i> e <i>Workbook</i> com um número significativo de exercícios, que permitem pôr em prática e consolidar os conhecimentos adquiridos. • A rubrica de <i>Speaking</i> inclui dramatização em vídeo da situação de produção/interação oral por jovens reais e nativos. Os vídeos podem, ou não, ser trabalhos com <i>quiz</i> e/ou legendas. A rubrica de <i>Writing</i>, promove atividades de carácter prático. Ambas as rubricas assentam numa vertente comunicativa e realista da aplicação da língua em contexto. • Secção <i>writing</i> e <i>speaking made easy</i>. • Rubrica <i>Grammar in use with...</i> que promove a contextualização da gramática através de canções <i>pop</i>, citações, tiras de banda desenhada ou excertos de séries/filmes. • Nas bandas do professor, dentro das notas, encontram-se sugestões de outras atividades mais práticas, nomeadamente lúdico-didáticas, com apoio à implementação no <i>Teacher's Resource File</i> e no <i>Lesson Guide</i>.

1.6	Estimula a autonomia e o sentido crítico	Autonomia: • Caixas <i>Don't forget!</i> com explicações breves, referentes a aspetos linguísticos (exemplos: págs. 73, 83). • <i>Go plus</i>, <i>Vocabulary bank</i> e <i>Grammar bank</i> – no final do manual, com explicações em português, para que os alunos possam estudar de forma mais autónoma. • <i>QR codes – So far so good?</i>, nas páginas <i>Chek it now!</i>, através dos quais os alunos podem aceder a guia de preparação para momentos de avaliação com dicas úteis e práticas, direcionando-os para um método de estudo autónomo. • Caixas <i>Language help</i> – dão ajudas linguísticas extra, permitindo ao aluno explorar outras possibilidades. • <i>Need for speed</i> – apresenta soluções no final, o que permite ao aluno resolver os exercícios e corrigi-los de forma autónoma. • <i>Workbook</i> – inclui soluções no final, para que o aluno possa corrigir o seu próprio trabalho. Estas podem ser destacadas. Associado ao <i>Workbook</i> está, ainda, um conjunto de autocolantes com o resumo dos conteúdos, que o aluno poderá colar no seu caderno diário. Espírito crítico: • Rubrica <i>Stop & Think</i> – Esta rubrica promove a consciência cívica e social e o espírito crítico, conduzindo os alunos a uma reflexão acerca de temáticas socioculturais, através de imagens e vídeos (exemplos: pág. 32, 56, 80). • Projetos <i>All Together</i> – que promovem o trabalho cooperativo, com tarefas interdisciplinares que se aplicam ao quotidiano do aluno e o levam a refletir de forma crítica sobre o meio que o envolve (exemplos: págs. 86, 110). • <i>QR codes So far so good?</i>, nas páginas <i>Check it now!</i>, que permite ao aluno refletir acerca dos conhecimentos que adquiriu ou não ao longo da unidade e da necessidade de estudar mais um determinado conteúdo.
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2. Informação e Comunicação		
2.1	Respeita as orientações constantes dos documentos curriculares e outras orientações gerais do Ministério da Educação.	• Todas as Aprendizagens Essenciais, bem como os descritores do Perfil dos Alunos são trabalhados no manual. • Referência às Aprendizagens Essenciais trabalhadas na banda lateral (os códigos utilizados encontram-se decifrados num documento que consta no <i>Teacher's Resource File</i>). • Booklet <i>English for All</i> – este componente foi concebido para alunos com dificuldades, alunos estrangeiros ou alunos que ingressam nas turmas tardiamente. É um manual inclusivo, uma vez que as páginas são semelhantes às do manual, mas os exercícios são adaptados e as explicações simplificadas. Todas as páginas do manual de <i>reading, grammar, listening</i> e <i>watching</i> estão adaptadas neste componente, mas as soluções dos exercícios são as mesmas dos restantes elementos da turma, o que facilita a logística e sua utilização em sala de aula. • Promove a educação para a inclusão, cidadania e participação, responsabilidade e integridade, valores contemplados no Perfil dos Alunos. • No <i>Teacher's Resource File</i>, os professores podem encontrar <i>Assessment rubrics</i> para as atividades de <i>writing, speaking</i> e <i>projects (All Together)</i> do manual. • Fichas DAC (Domínios de Autonomia Curricular) – <i>interdisciplinary projects</i> no <i>Teacher's Resource File</i>. • Promove a utilização de tecnologias de informação e comunicação (exemplos: manual interativo e aplicação Smart).
2.2	Tendo em conta as orientações curriculares: – veicula conhecimento correto; – veicula conhecimento relevante.	• Todo o manual veicula conhecimento correto e relevante, de acordo com as Aprendizagens Essenciais. • Participação ativa do consultor linguístico e pedagógico Dave Tucker. • Certificação pela ESE de Viseu.
2.3	Promove a educação para a cidadania, nomeadamente não apresentando discriminações de carácter cultural, étnico, racial, religioso e sexual, e respeitando o princípio da igualdade de género.	• Rubrica <i>Stop & Think</i> que permite ao aluno refletir acerca do meio que o rodeia, desenvolver a consciência cívica, o respeito pelo outro e a consciencialização sobre outras realidades. • Rubrica <i>All Together</i> no manual, que pretende, também, consciencializar e sensibilizar os alunos para um trabalho interdisciplinar que mobilize boas práticas e educação para a cidadania (exemplos: págs. 86, 110). • Festivals in English-speaking countries (pág. 120). • Separador <i>Inclusion</i> no <i>Teacher's Resource File</i>, específico para alunos com dificuldades na aprendizagem, com fichas de trabalho e testes de avaliação adaptados. • Separador DAC no <i>Teacher's Resource File</i>, com sugestões de atividades interdisciplinares que levam o aluno a refletir de forma crítica sobre o mundo que os rodeia.

2.4	Apresenta uma organização gráfica ⁽¹⁾ que facilita o seu uso	• As unidades estão bem divididas e claramente identificadas através do grafismo, da cor e de um separador com imagem em página dupla, de modo a facilitar a sua identificação. • Cada página tem, no topo, o número da unidade a que pertence. • Cada rubrica/secção tem um grafismo específico, coerente ao longo do manual. • Secções com objetivos diversificados estão destacadas em caixas de texto específicas (exemplos: <i>Stop & Think</i>, <i>Language help</i>, <i>Don't forget</i>).
2.5	Apresenta ilustrações ⁽²⁾ corretas, necessárias e adequadas aos conteúdos e às atividades propostas	• Utilização de imagens apelativas para ilustrar os itens de vocabulário e de gramática (exemplos: págs. 14, 54, 57). • Imagens reais de personagens atuais e conhecidas dos alunos (exemplos: págs. 18, 30, 46, 55, 105). • Textos com ilustração alusiva, correta, adequada e pertinente (exemplos: págs. 72, 96, 102). • Exercícios com base em imagens, para facilitar a compreensão e permitir um leque mais diversificado de exercícios (exemplos: págs. 52, 55, 101). • Utilização de grelhas e esquemas para facilitar a compreensão dos conteúdos gramaticais (exemplos: págs. 57, 73, 83). • Apresentação de um grafismo variado e equilibrado.

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

(²) Fotografias, desenhos, ilustrações, mapas, esquemas, etc.

3. Características materiais

3.1	Apresenta robustez suficiente para resistir à normal utilização.	• O manual é resistente.
3.2	O formato, as dimensões e o peso do manual (ou de cada um dos seus volumes) são adequados ao nível etário do aluno.	• O manual é leve: tem 160 páginas e pesa cerca de 500 g. • O formato é adequado.
3.3	Permite a reutilização	• A tipologia dos exercícios está idealizada para permitir a resolução de todos os exercícios no caderno diário de forma organizada (exemplos: págs. 23, 25). • O manual não apresenta destacáveis nem autocolantes. • O projeto não apresenta <i>booklets</i> em separado, que impossibilitem o trabalho de uma competência (exemplo: a <i>extensive reading</i> está dentro do próprio manual, bem como os exercícios para <i>fast finishers</i> <i>Need for Speed</i>, a prática extra de gramática e vocabulário (<i>Go plus</i>) e de <i>writing</i> e <i>speaking</i> (<i>Writing made easy; Speaking made easy</i>).

4. Adequação ao Projeto Educativo de Escola		
4.1	Adequa-se às características da comunidade escolar.	• Uma vez que projeto promove os valores constantes do <i>Perfil dos Alunos à Saída da Escolaridade Obrigatória</i>, está adequado a todas escolas e agrupamentos, cujos projetos educativos se nortearão, seguramente, pelos mesmos valores.
4.2	Revela-se adequado ao contexto educativo.	

Apresentação do projeto *Ready, set, go! 5*

Ready, Set, Go! 5 é um projeto concebido para os alunos que frequentam o 5.º ano de escolaridade. Pretende garantir a consolidação das aprendizagens que foram trabalhadas no 1.º ciclo do Ensino Básico. Este projeto concorre para o desenvolvimento das áreas de competências definidas nas Aprendizagens Essenciais (AE) e nos descritores do Perfil dos Alunos à Saída da Escolaridade Obrigatória (PASEO), operacionalizando, de forma realista, os conhecimentos, capacidades e atitudes (competências comunicativa, intercultural e estratégica) previstos nas AE de Inglês para o 5.º ano, que foram definidos tendo como referência o nível A1.1 / A1.2 do Quadro Europeu Comum de Referência para as Línguas (QECRL).

Ready, Set, Go! 5 pretende responder às reais necessidades dos professores, com um vasto conjunto de materiais didáticos que proporcionam a construção de uma competência global de comunicação em inglês por parte dos alunos, para que a todos seja dada a devida oportunidade de desenvolver as potencialidades individuais. Estes recursos visam, ainda, dar resposta à heterogeneidade das turmas, que cada vez mais se apresenta como um dos maiores desafios do nosso sistema de ensino.

Ready, Set, Go! 5 apresenta, também, instrumentos de apoio aos professores para os diversos momentos da prática letiva: preparação e organização das aulas e adequação das estratégias às especificidades dos alunos (ritmos de aprendizagem, conhecimentos, interesses e motivações).

Esta diversidade de recursos procura promover um maior envolvimento e estimular a autonomia dos alunos, enquanto intervenientes ativos no processo de desenvolvimento das diversas competências inerentes ao ensino e aprendizagem de uma língua estrangeira.

Componentes do projeto

.. Para o aluno Student's Book

O Manual está organizado em cinco unidades.

- **Unit 0** – Fresh start
- **Unit 1** – The best of you
- **Unit 2** – Back home
- **Unit 3** – Move and enjoy
- **Unit 4** – All in a day

Todas as unidades iniciam com duas páginas de abertura designadas **Ready, set... recap!**, em que o objetivo é mobilizar linguagem que o aluno já conhece de anos anteriores e que será útil para as temáticas a abordar ao longo da unidade. O primeiro contacto com a unidade é feito através de uma imagem de grande dimensão, que mistura realidade com personagens conhecidas dos alunos, a partir da qual se fará um pequeno **Quiz**. A dupla inicial conta ainda com a rubrica  **GUESS THE LYRICS**. Trata-se de uma canção cuja melodia é conhecida dos alunos e a letra é adaptada aos conteúdos que os alunos já conhecem. Inclui apenas uma pequena parte da canção, de forma a que seja uma atividade simples e rápida de executar, mas muito motivadora.

No início de cada **subunidade**, surge a indicação **What's in this subunit?**, onde estão elencados os conteúdos lexicais, gramaticais e culturais que serão abordados. Em banda lateral exclusiva do professor, indicam-se as competências previstas nas AE (codificadas), as sugestões de resposta aos exercícios das páginas, sugestões de atividades para iniciar a aula de forma diferente e contribuir para que exista uma maior consolidação de conteúdos já lecionados – **Get it started!** – e também sugestões de atividades de extensão.

As subunidades desenvolvem-se em torno das seguintes rubricas:

- **Vocabulary** – Apresentação de vocabulário de forma apelativa com o apoio de imagens, numa lógica de *Listen and repeat*. As imagens são acompanhadas por exercícios contextualizados de tipologia diversificada, incluindo exercícios de compreensão oral, que permitem a interiorização dos tópicos trabalhados e, por conseguinte, alargar o repertório linguístico dos alunos. No final da rubrica de vocabulário encontramos também a rubrica  , que permite aos alunos aplicarem o vocabulário através de pequenos exercícios de interação oral. A apresentação do vocabulário é complementada, na componente multimédia, por animações de vocabulário e *memory games*.
- **Reading** – Os textos apresentam tipologias e temáticas variadas. Para além de recorrerem a assuntos que despertam o interesse dos alunos, porque se aproximam das suas motivações, pretendem, também, alargar os horizontes, através de referências culturais e sociais que convidam à reflexão. Através deles, os alunos poderão aprofundar os conhecimentos acerca da cultura dos *English-speaking countries*. Na componente multimédia, todos os textos estão locucionados por falantes nativos e dispõem de uma animação em vídeo.
- **Listening** – Esta rubrica apresenta situações de compreensão 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, permitindo, assim, aprofundar a consciência fonológica e linguística de uma forma realista e funcional.
- **Song** – Canções que resultam da adaptação de letras de música, do agrado dos alunos, aos conteúdos trabalhados e ao grau de dificuldade. As letras são originais e visam o reforço do vocabulário e a motivação dos alunos para a aprendizagem. Todas as canções estão acompanhadas de versão karaoke. No final, a caixa  faz a ligação entre a canção adaptada e a original.
- **Watching** – Esta rubrica assenta no visionamento de pequenos *trailers* de filmes e excertos de vídeos em vários contextos comunicativos adequados à faixa etária e ao interesse dos alunos, seguindo-se propostas de atividades de compreensão de tipologia variada.
- **Speaking** – Atividades de produção/interação oral guiadas, que desenvolvem a capacidade de comunicar oralmente. Estas atividades apresentam, em primeiro lugar, modelos dos textos orais, com estruturas-chave bem identificadas que os alunos poderão depois usar como referência, mediante as instruções sugeridas em  . O aluno poderá depois, em  , produzir o seu texto, usando as suas palavras e ideias, com o apoio de diagramas, caixas e expressões úteis. As atividades de *spoken interaction* dispõem, na versão multimédia, de um vídeo com dramatização da situação feita por personagens reais em cenários autênticos. Estes vídeos têm associados diferentes *play modes*, que possibilitam trabalhar o vídeo de uma forma interativa. As atividades de *spoken production* estão acompanhadas pelos vídeos  , em que os alunos poderão ver um falante nativo da sua faixa etária a realizar a atividade proposta em contexto de sala de aula, para ficarem com uma ideia mais concreta do objetivo da tarefa. Todas as atividades de *spoken production* e *interaction* dispõem, também, de uma ajuda adicional, que consta na secção  , no final do manual, onde os alunos encontrarão pistas linguísticas e estruturais para resolver as atividades de oralidade.
- **Writing** – Esta rubrica promove o desenvolvimento da escrita através da apresentação de um modelo claro, em  , para que o aluno possa depois redigir o seu texto, numa lógica de *do-it yourself* usando as suas ideias, com o apoio de linhas orientadoras, diagramas e expressões úteis em  . Todas as atividades de escrita dispõem, também, de uma ajuda adicional que consta na secção  , no final do manual, onde os alunos encontrarão pistas linguísticas e estruturais para resolver as atividades de produção e interação escrita.
- **Grammar** – Os conteúdos gramaticais são abordados a partir de exemplos contextualizados e de sínteses claras e sucintas. Após a explicação de cada conteúdo, surgem exercícios de aplicação de tipologia diversificada, organizados por grau de dificuldade. Surgem também exercícios  , que incluem excertos de filmes e tiras de banda desenhada, para a realização de exercícios em contexto. Esta rubrica é complementada, na versão multimédia, por animações com explicação *step-by-step* e exemplos ilustrativos, atividades interativas, apresentações PowerPoint® e *quizzes*.

- **DON'T FORGET!** – Caixas com chamadas de atenção para determinadas estruturas gramaticais ou linguísticas que os alunos deverão recordar e/ou aprofundar e que poderão copiar para o caderno diário.
- **LANGUAGE HELP** – Caixas com alargamento de vocabulário/estruturas lexicais chave, que surgem junto a pequenos exercícios de escrita ou oralidade.
- **CULTURE CURIOUS** – Caixa com informação sobre aspetos culturais dos *English-speaking countries*, através de **riddles** e de **curiosidades**. Esta caixa é acompanhada por um vídeo que inclui informação cultural e geográfica relativa ao país e uma atividade interativa.
- **JUST 4 FUN** – **Piadas** que representam um momento mais lúdico na sala de aula e aumentam a motivação para a aprendizagem da língua inglesa.
- **STOP & THINK** – Esta rubrica promove a consciência cívica e social e o espírito crítico, conduzindo os alunos a uma reflexão acerca de temáticas socioculturais, através de imagens e vídeos.
- **TOGETHER** – Todas as unidades apresentam um **projeto** que visa a dinamização de atividades de natureza **interdisciplinar**, de acordo com o previsto no PASEO e na **flexibilidade curricular**, permitindo, desse modo, **articular domínios** que englobam diversas disciplinas e que podem, também, ser trabalhados/abordados em **Cidadania e Desenvolvimento**.
- **5 IMPORTANT THINGS...** – Página de **resumo** dos conteúdos da unidade sob a forma de infográfico, para rever, através do estímulo visual, o vocabulário e gramática antes de fazer a autoavaliação.
- **CHECK IT NOW!** – **Teste de autoavaliação**, com todos os domínios. No final, o aluno poderá aceder a um documento através de código QR **SO FAR SO GOOD?**, onde poderá fazer a verificação das aprendizagens para sua autorregulação e também encontrar um guia de estudo com pistas úteis para orientar o seu trabalho/estudo.
- **NEED FOR SPEED** – Página dirigida aos **fast finishers**. Apresenta um conjunto de atividades extra para que os alunos mais rápidos possam manter-se ocupados e motivados para a aprendizagem. Os exercícios foram concebidos para que o aluno possa desenvolver o seu trabalho de forma autónoma, sem a ajuda do professor. As soluções estão na página, mas só podem ser lidas com a ajuda da **lupa** que se encontra na badana da capa.

O Manual inclui ainda os seguintes anexos:

- **Ready, set... celebrate!** – Aqui, abordam-se algumas **festividades típicas** dos *English-speaking countries*, com proposta de exercícios de alargamento lexical. Apresenta, também, uma secção de **Festivals in English-speaking countries**, para que os alunos conheçam festividades diferentes. Esta secção pode, ainda, ser trabalhada no âmbito de um DAC ou numa perspetiva interdisciplinar em Cidadania e Desenvolvimento.
- **Extensive Reading** – Adaptação da obra **Matilda**, de **Roald Dahl** acompanhada de exercícios de análise textual organizados em **Before you read** e **After you read**. O texto está dividido em quatro capítulos, cada um deles acompanhado de um desafio. O texto vem acompanhado de pequenas imagens, que tornam a leitura mais fácil e motivadora. Cada capítulo tem também uma vertente multimédia, com animações de texto e também pequenos vídeos que ilustram partes da história.
- **GO+ GO PLUS** – **Exercícios extra de aplicação e consolidação lexical e gramatical**, para todas as unidades.
- **VOCABULARY BANK** – **Glossário** com apresentação dos termos em **inglês/português** organizado por unidades.
- **GRAMMAR BANK** – Secção que apresenta a explicação das **regras gramaticais em português**. Constitui-se como um **instrumento de estudo autónomo** e de preparação para os momentos de avaliação.
- **Badanas** – Com o título **Ready, set, let's chat!** são apresentadas expressões a usar em diálogos com a respetiva tradução em português. Também aí se encontra uma listagem de verbos de comando com as repetidas traduções, intitulada **Ready, set, don't forget!**. Serve o propósito de ajudar os alunos a entenderem melhor os enunciados/instruções das questões. Uma das badanas tem uma **lupa** que permite decifrar as soluções de alguns exercícios devidamente identificados nas páginas do manual.

Workbook

Este componente promove o trabalho autónomo do aluno, dentro e fora da sala de aula, e apresenta um conjunto diversificado de exercícios de reforço de vocabulário e de gramática. No início de cada página os alunos encontram um *recap* dos conteúdos de gramática e vocabulário, sob forma de resumo, que os vai auxiliar na resolução dos exercícios, sem necessidade de recorrer a outros materiais. Concebido em direta articulação com o Manual, o *Workbook* está igualmente estruturado em cinco unidades. No final de cada uma delas, surge um *Practice test* com os domínios: *listening*, *reading*, *language* e *writing*. No final deste componente podemos encontrar uma secção de *Fun activities* com exercícios diferentes e motivadores sobre os conteúdos gramaticais das várias unidades. Associado ao *Workbook* está, ainda, um conjunto de *autocolantes* com o resumo dos conteúdos gramaticais, que o aluno poderá colar no seu caderno diário.

FBI

Parte integrante do Workbook, a secção *Have Fun, Exercise your Brain, Use your Imagination* levará os alunos a conduzirem a investigação do caso do desaparecimento da mascote do projeto, o *Muffin*. Esta investigação será feita através de exercícios e desafios que levarão os alunos-detetives a encontrarem a mascote desaparecida, ao mesmo tempo que consolidam as aprendizagens feitas ao longo das unidades.



∴ Para o professor

Manual (Edição do Professor)

- Indicação das Aprendizagens Essenciais (AE) na banda lateral, de forma prática, em código, com respetivo documento de decodificação disponível neste *Teacher's Resource File*.
- Listagem dos recursos disponíveis no projeto.
- Soluções dos exercícios.
- Sugestões *Get it started* e *Extension* com ideias práticas e motivadoras para iniciar a aula ou complementar as atividades do manual.

Workbook (Edição do Professor)

- Soluções dos exercícios.

Lesson Guide

Componente para o professor, com um guia detalhado para cada aula. Para facilitar a utilização, este guia tem uma reprodução em miniatura da dupla do manual a que se refere. As páginas deste componente incluem sumário, sugestões de atividades para alunos com mais dificuldades e para alunos mais confiantes, sugestões de *warmer* e *cooler* para cada aula e sugestões para o desenvolvimento da aula, passo a passo, com indicação dos recursos disponíveis.

Booklet English for all (Edição do Professor; Edição do Aluno)

Este componente foi concebido para alunos com dificuldades, alunos estrangeiros ou alunos que ingressam nas turmas tardiamente. É um manual inclusivo, uma vez que as páginas são semelhantes às do manual, mas os exercícios são adaptados e as explicações são simplificadas. Todas as páginas de *reading*, *grammar*, *listening* e *watching* do manual estão adaptadas neste componente, mas as soluções dos exercícios são as mesmas dos restantes elementos da turma, o que facilita a sua utilização na sala de aula. No final, inclui um dicionário de imagens, com todo o vocabulário apresentado no manual.

Teacher's Resource File – totalmente editável em auladigital

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

• Planning

- Aprendizagens Essenciais (code key)
- Year/term plan (two/three weekly lessons)
- Year/semester plan (two/three weekly lessons)

• Games section

• Review worksheets (Grammar and Vocabulary – 3.º e 4.º anos)

• Focus on skills worksheets

- 8 Reading worksheets (2 por unidade – dois níveis de dificuldade)
- 4 Listening worksheets (1 por unidade – dois níveis de dificuldade)
- 4 Writing worksheets (1 por unidade – dois níveis de dificuldade)
- 4 Speaking worksheets (1 por unidade – dois níveis de dificuldade)
- Extensive Reading worksheet

• Focus on language worksheets

- 12 Vocabulary worksheets (dois níveis de dificuldade)
- 15 Grammar worksheets (dois níveis de dificuldade)

• Assessment

- Diagnostic tests (Estrutura completa + Escolha múltipla)
- 4 Get ready for the tests (uma por teste)
- 4 Listening tests (dois níveis de dificuldade)
- 4 Reading tests (dois níveis de dificuldade)
- 4 Language tests (dois níveis de dificuldade)
- 4 Writing tests (dois níveis de dificuldade)
- Extensive Reading test
- 3 Speaking tests (testes de produção e interação oral, com grelhas de avaliação)
- 9 Quick tests (dois níveis de dificuldade)
- 1 Prova Extraordinária de Avaliação
- Answer key and listening scripts

• Inclusion

- 12 Vocabulary worksheets
- 15 Grammar worksheets
- 4 Progress tests

• Assessment rubrics

• Domínios de Autonomia Curricular

• CLIL worksheets

• Listening scripts (Student's book e Workbook)

Ready, set, go! pack

- 120 **speaking cards** (60 de *spoken production* – **Talk for a minute** – e 60 de *spoken interaction*), que podem ser utilizados para momentos formais de avaliação, ou para prática de *spoken production* e *spoken interaction* noutros contextos que não apenas os que estão contemplados no miolo do Manual (embora sempre de acordo com as situações temáticas trabalhadas em cada subunidade).
- **Motivational stickers/Celebrations stickers** para motivar os alunos ao longo do ano letivo. Poderão ser usados no caderno diário do aluno, em fichas de trabalho ou avaliações.

- **Mobile-free Kahoot cards**

Uma forma diferente de jogar Kahoot!® sem o uso de telemóveis. Os alunos levantam o cartão com a opção escolhida e o professor confirma as respostas certas. Este jogo vem acompanhado de *quizzes* em PowerPoint® sobre os diversos conteúdos, para que o jogo possa ser jogado sem telemóveis e sem internet.

- **Picture this! games box**

Uma caixa com 2 jogos que permitem a consolidação de vocabulário de forma motivadora e divertida.

- **Mime this, draw that!** – desafios de mímica ou desenho, que levarão os alunos a adivinhar palavras.
- **What's this pic?** – a partir de um pequeno pormenor retirado de uma imagem, os alunos terão de adivinhar de que imagem se trata.

Manual interativo

Esta ferramenta possibilita, em sala de aula, a fácil exploração do projeto e o acesso a um vasto conjunto de conteúdos multimédia associados ao Manual. 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* com a respetiva correção;
- o acesso imediato a materiais editáveis (fichas, testes e apresentações PowerPoint®);
- o acompanhamento da progressão da aprendizagem.

Nota: o Manual Interativo está disponível *offline*.

Listagem geral dos recursos multimédia do *Ready, set, go! 5*

- **Áudios** – Disponíveis em duas versões: *standard* e *slow*. Na versão digital do manual, estão identificados através de *hotspots*.
- **Animações** – Animações de vocabulário e dos textos das rubricas *Reading* e *Extensive Reading* (*Matilda*).
- **Gramáticas Explicativas** – Animações dos conteúdos gramaticais, com explicações passo a passo sobre o uso e a forma, com respetivos exemplos, intercaladas com exercícios de resposta rápida. Incluem *bookmarks* para as diferentes partes da animação, tabela final de sistematização e possibilidade de legendas *on/off*. Este recurso está disponível em versão multilíngue (francês, português, espanhol e ucraniano).
- **Atividades Gramaticais** – Atividades com exercícios de aplicação dos conteúdos gramaticais abordados nas gramáticas interativas. Inclui correção automática e notas de apoio (dicas).
- **Vídeos** – 34 vídeos de suporte às atividades do manual, com a possibilidade de apresentação de legendas em inglês ou português (destaque para *trailers* de filmes e vídeos culturais); 4 vídeos animados das canções das aberturas de unidade; 4 vídeos de suporte para atividades de expressão oral, protagonizados por locutores nativos simulando situações reais, com inclusão de atividades intercaladas.
- **Links** – *links* para 9 *quizzes online* Kahoot!®; *links* para 9 *quizzes online* Blooket®.
- **Jogos** – 4 jogos de consolidação de conhecimentos, sugeridos no final de cada unidade e 4 jogos da memória.
- **Karaokes** – Vídeos de canções acompanhados das letras, com marcação de texto.
- **Apresentações PowerPoint®** – Apresentações de exploração e aplicação de conteúdos gramaticais ou associados a um tema específico de unidade.

- **Testes Interativos** – 9 testes com 6 itens de resposta fechada e correção automática, de revisão de cada subunidade; 5 testes exclusivos do professor, com 8 itens de resposta fechada e correção automática, de revisão de cada unidade.
- **Atividades *So far so good?*** – Guiões de estudo autónomo de revisão dos conteúdos da unidade (*QR Codes*).
- **Quizzes** – *Quizzes* compostos por questões de resposta automática com *feedback* imediato para revisão de conteúdos gramaticais e lexicais.
- **Simuladores** que podem ser usados em várias atividades e dinâmicas de sala de aula:
 - **Interactive Big Ben** – Ferramenta de apoio em formato de relógio Big Ben, que permite a manipulação dos ponteiros de um relógio com o intuito de praticar as horas.
 - **Timer** – Cronómetro personalizável, que permite inserir o tempo estimado para a realização de tarefas em sala de aula e mostrar a contagem decrescente do tempo.
 - **Random number generator** – Ferramenta de atribuição aleatória de números que permite eleger um aluno, através do seu número de turma, para realizar uma determinada tarefa, organizar a saída dos alunos da sala de aula, etc. Pode também ser usado com a função de dado, selecionando o intervalo de 1-6.
 - **Recorder** – Ferramenta que permite gravar registos áudio.
 - **Talking Avatar** – Ferramenta de exploração da oralidade, semelhante ao Voki, através da qual o aluno pode personalizar algumas personagens e, ao escrever palavras e/ou frases, ouvir a locução.

Planning

Year/term plan – 2 weekly lessons	 auladigital
Year/term plan – 3 weekly lessons	 auladigital
Year/semester plan – 2 weekly lessons	 auladigital
Year/semester plan – 3 weekly lessons	 auladigital
Aprendizagens Essenciais (code key)	
Ready, set, go! 5	13

Aprendizagens Essenciais (code key) *Ready, set, go! 5*

Domínio	Código	AE: conhecimento, capacidades e atitudes	U0	U1	U2	U3	U4	Anexos
Áreas temáticas/situacionais	T-1	Gostos e preferências pessoais.		16		70	94 96	
	T-2	Profissões.		24 25				
	T-3	Descrição física.		30 35 37 38				
	T-4	Rotinas diárias.					100 101 102	
	T-5	Atividades de tempos livres.				70 72 74 77	94 96	
	T-6	Alimentação.				78 79 80		
Competência comunicativa Compreensão oral	C-CO1	Identificar palavras e expressões em canções e textos áudio/audiovisuais.	8	20 31 36	50 58 60 64	82 84 88	103 105 107 112	122
	C-CO2	Entender pedidos que lhe são dirigidos, perguntas que lhe são feitas e informações que lhe são dadas.				79	95	
	C-CO3	Identificar a ideia global de pequenos textos orais.	12	20 31 40	50 55 58	74 82 86	103 105 110	
	C-CO4	Seguir conversas sobre assuntos que lhe são familiares, articuladas de forma lenta, clara e pausada.		25	50	74	103	
Compreensão escrita	C-CE1	Seguir instruções elementares.		16 32		72 73 75 76	97 98	
	C-CE2	Reconhecer informação que lhe é familiar em anúncios/avisos.					95	
	C-CE3	Compreender mensagens curtas e simples (postais, mensagens de texto, <i>post/tweets, blogs, emails</i>) sobre assuntos do seu interesse.		18 26 40	48	72 77	99	118 119
	C-CE4	Desenvolver a literacia, entendendo textos simplificados de leitura extensiva com vocabulário familiar, lendo frases e pequenos textos em voz alta.						123 124 125 126
	C-CE5	Desenvolver a literacia lendo frases e pequenos textos em voz alta.			56	72 80	96 102	116 117 118
Interação oral	C-IO1	Pedir e dar informações sobre identificação pessoal.		17 24				
	C-IO2	Formular perguntas e respostas sobre assuntos que lhe são familiares.			47	85	101	
	C-IO3	Fazer sugestões e convites simples.			61			
	C-IO4	Interagir de forma simples.			47			116 122 123 124 125 126
	C-IO5	Participar numa conversa simples sobre temas básicos e factuais para satisfazer necessidades imediatas.				85		

Domínio	Código	AE: conhecimento, capacidades e atitudes	U0	U1	U2	U3	U4	Anexos
Interação escrita	C-IE1	Preencher um formulário (<i>online</i> ou em formato papel) simples com informação pessoal e preferências pessoais básicas.				77		
	C-IE2	Pedir e dar informação pessoal de forma simples.		23			99	
	C-IE3	Pedir e dar informação sobre gostos e preferências de uma forma simples.				78	99	
	C-IE4	Responder a um <i>email</i> , <i>chat</i> ou mensagem de forma simples.		23	53		99	
Produção oral	C-PO1	Articular sons da língua inglesa não existentes na língua materna.		30 35	46 54	70 78 79	94 100	
	C-PO2	Pronunciar, com correção, expressões e frases familiares.		17	46 54	70 78 79	94 100	
	C-PO3	Expressar gostos e preferências pessoais, utilizando frases simples.				71 85		
	C-PO4	Descrever aspetos simples do seu dia a dia, utilizando frases simples.				80	109	
	C-PO5	Fazer descrições simples de um objeto ou imagem, utilizando expressões comuns.			55			
	C-PO6	Falar/fazer apresentações sobre alguns temas trabalhados previamente.		37			109	
Produção escrita	C-PE1	Descrever-se a si e à família.		23				
	C-PE2	Redigir mensagens e notas pessoais.					99	117 118 119
	C-PE3	Redigir postais e convites.	13					118
	C-PE4	Escrever sobre as suas preferências, utilizando expressões e frases simples, justificando-as usando o conector <i>because</i> .		25			99	
	C-PE5	Descrever uma imagem usando <i>there is/there are</i> .			53			
Competência intercultural	I-1	Reconhecer realidades interculturais distintas						
	I-1.1	Reconhecer elementos constitutivos da sua própria cultura e da(s) cultura(s) de língua estrangeira: diferentes aspetos de si próprio, identificar pessoas, lugares e aspetos que são importantes para si e para a sua cultura.			62	86	110	116 117 118 119 120
	I-1.2	Identificar espaços de realidades culturais diferentes (a comunidade dos outros).		20	50 56 62	72 74 80 86	96 103 110	120
	I-1.3	Localizar no mapa alguns países de expressão inglesa.	6	20	50		103	
	I-1.4	Associar capitais e algumas cidades desses países estudados.	6	20	50	74	103	
	I-1.5	Reconhecer aspetos culturais de países de expressão inglesa, tais como bandeiras e símbolos nacionais.	6	20	50	74	103	
	I-2	Sugestão de tópicos a serem trabalhados						
	I-2.1	Elementos da família real britânica.		20				
	I-2.2	Peças de vestuário.						120
	I-2.3	Rotinas diárias e diferentes tipos de alimentos.					103	
	I-2.4	Festividades.						116 117 118 119 120

Domínio	Código	AE: conhecimento, capacidades e atitudes	U0	U1	U2	U3	U4	Anexos
Competência Estratégica	E-1	Comunicar eficazmente em contexto						
	E-1.1	Valorizar o uso da língua como instrumento de comunicação e de resolução de problemas, dentro e fora da sala de aula.		22 33		73 75 86 87	97 98 110	
	E-1.2	Reformular a sua capacidade de comunicar, usando a linguagem corporal, tais como gestos e mímica, para ajudar a transmitir mensagens ao outro.		25				
	E-1.3	Preparar, repetir e memorizar uma apresentação oral como forma de ganhar confiança.		37		86	110	
	E-1.4	Apresentar uma atividade <i>Show & Tell</i> à turma ou a outros elementos da comunidade educativa, respondendo a perguntas simples colocadas sobre o tema abordado.				86	110	
	E-2	Trabalhar e colaborar em pares e pequenos grupos						
	E-2.1	Participar em atividades de pares e grupos, revelando atitudes como, por exemplo, saber esperar a sua vez, ouvir os outros e refletir criticamente sobre o que foi dito, apresentando razões para justificar as suas conclusões.		34 38	62			125
	E-2.2	Entender e seguir instruções breves.		17				
	E-2.3	Fazer sugestões e convites simples.	13		61			
	E-2.4	Demonstrar atitudes de inteligência emocional, utilizando expressões para cumprimentar, agradecer e despedir-se.	11					
	E-2.5	Diferenciar as formas de tratamento a utilizar com os colegas e com o professor.	9					
	E-2.6	Convidar outros a contribuir para a realização de tarefas elementares, usando expressões curtas e simples.		38	62	86	110	
	E-2.7	Planear, organizar e apresentar uma tarefa de pares ou um trabalho de grupo.		38	62	86	110	
	E-3	Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto						
	E-3.1	Comunicar com outros a uma escala local, nacional e internacional, recorrendo a aplicações tecnológicas para produção e comunicação <i>online</i> .					99	
	E-3.2	Contribuir para projetos e tarefas de grupo interdisciplinares que se apliquem ao contexto, a experiências reais e quotidianas do aluno.		38	62	86	110	
	E-3.3	Participar num <i>webquest</i> e aceder ao saber, recorrendo a aplicações informáticas <i>online</i> .						120
	E-4	Pensar criticamente						
	E-4.1	Seguir um raciocínio bem estruturado e fundamentado e apresentar o seu próprio raciocínio ao/s outro/s, utilizando factos para justificar as suas opiniões.		32	56	80	99	
	E-4.2	Refletir criticamente sobre o que foi dito, fazendo ao outro perguntas simples que desenvolvam a curiosidade; deduzir o significado de palavras e expressões desconhecidas simples acompanhadas de imagens.					99	
	E-5	Relacionar conhecimentos de forma a desenvolver a criatividade em contexto						
	E-5.1	Realizar trabalhos criativos e produzir a linguagem necessária para apresentar os mesmos ao professor/aos colegas.		38	62	86	110	
	E-5.2	Realizar atividades para desenvolver a literacia, tais como trabalhar a rima, a sinonímia e a antonímia.					107	
	E-5.3	Desenvolver e participar em projetos e atividades interdisciplinares.				86	110	

Domínio	Código	AE: conhecimento, capacidades e atitudes	U0	U1	U2	U3	U4	Anexos
Competência Estratégica (cont.)	E-6	Desenvolver o aprender a aprender em contexto de sala de aula e aprender a regular o processo de aprendizagem						
	E-6.1	Discutir e selecionar objetivos de aprendizagem comuns e individuais.		40	64	88	112	
	E-6.2	Controlar as suas aprendizagens, registando as experiências mais relevantes.		40	64	88	112	
	E-6.3	Saber procurar palavras por áreas temáticas.						146 147 148 149 150
	E-6.4	Utilizar os seus conhecimentos prévios da língua e a experiência pessoal para fazer previsões de sentido e comunicar de forma simples em inglês.		17	47	71 79	95	
	E-6.5	Participar numa reflexão no final da aula para identificar atividades associadas aos objetivos de aprendizagem e o cumprimento dos mesmos.		40	64	88	112	
	E-6.6	Realizar atividades simples de auto e heteroavaliação: portefólios, diários e grelhas de progressão de aprendizagem.		40 42	64 66	88 90	112 114	

Games Section

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Available in editable format at



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Classroom games

Swap & Say

- Give each student a flashcard (of vocabulary they know) – all different is good, but they can be repeated.
- Explain they will exchange cards with the others around them (they can mingle or do this from their desk). Each time they swap cards, they say the name of the item on the card they give and listen to the name of the item they receive.
- Continue for 1-2 minutes until the teacher says *Stop!*
- (An alternative version which students really enjoy is deliberately saying the wrong name for what's on the flashcard – students get really inventive and remember all sorts of vocabulary to continue the game. Encourage them to give praise for all the wrong words they hear: *Yes, correct! Well done!*)

Pop quiz

- A rapid-fire quiz at the beginning of the lesson can give **you** a good idea of how much students know and also shows **them** that there is a gap in their knowledge they need to fill.
- Use flashcards (digital or physical) to elicit vocabulary (or have a show of hands of who knows the word) or ask questions: *What's the past of 'go'? What's the time now? Name three things you can do at the beach!*
- This pre-exposure to key language also helps them recognise it later in the lesson and remember it better, as well as alerting them to the theme of the lesson and the language to be learned.

Ping-pong

- This game can be used to revise language from this and other recent lessons.
- Divide the students into two groups. Give them a theme (e.g. *free time activities, food and drinks, places in the school*).
- Each group then has a 5-second time limit to say a word in the theme and then the turn passes to the other group – like playing ping-pong!
- The first group to fail to say a new word (no repetition allowed) loses the round.
- Start again with a new theme.

Memory game based on lesson

- At the end of the lesson, ask quick questions to help students reflect on what they did, saw, heard or learned – all from memory.
- E.g. *What colour are Margot Robbie's clothes on page 30? What's the next word in this sentence? (a sentence from an exercise) Who are the characters in the text? Etc.*
- Just the fact of having to remember the visuals, audio and phrases from the lesson can help them fix their learning more effectively.

Quick drawing

- Similar to the above memory game activity is “Quick drawing”. Give the students 20 seconds to draw their answers to questions/tasks you set them based on the content of the lesson they’ve just had.
- E.g. *What was the best part of this lesson? Draw a picture! We listened to Izzy, the Koala girl – draw a picture of her. Draw a picture of Izzy’s family. You watched a video – draw a picture of the best part!*
- To show that it is possible to draw a bad but funny picture in 20 seconds, do your own pictures on the board with them.
- If the students are confident enough, they can show each other or the whole class their pictures and say something about them. Give your own example first as a model.

Simon says

- Tell the students to stand up.
- Explain that when you say *Simon says...*, they should all mime the action. For example, when you say *Simon says play basketball*, they should, quietly, mime playing basketball. If a student does a wrong action, he/she sits down and is out of the game.
- Explain that if you don’t say *Simon says* in the beginning, they should do nothing. In this situation, if a student does an action, he/she’s out of the game.

Video activity (pair work)

- Explain to the students that they will watch a video (E.g. *Man Vs Bee – official trailer* – available on YouTube) and they have to write in their notebook the rooms of the house and furniture they see.

Mime



- Ask one of the students to act out an action or phrase (e.g. *a job, or a daily routine activity*).
- The other students watch and raise their hands when they know what it is.
- This can also be played in pairs, where the students take turns miming and guessing.

Thumbs up



- Three students come to the front. Give each student a flashcard that represents an item of vocabulary (e.g. *apple, orange, watermelon*).
- All the other students close their eyes and put their hands on their desks with their thumbs up.
- Then the three students walk around the class and choose a student each, by touching their thumb.
- Next, all students can sit up and open their eyes.
- The students that were touched try to guess who touched them, by saying the name of his/her item (*apple, orange or watermelon*).
- If they guess correctly, they can change places with the students at the front.

Hot seat

- Place a chair in front of the board before the students come into the classroom.
- Ask one of the students to sit on the 'hot seat'.
- Write a word on the board, draw or stick a flashcard (e.g. *apple*).
- Explain to the students that they must describe the word and give him/her clues to find out the word (but they cannot say it!). For example: *It's a fruit; It's delicious; It's green or red...*
- When the student guesses, he/she goes to his/her seat and another student goes to the 'hot seat' to guess a different word.

Crack the code

- Project or draw a simple code with numbers and letters on the board. For example: 2 3481 6475.

1	2	3	4	5	6	7	8
E	I	L	O	P	S	U	V

- Ask the students to crack the code. The first one to crack it comes to the board and writes it: *I love soup*.
- The teacher can extend this activity by asking the students some questions about the sentence, for example: *Do you like soup?; What's your favourite food?...*

Smiley game

- Project or draw 3 smileys on the board before the students come into the classroom: 😊 😐 😞
- The teacher calls out an item of vocabulary, suitable to express preferences (e.g. *going to the beach*).
- Then ask a student to come to the board. The student will place himself/herself in front of the smiley that represents his/her opinion about it and says *I love / like / hate going to the beach*.
- Then other students may come to the board and express their preferences about a different item.

Who is the no. 1 English fan?

- Tell students you are going to play a game to revise vocabulary.
- Tell them the objective is to find out who is the 'No. 1 English fan' in the class.
- Give each student a card with a sentence.
- Tell them to stand up.
- Tell them you are going to say the characteristics of the no. 1 English fan out loud. They have to check their sentences and see if what the teacher says matches what they have written in their cards. The student that doesn't match identifies himself/herself by showing the card and reads the sentence aloud. Then he/she should sit down.
- E.g. If the teacher says: *The no. 1 English fan loves English songs*, the student that has a card with the sentence *I don't like English songs* should identify himself/herself immediately, read the sentence and sit down.
- The teacher keeps on saying the characteristics of the no. 1 English fan until only one student is standing. He/She receives the title of 'No.1 English fan'.
- You can play the game with the whole class and with different vocabulary topics. Here you find three sets with three different topics. The first set is to be played with smaller classes.

Who is the no. 1 English fan?

Students' cards



**I don't like
English songs.**

**I prefer croissants
to fish and chips.**

I usually wake up late.

**I love sunny weather
and hate rainy weather.**

**My favourite subject
is maths.**

My favourite city is Paris.

**I love reading books,
but only in Portuguese.**

**I hate spelling words
in English.**

**I always watch series
with subtitles
in Portuguese.**

**My surname
is English.**



The no. 1 English fan...

1. loves English songs.
2. prefers fish and chips to croissants.
3. usually doesn't wake up late.
4. loves rainy weather.
5. loves English. It's his/her favourite subject!
6. loves London! It's his/her favourite European capital.
7. loves reading in English. Harry Potter books are his/her favourite!
8. wins all the spelling bee contests in English at school.
9. always watches series with subtitles in English.
10. has "English" as his/her surname.

Note: The teacher must say the sentences in this order!

Who has the no. 1 unhealthy diet?

Students' cards



I always eat salad.	I like pizza, but I prefer chicken and rice.
My favourite dessert is fruit.	My favourite food is fish and carrots.
I rarely go to fast food restaurants.	I always drink water for lunch and dinner.
I eat veggie burgers.	I like cake, but I prefer fruit salad.
My favourite drink is water. I hate coke!	My favourite snack is a cheese sandwich.
I always choose to eat apples and bananas.	I rarely drink soda.



**I always have
a healthy breakfast.**

I love lettuce.

**I always eat
at the school canteen.**

**I prefer vegetables
to ice cream.**

**I never eat sweets
as a snack.**

**I like hot dogs,
but I prefer beef.**

**I like chocolate, but
I don't eat it every day.**

**My favourite restaurant
only serves healthy food.**

**I always have 3 meals
a day.**

**I like apple pie,
but I only eat it
twice a month.**

I rarely eat sweets.

**I eat pizza twice
a week and burgers
once a week.**



The student that has the no. 1 unhealthy diet...

1. never eats salad.
2. prefers ice cream as a dessert.
3. goes to fast food restaurants every week.
4. never eats veggie burgers.
5. loves coke and hates water.
6. always chooses to eat sweets and doesn't like apples and bananas.
7. rarely has a healthy breakfast.
8. eats at the school cafeteria.
9. eats a lot of sweets as a snack.
10. eats chocolate every day.
11. only has 2 meals a day: lunch and dinner!
12. eats sweets every day.
13. likes chicken and rice, but prefers pizza.
14. likes fish and carrots, but hamburgers with fries is his/her favourite food.
15. always drinks juice for lunch and dinner.
16. likes fruit salad, but prefers cake.
17. likes cheese sandwich as a snack, but his/her favourite is biscuits.
18. always drinks soda.
19. loves lettuce.
20. prefers ice cream to vegetables.
21. likes beef, but prefers hot dogs.
22. loves fast food restaurants. They are his/her favourite ones!
23. eats apple pie every day.
24. eats pizza twice a week and burgers once a week.

Note: The teacher must say the sentences in this order!

Who is no. 1 busy student?

Students' cards



I always sleep more than 8 hours a day.	I study 1 hour a day after school.
I only have football practice twice a week.	I rarely help with the household chores.
I finish school and go home.	I take my dog for a walk twice a week.
I have three afternoons a week with no classes.	I never do volunteer work.
I get up at midday at the weekend.	I sit on my sofa every day.
I never have games on Saturdays.	I have time to watch series every day.



I only have 5 classes a day.	I spend a lot of time on my phone.
I rarely have homework.	I always go to my friends' birthday parties.
My favourite free time activity is playing video games.	I never forget my school books.
I never leave home on Sundays.	I go to bed late.
I like to sleep a lot.	I have extracurricular activities every day after school.
I have a lot of time to have breakfast.	I only make my bed at the weekend.



The no. 1 busy student...

1. only sleeps 6-7 hours a day.
2. has football practice three days a week.
3. sometimes goes to the study centre after school.
4. has classes every afternoon.
5. gets up at 7 a.m. at the weekend.
6. always has games on Saturdays.
7. has 7 classes on Tuesdays and Thursdays.
8. has homework every day.
9. likes playing video games, but his/her favourite free time activities are outdoors.
10. always visits his grandparents on Sundays.
11. doesn't like sleeping.
12. has breakfast very quickly because he/she doesn't have much time.
13. studies for 1:30 after school.
14. always helps with the household chores.
15. makes his/her bed every day.
16. takes the dog for a walk when he/she can.
17. sometimes volunteers at the food bank.
18. sometimes sits on his/her sofa.
19. rarely has time to watch series.
20. doesn't spend much time on his/her phone.
21. sometimes can't go to his/her friends' birthday parties.
22. sometimes forgets some school books. Time to prepare things is short!
23. rarely goes to bed late.
24. has football practice on Mondays, dance classes on Tuesday, English classes on Wednesdays and goes to the study centre on Thursdays and Fridays.

Note: The teacher must say the sentences in this order!

Listen for it!

- To develop listening skills, students should focus on keywords that frequently include numbers, facts, times, dates or other essential information. To help them train this skill, teachers may provide them with a context beforehand.
- Tell the students they are going to listen to three different short excerpts of famous songs.
- The first time students listen to the excerpts they should answer the question:
Listen and find the part of the song in which you hear days of the week. Choose 1, 2 or 3.
(Answer key: Song 2)
- Then, they listen to it for a second time and answer the question:
Listen again. Which days of the week do you hear?
(Answer key: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)
- The teacher may:
 - a) divide the class in small groups/teams and let them compete in teams;
 - b) let them compete individually.
- The first to raise their hand should always be the first to answer!
- The teacher may also ask the team/student that wins to write the days of the week he/she/they heard in the song on the board!
- This activity may be done with the audios of the texts from the student's book. For example, the teacher may let the students hear only a part of the text from page 102 in *Ready, set, go! 5* and ask the students:
What time do his classes start?
(Answer key: *His classes start at 8:30 a.m.*)

Guess the picture!

- This game is based on a PowerPoint® with hidden pictures on the topics *school subjects*, *school facilities* and *the present continuous tense*.
- The teacher starts revealing the picture gradually, waiting for students to raise their hands to answer.
- The teacher may tell the students they should work in pairs, so before raising their hand to answer they should discuss it with the partner. The pair with more correct answers, wins.

Mix and match

- When students have completed a matching exercise, always check to see if they can mix up the answers and make something new, silly, amusing and memorable.
- For example, if referring to daily activities in different rooms (I watch TV... in the living room; I brush my teeth... in the bathroom; etc.), students can use their creativity to find the funniest new combinations: I brush my teeth in the garden; I have dinner in the bathroom; etc.
- This encourages students to experiment with language, use their creativity to express new ideas, and experiment with language in a safe way (using pre-made chunks) to make sentences which are memorable because they are different and funny. Have the students share their favourites with the class.
- If you want, students can then draw pictures to illustrate these new, crazy sentences to make it even more personalised and memorable.

Watch it! Don't forget it!

Every student likes videos! This activity involves watching a short video and revising daily routine vocabulary at the same time.

- Divide the class in groups of three/four and give each group a table (alternatively, the teacher may also ask the students to write the phrases in their notebooks).
- Tell the class they are going to watch a video about the famous footballer Messi's daily routine.
- The groups should work together while watching the video and fill in the table with the missing information.
- Show them the video: <https://www.youtube.com/watch?v=Wyl0NdroVOQ> (Messi's daily routine – *World Cup in the English class – Lionel Messi*).
- After watching the video, the students have 5 minutes to finish completing the table and should hand it in to the teacher, who is going to correct it. The team that has more correct answers wins!
- (Alternatively, you may project the keys and the teams exchange the tables with the information and correct each other's work.)

Answer key:

Time he gets up: *5 o'clock*

Where he trains: *at the club*

What he eats for lunch: *pasta or burgers*

When he goes to the gym: *in the afternoons*

What he does with Hulk, his dog: *he plays with him*

Favourite food for dinner: *pizza*

Time he goes to bed: *10 o'clock*

Students' cards

Students' names:	
Time he gets up	
Where he trains	
What he eats for lunch	
When he goes to the gym	
What he does with Hulk, his dog	
Favourite food for dinner	
Time he goes to bed	



Students' names:	
Time he gets up	
Where he trains	
What he eats for lunch	
When he goes to the gym	
What he does with Hulk, his dog	
Favourite food for dinner	
Time he goes to bed	

Digital tools



Blooket is a web-based quiz game platform for group competition or solo study. Blooket has an expanding group of game show platforms for the classroom. What sets it apart is that the quizzes can be re-themed using a variety of “game modes” that offer unique visual themes and gameplay types, turning quizzes into competitive experiences similar to games students might play on their phones for fun. Like other quizzing tools, teachers create question sets and then launch games. Students join with a code and then answer questions in real time with their devices. Students can participate in teams or individually, and the participant with the fastest correct answer wins. Unique to Blooket is that quizzing is embedded with the context of different games – each with their own visual theme and rules. For instance, ‘in the café’ mode challenges students to answer questions so that they can prepare and serve food to customers. The ‘Tower of Doom’ mode gets students to choose characters (who each have stats) and battle them against opponents, answering questions to give them an advantage. Students will love the competitive games, cute design, and embedded incentives.

You can try this one with your students to revise vocabulary on food and drinks:

<https://dashboard.blooket.com/set/659ef341e75196522407947d>

Scattegories online: StopotS

To play scattegories online with the whole class the teacher can create an account and login in: <https://stopots.com/en/> – they can login with their email or simply join anonymously, but in order to choose the categories they want their students to use in the game, it’s better to login with the email account and create a room with their class(es). The student will get a room number that the students will have access to in order to play the game.

Freesound.org

- It’s a repository of audio samples (sounds and effects). The teacher can search using key words and listen to the sound directly online or download it for free.
- In class, the teacher may ask the students to listen to the sounds and guess, the sports, for example, or other sounds related to the vocabulary topics.

Mentimeter.com

- Mentimeter provides an interactive, simple and quick way to give and get feedback with your classes.
- Make a poll, survey, quiz or memory check, get students to log in with a QR code and get instant feedback projected on the board.



- Slido can also be used for polls, etc., but its word cloud feature is quick, easy and appealing.
- Set up the word cloud and give students a login with a numeric or QR code. They add words or short phrases (for example items they remember from today's lesson) and the word cloud builds on the board in real time – the more a word is mentioned and the more central it is to the lesson, the bigger it appears.
- It's also useful to see which words are in small print or absent, so you can concentrate on consolidating them next time!



- **Mad Libs** é um jogo de palavras originalmente criado nos Estados Unidos. No *Ready, set, go! 5*, apresentam-se 4 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, de acordo com instruções específicas, os alunos escrevem palavras/expressões.
- Depois, essas palavras irão preencher espaços em textos lacunares, criando assim textos (humorísticos), que serão lidos, em voz alta, para a turma.

Exemplo:

A. Do the following tasks.

1. Write an animal you like. _____
2. Choose one of these: *onions* / *ice cream* / *spaghetti*.

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

My brother and my ¹ _____ eat toast with ² _____ for breakfast.

C. Share your sentences from exercise B with a partner.

Have fun!



Name: _____

No.: _____

Class: _____

Date: _____

A Read the instructions and write your answers. You will use these words in a moment!

1. Write a **job** you **don't like**: _____
2. Write the **colour** of your favourite sports club: _____
3. Write an item of **clothes**: _____
4. Choose an adjective: *thin* / *plump*
5. Choose an adjective: *beautiful* / *horrible*
6. Write your **favourite colour**: _____
7. Choose one: *a beard* / *a dental brace* / *freckles*
8. Choose a number: *50* / *100* / *1000*
9. Write a **clothes accessory** (e.g. belt, earrings, sunglasses, etc.): _____
10. Choose an adjective: *long* / *medium-length* / *short*
11. Write a **colour** you **don't like**: _____
12. Choose an adjective: *tall* / *short*

B Now use the words in exercise **A** to complete the text below. Insert the word from exercise **A** that corresponds to the number of the gap.

My favourite  / 

I've got ⁸ _____ Barbie/Ken dolls, but my favourite is ¹ _____ Barbie/Ken.

She's/He's ¹² _____ and ⁴ _____
and she's/he's got ¹⁰ _____ ² _____
hair. She's/He's got ⁷ _____.

Today she's/he's wearing (a) ¹¹ _____
³ _____ and (a) ⁶ _____
⁹ _____.

Isn't he/she ⁵ _____?!?

Draw your favourite Barbie/Ken

C Now work in pairs and share your texts. Choose the best one. Then make a group with another pair and read/listen to their text. Finally, choose one text in your group to read to the class.

Name: _____

No.: _____

Class: _____

Date: _____

A Read the instructions and write your answers. You will use these words in a moment!

1. Write an **object in the bathroom**: _____
2. Choose an adjective: *crazy* / *ridiculous* / *bizarre*
3. Choose a number: *30* / *50* / *100*
4. Write an **object in the kitchen**: _____
5. Choose an adjective: *interesting* / *different* / *strange*
6. Write your **favourite room in the house**: _____
7. Write an **object in the bedroom**: _____
8. Choose a number: *3* / *6* / *9*
9. Choose one: *garden* / *attic* / *garage*
10. Write an **object in the living room**: _____
11. Choose an adjective: *cool* / *amazing* / *fantastic*
12. Write a **room** of which there is usually **only one in a house (plural)**: _____

B Now complete this dialogue between Alianna Hines (from *Junior Flips*) and you! Insert the word from exercise **A** that corresponds to the number of the gap.**A new house flip project!****You:** Hey Alianna! Look at my new house flip project!**Alianna:** Wow, what's the plan?**You:** Well, at the moment, this house has got
⁸ _____ rooms. The finished house
will have ³ _____!**Alianna:** Wow! That's ¹¹ _____!**You:** That's not all! This is a very modern house.
There's a ¹ _____ in the ⁶ _____
and there are ten ¹² _____!**Alianna:** OK, that's ... ⁵ _____!**You:** And in this house, the ⁴ _____ is next to the
¹⁰ _____ and the ⁷ _____ is in the ⁹ _____!**Alianna:** OK... To be honest, that's ² _____!**You:** Oh... Can you help me, please?**Alianna:** Sure – let's go!

Draw your house flip project

C Now work in pairs and role-play your dialogues. Choose the best one. Then make a group with another pair and listen to their dialogue. Finally, choose one dialogue in your group to read to the class.

Name: _____ No.: _____ Class: _____ Date: _____

A Read the instructions and write your answers. You will use these words in a moment!

1. **Choose** one place: *cinema / park / hospital*
2. Write a **room in the house**: _____
3. **Choose** one option: *watching / hanging out with / listening to / cooking*
4. **Choose** one adjective: *amazing / boring / crazy*
5. Write an **object in your schoolbag**: _____
6. Write a **meal** (e.g. *breakfast, lunch, dinner*): _____
7. Write **your first name**: _____
8. **Choose** one word: *the piano / sculptures / bees / koalas*
9. Write a **meal** (e.g. *breakfast, lunch, dinner*): _____
10. Write an item of **clothes, footwear or accessories (plural)**: _____

B Now use the words in exercise A to complete the dialogue below. Insert the word from exercise A that corresponds to the number of the gap.**My favourite hobby****Friend:** Have you got a favourite hobby, ⁷ _____?**You:** Yes, I love ³ _____ ⁸ _____!**Friend:** Wow, that's ⁴ _____! What's a good place for
³ _____ ⁸ _____?**You:** I prefer ³ _____ ⁸ _____ in the ¹ _____,
but I also like ³ _____ ⁸ _____ in the ² _____.**Friend:** Do you need any special equipment?**You:** Oh, yes. A(n) ⁵ _____ is essential, and I sometimes
wear some ¹⁰ _____.**Friend:** And when is the best time for ³ _____
⁸ _____?**You:** I like ³ _____ ⁸ _____ before ⁶ _____,
or sometimes after ⁹ _____.**Friend:** Oh, look at Dinis! He's ³ _____ ⁸ _____ too!
That's fantastic!**You:** Hmmm... I think it's time to find a new hobby!

Draw yourself doing your hobby

C Now work in pairs and role-play your dialogues. Choose the best one. Then make a group with another pair and listen to their dialogue. Finally, choose one dialogue in your group to read to the class.

Name: _____ No.: _____ Class: _____ Date: _____

A Read the instructions and write your answers. You will use these words in a moment!

1. Write **your first name**: _____
2. Write the name of a **sport**: _____
3. Choose an adjective: *strange / fantastic / boring*
4. Write an **activity you do in the bathroom**: _____
5. Write the name of **your favourite singer**: _____
6. Write **today's date**: _____
7. Choose an adjective: *dangerous / intelligent / crazy*
8. Write an **animal** you can see **in the zoo**: _____
9. Write the name of **your home town**: _____
10. Write a **food you hate**: _____
11. Write a **daily routine activity** from your **evening**: _____
12. Write **your surname**: _____
13. Choose one: *prison / Hollywood / the government*

B Now use the words in exercise **A** to complete the dialogue below. Insert the word from exercise **A** that corresponds to the number of the gap.**FBI Surveillance Report**

By Special Agents Smith and Fernandez

Date: ⁶ _____

We are watching the dangerous mega-criminal,

¹ _____ ¹² _____. She/He is living in ⁹ _____.

We are analysing her/his daily routine. She/He has

a ³ _____ life...At 8 o'clock every morning, she/he ¹¹ _____and then she/he plays/does/goes (*delete as necessary*)² _____. After lunch she/he walks her/his ⁸ _____(its name is ⁵ _____).She/He eats ¹⁰ _____ for dinner, and then she/he⁴ _____ until bedtime.This is a very ⁷ _____ person. She/He should be in¹³ _____.Draw the mega-criminal
walking his/her pet**C** Now work in pairs and share your reports. Choose the best one.
Then make a group with another pair and read/listen to their report.
Finally, choose one report in your group to read to the class.



Digital
resources

Recursos multimédia disponíveis no projeto *Ready, set, go! 5*

Unit 0 – Fresh start	
Apresentação de conteúdos	• Vídeos [Exclusivo para o Professor] <i>Turning Red (beginning scene)</i> <i>Turning Red</i> <i>Mary Poppins</i> Vídeos externos de suporte às atividades do manual, com legendagem <i>on/off</i>
Aplicação/Consolidação	• Simuladores Random number generator [Exclusivo para o Professor] Ferramenta de atribuição aleatória de números que permite eleger um aluno, através do seu número de turma, para realizar uma determinada tarefa, organizar a saída dos alunos da sala de aula, etc. Timer [Exclusivo para o Professor] Cronómetro personalizável, que permite inserir o tempo estimado para a realização de tarefas em sala de aula e mostrar a contagem decrescente do tempo. Talking Avatar Ferramenta de exploração da oralidade, semelhante ao Voki, através da qual o aluno pode personalizar algumas personagens e, ao escrever palavras e/ou frases, ouvir a locução • Apresentação PowerPoint® <i>Personal pronouns</i> [Exclusivo para o Professor] Apresentação de exploração e aplicação de conteúdos gramaticais • Quiz <i>Making friends</i> Questões de resposta automática com <i>feedback</i> imediato
Avaliação	• Teste interativo <i>Fresh start</i> [Exclusivo para o Professor] Teste com 8 itens de resposta fechada e correção automática
Unit 1 – The best of you	
1.1 Family fun	
Apresentação de conteúdos	• Vídeo “It’s Me” [Exclusivo para o Professor] Vídeo animado da canção de abertura de unidade • Animação <i>Learn family members in 1 min. and 30 sec.</i> Animação de imagens do manual de exploração temática acompanhadas de áudio e legendas <i>on/off</i>, para introdução/reforço de vocabulário, seguida de tarefa para exercício dos vocábulos apresentados • Animação <i>And the winner is... Jenna Ortega!</i> Animação do texto do manual • Gramáticas <i>Possessive determiners</i> <i>Verb to be – affirmative and negative</i> <i>Verb to be – interrogative</i> Animações dos conteúdos gramaticais, com explicações passo a passo e exercícios • Vídeo <i>Culture Curious</i> Vídeo de exploração cultural do tema

Aplicação/ Consolidação	• Atividades gramaticais <i>Possessive determiners</i> <i>Verb to be – affirmative and negative</i> <i>Verb to be – interrogative</i> Exercícios interativos de aplicação dos conteúdos gramaticais, com correção automática e dicas • Quiz <i>Where are you from?</i> Questões de resposta automática com <i>feedback</i> imediato • Links [Exclusivo para o Professor] <i>Kahoot® mobile free: Family fun</i> <i>Blooket®: Family fun</i> Quizzes com perguntas de exploração temática e vocabular de revisão da unidade
Avaliação	• Teste interativo <i>Family fun</i> Teste com 6 itens de resposta fechada e correção automática
1.2 When I grow up	
Apresentação de conteúdos	• Jogo <i>Memory game: Jobs</i> Jogo da memória para exercício de novos vocábulos relacionados com os temas explorados • Animação <i>An email</i> Animação do texto do manual • Vídeo <i>Welcome to KidZania [Exclusivo para o Professor]</i> Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i> • Gramáticas <i>Possessive pronouns</i> <i>Possessive case</i> Animações dos conteúdos gramaticais, com explicações passo a passo e exercícios • Vídeo <i>Paddington [Exclusivo para o Professor]</i> Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i>
Aplicação/ Consolidação	• Atividades gramaticais <i>Possessive pronouns</i> <i>Possessive case</i> Exercícios interativos de aplicação dos conteúdos gramaticais, com correção automática e dicas • Links [Exclusivo para o Professor] <i>Kahoot®: When I grow up</i> <i>Blooket®: When I grow up</i> Quizzes com perguntas de exploração temática e vocabular de revisão da unidade
Avaliação	• Teste interativo <i>When I grow up</i> Teste com 6 itens de resposta fechada e correção automática
1.3 My style	
Apresentação de conteúdos	• Animação <i>I look like a film character!</i> Animação do texto do manual

Apresentação de conteúdos	• Vídeo <i>Amazing things happen</i> [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i> • Gramáticas <i>Verb have got – affirmative and negative</i> <i>Verb have got – interrogative</i> Animações dos conteúdos gramaticais, com explicações passo a passo e exercícios • Vídeo <i>The Little Mermaid</i> [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i> • Animação <i>Learn clothes, footwear and accessories in 1 min. and 30 sec.</i> Animação de imagens do manual de exploração temática acompanhadas de áudio e legendas <i>on/off</i>, para introdução/reforço de vocabulário, seguida de tarefa para exercício dos vocábulos apresentados • Karaoke “My Colourful Clothes” [Exclusivo para o Professor] Vídeo da canção acompanhado da letra, com marcação de texto nas versões cantada e instrumental
Aplicação/Consolidação	• Atividades gramaticais <i>Verb have got – affirmative and negative</i> <i>Verb have got – interrogative</i> Exercícios interativos de aplicação dos conteúdos gramaticais, com correção automática e dicas • Quizzes <i>I like my clothes</i> <i>Look at me!</i> Questões de resposta automática com <i>feedback</i> imediato • Vídeo <i>Describing yourself and your clothes</i> Vídeo protagonizado por locutores nativos simulando uma situação real, com inclusão de atividades intercaladas • Simulador Recorder Ferramenta que permite gravar registos áudio • Jogo <i>Interactive board game: The best of you</i> Jogo de consolidação de conhecimentos de final de unidade • Links [Exclusivo para o Professor] <i>Kahoot®: My style</i> <i>Blooket®: My style</i> Quizzes com perguntas de exploração temática e vocabular de revisão da unidade • Atividade <i>So far so good?</i> Guião de estudo autónomo de revisão dos conteúdos da unidade
Avaliação	• Testes interativos <i>My style</i> Teste com 6 itens de resposta fechada e correção automática <i>The best of you</i> [Exclusivo para o Professor] Teste com 8 itens de resposta fechada e correção automática

Unit 2 – Back home

2.1 My home, my spot

Apresentação de conteúdos	• Vídeo “My House, My Home” [Exclusivo para o Professor] Vídeo animado da canção de abertura de unidade • Animação <i>Learn parts of the house and rooms in 1 min. and 30 sec.</i> Animação de imagens do manual de exploração temática acompanhadas de áudio e legendas <i>on/off</i>, para introdução/reforço de vocabulário, seguida de tarefa para exercício dos vocábulos apresentados. • Vídeo <i>Man Vs Bee</i> [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i> • Animação <i>She lives on a... ranch!</i> Animação do texto do manual • Gramáticas <i>There + to be</i> <i>Prepositions of place</i> Animações do conteúdo gramatical, com explicações passo a passo e exercícios • Vídeos <i>Junior Flips</i> [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i> <i>Culture Curious</i> Vídeo de exploração cultural do tema <i>Sing</i> [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i>
Aplicação/Consolidação	• Atividades gramaticais <i>There + to be</i> <i>Prepositions of place</i> Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas • Quiz <i>Our house</i> Questões de resposta automática com <i>feedback</i> imediato • Links [Exclusivo para o Professor] <i>Kahoot®: My home, my spot</i> <i>Blooket®: My home, my spot</i> Quizzes com perguntas de exploração temática e vocabular de revisão da unidade
Avaliação	• Teste interativo <i>My home, my spot</i> Teste com 6 itens de resposta fechada e correção automática
2.2 Around the house	
Apresentação de conteúdos	• Animação <i>My special place</i> Animação do texto do manual • Vídeo <i>Where children sleep</i> [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i> • Gramática <i>Plurals</i> Animação do conteúdo gramatical, com explicações passo a passo e exercícios • Vídeo <i>Onward</i> [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i>

Apresentação de conteúdos	• Karaoke “Pyjama Party” [Exclusivo para o Professor] Vídeo da canção acompanhado da letra, com marcação de texto • Vídeo Houses around the world [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i>
Aplicação/Consolidação	• Jogo Memory game: Furniture and objects Jogo da memória para exercício de novos vocábulos relacionados com os temas explorados • Atividade grammatical Plurals Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas • Apresentação PowerPoint® Articles (the, a/an) [Exclusivo para o Professor] Apresentação de exploração e aplicação de conteúdos gramaticais • Quiz There's no place like... my bedroom! Questões de resposta automática com <i>feedback</i> imediato • Vídeo Welcoming a new friend Vídeo protagonizado por locutores nativos simulando uma situação real, com inclusão de atividades intercaladas • Simulador Recorder Ferramenta que permite gravar registos áudio • Jogo Interactive board game: Back home Jogo de consolidação de conhecimentos de final de unidade • Links [Exclusivo para o Professor] <i>Kahoot®: Around the house</i> <i>Blooket®: Around the house</i> Quizzes com perguntas de exploração temática e vocabular de revisão da unidade • Atividade So far so good? Guião de estudo autónomo de revisão dos conteúdos da unidade
Avaliação	• Testes interativos <i>Around the house</i> Teste com 6 itens de resposta fechada e correção automática • Back home [Exclusivo para o Professor] Teste com 8 itens de resposta fechada e correção automática
Unit 3 – Move and enjoy	
3.1 Take a break!	
Apresentação de conteúdos	• Vídeo “Things I Like” [Exclusivo para o Professor] Vídeo animado da canção de abertura de unidade • Animação Learn free time activities and hobbies in 1 min. and 30 sec. Animação de imagens do manual de exploração temática acompanhadas de áudio e legendas <i>on/off</i>, para introdução/reforço de vocabulário, seguida de tarefa para exercício dos vocábulos apresentados • Animação Koala girl Animação do texto do manual • Vídeo Izzy's Koala World (trailer) [Exclusivo para o Professor] Vídeo trailer da série

Apresentação de conteúdos	• Gramáticas <i>Present continuous – affirmative and negative</i> <i>Present continuous – interrogative</i> Animações do conteúdo gramatical, com explicações passo a passo e exercícios • Vídeos <i>Culture Curious</i> Vídeo de exploração cultural do tema <i>Moana</i> [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i>
Aplicação/Consolidação	• Atividades gramaticais <i>Present continuous – affirmative and negative</i> <i>Present continuous – interrogative</i> Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas • Quiz Activities at home Questões de resposta automática com <i>feedback</i> imediato • Links [Exclusivo para o Professor] <i>Kahoot®: Take a break!</i> <i>Blooket®: Take a break!</i> Quizzes com perguntas de exploração temática e vocabular de revisão da unidade
Avaliação	• Teste interativo Take a break! Teste com 6 itens de resposta fechada e correção automática
3.2 Today's menu	
Apresentação de conteúdos	• Vídeo “Celestial”, Ed Sheeran [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i> • Animação What's in your snack box? Animação do texto do manual. • Vídeo Luca [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i> • Karaoke “My Favourite Food” [Exclusivo para o Professor] Vídeo da canção acompanhado da letra, com marcação de texto • Vídeo The Sound of Music – “My Favourite Things” [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i> • Vídeo Dialogue at the pizzeria Vídeo protagonizado por locutores nativos simulando uma situação real, com inclusão de atividades intercaladas • Vídeo Just a kid [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i>
Aplicação/Consolidação	• Jogo Memory game: Food and drinks Jogo da memória para exercício de novos vocábulos relacionados com os temas explorados • Apresentações PowerPoint® [Exclusivo para o Professor] <i>Quantifiers (some/any)</i> <i>Expressing preferences</i> Apresentações de exploração e aplicação de conteúdos gramaticais

Aplicação/ Consolidação	• Simulador Recorder Ferramenta que permite gravar registos áudio • Jogo Interactive board game: Move and enjoy Jogo de consolidação de conhecimentos de final de unidade • Links [Exclusivo para o Professor] <i>Kahoot® mobile free: Today's menu</i> <i>Blooket®: Today's menu</i> Quizzes com perguntas de exploração temática e vocabular de revisão da unidade • Atividade So far so good? Guião de estudo autónomo de revisão dos conteúdos da unidade
Avaliação	• Testes interativos <i>Today's menu</i> Teste com 6 itens de resposta fechada e correção automática <i>Move and enjoy [Exclusivo para o Professor]</i> Teste com 8 itens de resposta fechada e correção automática
Unit 4 – All in a day	
4.1 You are the champion	
Apresentação de conteúdos	• Vídeo “Hello, Weekend!” [Exclusivo para o Professor] Vídeo animado da canção de abertura de unidade • Animação Officially amazing Animação do texto do manual • Vídeo Guinness young achievers [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i> • Gramáticas <i>Verb like – present simple (affirmative and negative)</i> <i>Verb like – present simple (interrogative)</i> Animações dos conteúdos gramaticais, com explicações passo a passo e exercícios • Vídeo Fair play [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i>
Aplicação/ Consolidação	• Jogo Memory game: Sports Jogo da memória para exercício de novos vocábulos relacionados com os temas explorados • Atividades gramaticais <i>Verb like – present simple (affirmative and negative)</i> <i>Verb like – present simple (interrogative)</i> Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas • Links [Exclusivo para o Professor] <i>Kahoot®: You are the champion</i> <i>Blooket®: You are the champion</i> Quizzes com perguntas de exploração temática e vocabular de revisão da unidade
Avaliação	• Teste interativo You are the champion Teste com 6 itens de resposta fechada e correção automática

4.2 My day, my way

Apresentação de conteúdos

- **Animação** *Learn daily routine words in 1 min. and 30 sec.*
Animação de imagens do manual de exploração temática acompanhadas de áudio e legendas *on/off*, para introdução/reforço de vocabulário, seguida de tarefa para exercício dos vocábulos apresentados
- **Vídeo** *Detective Pikachu (trailer)*
Vídeo *trailer* do filme
- **Animação** *A famous Pokémon player*
Animação do texto do manual
- **Vídeo** *Culture Curious*
Vídeo de exploração cultural do referido tema
- **Gramáticas**
Present simple – affirmative and negative
Present simple – interrogative
Adverbs of frequency
Animações do conteúdo gramatical, com explicações passo a passo e exercícios
- **Vídeo Zapped [Exclusivo para o Professor]**
Vídeo externo de suporte às atividades do manual, com legendagem *on/off*
- **Karaoke “Good Habits” [Exclusivo para o Professor]**
Vídeo da canção acompanhado da letra, com marcação de texto

Aplicação/Consolidação

- **Simulador Interactive Big Ben [Exclusivo para o Professor]**
Ferramenta de apoio em formato de relógio Big Ben, que permite a manipulação dos ponteiros de um relógio com o intuito de praticar as horas
- **Atividades gramaticais**
Present simple – affirmative and negative
Present simple – interrogative
Adverbs of frequency
Exercícios interativos de aplicação do conteúdo gramatical, com correção automática e dicas
- **Quizzes**
Wake me up! (1)
Wake me up! (2)
My day
Questões de resposta automática com *feedback* imediato
- **Vídeo** *Describing your daily routine*
Vídeo protagonizado por locutores nativos simulando uma situação real, com inclusão de atividades intercaladas
- **Simulador Recorder**
Ferramenta que permite gravar registos áudio
- **Jogo** *Interactive board game: All in a day*
Jogo de consolidação de conhecimentos de final de unidade
- **Links [Exclusivo para o Professor]**
Kahoot®: My day, my way
Blooket®: My day, my way
Quizzes com perguntas de exploração temática e vocabular de revisão da unidade
- **Atividade** *So far so good?*
Guião de estudo autónomo de revisão dos conteúdos da unidade

Avaliação	• Testes interativos <i>My day, my way</i> Teste com 6 itens de resposta fechada e correção automática <i>All in a day</i> [Exclusivo para o Professor] Teste com 8 itens de resposta fechada e correção automática
Ready, set... celebrate!	
Apresentação de conteúdos	• Vídeo <i>Best Halloween costume ideas</i> [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i>
Extensive Reading	
Apresentação de conteúdos	• Vídeo <i>“Revolting Children”</i> [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i> • Animação <i>Chapter 1: Matilda and her family</i> Animação do texto do manual • Vídeo <i>“Naughty”</i> [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i> • Animação <i>Chapter 2: At school</i> Animação do texto do manual • Vídeo <i>“Bruce's Chocolate Cake”</i> [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i> • Animação <i>Chapter 3: Miss Honey</i> Animação do texto do manual • Vídeo <i>Matilda (1996) – “Little Bitty Pretty One” scene</i> [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i> • Link <i>Matilda Challenge</i> [Exclusivo para o Professor] <i>Link</i> para vídeo externo de suporte às atividades do manual • Animação <i>Chapter 4: New home</i> Animação do texto do manual • Vídeo <i>“Still Holding My Hand”</i> [Exclusivo para o Professor] Vídeo externo de suporte às atividades do manual, com legendagem <i>on/off</i>



Review Worksheets

12 Review Worksheets
Answer key

Review Worksheets

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auladigital

Greetings

Name: _____

No.: _____

Class: _____

Date: _____

A Complete the greetings. Write the missing vowels (a, e, i, o, u).

1. H _ l _ l _ !

2. G _ _ d _ m _ r _ n _ _ n g !

3. G _ _ d b _ y _ !

4. G _ _ d _ f t _ r _ n _ _ n !

5. G _ _ d _ v _ n _ _ n g !

6. G _ _ d _ n _ g h t !

B Label the pictures with the words/expressions from exercise A.

1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

C How are YOU today? Draw the emoji.

1. 😊 I'm great!

2. 😊 I'm fine.

3. 😐 Not bad...

4. 😞 I'm not so good...

5. 😡 I'm feeling bad.

Name: No.: Class: Date: **A Match the questions with the answers.**1. What's your name? ☐

a) I'm ten years old.

2. What's your surname? ☐

b) My name is Leo.

3. How are you? ☐

c) My surname is Fraser.

4. How old are you? ☐

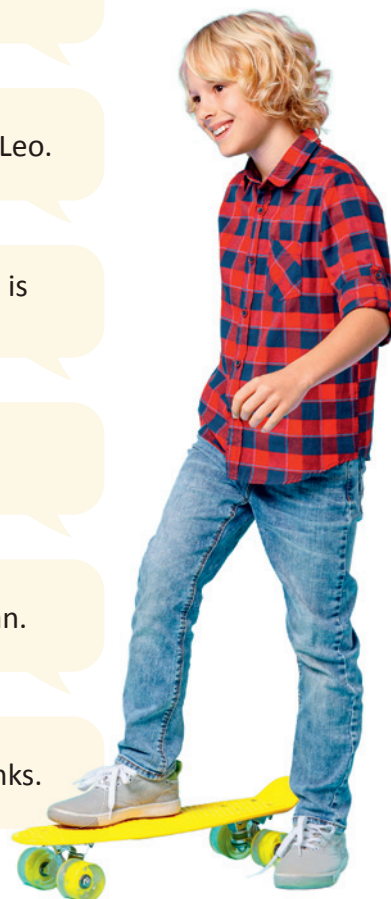
d) I'm from Australia.

5. Where are you from? ☐

e) I'm Australian.

6. What's your nationality? ☐

f) I'm fine, thanks.

**B Answer the questions about YOU.**

1. What's your name? _____

2. What's your surname? _____

3. How are you? _____

4. How old are you? _____

5. Where are you from? _____

6. What's your nationality? _____

Name: _____

No.: _____

Class: _____

Date: _____

A Read and circle the correct numbers.

1. twenty-three: 13 / 3 / 23

2. five: 15 / 5 / 50

3. thirty-one: 31 / 13 / 30

4. ninety-eight: 19 / 90 / 98

5. seventeen: 70 / 17 / 7

6. sixty: 60 / 16 / 26

7. fifty-six: 65 / 56 / 15

8. forty-two: 14 / 24 / 42

9. twelve: 12 / 20 / 200

10. eighty-four: 18 / 80 / 84

B Write the cardinal numbers in full.

2 _____

30 _____

74 _____

5 _____

47 _____

80 _____

11 _____

59 _____

85 _____

13 _____

64 _____

96 _____

23 _____

71 _____

100 _____

C When is their birthday? Write the correct ordinal number. There is one example.• It's on fifth May.

1. It's on _____ October.



2. It's on _____ June.



3. It's on _____ February.



4. It's on _____ August.



5. It's on _____ February.

Name: _____

No.: _____

Class: _____

Date: _____

A Find 10 colours in the wordsearch (→ ↓). Then write them.

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

B Complete the sentences with the colours.

1. The sky is _____.



2. The grass is _____.



3. The strawberries are _____.



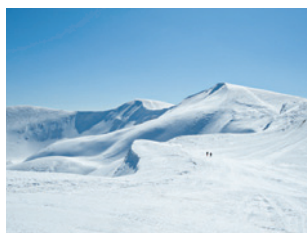
4. The carrots are _____.



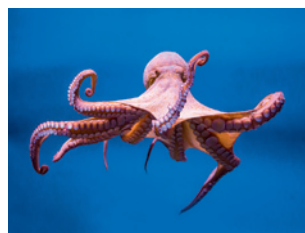
5. The bat is _____.



6. The bananas are _____.



7. Snow is _____.



8. The octopus is _____.



9. The grapes are _____.

Name: _____

No.: _____

Class: _____

Date: _____

A Complete the crossword puzzle with the names of the pets.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

B Label the wild animals with the words from the box.

elephant • giraffe • lion • bear • snake • monkey

1.  _____

2.  _____

3.  _____

4.  _____

5.  _____

6.  _____

Days of the week / Weather

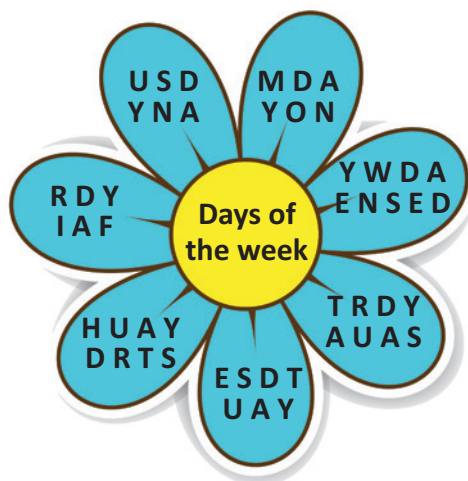
Name: _____

No.: _____

Class: _____

Date: _____

A Order the letters and write the days of the week.



B Which day is missing? Complete.

1. Tuesday, Wednesday, _____
2. Sunday, _____, Tuesday
3. _____, Saturday, Sunday
4. Thursday, Friday, _____

C What's the weather like? Complete the sentences with the words from the box.

cold • windy • rainy • stormy • cloudy • hot • sunny • snowy



1. It's _____.



2. It's _____.



3. It's _____.



4. It's _____.



5. It's _____.



6. It's _____.



7. It's _____.



8. It's _____.

Months / Seasons

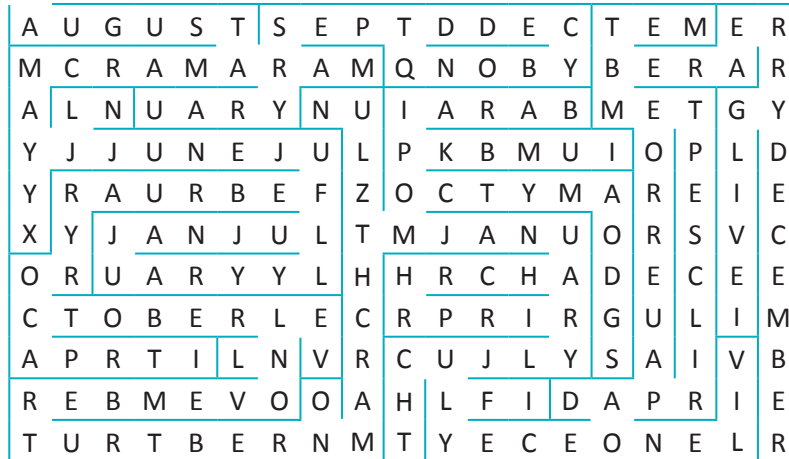
Name:

No.:

Class:

Date:

A Find the months in the word maze and write them.

This image shows a single sheet of white paper with horizontal ruling lines. The paper has rounded corners and is framed by a teal border. There are 15 evenly spaced horizontal lines across the page, providing a template for writing or drawing.

B Which month is missing? Complete.

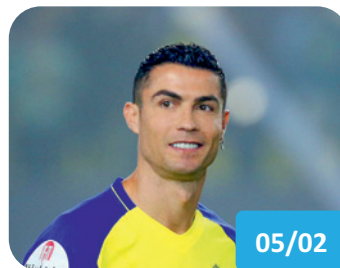


1. March, April, _____
2. December, _____, February
3. _____, July, August
4. March, _____, May

C When is their birthday? Write the month. There is one example.



- It's in September.



1. It's in _____.



2. It's in _____.



3. It's in _____.



4. It's in _____.



5. It's in _____.

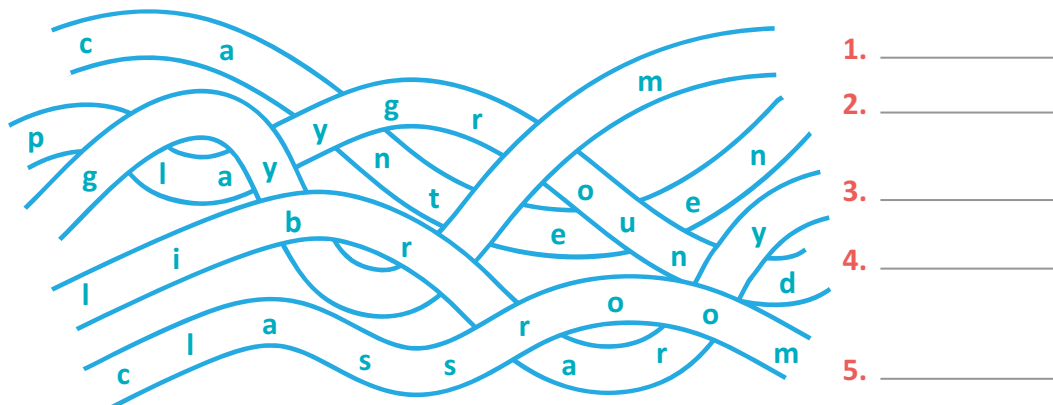
Name: _____

No.: _____

Class: _____

Date: _____

A Find the names of the school places. Then write them.



B Label the pictures with the words from exercise A.



1. _____ 2. _____



3. _____ 4. _____ 5. _____

C Which is your favourite place at school?

My favourite place is the _____.

School objects

Name: _____

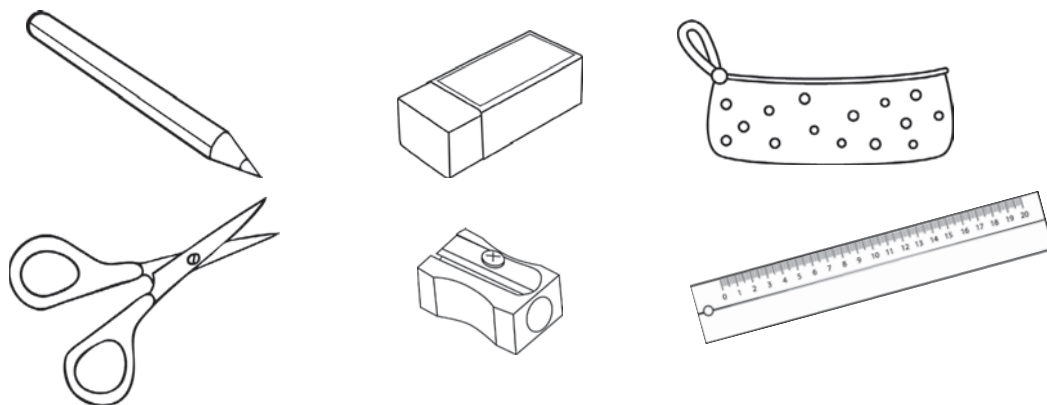
No.: _____

Class: _____

Date: _____

A Read the sentences and colour the pictures.

1. The scissors are blue.
2. The pencil is yellow.
3. The pencil sharpener is brown.
4. The rubber is pink.
5. The ruler is green.
6. The pencil case is orange.

**B** Look at the picture and write **Yes** or **No**.

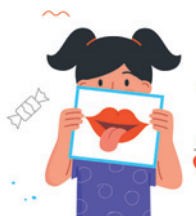
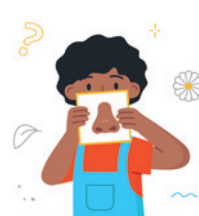
Disney • PIXAR
INSIDE OUT

1. Riley has got a book. _____
2. Riley has got a ruler. _____
3. Riley has got a pen. _____
4. Riley has got a rubber. _____
5. Riley has got a schoolbag. _____
6. Riley has got crayons. _____

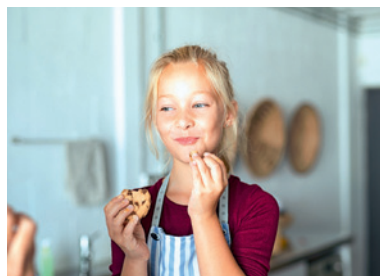
Five senses / Parts of the body

Name: No.: Class: Date: **A** Label the pictures with the words from the box.

smell • touch • sight • taste • hearing

1. 2. 3. 4. 5. **B** Circle the correct option to complete the sentences.

1. I can see with my **arms** / eyes.
2. I can smell with my **nose** / ears.
3. I can hear with my **hair** / ears.
4. I can taste with my **hands** / mouth.
5. I can touch with my **hands** / eyes.

C Match the pictures with the sentences from exercise B.a) b) c) d) e)

Question words

Name: No.: Class: Date: **A** Order the letters and write the question words.

HWAT

EREWH

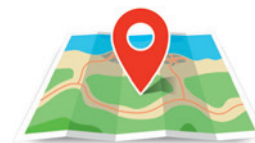
HOW

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

OWH LDO

WNHE

4. _____? 5. _____?

B Match the pictures with the question words from exercise A.a) b) c) d) e) **C** Circle the correct question word to complete the questions.

1. **What** / **When** is your name?
2. **When** / **How old** are you?
3. **Where** / **How old** are you from?
4. **When** / **Who** is your birthday?
5. **When** / **Who** is she?

D Match the answers with the questions from exercise C.

- a) It's on 8th March.
- b) My name is Lucas.
- c) She is Mary.
- d) I'm nine.
- e) I'm from Brazil.

Personal pronouns

Name: _____

No.: _____

Class: _____

Date: _____

- A** Find the personal pronouns in the word cloud. Then write them.



- B** Look at the pictures and circle the correct pronoun to complete the sentences.



1. **I** / **You** am Mary.



2. **They** / **She** are friends.



3. **They** / **It** is a ball.



4. **She** / **We** is a student.



5. **They** / **He** is a boy.



6. **We** / **It** are happy.

Answer key

Review Worksheet 1, page 51

A.

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

B.

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

C.

Resposta pessoal.

Review Worksheet 2, page 52

A.

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

B.

Resposta pessoal.

Review Worksheet 3, page 53

A.

1. 23 | 2. 5 | 3. 31 | 4. 98 | 5. 17 | 6. 60 | 7. 56 | 8. 42 | 9. 12 | 10. 84

B.

2 – two | 5 – five | 11 – eleven | 13 – thirteen | 23 – twenty-three | 30 – thirty | 47 – forty-seven | 59 – fifty-nine | 64 – sixty-four | 71 – seventy-one | 74 – seventy-four | 80 – eighty | 85 – eighty-five | 96 – ninety-six | 100 – a hundred

C.

1. eighth | 2. twenty-sixth | 3. seventeenth | 4. twenty-second | 5. sixteenth

Review Worksheet 4, page 54

A.

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

B.

1. blue | 2. green | 3. red | 4. orange | 5. black/grey | 6. yellow | 7. white | 8. pink | 9. purple

Review Worksheet 5, page 55

A.

1. guinea pig | 2. pig | 3. fish | 4. cat | 5. bird | 6. rabbit | 7. dog

B.

1. giraffe | 2. snake | 3. monkey | 4. elephant | 5. lion | 6. bear

Review Worksheet 6, page 56

A.

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

B.

1. Thursday | 2. Monday | 3. Friday | 4. Saturday

C.

1. windy | 2. stormy | 3. hot | 4. sunny | 5. cloudy | 6. cold | 7. snowy | 8. rainy

Review Worksheet 7, page 57

A.

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

B.

1. May | 2. January | 3. June | 4. April

C.

1. February | 2. July | 3. December | 4. June | 5. January

Review Worksheet 8, page 58

A.

1. gym | 2. canteen | 3. library | 4. playground | 5. classroom

B.

1. canteen | 2. classroom | 3. playground | 4. library | 5. gym

C.

Resposta pessoal.

Review Worksheet 9, page 59

A.

1. tesoura azul | 2. lápis amarelo | 3. afia castanho | 4. borracha rosa | 5. régua verde | 6. estojo laranja

B.

1. Yes | 2. No | 3. Yes | 4. No | 5. Yes | 6. No

Review Worksheet 10, page 60

A.

1. hearing | 2. taste | 3. touch | 4. sight | 5. smell

B.

1. eyes | 2. nose | 3. ears | 4. mouth | 5. hands

C.

a) 2 | b) 5 | c) 1 | d) 4 | e) 3

Review Worksheet 11, page 61

A.

1. What | 2. Where | 3. Who | 4. How old | 5. When

B.

a) 4 | b) 5 | c) 1 | d) 3 | e) 2

C.

1. What | 2. How old | 3. Where | 4. When | 5. Who

D.

a) 4 | b) 1 | c) 5 | d) 2 | e) 3

Review Worksheet 12, page 62

A.

I, you, she, he, it, we, they



B.

1. I | 2. They | 3. It | 4. She | 5. He | 6. We

READY SET, GO! INGLÊS 5

Focus on skills

- 8 Reading Worksheets (2 levels)
- 4 Listening Worksheets (2 levels)
- 4 Writing Worksheets (2 levels)
- 4 Speaking Worksheets (2 levels)
- Extensive Reading Worksheet
- Answer key and listening scripts

Focus on skills

Reading Worksheets (two levels)

Unit 1 – The best of you	
Subunit 1.1	67
Subunits 1.2/1.3	69
Unit 2 – Back home	
Subunit 2.1	71
Subunit 2.2	73
Unit 3 – Move and enjoy	
Subunit 3.1	75
Subunit 3.2	77
Unit 4 – All in a day	
Subunit 4.1	79
Subunit 4.2	81

Listening Worksheets (two levels)

Unit 1 – The best of you	83
Unit 2 – Back home	85
Unit 3 – Move and enjoy	87
Unit 4 – All in a day	89

Writing Worksheets (two levels)

Unit 1 – Filling in a form	91
Unit 2 – Writing an email	93
Unit 3 – Writing a dialogue	95
Unit 4 – Writing a comment	97

Speaking Worksheets (two levels)

Unit 1 – Introducing and describing yourself (interaction)	99
Unit 2 – Describing a house (production)	101
Unit 3 – Talking about free time activities (production)	103
Unit 4 – Talking about daily routine (interaction)	105

Extensive Reading Worksheet	107
--	-----

Answer key and listening scripts	108
---	-----

Subunit 1.1

A

Name: _____ No.: _____ Class: _____ Date: _____

A Read the text carefully.

Hello! I'm Edith Gru, from the film *Despicable Me*, and I'm 10 years old. My family is big! My sisters are Margo and Agnes. Margo is 12 years old and Agnes is 7 years old. Our adoptive parents are Lucy Wilde and Felonious Gru. Their baby son is Gru Jr. He is my brother and he is very cute! Dru Gru is my uncle because Dru and Felonius are twin brothers. We are from the United States of America and we are a very happy family! 😊



B Tick (✓) the correct option(s).

Edith Dru Gru Agnes Gru Jr

- | | | | | |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. He/She is 10 years old. | ☐ | ☐ | ☐ | ☐ |
| 2. He/She has got two sisters. | ☐ | ☐ | ☐ | ☐ |
| 3. He/She is a baby. | ☐ | ☐ | ☐ | ☐ |
| 4. He/She has got a twin brother. | ☐ | ☐ | ☐ | ☐ |

C These sentences are wrong. Correct the underlined words.

- Her surname is Edith. _____
- Agnes is eight years old. _____
- Lucy and Felonious are adoptive siblings. _____

D Answer the questions.

- How old is Margo?

- What is Lucy's surname?

- Where are Edith and her family from?



Subunit 1.1

B

Name: _____

No.: _____

Class: _____

Date: _____

A Read the text carefully.

Hello! I'm Edith Gru, from the film *Despicable Me*, and I'm 10 years old. My family is big! My sisters are Margo and Agnes. Margo is 12 years old and Agnes is 7 years old. Our adoptive¹ parents are Lucy Wilde and Felonius Gru. Their baby son is Gru Jr. He is my brother and he is very cute! Dru Gru is my uncle because Dru and Felonious are twin brothers. We are from the United States of America and we are a very happy family! 😊



Vocabulary help

¹adoptive = adotivos

B Tick (✓) the correct option(s).

	Edith	Dru Gru	Agnes	Gru Jr
1. He/She is 10 years old. (lines 1-2)	☐	☐	☐	☐
2. He/She has got two sisters. (lines 2-3)	☐	☐	☐	☐
3. He/She is a baby. (lines 4-5)	☐	☐	☐	☐
4. He/She has got a twin brother. (lines 5-6)	☐	☐	☐	☐

C These sentences are wrong. Correct the underlined words. Use the words from the box.

- Her surname is Edith. _____
- Agnes is eight years old. _____
- Lucy and Felonious are adoptive siblings. _____

parents
Gru
seven

D Complete the answers to the questions.

- How old is Margo? (lines 1-2)
Margo is _____ years old.
- What is Lucy's surname? (lines 3-4)
Lucy's surname is _____.
- Where are Edith and her family from? (lines 7-8)
They are from _____.

Subunits 1.2/1.3

A

Name: _____

No.: _____

Class: _____

Date: _____

A Read the text.



Hello! I'm Asha, from the film *Wish*. I'm 17 years old. I'm tall and slim. I've got long straight dark hair and I've got big eyes. I've got freckles and I love them!

I've got a small family. Sakina is my mother, she's a seamstress¹. She's medium height and plump. She has got a big nose and big eyes. She always wears a pink dress.

My grandfather, Sabino, has got grey hair and a big nose. He is 100 years old! I've got a pet: Valentino. It's a goat!

I'm a tour guide² in Rosas, my home town. I love my job – it's really fun!

Vocabulary help

¹seamstress = *costureira*; ²tour guide = *guia turística*

B Tick (✓) the correct option(s).

	Asha	Sakina	Sabino
1. He/She has got freckles.	☐	☐	☐
2. He/She is plump.	☐	☐	☐
3. He/She has got a big nose.	☐	☐	☐
4. He/She has got grey hair.	☐	☐	☐

C Complete the sentences with the words from the box. There are two extra words.

- Asha's _____ is Valentino.
- Asha's _____ is Sabino.
- Asha lives in _____.
- Sakina wears a pink _____.

skirt • pet • Rosas • Sakina
grandfather • dress

D Answer the questions.

- How old is Asha? _____
- Has she got freckles? _____
- What is Sakina's job? _____

Subunits 1.2/1.3

Name: _____

No.: _____

Class: _____

Date: _____

A Read the text.



Hello! I'm Asha, from the film *Wish*. I'm 17 years old. I'm tall and slim. I've got long straight dark hair and I've got big eyes. I've got freckles and I love them!

I've got a small family. Sakina is my mother, she's a
5 seamstress¹. She's medium height and plump. She has got a big nose and big eyes. She always wears a pink dress.

My grandfather, Sabino, has got grey hair and a big nose. He is 100 years old! I've got a pet: Valentino. It's a goat!

I'm a tour guide² in Rosas, my home town. I love my job –
10 it's really fun!

Vocabulary help

¹seamstress = *costureira*; ²tour guide = *guia turística*

B Tick (✓) the correct option(s).

	Asha	Sakina	Sabino
1. He/She has got freckles. (line 3)	☐	☐	☐
2. He/She is plump. (lines 4-5)	☐	☐	☐
3. He/She has got a big nose. (lines 5-6)	☐	☐	☐
4. He/She has got grey hair. (line 7)	☐	☐	☐

C Complete the sentences with the words from the box.

- Asha's _____ is Valentino.
- Asha's _____ is Sabino.
- Asha lives in _____.
- Sakina wears a pink _____.

pet
Rosas
grandfather
dress

D Complete the answers to the questions.

- How old is Asha? (line 1) Aisha is _____.
- Has she got freckles? (line 3) _____, she has.
- What is Sakina's job? (lines 4-5) She's a _____.

Name: _____ No.: _____ Class: _____ Date: _____

A Read the text.**A king in his castle**

This is Archie, a dog that lives like a king. His kennel¹ is a copy of Windsor Castle, in England.

The kennel is very big. There are beautiful walls, lots of windows and a big door. In front of
5 the house there is a garden and a red carpet². Inside the house there is only one room, but it has got a throne³!

The real Windsor Castle belongs to the British Royal Family and it's huge. There are 240
10 bedrooms and 78 bathrooms!

**Vocabulary help**

¹ kennel = casota; ² red carpet = passadeira vermelha; ³ throne = trono

B Are the sentences true (T) or false (F)?

1. Archie lives in Windsor Castle.
2. Archie's kennel is small but beautiful.
3. The door is big.
4. There is a garden in front of the kennel.
5. There are 78 bedrooms in Windsor Castle.
6. Windsor Castle has got lots of bedrooms.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C Answer the questions.

1. Where is the garden?

2. How many rooms are there in Archie's kennel?

3. Is Windsor Castle small?

Name: _____ No.: _____ Class: _____ Date: _____

A Read the text.**A king in his castle**

This is Archie, a dog that lives like a king. His kennel¹ is a copy of Windsor Castle, in England.

The kennel is very big. There are beautiful walls, lots of windows and a big door. In front of
5 the house there is a garden and a red carpet². Inside the house there is only one room, but it has got a throne³!

The real Windsor Castle belongs to the British Royal Family and it's huge. There are 240
10 bedrooms and 78 bathrooms!

**Vocabulary help**

¹ kennel = casota; ² red carpet = passadeira vermelha; ³ throne = trono

B Are the sentences true (T) or false (F)?

1. Archie lives in Windsor Castle. (lines 1-2)
2. Archie's kennel is small but beautiful. (line 3)
3. The door is big. (lines 3-4)
4. There is a garden in front of the kennel. (lines 4-5)
5. There are 78 bedrooms in Windsor Castle. (lines 9-10)
6. Windsor Castle has got lots of bedrooms. (lines 9-10)

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C Complete the answers to the questions.

1. Where is the garden? (lines 4-5)
The garden is _____.
2. How many rooms are there in Archie's kennel? (lines 5-6)
In Archie's kennel there is _____.
3. Is Windsor Castle small? (lines 8-9)
_____, it is / isn't.

Name: _____ No.: _____ Class: _____ Date: _____

A Read the text messages.

Hi, Chris! Have you got a big house? 🏠

Hello, Ariana! 😊 No, I haven't. My house is small, but I love it! There is a kitchen, a living room, a bathroom and two bedrooms. And you?

I've got a small house, too. But my bedroom is big!

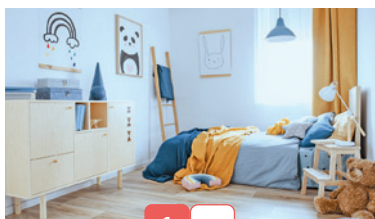
What is your bedroom like?

There is a bed, a bedside table next to the bed and a big bookcase. There is a blue armchair and a rug. There are some paintings on the wall that I love! ❤️

I also have paintings on my bedroom wall. There's a panda and a rainbow! 🌈

Cool, I love rainbows! I've got one in my bedroom, too! Come and visit my house one day.

Good idea! 😊

B Which is Ariana's bedroom? Tick (✓) the correct picture.1 ☐2 ☐3 ☐**C** Tick (✓) the correct option(s).

1. He/She has got a small house.
2. He/She has got a painting with a panda.
3. He/She has got a rainbow in his/her bedroom.

Ariana Chris

☐	☐
☐	☐
☐	☐

D Answer the questions.

1. What rooms are there in Chris's house? _____
2. Is Ariana's bedroom small? _____

Name: _____

No.: _____

Class: _____

Date: _____

A Read the text messages.

Hi, Chris! Have you got a big house? 🏠

Hello, Ariana! 😊 No, I haven't. My house is small, but I love it! There is a kitchen, a living room, a bathroom and two bedrooms. And you?

I've got a small house, too. But my bedroom is big!

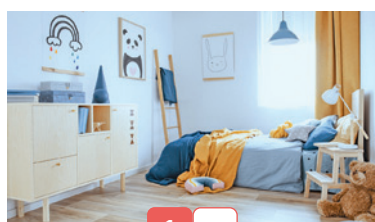
What is your bedroom like?

There is a bed, a bedside table next to the bed and a big bookcase. There is a blue armchair and a rug. There are some paintings on the wall that I love! ❤️

I also have paintings on my bedroom wall. There's a panda and a rainbow! 🌈

Cool, I love rainbows! I've got one in my bedroom, too! Come and visit my house one day.

Good idea! 😊

B Which is Ariana's bedroom? Tick (✓) the correct picture.

1

☐

2

☐**C** Tick (✓) the correct option(s).

1. He/She has a **small** house.
2. He/She has got a painting with a **panda**.
3. He/She has got a **rainbow** in his/her bedroom.

Ariana Chris

☐☐☐☐☐☐**D** Complete the answers to the questions.

1. What rooms are there in Chris's house? (lines 2-3)
There is a kitchen, _____, _____ and _____.
2. Is Ariana's bedroom small? (line 4)
_____, it **isn't** / **is**.

Subunit 3.1

A

Name: _____

No.: _____

Class: _____

Date: _____

A Read the text messages.

Hi, Julia! What are you doing?

Hello, Adam! 😊 At the moment I'm listening to music.

Is that your favourite free time activity?

5

Yes, it is! I love listening to music, because it's very relaxing! My favourite singer is Taylor Swift. But I also love dancing, especially when I'm happy! 😄 And you, what's your favourite hobby?

I love watching videos, my favourite ones are cat 🐱 videos because they are so funny! I also like reading comic books – I love superheroes!

10

I think reading is a bit boring. I prefer music... Now I'm learning to play the guitar 🎸. It's a bit difficult, but very exciting!

Wow! Why don't you take your guitar to school tomorrow?

Good idea! 😊

B Look at the pictures and write *Julia* or *Adam*.

1. _____

2. _____

3. _____

4. _____

C Answer the questions.

1. What is Julia's favourite free time activity?

2. Why does Adam like watching cat videos?

3. Who likes playing the guitar?

Name: _____

No.: _____

Class: _____

Date: _____

A Read the text messages.

Hi, Julia! What are you doing?

Hello, Adam! 😊 At the moment I'm listening to music.

Is that your favourite free time activity?

5

Yes, it is! I love listening to music, because it's very relaxing! My favourite singer is Taylor Swift. But I also love dancing, especially when I'm happy! 😄 And you, what's your favourite hobby?

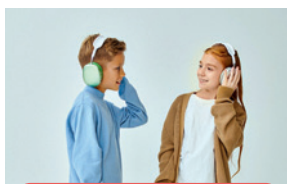
I love watching videos, my favourite ones are cat 🐱 videos because they are so funny! I also like reading comic books – I love superheroes!

10

I think reading is a bit boring. I prefer music... Now I'm learning to play the guitar 🎸. It's a bit difficult, but very exciting!

Wow! Why don't you take your guitar to school tomorrow?

Good idea! 😊

B Look at the pictures and write *Julia* or *Adam*.

listening to music



dancing

reading
comic books

playing the guitar

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

C Complete the answers to the questions.

1. What is Julia's favourite free time activity? (lines 2-4)
Her favourite free time activity is _____.
2. Why does Adam like watching cat videos? (lines 7-8)
He likes cat videos because _____.
3. Who likes playing the guitar? (line 10)
_____ likes playing the guitar.

Name: _____

No.: _____

Class: _____

Date: _____

A Read the text.**Food and free time in space**

Life in space is very different from life on Earth.

Astronauts eat special food when they are in space. They eat dried¹ food. There are special containers² with dried food and the astronauts add³ water to eat or drink it: cereal, rice, pasta, 5 tea, coffee...

Astronauts can eat fish, meat, chicken, soup, pudding, jelly and biscuits. In picture 1, the astronaut is showing some fresh food. There is food like oranges, apples and onions in space.

Astronauts work a lot, so they need to relax sometimes! In 10 picture 2, the astronaut is exercising. Astronauts' favourite free time activities are reading, listening to music, watching films or chatting with friends and family.



1



2

Vocabulary help

¹dried = desidratada; ²containers = recipientes; ³add = adicionam

B What food/drinks can astronauts eat/drink in space? Tick (✓).

1

☐

2

☐

3

☐

4

☐**C Are the sentences true (T) or false (F)? Correct the false ones.**

1. Astronauts drink tea.

T

F

☐☐

2. Astronauts can't eat dessert.

☐☐

3. Life in space is always relaxing.

☐☐

4. Astronauts hate listening to music.

☐☐

D Complete the answers to the questions.

1. Are the astronauts from the pictures eating?

2. What are the astronauts' favourite free time activities?

Name: _____

No.: _____

Class: _____

Date: _____

A Read the text.**Food and free time in space**

Life in space is very different from life on Earth.

Astronauts eat special food when they are in space. They eat dried¹ food. There are special containers² with dried food and the astronauts add³ water to eat or drink it: cereal, rice, pasta, 5 tea, coffee...

Astronauts can eat fish, meat, chicken, soup, pudding, jelly and biscuits. In picture 1, the astronaut is showing some fresh food. There is food like oranges, apples and onions in space.

Astronauts work a lot, so they need to relax sometimes! In 10 picture 2, the astronaut is exercising. Astronauts' favourite free time activities are reading, listening to music, watching films or chatting with friends and family.



1



2

Vocabulary help

¹dried = deshidratada; ²containers = recipientes; ³add = adicionam

B What food can astronauts eat in space? Tick (✓).1 ☐2 ☐3 ☐**C Are the sentences true (T) or false (F)?**

1. Astronauts drink **tea**. (lines 4-5)
2. Astronauts can't eat **dessert**. (lines 6-7)
3. Life in space is **always** relaxing. (line 9)
4. Astronauts **hate** listening to music. (lines 11-12)

T	F
☐	☐
☐	☐
☐	☐
☐	☐

D Complete the answers to the questions.

1. Are the astronauts in the pictures eating? Yes or no? (lines 7-8)
_____.
2. What are the astronauts' favourite free time activities? (lines 11-12)
Astronauts' favourite activities are _____.

Subunit 4.1

A

Name: _____ No.: _____ Class: _____ Date: _____

A Read the text.

Sporty family

This is the sporty family. They're from Sydney, in Australia, and they love sports! The father, Jack, is an architect, but he plays football and he also likes doing karate. He has got a black belt!

5 The mother, Willow, does ballet. She's a ballet teacher. Grace and Leo are siblings. Grace is ten years old and she plays basketball. Leo is eight and he plays tennis.

10 When they are together, they like to go rollerblading or cycling in the park. When they go to the beach, they enjoy swimming and playing volleyball. They've got a pet, Rufus, and of course he does sports too... He loves surfing! 😊



B Tick (✓) the correct option to complete the sentences.

- Jack is _____.
 a) ☐ a ballet teacher b) ☐ an architect c) ☐ a football player
- Willow is Grace's _____.
 a) ☐ mother b) ☐ father c) ☐ sister
- Leo plays _____.
 a) ☐ football b) ☐ basketball c) ☐ tennis
- They like cycling _____.
 a) ☐ in the park b) ☐ at the beach c) ☐ at home

C Answer the questions.

1. Is Willow a ballet teacher?

2. What sport does Grace do?

3. How old is Leo?

4. What do they do when they go to the beach?

Subunit 4.1

B

Name: _____ No.: _____ Class: _____ Date: _____

A Read the text.

Sporty family

This is the sporty family. They're from Sydney, in Australia, and they love sports! The father, Jack, is an architect, but he plays football and he also likes doing karate. He has got a black belt!

5 The mother, Willow, does ballet. She's a ballet teacher. Grace and Leo are siblings. Grace is ten years old and she plays basketball. Leo is eight and he plays tennis.

10 When they are together, they like to go rollerblading or cycling in the park. When they go to the beach, they enjoy swimming and playing volleyball. They've got a pet, Rufus, and of course he does sports too... He loves surfing! 😊



B Tick (✓) the correct option to complete the sentences.

- Jack is _____.
a) ☐ a ballet teacher b) ☐ an architect
- Willow is Grace's _____.
a) ☐ mother b) ☐ father
- Leo plays _____.
a) ☐ football b) ☐ tennis
- They like cycling _____.
a) ☐ in the park b) ☐ at home

C Complete the answers to the questions.

- Is Willow a ballet teacher? (line 5)
_____, she **is** / **isn't**.
- What sport does Grace do? (lines 6-7)
Grace plays _____.
- How old is Leo? (line 7)
Leo is _____.
- What do they do when they go to the beach? (lines 9-10)
When they go to the beach _____.

Name: _____ No.: _____ Class: _____ Date: _____

A Read the text.**The daily routine of a professional football player**

Professional football players wake up early. Breakfast is an important meal. They always eat healthy food because a healthy body is very important for athletes.

After breakfast they have football practice for two or three hours. Sometimes they do other exercises like yoga or weightlifting¹.

Football players usually have lunch with their teammates. They always eat good food like chicken, fish, rice and lots of fruit and vegetables. In the afternoon they practise again.

In the evening, they have dinner and have some time to relax. They always go to bed early because sleeping is really important to be fit! Their routine is a bit different on game days, but after the games they go out and hang out with their family and friends.

**Vocabulary help**¹weightlifting = levantamento de pesos

90soccer.com/daily-routines-of-professional-soccer-players
(accessed in December 2023)

B Tick (✓) the correct option to complete the sentences.

1. After breakfast, football players _____.
a) ☐ relax b) ☐ practise c) ☐ go to bed
2. On game days, their routine is _____.
a) ☐ the same b) ☐ difficult c) ☐ different
3. They usually eat _____.
a) ☐ vegetables b) ☐ cakes c) ☐ French fries
4. Football players go to bed _____.
a) ☐ early b) ☐ at midnight c) ☐ after lunch

C Answer the questions.

1. Do football players wake up early?

2. Why do they go to bed early?

3. What do they do after the games?

Subunit 4.2

Name: _____ No.: _____ Class: _____ Date: _____

A Read the text.

The daily routine of a professional football player

Professional football players wake up early. Breakfast is an important meal. They always eat healthy food because a healthy body is very important for athletes.

After breakfast they have football practice for two
5 or three hours. Sometimes they do other exercises like yoga or weightlifting¹.

Football players usually have lunch with their teammates. They always eat good food like chicken, fish, rice and lots of fruit and vegetables. In the
10 afternoon they practise again.

In the evening, they have dinner and have some time to relax. They always go to bed early because sleeping is really important to be fit! Their routine is a bit different on game days, but after the games they
15 go out and hang out with their family and friends.



Vocabulary help

¹weightlifting = levantamento de pesos

90soccer.com/daily-routines-of-professional-soccer-players
(accessed in December 2023)

B Tick (✓) the correct option to complete the sentences.

1. After breakfast, football players _____.

a) ☐ relax

b) ☐ practise

2. On game days, their routine is _____.

a) ☐ the same

b) ☐ different

3. They usually eat _____.

a) ☐ vegetables

b) ☐ cakes

4. Football players go to bed _____.

a) ☐ early

b) ☐ at midnight

C Complete the answers to the questions.

1. Do football players wake up early? Yes or no? (line 1)

_____.

2. Why do they go to bed early? (lines 12-13)

They go to bed early because _____.

3. What do they do after the games? (lines 13-15)

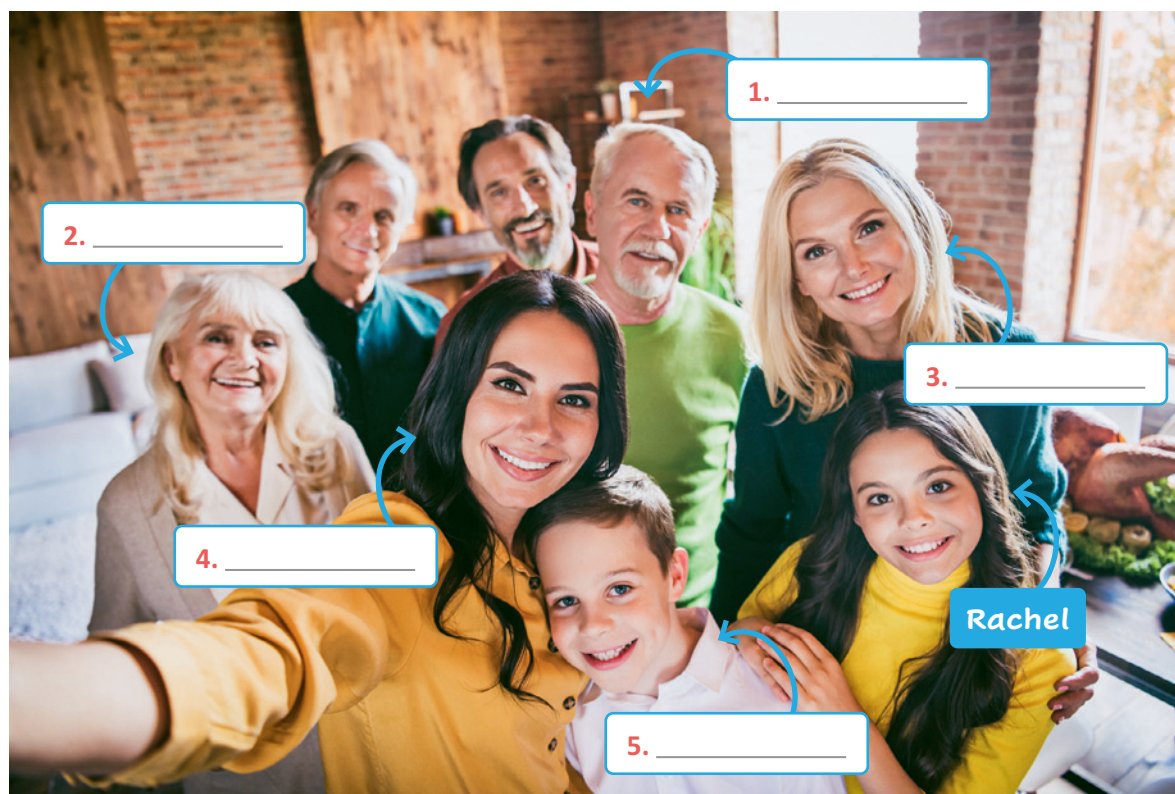
After the games they go out _____.

Name: _____ No.: _____ Class: _____ Date: _____



Listen to Rachel and label the picture with the names from the box. There is one extra name.

Joey • Lisa • Jennifer • David • Monica • Matt



B

Listen again. Are the sentences true (T) or false (F)? Tick (✓) the correct option.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Rachel's brother is eighteen years old. | ☐ | ☐ |
| 2. Her mother has got short hair. | ☐ | ☐ |
| 3. Her father is a nurse. | ☐ | ☐ |
| 4. Her aunt is very nice. | ☐ | ☐ |
| 5. Her uncle is a teacher. | ☐ | ☐ |
| 6. Rachel's grandmother isn't in the picture. | ☐ | ☐ |
| 7. Her grandmother has got a jacket. | ☐ | ☐ |

Name: _____

No.: _____

Class: _____

Date: _____



Listen to Rachel and label the picture with the names from the box.

Joey • Lisa • Jennifer • Monica • Matt



B

Listen again. Are the sentences true (T) or false (F)? Tick (✓) the correct option.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. "My brother is Joey – he's seventeen years old." | ☐ | ☐ |
| 2. "My mother is Mary." | ☐ | ☐ |
| 3. "My father is a nurse, so he works a lot." | ☐ | ☐ |
| 4. "My aunt Monica is very beautiful." | ☐ | ☐ |
| 5. "My uncle Matt is fifteen years old." | ☐ | ☐ |
| 6. "My grandmother Lisa is tall." | ☐ | ☐ |
| 7. "My grandmother has got a nice shirt and a jacket." | ☐ | ☐ |

Name: _____ No.: _____ Class: _____ Date: _____



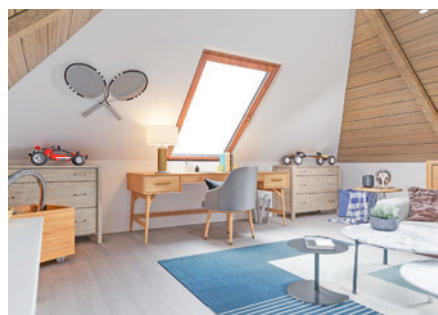
Listen to Brienne and Robert and tick (✓) the correct option.

Track 2

1. Which is Brienne's kitchen?

a) ☐b) ☐

2. Which is Robert's attic?

a) ☐b) ☐

B

Listen again and complete the sentences with a word/expression from the box. There are two extra words/expressions.

1. Brienne has got a _____ family.
2. In Brienne's house there is a _____.
3. In Brienne's house there is a study _____.
4. Brienne has got _____.
5. Robert's house is _____.
6. There are two _____ in Robert's house.
7. In front of Robert's house there is a _____.
8. Robert plays with his _____.

bedrooms
dining room
garden
comfortable
big
brothers
sisters
pets
upstairs
downstairs

Name: No.: Class: Date: **Listen to Brienne and Robert and tick (✓) the correct option.****1. Which is Brienne's favourite part of the house?**a) ☐b) ☐**2. Which is Robert's favourite part of the house?**a) ☐b) ☐**B****Listen again and circle the correct option to complete the sentences.**

1. Brienne has got a **big** / **small** family.
2. In Brienne's house there is a **garage** / **dining room**.
3. In Brienne's house there is a study **upstairs** / **downstairs**.
4. Brienne has got **sisters** / **brothers**.
5. Robert's house is **big** / **comfortable**.
6. There are two **bedrooms** / **kitchens** in Robert's house.
7. In front of Robert's house there is a **swimming pool** / **garden**.
8. Robert plays with his **pets** / **sisters**.

Name: _____ No.: _____ Class: _____ Date: _____



Listen to the dialogue and tick (✓) the correct option.

1. Where are Billy and Nancy eating today?

a) ☐b) ☐c) ☐

2. What is today's soup?

a) ☐b) ☐c) ☐

3. What is Billy's favourite fruit?

a) ☐b) ☐c) ☐

Listen to the dialogue again. Tick (✓) the correct option.

Billy Nancy

1. He/She loves chicken.

☐☐

2. He/She is having fish today.

☐☐

3. His/Her favourite food is steak and chips.

☐☐

4. His/Her favourite drink is orange juice.

☐☐

5. His/Her favourite drink is lemonade.

☐☐

Name: _____ No.: _____ Class: _____ Date: _____



Listen to the dialogue and tick (✓) the correct option.

1. Where are Billy and Nancy eating today?

a) ☐b) ☐

2. What is today's soup?

a) ☐b) ☐

3. What is Billy's favourite fruit?

a) ☐b) ☐

B

Listen to the dialogue again. Who says what?

Tick (✓) the correct option.

1. "I love chicken!"
2. "So today I'm having fish."
3. "My favourite food is steak and chips! I love it!"
4. "My favourite drink is orange juice."
5. "My favourite drink is lemonade."

Billy Nancy

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Name: No.: Class: Date: 

Listen to Dustin and tick (✓) the sports he plays.

1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐

B

Listen again and match the activities with the times. There is one extra clock.

1. play basketball ☐2. wake up ☐3. go to bed ☐

a)



b)



c)



d)



C

Listen to the text again and tick (✓) the correct option to complete the sentences.

1. Dustin is _____ years old.

a) ☐ 10b) ☐ 11c) ☐ 21

2. He plays basketball on Wednesdays and _____.

a) ☐ Mondaysb) ☐ Tuesdaysc) ☐ Sundays

3. Basketball matches are on Saturday _____.

a) ☐ eveningb) ☐ afternoonc) ☐ morning

4. Dustin's parents play _____.

a) ☐ tennisb) ☐ golfc) ☐ basketball

5. His _____ is good at skateboarding.

a) ☐ motherb) ☐ fatherc) ☐ sister

Name: No.: Class: Date: 

A Listen to Dustin and tick (✓) the four sports he plays.

1 ☐2 ☐3 ☐4 ☐5 ☐

B Listen again and match the activities with the times.

1. play basketball ☐2. wake up ☐3. go to bed ☐

a)



b)



c)



C Listen to the text again and tick (✓) the correct option to complete the sentences.

1. Dustin is _____ years old.

a) ☐ 10b) ☐ 11

2. He plays basketball on Wednesdays and _____.

a) ☐ Mondaysb) ☐ Tuesdays

3. Basketball matches are on Saturday _____.

a) ☐ eveningb) ☐ morning

4. Dustin's parents play _____.

a) ☐ tennisb) ☐ golf

5. His _____ is good at skateboarding.

a) ☐ sisterb) ☐ mother

Filling in a form

A

Name: _____

No.: _____

Class: _____

Date: _____

A

Joyce wants to participate in a talent show. Look at the form and complete it with the words from the box.

sandals • London • slim • Anderson • straight • T-shirt • 45 • mechanic

Name	Joyce	Surname	¹ _____
Age	13	Home town	² _____

Your physical description

Height	tall	Weight	³ _____
Hair	long, ⁴ _____, brown		
Clothes you usually wear	shorts and ⁵ _____; trainers or ⁶ _____; a necklace and a hat		

Your family

Mother	Name	Mary	Father	Name	Hugo
	Age	⁷ _____		Age	43
	Job	dentist		Job	⁸ _____

B

Complete the form with information about YOU.

Name	_____	Surname	_____
Age	_____	Home town	_____

Your physical description

Height	_____	Weight	_____
Hair	_____		
Clothes you usually wear	_____ _____ _____		

Your family

Mother	Name	_____	Father	Name	_____
	Age	_____		Age	_____
	Job	_____		Job	_____

Filling in a form

B

Name: _____

No.: _____

Class: _____

Date: _____

- A** Joyce wants to participate in a talent show. Look at the form and complete it with the words from the box.

sandals • London • slim • T-shirt • 45 • mechanic

Name	Joyce	Surname	Anderson
Age	13	Home town	¹ _____

Your physical description

Height	tall	Weight	² _____
Hair	long, straight, brown		
Clothes you usually wear	shorts and ³ _____; trainers or ⁴ _____; a necklace and a hat		

Your family

Mother	Name	Mary	Father	Name	Hugo
	Age	⁵ _____		Age	43
	Job	dentist		Job	⁶ _____

- B** Complete the form with information about YOU or choose the correct option.

Name	_____	Surname	_____
Age	_____	Home town	_____

Your physical description

Height	tall / medium height / short	Weight	thin / slim / plump
Hair	_____		
Clothes you usually wear	_____ _____		

Your family

Mother	Name	_____	Father	Name	_____
	Age	_____		Age	_____
	Job	_____		Job	_____

Writing an email

A

Name: No.: Class: Date:

- A** Imagine you have a pen pal. Read his email and choose the correct option from the box to complete the email structure.

greeting • goodbye • favourite room • rooms of the house • house outside

New message — ⌵ ✕

 To

Subject

1. Hello! How are you?

2. Let me tell you about my house. My house is small. There is a kitchen, a living room, two bathrooms, two bedrooms and a study.

3. Outside there is a garage and a garden. What about your house? Is it big or small? What rooms has it got?

4. My favourite room is my bedroom. There are two beds (for my brother and I). There are two bedside tables, and next to the bed there is a desk with two chairs. There is a big wardrobe with our clothes. And you? What's your favourite part of the house?

5. I'm waiting for your reply!

Take care!
Bill

    Send Save Cancel

- B** Answer Bill's email. Follow the instructions.

1. Greeting
2. Rooms of your house
3. Your house outside
4. Your favourite room (furniture and objects)
5. Goodbye

Writing an email

B

Name: _____ No.: _____ Class: _____ Date: _____

A Imagine you have a pen pal. Read his email.

New message

To _____

Subject _____

Hello ! How are you?

Let me tell you about my house. My house is small. There is a kitchen, a living room, two bathrooms, two bedrooms and a study.

Outside there is a garage and a garden. What about your house? Is it big or small? What rooms has it got?

My favourite room is my bedroom. There are two beds (for my brother and I). There are two bedside tables, and next to the bed there is a desk with two chairs. There is a big wardrobe with our clothes. And you? What's your favourite part of the house?

I'm waiting for your reply!

Take care!

Bill






Send Save Cancel

B Answer Bill's email. Complete the text with information about your house.

New Message

To _____

Subject _____

Hello, Bill! How are you?

My house is **big / small**. There is _____
 _____ (rooms of the house).

Outside there is _____ (outside).

My favourite room is _____. There **is / are** _____
 _____ (furniture, objects).

I'm waiting for your reply!

Bye-bye!

_____ (your name)

Send   

Writing a dialogue

A

Name: _____

No.: _____

Class: _____

Date: _____

A Read the conversation.

Hi! 😊 Can I ask you some questions about your food preferences?
It's for a school project...

Hello! Sure! 👍 Go ahead!

Can you tell me about food you like and hate?

I love chicken, but I hate fish. 🤢 My favourite dish is meatballs
with spaghetti. 🍝 My favourite dessert is cheesecake, 😋 but
I don't like chocolate. 🙄

What about drinks?

I always drink water, but my favourite drink is coke. 😋
I like juice, but I don't like lemonade. 😞

OK. Thank you so much!!! 😊

B Complete the table about the dialogue.

	Like 👍	Dislike 🙄	Favourite 🍷
Food	1. _____	3. _____	5. _____
Drinks	2. _____	4. _____	6. _____

C Complete a table similar to the one in exercise B about your preferences.

D Imagine one of your friends asks you some questions about your food and drink preferences. Write a dialogue in your notebook similar to the one in exercise A and answer his/her questions.

Writing a dialogue

B

Name: _____ No.: _____ Class: _____ Date: _____

A Read the conversation.

Hi! 😊 Can I ask you some questions about your food preferences?
It's for a school project...

Hello! Sure! 👍 Go ahead!

Can you tell me about food you like and hate?

I love chicken, but I hate fish. 🤢 My favourite dish is meatballs with spaghetti. 🍝 My favourite dessert is cheesecake, 😊 but I don't like chocolate. 🙅

What about drinks?

I always drink water, but my favourite drink is coke. 😊
I like juice, but I don't like lemonade. 😞

OK. Thank you so much!!! 😊

B Imagine one of your friends asks you some questions about your preferences. Complete the answers to his/her questions.

Your friend: Can you tell me about food you like and hate?

You: I like _____, I don't like _____. My favourite food is _____. My favourite dessert is _____, but I don't like _____.

Your friend: What about drinks?

You: I like _____, but I don't like _____. My favourite drink is _____.

C Write the dialogue in your notebook.

Writing a comment

A

Name: _____ No.: _____ Class: _____ Date: _____

A

Tom is a YouTuber. He has got a video about his daily routine. He asks about his followers' sleeping habits. Read the comment section.



8.3K



Share



@susy_123 23 seconds ago

I love sleeping! I wake up early, at 7 o'clock – it's difficult! But at weekends I wake up at 9:30. I always go to bed at 9:15. Before bed I always read for some minutes.



REPLY



@mario59 a minute ago

I'm lucky – I wake up at 8:00 because my house is next to school. At weekends I wake up at 9:00. From Sunday to Thursday I go to bed at 10:30, but on Fridays and Saturdays I go to bed late, at midnight! Before bed, I watch TV with my family.



199



REPLY



@2000Garry 5 days ago

During the week I wake up at 7:30. At weekends I wake up at 8:00 because I play football in the morning. I go to bed at 10:00 during the week, but at weekends I go to bed late, at 11:30! I love going to bed late! Before bed, I play board games with my family or listen to music.



315



REPLY

Show answers (58) ▼

B

Complete the table.

	Susy	Mario	Garry	You
Wake up time during the week	1 _____	6 _____	11 _____	_____
Wake up time at weekends	2 _____	7 _____	12 _____	_____
Bedtime during the week	3 _____	8 _____	13 _____	_____
Bedtime at weekends	4 _____	9 _____	14 _____	_____
Activities before bed	5 _____	10 _____	15 _____	_____

C

Write a comment about your sleeping habits. Use the information about you from the table in exercise B.

Writing a comment

B

Name: _____

No.: _____

Class: _____

Date: _____

- A** Tom is a YouTuber. He has got a video about his daily routine. He asks about his followers' sleeping habits. Read the comment section.



8.3K



Share



@mario59 a minute ago

I'm lucky – I wake up at 8:00 because my house is next to school. At weekends I wake up at 9:00. From Sunday to Thursday I go to bed at 10:30, but on Fridays and Saturdays I go to bed late, at midnight! Before bed, I watch TV with my family.

199



REPLY



@2000Garry 5 days ago

During the week I wake up at 7:30. At weekends I wake up at 8:00 because I play football in the morning. I go to bed at 10:00 during the week, but at weekends I go to bed late, at 11:30! I love going to bed late! Before bed, I play board games with my family or listen to music.

315



REPLY

Show answers (58) ▾

- B** Complete the table.

	Mario	Garry	You
Wake up time during the week	8:00	7:30	_____
Wake up time at weekends	9:00	8:00	_____
Bedtime during the week	10:30	10:00	_____
Bedtime at weekends	00:00	11:30	_____
Activities before bed	watching TV	playing board games, listening to music	_____

- C** Complete the comment about your sleeping habits. Use the information from the table in exercise B. Then write the comment in your notebook.

During the week, I wake up at _____. At weekends, I _____ at _____.

I go to bed at _____ during the week. At weekends, I _____ at _____. Before bed, I _____.

Introducing and describing yourself (interaction)

A

Name: No.: Class: Date:

A Read the dialogue.

1

Student A: Hello. What's your name?**Student B:** My name's Tyler.

2

How old are you?

Student A: I'm twelve years old.

Have you got any brothers or sisters?

3

Student B: Yes, I have. I've got a sister. And you?**Student A:** I haven't got any brothers or sisters. I've got a small family.

What do you look like?

4

Student B: I'm tall and slim. I've got short brown hair and brown eyes. And you?

What do you look like?

Student A: I'm short and thin. I've got long curly hair and green eyes.

What are you wearing?

5

Student B: I'm wearing jeans, a yellow T-shirt and trainers. I've got earrings and a bracelet. And you?**Student A:** I'm wearing shorts, a shirt and sandals. I've got a green cap.

B Match the categories with the numbers in the dialogue.

a) physical description ☐c) family ☐e) clothes/footwear/accessories ☐b) name ☐d) age ☐

C Role-play a similar dialogue with a partner. Use the suggestions below.

Student A

- Ask the **name**.
- Say your **age**.
- Ask about **family**.

- Answer about **family**.
- Ask about **physical description**.

- **Describe** yourself.
- Ask about **clothes**.

- Say what you are **wearing**.

Student B

- Say your **name**.
- Ask about **age**.

- Answer about **family**.
- Ask about **family**.

- **Describe** yourself.
- Ask about **physical description**.

- Say what you are **wearing**.
- Ask about **clothes**.

Introducing and describing yourself (interaction)

B

Name: _____

No.: _____

Class: _____

Date: _____

A Complete the dialogue with information about you and your partner.**Student A:** Hello. What's your name?**Student B:** My name's _____ (*your name*).
How old are you?**Student A:** I'm _____ (*your age*) years old.
Have you got any brothers or sisters?**Student B:** (*choose*) **Yes, I have.** / **No, I haven't.** And you?**Student A:** (*choose*) **I've got** _____ (*your brothers/sisters*) /
I haven't got any brothers or sisters.
What do you look like?**Student B:** I'm _____ (*your height, weight*). I've got _____
_____ (*colour, style*) hair and _____ (*colour*) eyes.
And you? What do you look like?**Student A:** I'm _____ (*your height, weight*). I've got _____
_____ (*colour, style*) hair and _____ (*colour*) eyes.
What are you wearing?**Student B:** I'm wearing _____ (*clothes*), _____
(*footwear*) and _____ (*accessories*). And you?**Student A:** I'm wearing _____ (*clothes*), _____
(*footwear*) and _____ (*accessories*).**B** Role-play the dialogue with your partner.

Describing a house (production)

A

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

1

Hi! Today I'm talking about my house!
My house is big and comfortable.

2

The walls are white and there is a chimney. There is a garden in front of the house and a garage.

3

Inside the house, there is a kitchen, a living room and a dining room. There are three bedrooms and two bathrooms.

4

My favourite part of the house is my bedroom. There is a big bed, some pillows and a bedside table. There is a wardrobe opposite the bed and a rug on the floor. Next to the door there is a desk and a chair.

**B Match the categories with the numbers in the text.**a) house outside ☐c) favourite room (furniture) ☐b) house inside ☐d) introduction (size) ☐**C Describe a house (your house or a house you like). Follow the example from exercise A and use the suggestions below.**

- Greeting + introduction
- Describe the house outside
- Describe the house inside (rooms)
- Describe your favourite room (furniture and objects)

Draw or glue a picture of the house

Describing a house (production)

B

Name: _____

No.: _____

Class: _____

Date: _____

A

Complete the text with information about your house.

Hi! Today I'm talking about my house! My house is (*choose*) **big / small**.

The walls are _____ (*colour*) and (*choose*) **there is / there isn't** a chimney. (*choose*) **There is / There isn't** a garden and (*choose*) **there is / there isn't** a garage.

Inside the house, there is _____
_____ (*rooms*).

My favourite part of the house is _____ (*your favourite part of the house*). There is _____
_____ (*furniture and objects in your favourite room*).

Draw or glue a picture of the house

B

Read the text and practise your presentation.

Talking about free time activities (production)

A

Name: No.: Class: Date:

A Read the text.

1

Hello! I'm Bárbara. Let me tell you about my favourite free time activities.

2

I love hanging out with my friends, chatting with them online and watching TV. My favourite film is *Family Switch* because it's really funny! I also like playing the piano and listening to music.

3

I don't like playing chess or other board games because I think they are boring.

4

My favourite free time activity is dancing because it's very fun and relaxing. I usually dance at home, in my bedroom, in front of the mirror.

5

Thank you for listening.



B Match the categories with the numbers in the text.

a) favourite free time activity ☐d) introduction ☐b) free time activities (dislike) ☐e) thanking the audience ☐c) free time activities (like) ☐

C Talk about free time activities. Follow the example from exercise A and use the suggestions below.

- Greeting + name + topic
- Free time activities you like
- Free time activities you don't like (say why)
- Your favourite free time activity (say why)
- Where you do your favourite free time activity
- Thank your audience for listening

LANGUAGE HELP

Adjectives to describe free time activities:

exciting = *entusiasmante*

relaxing = *relaxante*

fun = *divertido*

boring = *aborrecido*

difficult = *difícil*



Talking about free time activities (production)

B

Name: _____ No.: _____ Class: _____ Date: _____

A Complete the text with information about you.

Hello! I'm _____ (*your name*). Let me tell you about my favourite free time activities.

I love _____ (*free time activity you love*), I like _____ (*free time activity you like*) and I also like _____ (*free time activity you like*).

I don't like _____ (*free time activity you don't like*), because _____ (*reason*).

My favourite free time activity is _____ (*free time activity*) because _____ (*reason*). I usually _____ (*free time activity*) _____ (*place*).

Thank you for listening.

LANGUAGE HELP

Adjectives to describe free time activities:

exciting = *entusiasmante*

relaxing = *relaxante*

fun = *divertido*

boring = *aborrecido*

difficult = *difícil*



B Read the text and practise your presentation.

Talking about daily routine (interaction)

A

Name: No.: Class: Date:

A Read the dialogue.

- 1 **Student A:** Tell me about your daily routine. What time do you get up?
Student B: I get up at 7 o'clock. And you?
- 2 **Student A:** I get up at 7:30. Then I brush my teeth, get dressed, have breakfast and catch the bus to go to school. What do you do in the morning?
Student B: I have a shower, get dressed, have breakfast and brush my teeth. Then I go to school by car. Where do you have lunch?
- 3 **Student A:** I usually have lunch in the school canteen. On Sundays I have lunch at my grandmother's house. And you?
Student B: My house is near the school, so I always have lunch at home. Sometimes we have lunch at a restaurant on Sundays. What do you usually do in the afternoon and evening?
- 4 **Student A:** I have classes, then I ride the bike, listen to music and do my homework. Then I have dinner and watch TV with my family. And you?
Student B: I have classes, too. And then I play football with my friends. I have dinner at 8 o'clock. After that, I play board games with my family and I go to bed early.

B Match the categories with the numbers in the dialogue.

a) lunch ☐c) afternoon activities ☐b) time to get up ☐d) morning routine ☐

C Role-play a similar dialogue with a partner. Use the suggestions below.

Student A

- Ask the time he/she gets up.
- Say the time you get up.
- Describe your morning routine.
- Ask about his/her morning routine.
- Say where you have lunch.
- Ask about lunch.
- Answer about afternoon activities.
- Ask about afternoon activities.

Student B

- Say the time you get up.
- Ask the time he/she gets up.
- Describe your morning routine.
- Ask about lunch.
- Say where you have lunch.
- Ask about afternoon activities.
- Say what you do in the afternoon.

Talking about daily routine (interaction)

B

Name: _____

No.: _____

Class: _____

Date: _____

A Complete the dialogue with information about you and your partner.**Student A:** Tell me about your daily routine. What time do you get up?**Student B:** I get up at _____ (*time you get up*). And you?**Student A:** I get up at _____ (*time you get up*). Then I _____
_____ (*morning activities*).
What do you do in the morning?**Student B:** I _____
_____ (*morning activities*).
Where do you have lunch?**Student A:** I usually have lunch _____ (*place where you have lunch*).
On Sundays I have lunch _____ (*place where you have lunch*). And you?**Student B:** I have lunch _____ (*place where you have lunch*).
On Sundays _____ (*place where you have lunch*).
What do you usually do in the afternoon and evening?**Student A:** I _____
_____ (*afternoon/evening activities*).
And you?**Student B:** I _____
_____ (*afternoon/evening activities*).**LANGUAGE
HELP**

have breakfast = tomar o pequeno almoço
get dressed = vestir-se
catch the bus = apanhar o autocarro
have classes = ter aulas
ride a bike = andar de bicicleta
read a book = ler um livro
watch TV = ver TV

**B** Role-play the dialogue with a partner.

Matilda

Name: No.: Class: Date:

A Match the characters with their descriptions and with the pictures.

1. Matilda ☐
2. Miss Honey ☐
3. Miss Trunchbull ☐
4. Bruce ☐
5. Mr Wormwood ☐

- a) A sweet teacher.
- b) A student that loves chocolate.
- c) A person that sells cars.
- d) A smart student that loves reading.
- e) A mean headmistress.



B Tick (✓) the correct option to complete the sentences about the story.

1. Matilda has got _____.
 a) ☐ a brother b) ☐ a sister c) ☐ two brothers
2. Matilda's father sells _____.
 a) ☐ TVs b) ☐ cars c) ☐ sofas
3. Miss Honey is Miss Trunchbull's _____.
 a) ☐ daughter b) ☐ cousin c) ☐ niece
4. Matilda's family goes to Spain to escape from the _____.
 a) ☐ headmistress b) ☐ police c) ☐ mad clients

Answer key and listening scripts

READING WORKSHEETS

Reading Worksheet 1A, Subunit 1.1, page 67

B.

1. Edith | 2. Edith, Agnes | 3. Gru Jr | 4. Dru Gru

C.

1. Her surname is Gru. | 2. Agnes is seven years old. | 3. Lucy and Felonius are adoptive parents.

D.

1. Margo is twelve years old. | 2. Lucy's surname is Wilde. | 3. They are from the United States of America.

Reading Worksheet 1B, Subunit 1.1, page 68

B.

1. Edith | 2. Edith, Agnes | 3. Gru Jr | 4. Dru Gru

C.

1. Gru | 2. seven | 3. parents

D.

1. twelve (12) | 2. Wilde | 3. the United States of America

Reading Worksheet 1A, Subunits 1.2/1.3, page 69

B.

1. Asha | 2. Sakina | 3. Sakina, Sabino | 4. Sabino

C.

1. pet | 2. grandfather | 3. Rosas | 4. dress

D.

1. Asha is seventeen years old. | 2. Yes, she has. | 3. Sakina/She is a seamstress.

Reading Worksheet 1B, Subunits 1.2/1.3, page 70

B.

1. Asha | 2. Sakina | 3. Sakina, Sabino | 4. Sabino

C.

1. pet | 2. grandfather | 3. Rosas | 4. dress

D.

1. seventeen years old | 2. Yes | 3. seamstress

Reading Worksheet 2A, Subunit 2.1, page 71

B.

1. F | 2. F | 3. T | 4. T | 5. F | 6. T

C.

1. The garden is in front of the house. | 2. There is only one room. | 3. No, it isn't. (It's huge.)

Reading Worksheet 2B, Subunit 2.1, page 72

B.

1. F | 2. F | 3. T | 4. T | 5. F | 6. T

C.

1. in front of the house | 2. only one room | 3. No... isn't

Reading Worksheet 2A, Subunit 2.2, page 73

B.

2

C.

1. Ariana, Chris | 2. Chris | 3. Ariana, Chris

D.

1. There is a kitchen, a living room, a bathroom and two bedrooms. | 2. No, it isn't. (It's big.)

Reading Worksheet 2B, Subunit 2.2, page 74

B.

2

C.

1. Ariana, Chris | 2. Chris | 3. Ariana, Chris

D.

1. a living room... a bathroom... two bedrooms | 2. No... isn't

Reading Worksheet 3A, Subunit 3.1, page 75

B.

1. Julia | 2. Julia | 3. Adam | 4. Julia

C.

1. Her favourite free time activity is listening to music | 2. He likes watching cat videos because they are very funny. | 3. Julia likes playing the guitar.

Reading Worksheet 3B, Subunit 3.1, page 76

B.

1. Julia | 2. Julia | 3. Adam | 4. Julia

C.

1. listening to music | 2. they are very funny | 3. Julia

Reading Worksheet 3A, Subunit 3.2, page 77

B.

2, 3

C.

1. T | 2. F – Astronauts eat pudding, jelly and biscuits. | 3. F – Astronauts work a lot. | 4. F – Astronauts like listening to music.

D.

1. No, they aren't. | 2. Astronauts' favourite activities are reading, listening to music, watching films or chatting with friends and family.

Reading Worksheet 3B, Subunit 3.2, page 78

B.

2, 3

C.

1. T | 2. F | 3. F | 4. F

D.

1. No | 2. reading, listening to music, watching films or chatting with friends and family

Reading Worksheet 4A, Subunit 4.1, page 79

B.

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

C.

1. Grace plays basketball. | 2. Leo is eight years old. | 3. Yes, she is. | 4. They swim and play volleyball.

Reading Worksheet 4B, Subunit 4.1, page 80

B.

1. b) | 2. a) | 3. b) | 4. a)

C.

1. basketball | 2. eight years old | 3. Yes... is | 4. they swim and play volleyball

Reading Worksheet 4A, Subunit 4.2, page 81

B.

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

C.

1. Yes, they do. | 2. They go to bed early because sleeping is very important to be fit. | 3. After the games they go out and hang out with their family or friends.

Reading Worksheet 4B, Subunit 4.2, page 82

B.

1. b) | 2. b) | 3. a) | 4. a)

C.

1. Yes | 2. sleeping is very important to be fit | 3. and hang out with their family or friends

LISTENING WORKSHEETS

Listening Worksheets 1, pages 83-84

Listening script

Hello! I'm Rachel and this is my family!

I've got a big family – this is just a part of it! My brother is Joey – he's 8 years old. He has got short hair and a beautiful smile. My mother is Jennifer. She has got long wavy dark hair and a big mouth. My father is David. He isn't in this picture, but he is tall and slim, and he has got beautiful blue eyes. He is a nurse, so he works a lot!

My aunt Monica is very beautiful. She's a teacher. She has got straight blond hair and she's really nice. My uncle Matt is 60 years old. He is a vet. He has got grey hair and a beard.

My grandparents are great! I love them! My grandmother Lisa is short. She has got long wavy blond hair. She has got a nice shirt and a jacket – she's always very elegant!

Listening Worksheet 1A, page 83

A.

1. Matt | 2. Lisa | 3. Monica | 4. Jennifer | 5. Joey

B.

1. F | 2. F | 3. T | 4. T | 5. F | 6. F | 7. T

Listening Worksheet 1B, page 84

A.

1. Matt | 2. Lisa | 3. Monica | 4. Jennifer | 5. Joey

B.

1. F | 2. F | 3. T | 4. T | 5. F | 6. F | 7. T

Listening Worksheets 2, pages 85-86

Listening script

Hi! I'm Brienne. I've got a big family and our house is big. Downstairs there is a kitchen, a living room, a dining room and a toilet. Upstairs there are four bedrooms, three bathrooms and a study. Outside there is a swimming pool. My favourite part of the house is the kitchen! My father is a cook, so my brothers and I always help him. We have lots of fun in the kitchen. There is a table, a big fridge and many cupboards.

My name is Robert. My house is small, but very comfortable. There is a kitchen, a living room, two bedrooms and one bathroom. There is an attic, where I play and do my homework. The attic is my favourite part of the house. There is a desk, a chair, a sofa and a TV.

In front of the house there is a small garden with some flowers where I usually play with my cats Whiskers and Puff.

Listening Worksheet 2A, page 85

A.

1. b) | 2. a)

B.

1. big | 2. dining room | 3. upstairs | 4. brothers | 5. comfortable | 6. bedrooms | 7. garden | 8. pets

Listening Worksheet 2B, page 86

A.

1. b) | 2. a)

B.

1. big | 2. dining room | 3. upstairs | 4. brothers | 5. comfortable | 6. bedrooms | 7. garden | 8. pets

Listening Worksheets 3, pages 87-88

Listening script

Billy: Hi, Nancy. What's for lunch today in the school canteen?

Nancy: Hi, Billy! I don't know, let me check...

Billy: Is it chicken? I love chicken...

Nancy: No, it isn't... Today we're having vegetable soup, fish with potatoes or sausages with rice. Chicken is tomorrow.

Billy: Thank you... So today I'm having fish. I hate sausages!

Nancy: I like sausages... But my favourite food is steak and chips! I love it!

Billy: I love steak, too! And with a fried egg, mmm... perfect! Are we having any dessert?

Nancy: Only fruit today. Do you like fruit?

Billy: Yes, I love fruit! My favourite fruit is watermelon...

Nancy: I love watermelon! But my favourite fruit is orange and my favourite drink is orange juice! What's your favourite drink?

Billy: My favourite drink is lemonade – I love it! I'm so hungry... Let's go to the canteen!

Nancy: Yeah, let's go!

Listening Worksheet 3A, page 87

A.

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

B.

1. Billy | 2. Billy | 3. Nancy | 4. Nancy | 5. Billy

Listening Worksheet 3B, page 88

A.

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

B.

1. Billy | 2. Billy | 3. Nancy | 4. Nancy | 5. Billy

Listening Worksheets 4, pages 89-90

Listening script

My name is Dustin and I'm eleven years old. I love sports! I'm in a basketball team. We play on Mondays and Wednesdays at 6:15 p.m. On Saturday mornings we usually have basketball matches. It's cool because we play with different teams and we meet new people. Basketball is definitely my favourite sport, but I also like playing football and volleyball. I play football every day with my friends at school. I also love playing tennis and watching tennis matches on TV – it's very exciting! My parents play tennis and they love it. My sister Erica goes skateboarding every day – she's very good at it! She has many competitions and she always wins! My family is very sporty! We like being fit, so we always eat healthy food. Sleeping is very important for our body and our brain, so I always wake up at 7:30 and I go to bed early, at 10 p.m.

Listening Worksheet 4A, page 89

A.

1, 2, 4, 5

B.

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

C.

1. b) | 2. a) | 3. c) | 4. a) | 5. c)

Listening Worksheet 4B, page 90

A.

1, 2, 4, 5

B.

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

C.

1. b) | 2. a) | 3. b) | 4. a) | 5. a)

WRITING WORKSHEETS

Writing Worksheet 1A, page 91

A.

1. Anderson | 2. London | 3. slim | 4. straight |

5. T-shirt | 6. sandals | 7. 45 | 8. mechanic

B.

Resposta pessoal.

Writing Worksheet 1B, page 92

A.

1. London | 2. slim | 3. T-shirt | 4. sandals | 5. 45 |

6. mechanic

B.

Resposta pessoal.

Writing Worksheet 2A, page 93

A.

1. greeting | 2. rooms of the house | 3. house outside |

4. favourite room | 5. goodbye

B.

Resposta pessoal.

Writing Worksheet 2B, page 94

B.

Resposta pessoal.

Writing Worksheet 3A, page 95

B.

1. chicken | 2. water, juice | 3. fish, chocolate |

4. lemonade | 5. meatballs with spaghetti, cheesecake | 6. coke

C./D.

Respostas pessoais.

Writing Worksheet 3B, page 96

B./C.

Respostas pessoais.

Writing Worksheet 4A, page 97

B.

1. 7:00 | 2. 9:30 | 3. 9:15 | 4. 9:15 | 5. reading |
6. 8:00 | 7. 9:00 | 8. 10:30 | 9. 00:00 | 10. watching
TV | 11. 7:30 | 12. 8:00 | 13. 10:00 | 14. 11:30 |
15. playing board games, listening to music

C.

Resposta pessoal.

Writing Worksheet 4B, page 98

B./C.

Respostas pessoais.

SPEAKING WORKSHEETS

Speaking Worksheet 1A, page 99

B.

a) 4 | b) 1 | c) 3 | d) 2 | e) 5

C.

Resposta pessoal.

Speaking Worksheet 1B, page 100

A./B.

Respostas pessoais.

Speaking Worksheet 2A, page 101

B.

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

C.

Resposta pessoal.

Speaking Worksheet 2B, page 102

A./B.

Respostas pessoais.

Speaking Worksheet 3A, page 103

B.

a) 4 | b) 3 | c) 2 | d) 1 | e) 5

C.

Resposta pessoal.

Speaking Worksheet 3B, page 104

A./B.

Respostas pessoais.

Speaking Worksheet 4A, page 105

B.

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

C.

Resposta pessoal.

Speaking Worksheet 4B, page 106

A./B.

Respostas pessoais.

EXTENSIVE READING WORKSHEET, page 107

A.

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

4 - 5 - 1 - 2 - 3

B.

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

READY SET, GO! INGLÊS 5

Language

Focus on language

- 12 Vocabulary Worksheets (2 levels)
- 15 Grammar Worksheets (2 levels)
- Answer key

Focus on language

Vocabulary Worksheets (two levels)

Unit 1 – The best of you

Family members	115
Jobs	117
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Unit 2 – Back home

Parts of the house / Rooms	125
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Unit 3 – Move and enjoy

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Unit 4 – All in a day

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Grammar Worksheets (two levels)

Unit 1 – The best of you

Personal pronouns / Possessive determiners	139
Verb <i>to be</i>	141
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Unit 2 – Back home

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Unit 3 – Move and enjoy

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Unit 4 – All in a day

Verb <i>like</i>	163
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Adverbs of frequency	167

Answer key	169
------------------	-----

Family members

A

Name: _____

No.: _____

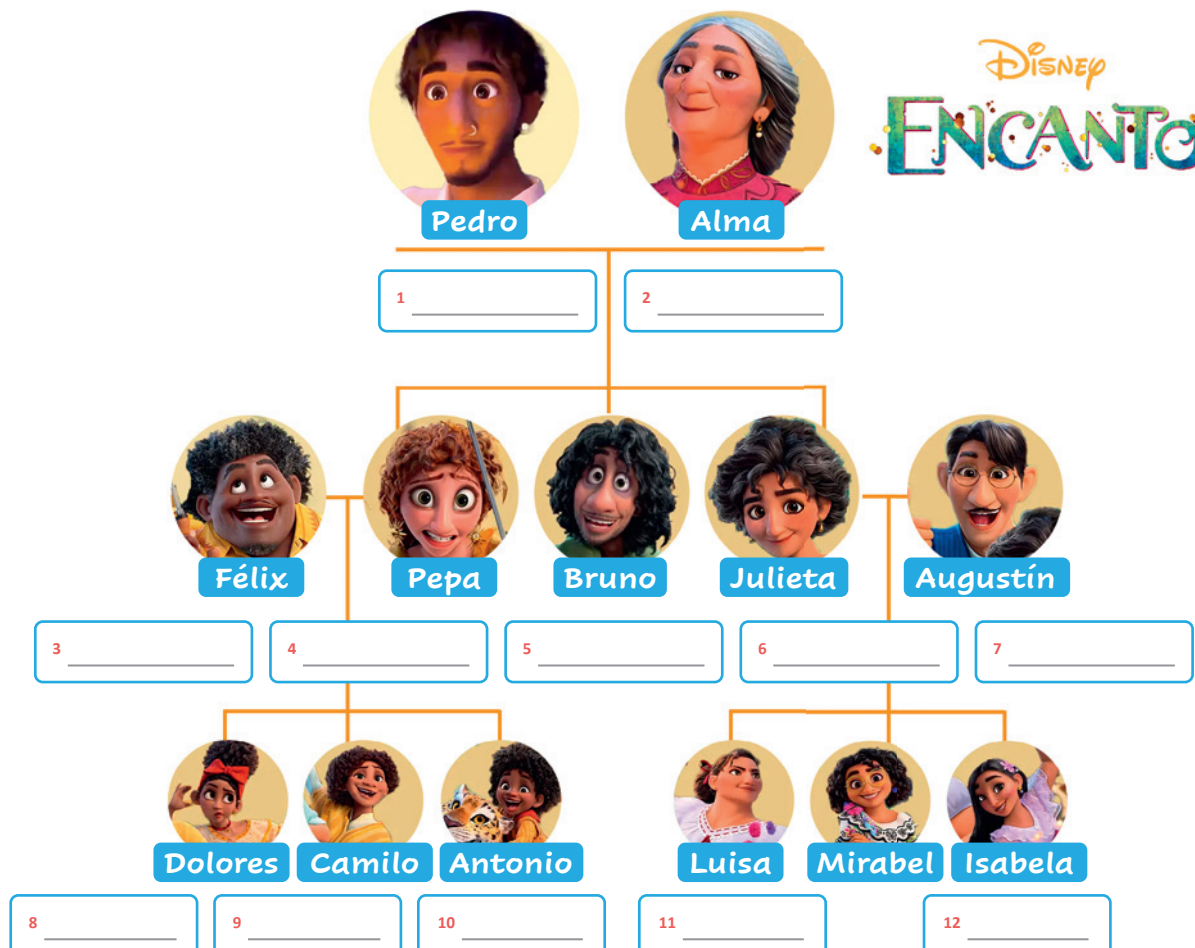
Class: _____

Date: _____

A Find 10 family words in the word search (↓ →). Then write them.

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

B Label Mirabel's family tree with words from exercise A.



Family members

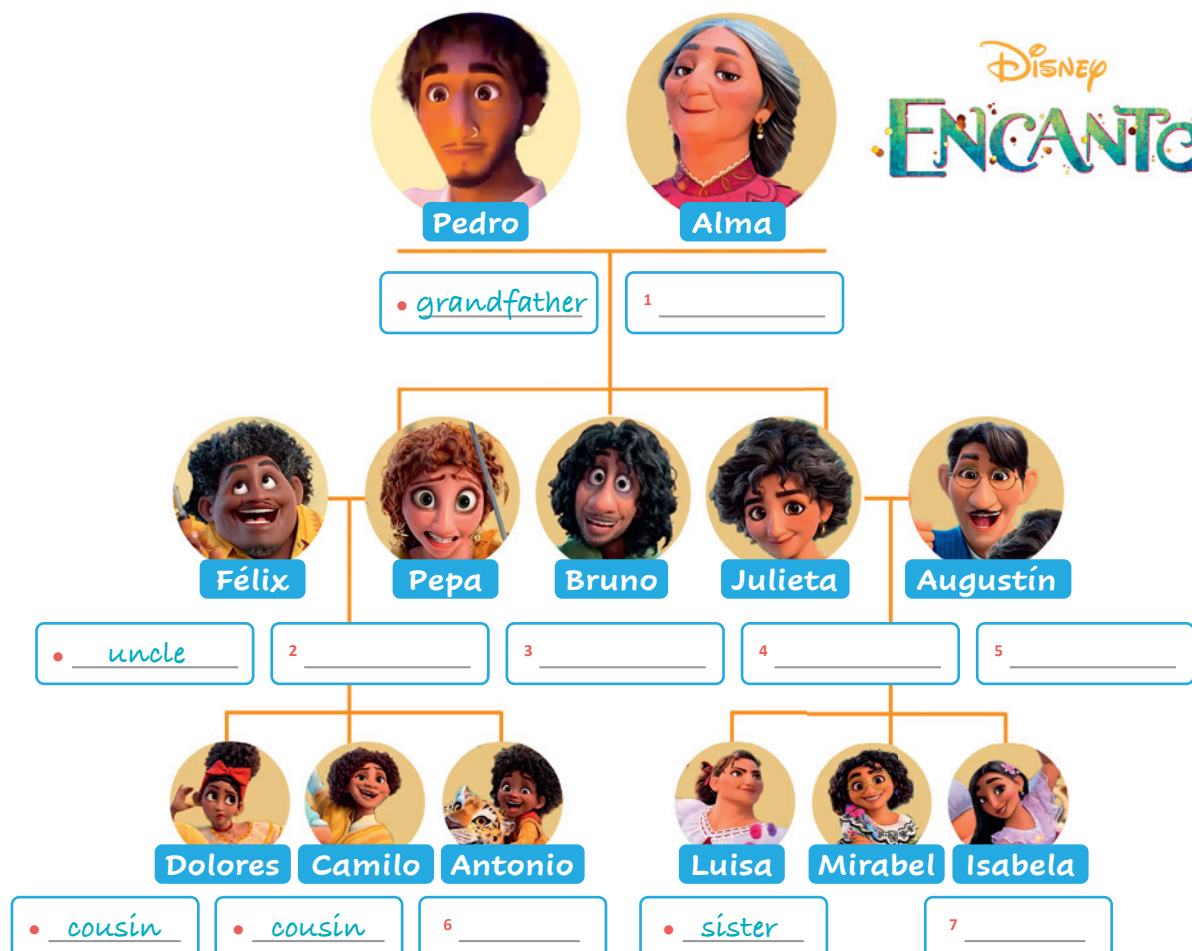
B

Name: _____ No.: _____ Class: _____ Date: _____

A Find 8 family words in the word search (↓ →). Then write them.

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

B Label Mirabel's family tree with words from exercise A.



Jobs

A

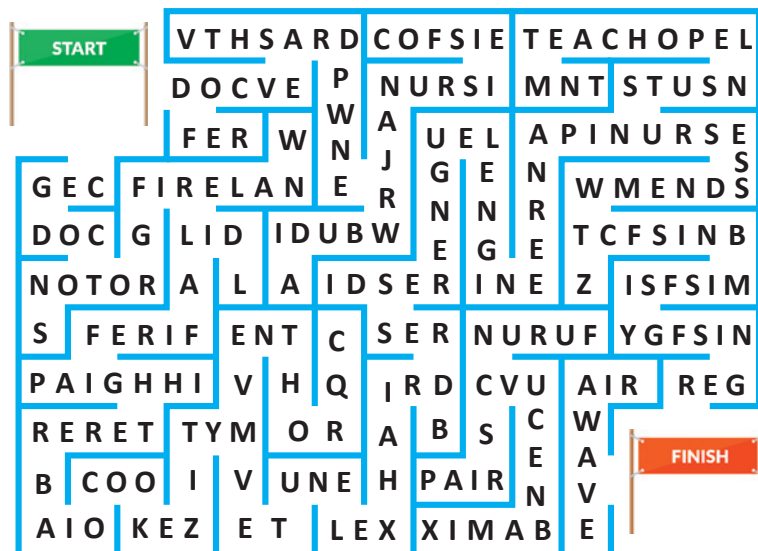
Name: _____

No.: _____

Class: _____

Date: _____

A Find 8 jobs in the maze and write them.



B Label the pictures with the words from exercise A.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

C Complete the sentences with the jobs from the box. There is one extra job.

police officer • teacher • singer • football player

1. I work at a school. I love my students. I'm a _____.

2. I love sports! I work at Benfica. I'm a _____.

3. I protect people. I wear a uniform. I'm a _____.

Jobs

B

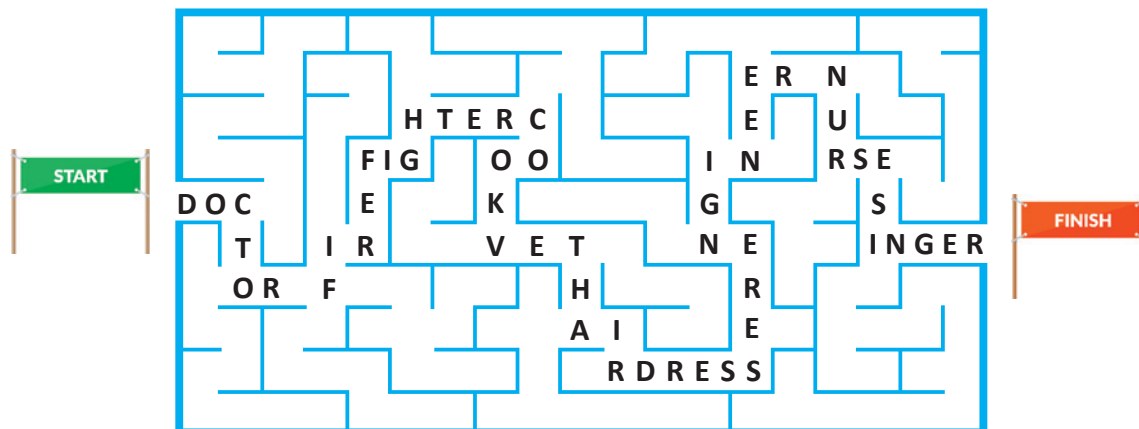
Name: _____

No.: _____

Class: _____

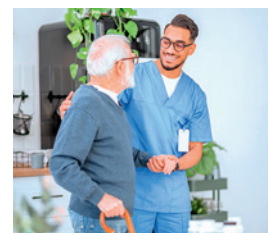
Date: _____

A Find 8 jobs in the maze and write them.



_____	_____	_____	_____
_____	_____	_____	_____

B Label the pictures with the words from exercise A.

1. f _____2. d _____3. e _____4. n _____5. s _____6. v _____7. h _____8. c _____

C Complete the sentences with the jobs from the box.

police officer • teacher • football player

- I work at a school. I love my students. I'm a _____.
- I love sports! I work at Benfica. I'm a _____.
- I protect people. I wear a uniform. I'm a _____.

The human body

A

Name: _____ No.: _____ Class: _____ Date: _____

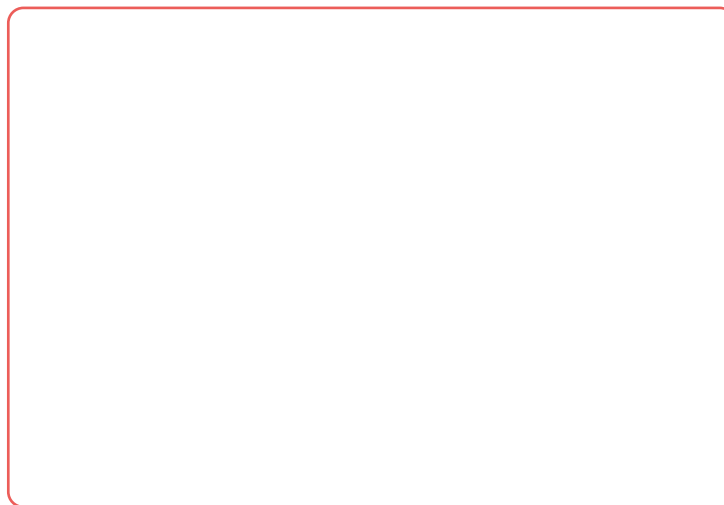
A Order the letters and write the parts of the body.

1. <u> </u>	2. <u> </u>	3. <u> </u>	4. <u> </u>
5. <u> </u>	6. <u> </u>	7. <u> </u>	8. <u> </u>

B Use the words from exercise A to label the picture.**C** Draw a monster. Follow the instructions.

This monster has got:

- three eyes
- four ears
- one big mouth
- two noses
- four arms
- two legs
- four feet



The human body

B

Name: _____ No.: _____ Class: _____ Date: _____

A Order the letters and write the parts of the body. The underlined letter is the first one.

- | | | | |
|----------------|---------------|-----------------|----------------|
| 1. <u>REA</u> | 2. <u>YEE</u> | 3. <u>OTTOH</u> | 4. <u>NEOS</u> |
| 5. <u>HADN</u> | 6. <u>AMR</u> | 7. <u>GLE</u> | 8. <u>OFOT</u> |

B Use the words from the box to label the picture.

ear • eye • tooth • nose • hand • arm • leg • foot



C Draw a monster. Follow the instructions.

This monster has got:

- three eyes 
- four ears 
- one big mouth 
- two noses 
- four arms 
- two legs 
- four feet 



Physical features

A

Name: _____

No.: _____

Class: _____

Date: _____

A Match the descriptions with the characters from the film *Wish*. Write their names.

1. He is tall. He has got short blond hair and a big nose. _____
2. She is medium height and plump. She has got glasses. _____
3. It is short. It has got long ears and big eyes. _____
4. She has got short curly hair and dark skin. _____
5. He is skinny. He has got a big nose, big ears and dark hair. _____
6. She has got long straight hair. Her hair is brown. _____
7. He is short. He has got medium-length hair and a small mouth. _____
8. He is plump. He has got brown hair and a big nose. _____
9. She is medium height and slim. She has got medium-length hair and big eyes. _____



B Answer the questions about YOU. Write Yes or No.

- | | |
|-----------------------------------|---------------------------------------|
| 1. Are you tall? _____ | 5. Have you got big eyes? _____ |
| 2. Are you thin? _____ | 6. Have you got glasses? _____ |
| 3. Have you got short hair? _____ | 7. Have you got a beard? _____ |
| 4. Have you got curly hair? _____ | 8. Have you got a dental brace? _____ |

Physical features

Name: _____

No.: _____

Class: _____

Date: _____

A Match the descriptions with the characters from the film *Wish*. Tick (✓) the correct option.

1. He is tall. He has got short blond hair and a big nose.

a) ☐ Bazeemab) ☐ Darioc) ☐ Simon

2. She is medium height and plump. She has got glasses.

a) ☐ Dahliab) ☐ Gaboc) ☐ Asha

3. It is short. It has got long ears and big eyes.

a) ☐ Safib) ☐ Halc) ☐ Valentino

4. She has got short curly hair and dark skin.

a) ☐ Halb) ☐ Valentinoc) ☐ Dahlia

5. He is skinny. He has got a big nose, big ears and dark hair.

a) ☐ Dariob) ☐ Safic) ☐ Bazeema

6. She has got long straight hair. Her hair is brown.

a) ☐ Simonb) ☐ Gaboc) ☐ Asha

7. He is short. He has got medium-length hair and a small mouth.

a) ☐ Safib) ☐ Gaboc) ☐ Hal

8. He is plump. He has got brown hair and a big nose.

a) ☐ Valentinob) ☐ Dahliac) ☐ Simon

9. She is medium height and slim. She has got medium-length hair and big eyes.

a) ☐ Bazeemab) ☐ Darioc) ☐ Bazeema

Clothes, footwear and accessories

A

Name: _____

No.: _____

Class: _____

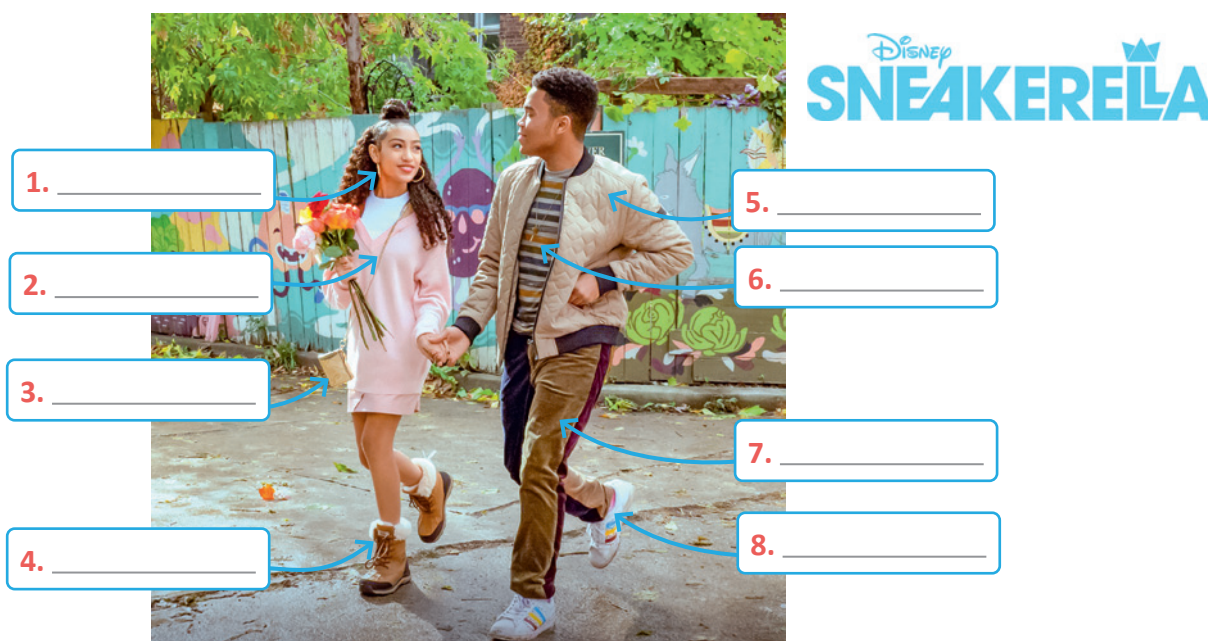
Date: _____

A Complete the table with the words from the box.

skirt • top • sandals • hat • bag • earrings • shorts • T-shirt • socks
 hoodie • trainers • cap • jeans • shirt • boots • watch • sunglasses
 belt • coat • shoes • dress • jacket • bracelet • necklace • trousers

Clothes	Footwear	Accessories

B What are the characters from the film *Sneakerella* wearing? Label the picture.



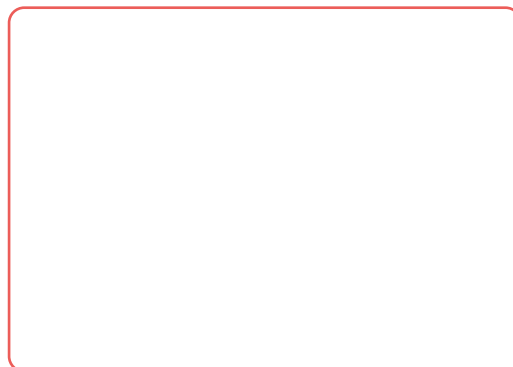
C Create the perfect outfit. Describe it and draw it.

My perfect outfit is _____

_____ (clothes);

_____ (footwear)

and _____ (accessories).



Clothes, footwear and accessories

B

Name: _____ No.: _____ Class: _____ Date: _____

A Complete the table with the words from the box. There are examples.

~~skirt~~ • top • ~~sandals~~ • ~~hat~~ • bag • earrings • shorts • T-shirt • socks
 hoodie • trainers • cap • jeans • shirt • boots • watch • sunglasses
 belt • coat • shoes • dress • jacket • bracelet • necklace • trousers

Clothes 	Footwear 	Accessories 
skirt	sandals	hat

B What are the characters from the film *Sneakerella* wearing? Label the picture with the words from the box.

bag • dress • trainers • trousers • boots • earrings • necklace • jacket



Parts of the house / Rooms

A

Name: _____ No.: _____ Class: _____ Date: _____

- A** This is a replica of Bluey's house. Label the picture with the words from the box. There are two extra words.

roof • stairs • garage • window • downstairs
door • garden • chimney • wall • upstairs

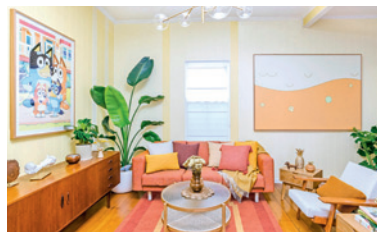


1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

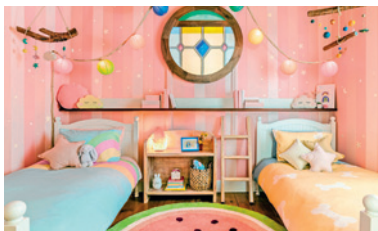
- B** Look at the house inside and label the pictures with the names of the rooms.



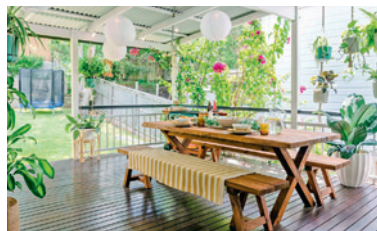
1. _____



2. _____



3. _____



4. _____



5. _____

Parts of the house / Rooms

B

Name: _____ No.: _____ Class: _____ Date: _____

A This is a replica of Bluey's house. Label the picture with the words from the box.

roof • stairs • window • downstairs • door • garden • wall • upstairs

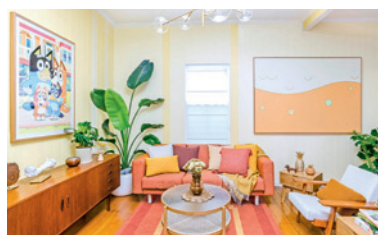


1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

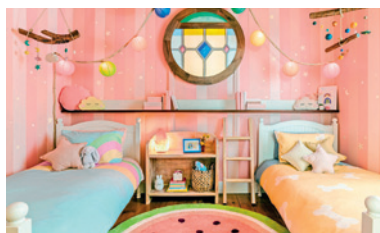
B Look at the house inside. Label the pictures with the names of the rooms. The first letter is given.



1. k _____



2. l _____ r _____



3. b _____



4. d _____ r _____



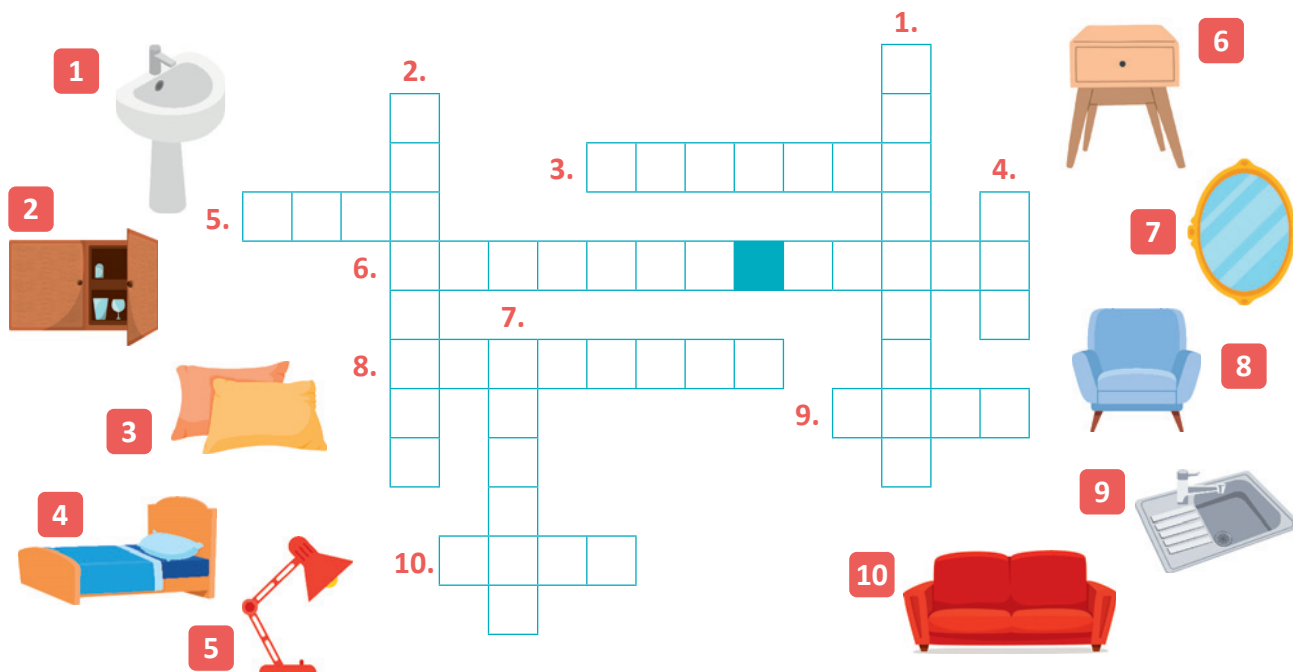
5. b _____

Furniture and objects

A

Name: _____ No.: _____ Class: _____ Date: _____

A Complete the crossword puzzle with the names of the furniture/objects.



B Look at the picture and complete the text with words from exercise A.

This is Claudia's bedroom from the series *The Baby-Sitters Club*. There is a big ¹ _____ next to the wall. On the bed there are some ² _____. Next to the bed there is a white ³ _____ and above it there is a blue ⁴ _____. There is a cute ⁵ _____ and an ⁶ _____ where the girls usually sit to chat.

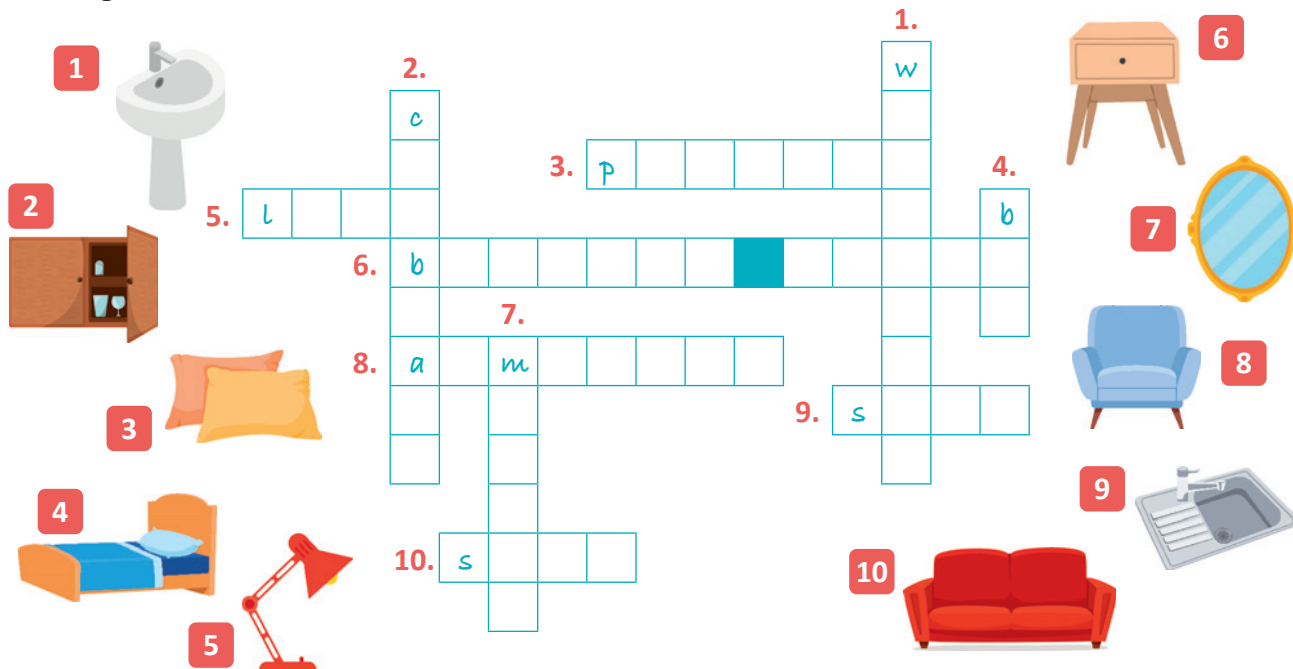


Furniture and objects

B

Name: _____ No.: _____ Class: _____ Date: _____

- A** Complete the crossword puzzle with the names of the furniture/objects. The first letter is given.



- B** Look at the picture and complete the text with the words/expressions from the box.

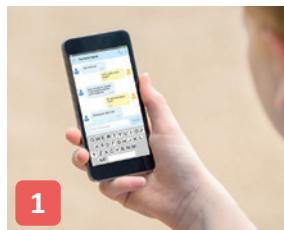
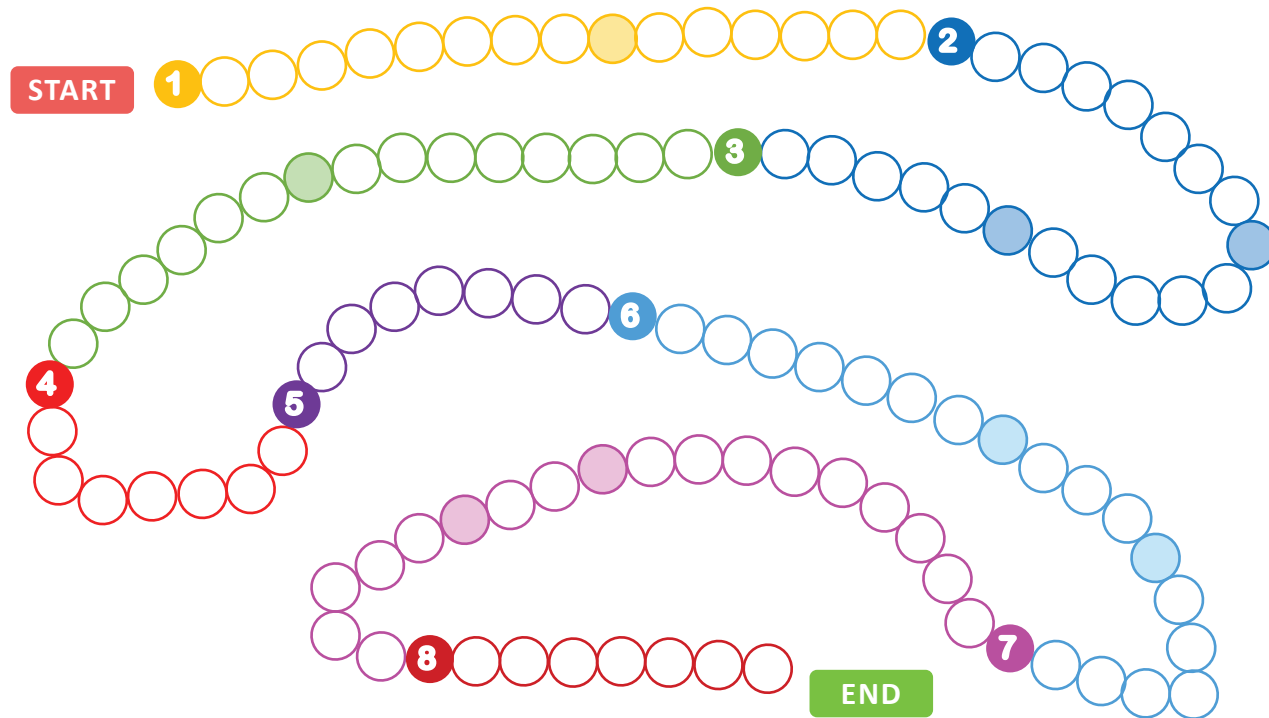
pillows • bedside table • sofa • bed • armchair • lamp

This is Claudia's bedroom from the series *The Baby-Sitters Club*. There is a big ¹ _____ next to the wall. On the bed there are some ² _____. Next to the bed there is a white ³ _____ and above it there is a blue ⁴ _____. There is a cute ⁵ _____ and an ⁶ _____ where the girls usually sit to chat.



Free time activities / Hobbies

A

Name: No.: Class: Date: **A** Complete the word snake puzzle with the free time activities/hobbies.

1



2



3



4



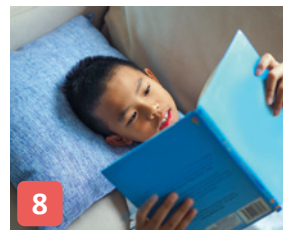
5



6



7



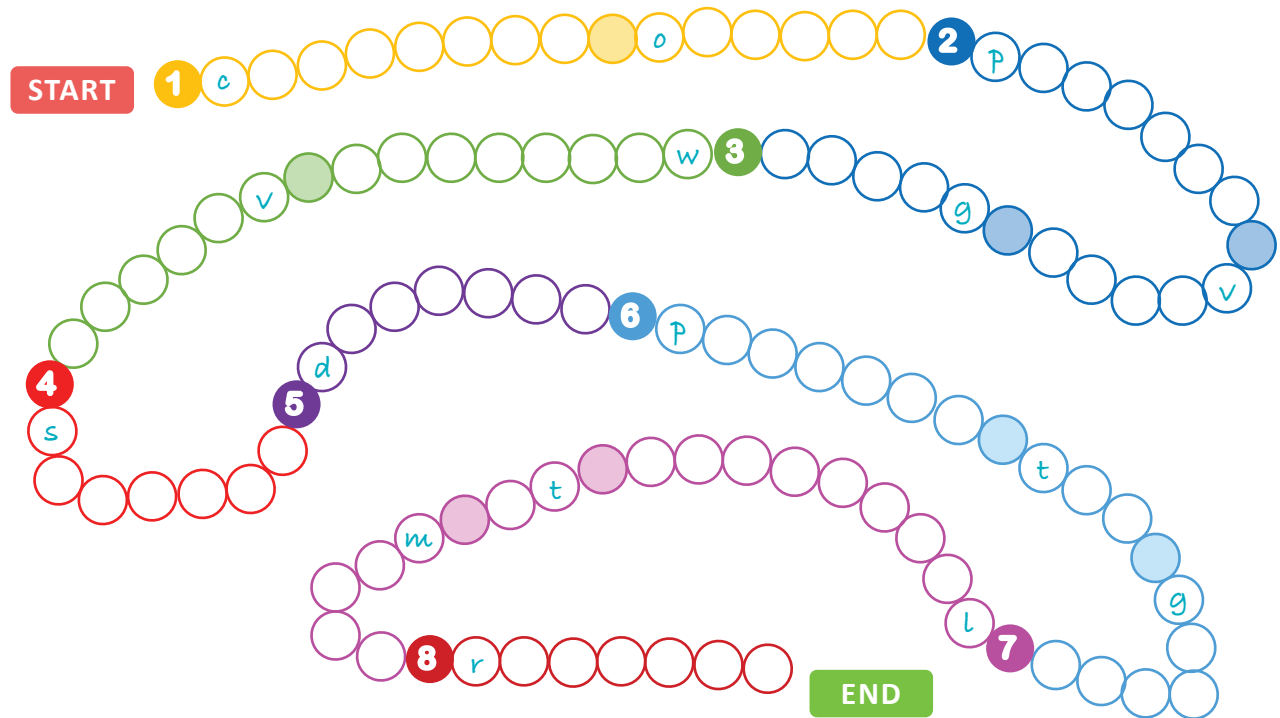
8

Free time activities / Hobbies

B

Name: _____ No.: _____ Class: _____ Date: _____

- A** Complete the word snake puzzle with the free time activities/hobbies. The first letter is given.



Food and drinks

A

Name: _____ No.: _____ Class: _____ Date: _____

A Order the letters to find names of food and drinks.

NCFREH FESRI

1. _____

ILKM

2. _____

IEC CEAMR

3. _____

BCOLROCI

4. _____

ALCERE

5. _____

ARPE

6. _____

MUSROOMSH

7. _____

BADRE

8. _____

LETCETU

9. _____

GEGS

10. _____

HAURGERMB

11. _____

MLOEN

12. _____

B Match the pictures with the words/expressions from exercise A.a) b) c) d) e) f) g) h) i)

Name: _____ No.: _____ Class: _____ Date: _____

A Order the letters to find names of food and drinks. The underlined letter is the first one.NCFREH FESRI

1. _____

ILKM

2. _____

IEC CEAMR

3. _____

BCOLROCI

4. _____

ALCERE

5. _____

ARPE

6. _____

MUSROOMSH

7. _____

BADRE

8. _____

LETCETU

9. _____

GEGS

10. _____

HAURGERMB

11. _____

MLOEN

12. _____

B Match the pictures with the words/expressions from exercise A.a) ☐b) ☐c) ☐d) ☐e) ☐f) ☐g) ☐h) ☐i) ☐

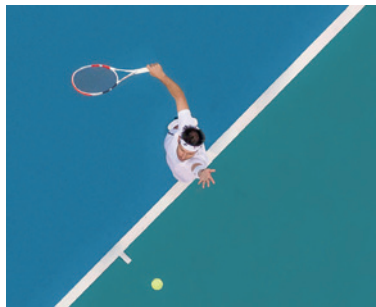
Sports

A

Name: _____ No.: _____ Class: _____ Date: _____

A Label the photos with the names of the sports.

Sports from above



1. _____



2. _____



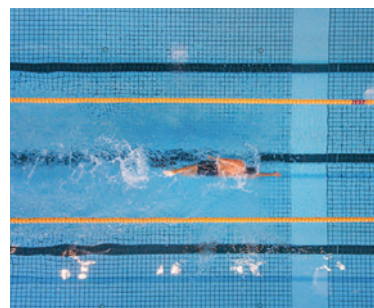
3. _____



4. _____



5. _____



6. _____

B Where do people usually do the sports from exercise A? Complete the table with numbers 1-6.

Indoor sports 	Outdoor sports 

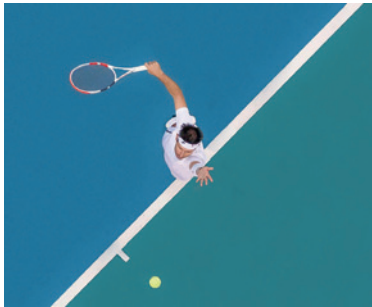
C Complete the sentences with *do*, *play* or *go*.

1. We _____ skateboarding.
2. My sisters _____ ballet.
3. I _____ basketball.
4. My brother and I _____ swimming.
5. Your parents _____ rugby.
6. They _____ cycling.

Name: _____ No.: _____ Class: _____ Date: _____

A Label the photos with the names of the sports. There are two extra words.gymnastics • tennis • football • swimming
skating • athletics • golf • basketball

Sports from above



1. _____



2. _____



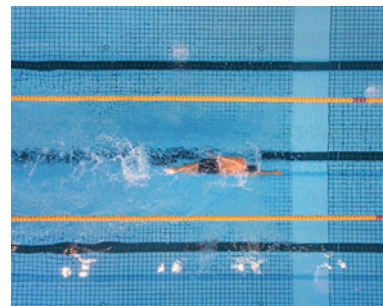
3. _____



4. _____



5. _____



6. _____

B Complete the sentences with *do*, *play* or *go*.

1. We _____ skateboarding.
2. My sisters _____ ballet.
3. I _____ basketball.
4. My brother and I _____ swimming.
5. Your parents _____ rugby.
6. They _____ cycling.



DON'T FORGET

play = sports that use a ball
do = sports that don't use a ball
go = sports that end in *-ing*

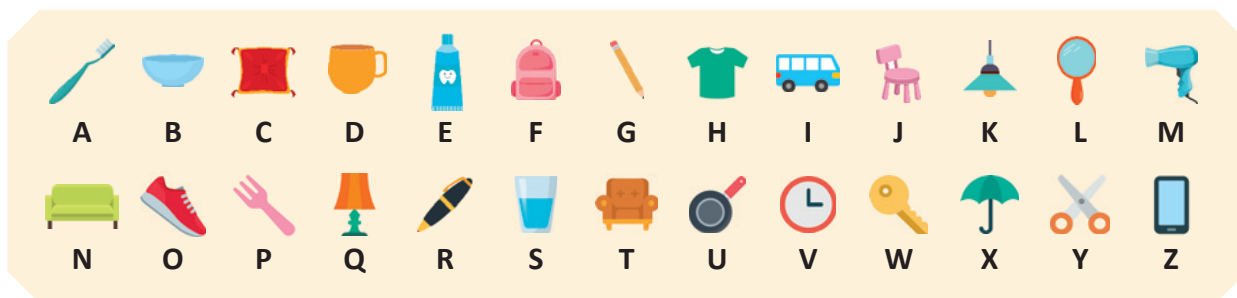


Daily routine

A

Name: _____ No.: _____ Class: _____ Date: _____

A Use the code to write daily activities.



1. = _____

2. = _____

3. = _____

4. = _____

5. = _____

6. = _____

B Match the pictures with the activities from exercise A.

a) b) c) d) e) f)

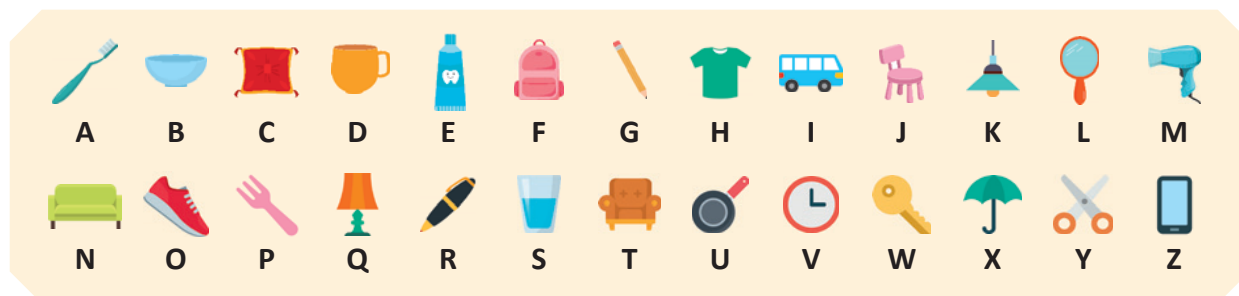
C Complete the table with daily activities that YOU do on a normal Monday.

Morning activities	Afternoon activities	Evening/night activities

Daily routine

B

Name: _____ No.: _____ Class: _____ Date: _____

A Use the code to write daily activities. The first letter is given.

- = g d
- = b n t
- = c t b
- = h l
- = h a s

B Match the pictures with the activities from exercise A.a) ☐b) ☐c) ☐d) ☐e) ☐**C** What do you usually do on a Monday? Write Yes or No.

- Do you brush your teeth? _____
- Do you catch the bus? _____
- Do you do your homework? _____
- Do you have dinner? _____
- Do you watch TV? _____
- Do you ride a bike? _____

Telling the time

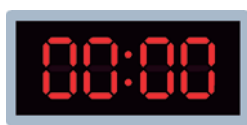
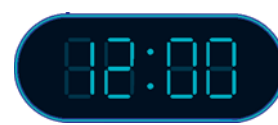
A

Name: _____ No.: _____ Class: _____ Date: _____

A Complete the times with the missing vowels.

1. m _ d _ d _ y
2. h _ l _ f _ p _ s _ t _ _ _ g _ h _ t
3. _ _ q _ _ _ r _ t _ _ r _ p _ _ s _ t _ n _ _ n _ _
4. t _ w _ _ n _ t _ y _ t _ _ s _ _ v _ _ n _
5. _ _ q _ _ _ r _ t _ _ r _ t _ _ f _ _ v _ _
6. m _ d _ n _ g _ h _ t
7. t _ _ n _ p _ _ s _ t _ f _ _ _ r _
8. f _ _ v _ _ t _ _ t _ h _ r _ _ _

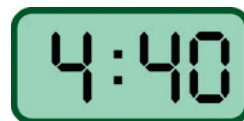
B Match the times from exercise A with the pictures.

a) ☐b) ☐c) ☐d) ☐e) ☐f) ☐g) ☐h) ☐

C What time is it? Write the time in full.



1. It's _____
2. It's _____
3. It's _____

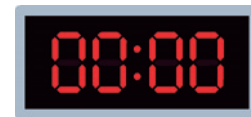


Telling the time

B

Name: _____ No.: _____ Class: _____ Date: _____

A Complete the times with the missing vowels (a, e, i, o, u) to label the pictures.

1. n d d y2. h l f
p s t
g h t3. _____
q r t r
p s t n n4. t w n t y
t s v n5. _____
q r t r
t f v6. m d n g h t7. t n p s t
f r8. f v t
t h r

B What time is it? Complete.



1. It's _____ o'clock.



2. It's _____ past seven.



3. It's _____ to five.

Personal pronouns / Possessive determiners

A

Name: _____ No.: _____ Class: _____ Date: _____

- A** Find the personal pronouns and possessive determiners in the word snake. Then write them in the table.

IG YOUR K THE I R R YOU H H E H S H E J I T O Y O U R A H I S F H E R J W E H Y O U N T H E Y H M Y G H I T S N O U R Q

Personal pronouns	Possessive determiners
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- B** Circle the correct option to complete the sentences.

- Hi! I'm Kate and **my** / **your** favourite film is *Barbie*.
- My sister and I collect Barbie dolls. It's **their** / **our** hobby.
- Tom loves watching films, but **their** / **his** favourite film isn't *Barbie*.
- And you? What's **your** / **our** favourite film?



- C** Complete the texts with the possessive determiners from the box.

her (x3) • his (x2) • its • their



This is Ken. ¹_____ hair is short and ²_____ eyes are blue. Barbie and Ken live in a big and comfortable house. It's ³_____ house.



This is Barbie. She's tall and ⁴_____ hair is blond. ⁵_____ car is a Chevrolet. ⁶_____ colour is pink, because pink is ⁷_____ favourite colour!

Personal pronouns / Possessive determiners

B

Name: _____

No.: _____

Class: _____

Date: _____

- A** Write the personal pronouns and possessive determiners from the box in the correct place.

my • she • it • we • your (x2) • their • they
his • her • its • our • I • you (x2) • he

Personal pronouns	Possessive determiners
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- B** Circle the correct option to complete the sentences.

- Hi! I'm Kate and **my** / **your** favourite film is *Barbie*.
- We** collect Barbie dolls. It's **their** / **our** hobby.
- He** loves watching films, but **their** / **his** favourite film isn't *Barbie*.
- And **you**? What's **your** / **our** favourite film?



- C** Circle the correct option to complete the texts.



This is Ken. ¹ **His** / **Her** hair is short and ² **their** / **his** eyes are blue. Barbie and Ken live in a big and comfortable house. It's ³ **their** / **my** house.



This is Barbie. She's tall and ⁴ **my** / **her** hair is blond. ⁵ **Our** / **Her** car is a Chevrolet. ⁶ **Its** / **Our** colour is pink because pink is ⁷ **her** / **your** favourite colour!

Verb to be

A

Name: _____

No.: _____

Class: _____

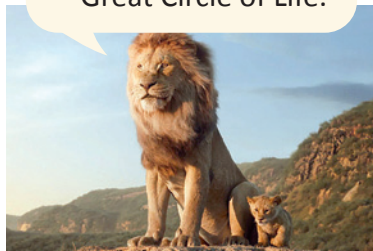
Date: _____

A Complete the quotes from *The Lion King* with *am*, *is*, *are*.

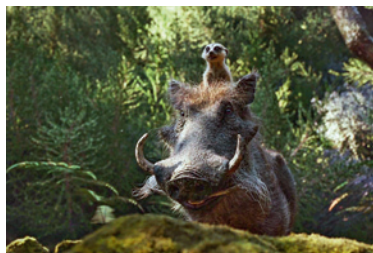
1. Because it _____ your responsibility.



2. We _____ all connected in the Great Circle of Life.



3. I _____ Simba, son of Mufasa.

B Complete the sentences with the verb *to be* in the affirmative or in the negative.1. "I _____ (not) small.
I _____ big."2. Timon and Pumbaa
_____ (not) siblings.
Timon and Pumbaa _____
friends.3. Zazu _____ (not)
a dog.
Zazu _____ a bird.

C Write questions and short answers. There is one example.

- Nala / my favourite character / ? / ✓

Is Nala my favourite character? Yes, she is.

- 1. *The Lion King* / your favourite film / ? / ✗

_____, _____.

- 2. your parents / at the cinema / ? / ✓

_____, _____.

D Complete the text with the correct form of the verb *to be*.

Hi! I ¹ _____ Sofia and I ² _____ ten years old. My brother Pedro ³ _____ twelve. Now, we ⁴ _____ at the cinema – we ⁵ _____ (not) at school. We ⁶ _____ Disney fans! Our favourite film ⁷ _____ *The Lion King*. And you? ⁸ _____ you a Disney fan?

Verb to be

B

Name: _____

No.: _____

Class: _____

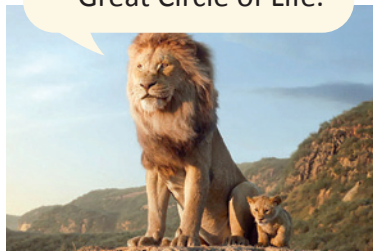
Date: _____

A Complete the quotes from *The Lion King* with *am*, *is*, *are*.

1. Because it _____ your responsibility.



2. We _____ all connected in the Great Circle of Life.



3. I _____ Simba, son of Mufasa.



DON'T FORGET!

Verb to be (affirmative)

I am

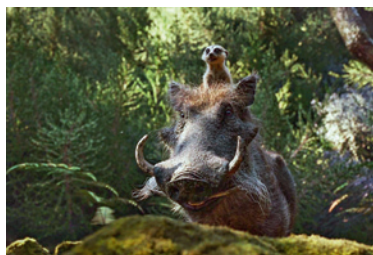
You are

He/She/It is

We/You/They are

B Complete the sentences with the verb *to be* in the affirmative or in the negative. Use the words from the box.

am • is • are • 'm not • isn't • aren't

1. "I _____ (not) small.
I _____ big."2. Timon and Pumbaa
_____ (not) siblings.
Timon and Pumbaa
_____ friends.3. Zazu _____ (not)
a dog.
Zazu _____ a bird.

C Circle the correct option to complete the text.

Hi! I ¹ am / is Sofia and I ² are / am ten years old. My brother Pedro ³ are / is twelve. Now, we ⁴ are / am at the cinema – we ⁵ isn't / aren't at school. We ⁶ are / am Disney fans! Our favourite film ⁷ is / are *The Lion King*. And you? ⁸ Are / Is you a Disney fan?

Possessive pronouns

A

Name: _____ No.: _____ Class: _____ Date: _____

- A** Write the possessive determiners and possessive pronouns from the box in the table.

Possessive determiners	Possessive pronouns
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

my • their • mine
yours (x2) • his • hers
ours • theirs • his
her • our • your (x2)

- B** Choose the correct possessive pronoun from exercise A to complete the sentences.



1. The ring is _____. 2. The dress is _____. 3. The adventure is _____.

- C** Replace the underlined words with a possessive pronoun. There is one example.

- This is Frodo's house. The house is his.
- 1. I've got a big house. The house is _____.
- 2. My parents' TV is big. The TV is _____.
- 3. You've got a ring. The ring is _____.
- 4. My sister's book is green. The book is _____.
- 5. We've got a great job. The job is _____.



Possessive pronouns

B

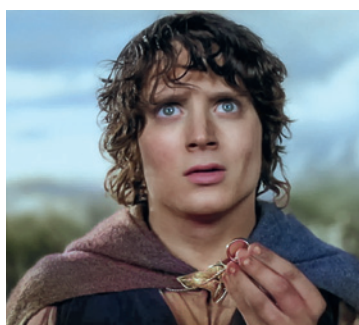
Name: _____ No.: _____ Class: _____ Date: _____

- A** Write the possessive determiners and possessive pronouns from the box in the table. There is one example.

Possessive determiners	Possessive pronouns
<u>my</u>	<u>mine</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

~~my~~ • their • ~~mine~~
 yours (x2) • his • hers
 ours • theirs
 his • her
 our • your (x2)

- B** Circle the correct possessive pronoun to complete the sentences.



1. The ring is **his** / theirs. 2. The dress is **hers** / ours. 3. The adventure is **mine** / theirs.

- C** Choose the correct possessive pronoun from the box to complete the sentences. There is one example.

hers • ours • theirs • ~~his~~ • mine • yours

- This is Frodo's house. The house is his.
- I've got a big house. The house is _____.
- My parents' TV is big. The TV is _____.
- You've got a ring. The ring is _____.
- My sister's book is green. The book is _____.
- We've got a great job. The job is _____.



Possessive case – 's / '

A

Name: _____ No.: _____ Class: _____ Date: _____

A Look at the pictures. Write sentences using the possessive case. There is one example.

•			toy car
1			notebook
2			T-shirt
3			pencil
4			ball

• It's Lisa's notebook.

1. _____.

2. _____.

3. _____.

4. _____.

B Write ' or 's.

1. This is my sister ____ Tamagotchi.
2. These are Mary ____ toys.
3. This is my parents ____ bedroom.
4. This is Mark and Peter ____ house.



C Whose things are these? Answer the questions. Use the possessive case. There is one example.

- | | |
|--|------------------------|
| • Whose books are these? (John) | <u>They're John's.</u> |
| 1. Whose Tamagotchi is this? (Julia) | It's _____ |
| 2. Whose toys are these? (the girls) | _____ |
| 3. Whose ball is this? (Enzo and Luiz) | _____ |
| 4. Whose watch is this? (James) | _____ |
| 5. Whose bikes are these? (my parents) | _____ |



Possessive case – 's / '

B

Name: _____

No.: _____

Class: _____

Date: _____

- A** Look at the pictures. Complete the sentences using the possessive case. There is one example.

1. **Lisa** notebook

2. **James** toy car

3. **Ann** T-shirt

4. **Lewis** ball

5. **Mark**

• It's Lisa's notebook.

1. It's _____ toy car.

2. It's _____ pencil.

3. It's _____ ball.

4. It's _____ T-shirt.

- B** Circle the correct option to complete the sentences.

- This is my **sister's** / **sister's** Tamagotchi.
- These are **Marys's** / **Mary's** toys.
- This is my **parents'** / **parent's** bedroom.
- This is **Mark and Peter's** / **Mark's and Peter's** house.



- C** Whose things are these? Complete the answers. Use the possessive case. There is one example.

- Whose books are these? (John) They're John's.
- 1. Whose Tamagotchi is this? (Julia) It's _____.
- 2. Whose toys are these? (the girls) They're _____.
- 3. Whose ball is this? (Enzo and Luiz) It's _____.
- 4. Whose watch is this? (James) It's _____.
- 5. Whose bikes are these? (my parents) They're _____.



Verb *have got*

A

Name: _____ No.: _____ Class: _____ Date: _____

A Complete Mirabel's quotes with the correct form of the verb *have got*.

The miracle is not something magic that you ¹ _____. The miracle is YOU.

You don't have to worry about me because I ² _____ an amazing family.

B Complete the sentences with *have got* or *has got*.

1. I _____ big eyes.
2. Mirabel _____ glasses.
3. Bruno and Julieta _____ dark hair.
4. Luisa _____ two sisters.

C Look at the pictures and complete the sentences with *have got*, *haven't got*, *has got* or *hasn't got*.

1. Camilo _____ curly hair.
2. Isabela _____ short hair.
3. Camilo _____ a beard.
4. Camilo and Isabela _____ glasses.
5. They _____ a beautiful smile.



D Look at the pictures. Complete the questions and short answers.

1. "_____ Abuela _____ short hair?" "No, _____."
2. "_____ Luisa and Abuela _____ a big nose?" "Yes, _____."
3. "_____ Luisa _____ strong arms?" "Yes, _____."
4. "_____ Abuela and Luisa _____ glasses?" "No, _____."

E Complete the text with the correct form of the verb *have got*.

Hi! I'm Luna and I love Mirabel from *Encanto*! I ¹ _____ a T-shirt with her face! But we're very different. I ² _____ small eyes and she ³ _____ big eyes. She ⁴ _____ glasses, but I ⁵ _____ (**not**) glasses. We ⁶ _____ dark hair. And you? ⁷ _____ you _____ dark hair?



Verb *have got*

B

Name: _____ No.: _____ Class: _____ Date: _____

A Choose the correct option to complete Mirabel's quote.



The miracle is not something magic that you **'ve got / 's got**. The miracle is YOU.

DON'T FORGET!

Verb **have got** (affirmative)
I/You/We/They **have got**
He/She/It **has got**

B Complete the sentences with *have got* or *has got*.

- I _____ big eyes.
- Mirabel (she) _____ glasses.
- Bruno and Julieta (they) _____ dark hair.
- Luisa (she) _____ two sisters.

C Complete the sentences with *have got*, *haven't got*, *has got* or *hasn't got*.

- Camilo _____ curly hair. ✓
- Isabela _____ short hair. ✗
- Camilo _____ a beard. ✗
- Camilo and Isabela _____ glasses. ✗
- They _____ a beautiful smile. ✓

D Look at the pictures. Complete the questions and short answers with *has*, *hasn't*, *have* or *haven't*.

- "_____ Abuela got short hair?" "No, she _____."
- "_____ Luisa and Abuela got a big nose?" "Yes, they _____."
- "_____ Luisa got strong arms?" "Yes, she _____."
- "_____ Abuela and Luisa got glasses?" "No, they _____."

E Circle the correct option to complete the text.



Hi! I'm Luna and I love Mirabel from *Encanto*! I ¹ **'ve got / 's got** a T-shirt with her face! But we're very different. I ² **'ve got / 's got** small eyes and she ³ **'ve got / 's got** big eyes. She ⁴ **'ve got / 's got** glasses, but I ⁵ **haven't got / hasn't got** glasses. We ⁶ **'ve got / 's got** dark hair. And you? ⁷ **Have / Has** you got dark hair?

There + to be

A

Name: _____

No.: _____

Class: _____

Date: _____

A Complete the sentences about Gabby's bedroom. Write *There is* or *There are*.

1. _____ a doll house.
2. _____ two windows.
3. _____ a big bed.
4. _____ some pencils.
5. _____ many cat toys.
6. _____ a purple wall.



B Look at the picture. Write affirmative and negative sentences about Gabby's doll house. There is one example.

- (a bathroom) There is a bathroom.
- 1. (a pink roof) _____
- 2. (a swimming pool) _____
- 3. (some windows) _____
- 4. (five floors) _____



C Write sentences with *there + to be* in the affirmative, negative and interrogative. There is one example.

- not / a dog / in her house / . There isn't a dog in her house.
- 1. a bedroom / upstairs / . _____
- 2. a bathroom / downstairs / ? _____
- 3. not / a garden / outside / . _____
- 4. two doors / in the kitchen / ? _____

D Look at the picture of Gabby's bedroom. Answer the questions using short answers.

1. Is there a chair? _____, _____.
2. Are there windows? _____, _____.
3. Is there a cat? _____, _____.
4. Are there papers on the wall? _____, _____.
5. Is there a chimney? _____, _____.



There + to be

B

Name: _____

No.: _____

Class: _____

Date: _____

A Complete the sentences about Gabby's bedroom. Write *There is* or *There are*.

1. _____ a doll house.
2. _____ two windows.
3. _____ a big bed.
4. _____ some pencils.
5. _____ many cat toys.
6. _____ a purple wall.



**DON'T
FORGET!**

	Affirmative	Negative	Interrogative
Singular	There is...	There isn't...	Is there...?
Plural	There are...	There aren't...	Are there...?

B Complete the sentences about Gabby's doll house. Write *There is*, *There isn't*, *There are* or *There aren't*.

1. _____ a pink roof. ✓
2. _____ a swimming pool. ✗
3. _____ some windows. ✓
4. _____ five floors. ✗



C Complete the sentences with the verb forms from the box. There are two extra options.

1. _____ a bedroom upstairs.
2. _____ a bathroom downstairs
3. _____ (not) a garden outside.
4. _____ two doors in the kitchen?

There is • There are
There isn't • There aren't
Is there • Are there

D Answer the questions about the picture using short answers. There is one example.

- Is there a chair? Yes, there is. ✓
- 1. Are there windows? _____, _____. ✗
- 2. Is there a cat? _____, _____. ✓
- 3. Are there papers on the wall? _____, _____. ✓
- 4. Is there a chimney? _____, _____. ✗



Name: No.: Class: Date:

A Find 10 prepositions of place in the word cloud. Then write them.

[illegible]

B Complete the sentences with the prepositions from exercise A.



1. The cat is _____ the box.



2. The dog is _____ the house.



3. The turtle is _____
the sand.



4. The bird is _____
the nest.



5. The hamster is _____
the towel.



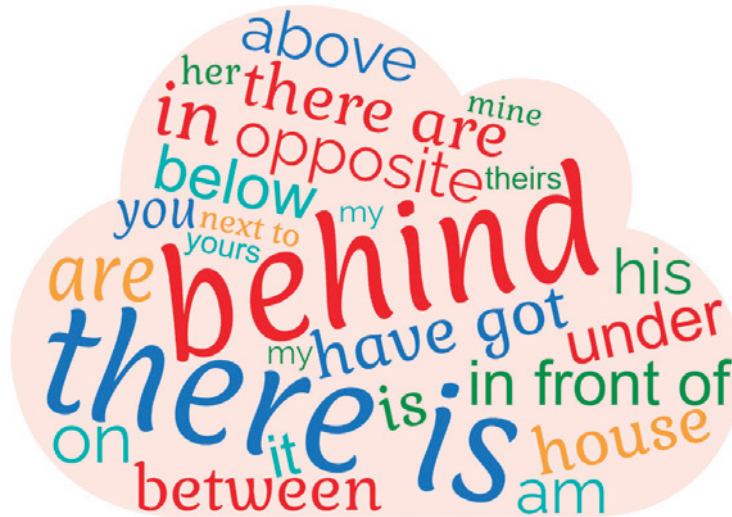
6. The dog is _____
the cat.

Prepositions of place

B

Name: _____ No.: _____ Class: _____ Date: _____

- A** Find 10 prepositions of place in the word cloud. Then write them.



- B** Complete the sentences with the prepositions from the box.

next to • behind • in • under • above • on



1. The cat is _____ the box.



2. The dog is _____ the house.



3. The turtle is _____ the sand.



4. The bird is _____ the nest.



5. The hamster is _____ the towel.



6. The dog is _____ the cat.

Name: _____ No.: _____ Class: _____ Date: _____

A Complete the table. Write the words in the singular or plural.

Singular	Plural
sofa	1 _____
2 _____	cities
knife	3 _____
4 _____	buses
potato	5 _____
child	6 _____
7 _____	men
foot	8 _____

B Look at the picture. What pets are there? Complete the list with the words from the box.

~~rabbit~~
cat
dog
fish
bird
mouse



One rabbit, _____, _____,
_____, _____, _____.

C Cross (x) the THREE wrong sentences. Then correct them.

Correction

- There are five **wolfs**. ☐ _____
- There are seven **days** in a week. ☐ _____
- My grandfather has got three **sheeps**. ☐ _____
- How many **dishes** are there? ☐ _____
- I've got two **brushes**. ☐ _____
- My **tooths** are white. ☐ _____

Name: _____

No.: _____

Class: _____

Date: _____

A Complete the table. Write the words in the plural.

Singular	Plural
sofa	1 _____
city	2 _____
knife	3 _____
bus	4 _____
potato	5 _____
child	6 _____
man	7 _____
foot	8 _____

B Look at the picture. What pets are there? Complete the list with the words from the box.



~~rabbit~~
cat
dog
fish
bird
mouse

One rabbit, three c _____, two d _____,
two f _____, two b _____, two m _____.

C These sentences are wrong. Correct them.

- There are five **wolfs**. _____
- My grandfather has got three **sheeps**. _____
- My **tooths** are white. _____

Articles: *the, an/an*

A

Name: _____ No.: _____ Class: _____ Date: _____

A Complete with *a/an*.

1. _____ armchair



2. _____ sofa



3. _____ table



4. _____ oven

B Tick (✓) the correct option to complete the sentences.

- | | | | |
|--|-------------------------------|--------------------------------|-------------------------------|
| 1. There is _____ bathroom upstairs. | a) ☐ a | b) ☐ an | c) ☐ Ø |
| 2. The kitchen is _____ room in the house. | a) ☐ a | b) ☐ an | c) ☐ Ø |
| 3. There are _____ chairs in the kitchen. | a) ☐ a | b) ☐ an | c) ☐ Ø |
| 4. There is _____ orange bed in the bedroom. | a) ☐ a | b) ☐ an | c) ☐ Ø |
| 5. There are _____ eggs in the fridge. | a) ☐ a | b) ☐ an | c) ☐ Ø |

C Complete the sentences with *the / Ø*.

- He lives in _____ United States of America.
- _____ Alfred has got a big house.
- _____ bedrooms of the house are very comfortable.
- They have got _____ big windows.
- My sister is from _____ London.

**D** Circle the correct option to complete the text.

¹ **The / Ø** William and Kate live in ² **a / an** house called Adelaide Cottage. It's in ³ **an / the** United Kingdom. There is ⁴ **the / a** big garden outside. Inside there are four bedrooms, two living rooms and ⁵ **Ø / an** attic. ⁶ **A / The** house is not ⁷ **Ø / a** castle, but it's big and beautiful!



Articles: *the, an/an*

B

Name: _____

No.: _____

Class: _____

Date: _____

A Complete with *a/an*.1. _____ armchair2. _____ sofa3. _____ table4. _____ oven**B** Tick (✓) the correct option to complete the sentences.

- | | | |
|--|-------------------------------|--------------------------------|
| 1. There is _____ bathroom upstairs. | a) ☐ a | b) ☐ an |
| 2. The kitchen is _____ room in the house. | a) ☐ a | b) ☐ ∅ |
| 3. There are _____ chairs in the kitchen. | a) ☐ a | b) ☐ ∅ |
| 4. There is _____ orange bed in the bedroom. | a) ☐ a | b) ☐ an |
| 5. There are _____ eggs in the fridge. | a) ☐ a | b) ☐ ∅ |

DON'T FORGET!

a + consonant
an + vowel

C Circle the correct option to complete the sentences.

- He lives in **the** / ∅ United States of America
- The** / ∅ Alfred has got a big house.
- The** / ∅ bedrooms of the house are very comfortable.
- They have got **the** / ∅ big windows.
- My sister is from **the** / ∅ London.

**D** Circle the correct option to complete the sentences.

- The** / ∅ William and Kate live in **a** / **an** house called Adelaide Cottage.
- It's in **an** / **the** United Kingdom.
- There is **the** / **a** big garden outside.
- Inside there is ∅ / **an** attic.
- A** / **The** house is not ∅ / **a** castle, but it's big and beautiful!



Present continuous

A

Name: _____ No.: _____ Class: _____ Date: _____

- A** Look at the pictures. Complete the sentences with the present continuous (affirmative and negative). There is one example.



dance / skateboard



chat / take a selfie



camp / surf

- Sky Brown isn't dancing. 1. They _____. 2. I _____.
She is skateboarding. They _____. I _____.

- B** Use the words to make questions. Then answer the questions with short answers, according to the picture. There is one example.

- Sky Brown / skateboard

Is Sky Brown skateboarding ? No , she isn't .

1. the cameraman / read

_____ ? _____ , _____ .

2. the photographer / take pictures

_____ ? _____ , _____ .

3. the people / watch the competition

_____ ? _____ , _____ .

4. they / play the piano

_____ ? _____ , _____ .



- C** Complete the text with the present continuous form of the verbs in brackets.

Sky Brown is a British skater. At the moment, she

1 _____ (not skateboard), she

2 _____ (play) the guitar in the living room. Her brother and her father are also skaters, so they 3 _____ (practise) outside.

And you? What 4 _____ you _____ (do) at the moment?



Present continuous

B

Name: _____ No.: _____ Class: _____ Date: _____

- A** Look at the pictures. Complete the sentences with the present continuous (affirmative and negative). There is one example.



- Sky Brown isn't dancing (not dance).
She is skateboarding (skateboard).
- 1. They _____ (not chat).
They _____ (take) a selfie.
- 2. I _____ (not camp).
I _____ (surf).

- B** Use the words to make questions. Then answer the questions with short answers, according to the picture. There is one example.

- Sky Brown / skateboard
Is Sky Brown skateboarding ? No , she isn't . ❌
- 1. the cameraman / read
Is _____ ? _____ . ❌
- 2. the photographer / take pictures
Is _____ ? _____ . ✓
- 3. the people / watch the competition
Are _____ ? _____ . ✓
- 4. they / play the piano
Are _____ ? _____ . ❌



- C** Circle the correct option to complete the text.

Sky Brown is a British skater. At the moment, she ¹ **isn't / aren't** skateboarding, she is ² **play / playing** the guitar in the living room. Her brother and her father are also skaters, so they ³ **am / are** practising outside. And you? What are you ⁴ **doing / do** at the moment?



Quantifiers: *some/any*

A

Name: _____

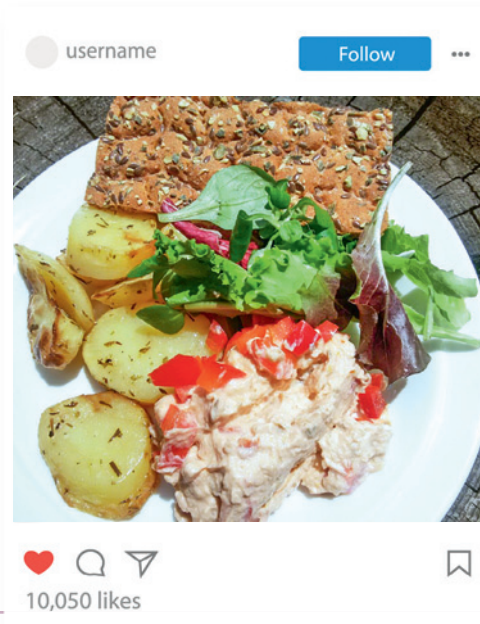
No.: _____

Class: _____

Date: _____

A

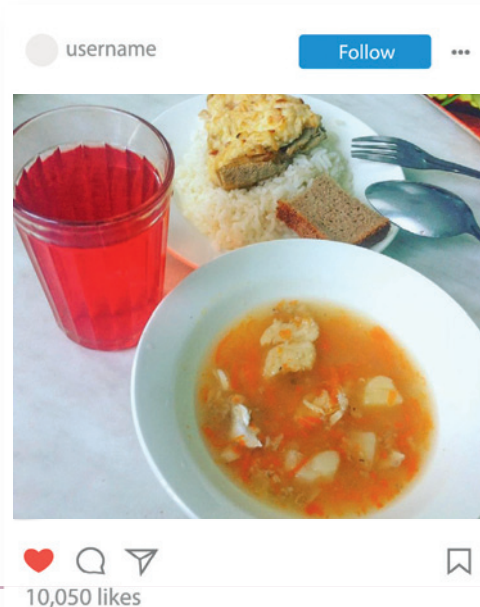
Look at the posts about school lunches in different countries. Complete the texts with *some* or *any*. Then draw a typical school lunch in your country and complete the text.

**Finland:**

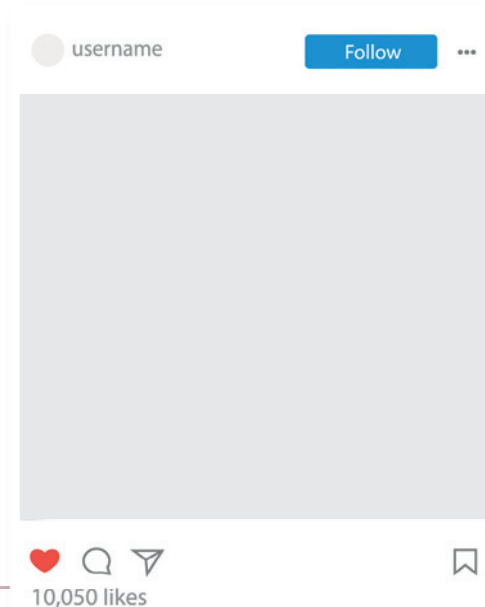
There are ¹ _____ potatoes, ² _____ lettuce and ³ _____ bread. But there isn't ⁴ _____ soup.

**Japan:**

There isn't ⁵ _____ salad. There is ⁶ _____ rice and ⁷ _____ soup. To drink, there is ⁸ _____ milk.

**Russia:**

There isn't ⁹ _____ water, but there is ¹⁰ _____ juice to drink. There is ¹¹ _____ fish soup, fish and rice.



_____ (your country):

In my school lunch there is ¹² _____, but there isn't ¹³ _____. Is there ¹⁴ _____ bread? _____, there _____.

Quantifiers: *some*/*any*

B

Name: _____

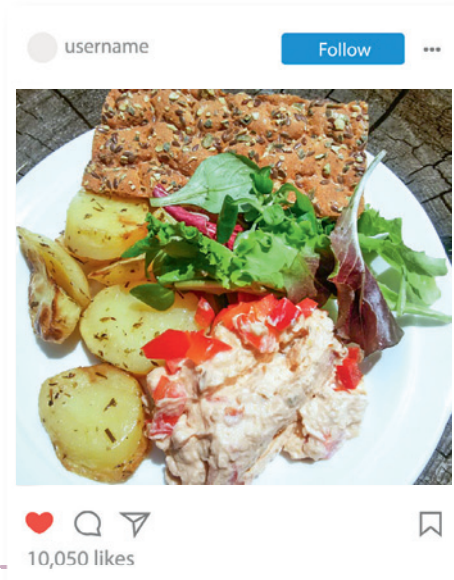
No.: _____

Class: _____

Date: _____

A

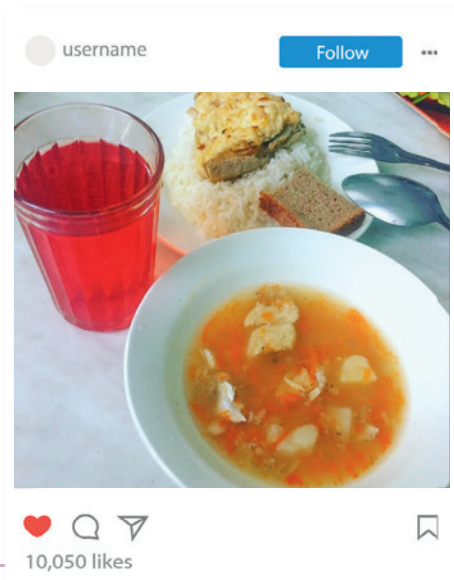
Look at the posts about school lunches in different countries. Complete the texts with *some* or *any*. Then draw a typical school lunch in your country and complete the text.

**Finland:**

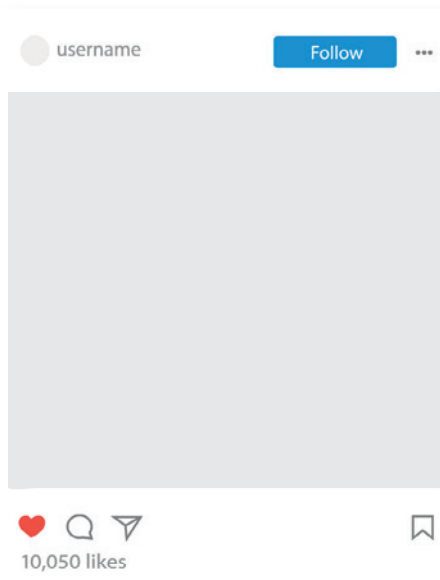
There are ¹ _____ potatoes,
² _____ lettuce and ³ _____
 bread. But there isn't ⁴ _____ soup.

**Japan:**

There isn't ⁵ _____ salad. There is
⁶ _____ rice and ⁷ _____ soup. To
 drink, there is ⁸ _____ milk.

**Russia:**

There isn't ⁹ _____ water, but there
 is ¹⁰ _____ juice to drink. There is
¹¹ _____ fish soup, fish and rice.



_____ (your country):

In my school lunch there is
¹² _____, but there isn't ¹³ _____
 _____. Is there ¹⁴ _____ bread? _____,
 there _____.

**DON'T
FORGET!**

some:
affirmative
any: negative,
interrogative



Expressing preferences

A

Name: _____ No.: _____ Class: _____ Date: _____

A Find 7 verbs used to express preferences in the word search (↓ →). Then write them.

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

B Label the pictures with the verbs from the box.

hate • enjoy • love • dislike



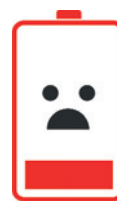
1. _____



2. _____



3. _____



4. _____

C Complete the text with the correct form of the verbs in brackets.

My name is Jaxon Porter and I'm a racing driver. I like
 1 _____ (drive) karts. I'm very good at it! I just love
 2 _____ (go) fast! I enjoy 3 _____ (participate) in
 competitions – it's so much fun!

When I'm at home, my family and I love 4 _____ (cook)
 together. We don't like 5 _____ (buy) junk food – we prefer
 6 _____ (eat) healthy food, like fruit and vegetables.



Expressing preferences

B

Name: _____

No.: _____

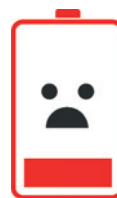
Class: _____

Date: _____

A Find 7 verbs used to express preferences in the word search (↓ →). Then write them.

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

B Circle the correct option to label the pictures.



1. love / hate

2. dislike / enjoy

3. like / dislike

4. hate / love



DON'T FORGET!

like/love/hate/
enjoy... + **-ing** verb

I like **cooking**.

C Complete the text with the correct form of the verbs in brackets.



My name is Jaxon Porter and I'm a racing driver. I like ¹ _____ (drive) karts. I'm very good at it! I just love ² _____ (go) fast! I enjoy ³ _____ (participate) in competitions – it's so much fun!

When I'm at home, my family and I love ⁴ _____ (cook) together. We don't like ⁵ _____ (buy) junk food – we prefer ⁶ _____ (eat) healthy food, like fruit and vegetables.

Verb *like*

A

Name: _____ No.: _____ Class: _____ Date: _____

A Circle the correct option to complete the sentences.

1. The cat **like** / **likes** fish.
2. I **like** / **likes** cats. They're my favourite animal.
3. My friend Silvia **like** / **likes** cats, but she prefers dogs.
4. Dogs **like** / **likes** sausages.

B Look at the pictures. Complete the sentences with the correct form of the verb *like* (affirmative or negative).

1. Alfred _____ grapes.
2. Alfred _____ fish.
3. Alfred _____ bread.
4. Alfred _____ onion.
5. Alfred _____ eggs.
6. Alfred _____ chocolate.

C Write questions. There is one example.

- Does Peter like orange juice _____? Yes, he does. Peter likes orange juice.
- 1. _____? Yes, they do. They like lemonade.
- 2. _____? No, she doesn't. Ruth doesn't like tea.
- 3. _____? Yes, we do. My friends and I like cake.

D Complete the dialogue with the correct form of the verb *like*.**Gordon:** ¹ _____ you _____ cooking?**Jamie:** Yes, I ² _____. I love cooking!**Gordon:** ³ _____ you _____ chocolate?

Jamie: No, I ⁴ _____. I ⁵ _____ (not) desserts with chocolate. My favourite dessert is cheesecake. My sister ⁶ _____ chocolate, but she ⁷ _____ (not) cheesecake.

Gordon: I ⁸ _____ (not) cheesecake, but I ⁹ _____ ice cream.



Gordon Ramsay

Jamie Oliver

Verb *like*

B

Name: _____ No.: _____ Class: _____ Date: _____

A Circle the correct option to complete the sentences.

- The cat **like** / **likes** fish.
- I **like** / **likes** cats. They're my favourite animal.
- My friend Silvia **like** / **likes** cats, but she prefers dogs.
- Dogs **like** / **likes** sausages.

**DON'T
FORGET!**

Verb like – affirmative
I/You/We/They **like**
He/She/It **likes**

**B** Look at the pictures and complete the sentences with *likes* / *doesn't like*.

- | | |
|--------------------------|-----------------------------|
| 1. Alfred _____ grapes. | 4. Alfred _____ onion. |
| 2. Alfred _____ fish. | 5. Alfred _____ eggs. |
| 3. Alfred _____ bread. | 6. Alfred _____ chocolate. |

C Complete the questions. There is one example.

- | | |
|---|------------------|
| • <u>Does</u> Peter <u>like</u> orange juice? | Yes, he does. |
| 1. _____ they _____ lemonade? | Yes, they do. |
| 2. _____ Ruth _____ tea? | No, she doesn't. |
| 3. _____ your friends and you _____ cake? | Yes, we do. |

D Circle the correct option to complete the dialogue.**Gordon:** ¹ Do you like / Does you like cooking?**Jamie:** Yes, I ² do / does. I love cooking!**Gordon:** ³ Do you likes / Do you like chocolate?

Jamie: No, I ⁴ doesn't / don't. I ⁵ don't like / doesn't like desserts with chocolate. My favourite dessert is cheesecake. My sister ⁶ like / likes chocolate, but she ⁷ don't like / doesn't like cheesecake.

Gordon: I ⁸ don't like / doesn't like cheesecake, but I ⁹ like / likes ice cream.

Gordon Ramsay



Jamie Oliver

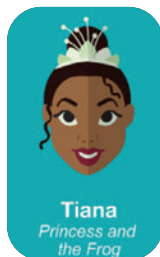
Present simple

A

Name: _____ No.: _____ Class: _____ Date: _____

A Complete the sentences with the present simple form of the verbs in brackets.

Life advice from film characters

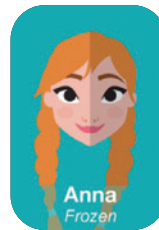
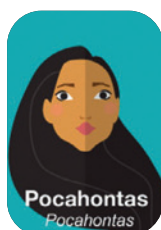


1. Fairy tales can come true. It all _____ (depend) on you.

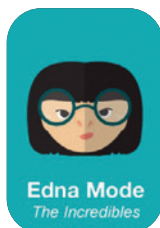
2. Life _____ (not give) us happiness. We _____ (give) life happiness.



3. How high _____ a tree _____ (grow)? If you cut it down, you never know.

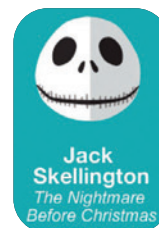


4. Love _____ (be) an open door.

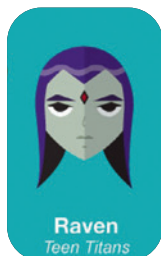


5. I _____ (not look) back. It _____ (distract) me from the present.

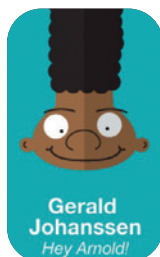
6. Just because I can't see, it _____ (not mean) I _____ (not believe) it.



7. I _____ (not have got) fear.



8. The flower that _____ (grow) in difficult times is more beautiful.

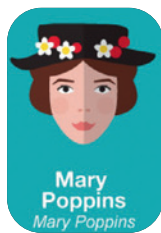


9. This is real life and in real life you _____ always _____ (not win).

10. It is not the beard on the outside that _____ (count). It's the bear on the inside.



11. A hero _____ (not be) the one who is only strong, but the one who _____ (have got) a big heart.

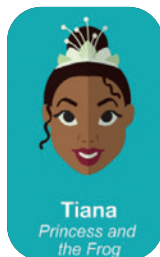


12. In every job _____ (there to be) some fun.

Name: _____ No.: _____ Class: _____ Date: _____

A Circle the correct option to complete the sentences.

Life advice from film characters

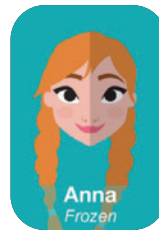
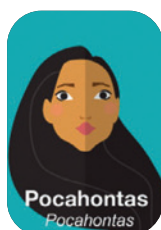


1. Fairy tales can come true. It all **depend / depends** on you.

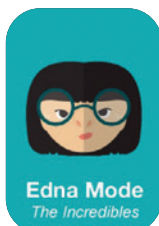
2. Life **don't give / doesn't give** us happiness. We **give / gives** life happiness.



3. How high **do / does** a tree **grow / grows**? If you cut it down, you never know.



4. Love **is / are** an open door.



5. I **don't look / doesn't look** back. It **distract / distracts** me from the present.

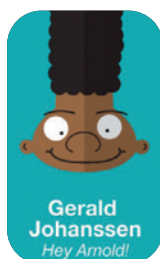
6. Just because I can't see, it **don't mean / doesn't mean** I don't believe.



7. I **haven't got / hasn't got** fear.



8. The flower that **grow / grows** in difficult times is more beautiful.

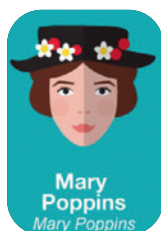


9. This is real life and in real life you **don't / doesn't** always **win / wins**.

10. It is not the beard on the outside that **count / counts**. It's the bear on the inside.



11. A hero **isn't / don't be** the one who is only strong, but the one who **have got / has got** a big heart.



12. In every job **there is / there are** some fun.

Adverbs of frequency

A

Name: _____ No.: _____ Class: _____ Date: _____

- A** Find 5 adverbs of frequency in the word snake.

WRALWAYSBHGHDDJUSUALLYBNDJVN OFTENAKDHSOMETIMESHFJDFNEVERLK

- B** How often do they play *Pokémon*? Use the adverbs from the box.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Elsa	✓	✗	✓	✗	✗	✓	✗
Ana	✓	✗	✓	✓	✓	✓	✓
James	✗	✗	✗	✗	✗	✗	✗
Tom	✓	✓	✓	✓	✓	✓	✓

- Elsa _____ plays *Pokémon*.
- Ana _____ plays *Pokémon*.
- James _____ plays *Pokémon*.
- Tom _____ plays *Pokémon*.

always • never
sometimes • usually



- C** Rewrite the sentences and put the adverb of frequency in the correct place. There is one example.

- Afonso plays *Pokémon* after school. (sometimes)
Afonso sometimes plays Pokémon after school.

- They are late for school. (never)

- My sister watches *Pokémon* on TV. (often)

- Playing with friends is fun. (always)

- Jessica buys new cards. (usually)



Adverbs of frequency

B

Name: _____

No.: _____

Class: _____

Date: _____

- A** Find 5 adverbs of frequency in the word snake.

ALWAYS HD USUALLY B NOFTEN AHSOMETIMESHF NEVER

- B** How often do they play *Pokémon*? Use the adverbs from the box.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Elsa	✓	✗	✓	✓	✓	✓	✓
Ana	✗	✗	✗	✗	✗	✗	✗
James	✓	✓	✓	✓	✓	✓	✓
Tom	✓	✗	✓	✓	✓	✓	✓

- Elsa _____ plays *Pokémon*.
- Ana _____ plays *Pokémon*.
- James _____ plays *Pokémon*.
- Tom _____ plays *Pokémon*.

always
never
sometimes
usually

**DON'T
FORGET!**



- C** Rewrite the sentences and put the adverb of frequency in the correct place. There is one example.

- Afonso **plays** *Pokémon* after school. (sometimes)
Afonso sometimes plays Pokémon after school.

- They **are** late for school. (never)

- My sister **watches** *Pokémon* on TV. (often)

- Playing with friends **is** fun. (always)

- Jessica **buys** new cards. (usually)

**DON'T
FORGET!**

adverb of frequency + verb
But:
verb **to be** + adverb of frequency

Accessories: hat, bag, earrings, cap, watch, sunglasses, belt, bracelet, necklace

B.

1. earrings | 2. dress | 3. bag | 4. boots | 5. jacket | 6. necklace | 7. trousers | 8. trainers

C.

Resposta pessoal.

Unit 1: Clothes, footwear and accessories – B, page 124

A.

Clothes: top, shorts, T-shirt, socks, hoodie, jeans, shirt, coat, dress, jacket, trousers

Footwear: trainers, boots, shoes

Accessories: bag, earrings, cap, watch, sunglasses, belt, bracelet, necklace

B.

1. earrings | 2. dress | 3. bag | 4. boots | 5. jacket | 6. necklace | 7. trousers | 8. trainers

Unit 2: Parts of the house / Rooms – A, page 125

A.

1. roof | 2. window | 3. door | 4. wall | 5. upstairs | 6. garden | 7. stairs | 8. downstairs

B.

1. kitchen | 2. living room | 3. bedroom | 4. dining room | 5. bathroom

Unit 2: Parts of the house / Rooms – B, page 126

A.

1. roof | 2. window | 3. door | 4. wall | 5. upstairs | 6. garden | 7. stairs | 8. downstairs

B.

1. kitchen | 2. living room | 3. bedroom | 4. dining room | 5. bathroom

Unit 2: Furniture and objects – A, page 127

A.

1. washbasin | 2. cupboard | 3. pillows | 4. bed | 5. lamp | 6. bedside table | 7. mirror | 8. armchair | 9. sink | 10. sofa

B.

1. bed | 2. pillows | 3. bedside table | 4. lamp | 5. sofa | 6. armchair

Unit 2: Furniture and objects – B, page 128

A.

1. washbasin | 2. cupboard | 3. pillows | 4. bed | 5. lamp | 6. bedside table | 7. mirror | 8. armchair | 9. sink | 10. sofa

B.

1. bed | 2. pillows | 3. bedside table | 4. lamp | 5. sofa | 6. armchair

Unit 3: Free time activities / Hobbies – A, page 129

A.

1. chatting online | 2. playing video games | 3. watching videos | 4. singing | 5. dancing | 6. playing the guitar | 7. listening to music | 8. reading

Unit 3: Free time activities / Hobbies – B, page 130

A.

1. chatting online | 2. playing video games | 3. watching videos | 4. singing | 5. dancing | 6. playing the guitar | 7. listening to music | 8. reading

Unit 3: Food and drinks – A, page 131

A.

1. French fries | 2. milk | 3. ice cream | 4. broccoli | 5. cereal | 6. pear | 7. mushrooms | 8. bread | 9. lettuce | 10. eggs | 11. hamburger | 12. lemon

B.

a) 5 | b) 7 | c) 1 | d) 3 | e) 11 | f) 10 | g) 12 | h) 8 | i) 2

Unit 3: Food and drinks – B, page 132

A.

1. French fries | 2. milk | 3. ice cream | 4. broccoli | 5. cereal | 6. pear | 7. mushrooms | 8. bread | 9. lettuce | 10. eggs | 11. hamburger | 12. lemon

B.

a) 5 | b) 7 | c) 1 | d) 3 | e) 11 | f) 10 | g) 12 | h) 8 | i) 2

Unit 4: Sports – A, page 133

A.

1. tennis | 2. gymnastics | 3. basketball | 4. golf | 5. athletics | 6. swimming

B.

Indoor sports: 2, 6

Outdoor sports: 1, 3, 4, 5

C.

1. go | 2. do | 3. play | 4. go | 5. play | 6. go

Unit 4: Sports – B, page 134

A.

1. tennis | 2. gymnastics | 3. basketball | 4. golf | 5. athletics | 6. swimming

B.

1. go | 2. do | 3. play | 4. go | 5. play | 6. go

Unit 4: Daily routine – A, page 135

A.

1. get dressed | 2. brush my teeth | 3. catch the bus |
4. have lunch | 5. have a shower | 6. go to bed

B.

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

C.

Resposta pessoal.

Unit 4: Daily routine – B, page 136

A.

1. get dressed | 2. brush my teeth | 3. catch the bus |
4. have lunch | 5. have a shower

B.

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

C.

Respostas pessoais.

Unit 4: Telling the time – A, page 137

A.

1. midday | 2. half past eight | 3. a quarter past nine |
4. twenty to seven | 5. a quarter to five | 6. midnight |
7. ten past four | 8. five to three

B.

- a) 4 | b) 6 | c) 3 | d) 1 | e) 5 | f) 2 | g) 8 | h) 7

C.

1. three o'clock | 2. It's half past seven. | 3. It's twenty to five.

Unit 4: Telling the time – B, page 138

A.

1. midday | 2. half past eight | 3. a quarter past nine |
4. twenty to seven | 5. a quarter to five | 6. midnight |
7. ten past four | 8. five to three

B.

1. three | 2. half | 3. twenty

GRAMMAR WORKSHEETS

Unit 1: Personal pronouns / Possessive determiners A, page 139

A.

Personal pronouns: I, you, he, she, it, we, you, they

Possessive determiners: my, your, his, her, its, our, your, their

- B. 1. my | 2. our | 3. his | 4. your

- C. 1. His | 2. his | 3. their | 4. her | 5. Her |
6. its | 7. her

Unit 1: Personal pronouns / Possessive determiners – B, page 140

A.

Personal pronouns: I, you, he, she, it, we, you, they

Possessive determiners: my, your, his, her, its, our, your, their

- B. 1. my | 2. our | 3. his | 4. your

- C. 1. His | 2. his | 3. their | 4. her | 5. Her | 6. its |
7. her

Unit 1: Verb to be – A, page 141

- A. 1. is | 2. are | 3. am

- B. 1. 'm not... am | 2. aren't... are | 3. isn't... is

- C. 1. Is *The Lion King* your favourite film? No, it isn't. |

2. Are your parents at the cinema? Yes, they are.

- D. 1. am | 2. am | 3. is | 4. are | 5. aren't | 6. are |

7. is | 8. Are

Unit 1: Verb to be – B, page 142

- A. 1. is | 2. are | 3. am

- B. 1. 'm not... am | 2. aren't... are | 3. isn't... is

- C. 1. am | 2. am | 2. is | 4. are | 5. aren't | 6. are |

7. is | 8. Are

Unit 1: Possessive pronouns – A, page 143

A.

Possessive determiners: my, your, his, her, our, your, their

Possessive pronouns: mine, yours, his, hers, ours, yours, theirs

- B. 1. his | 2. hers | 3. theirs

- C. 1. mine | 2. theirs | 3. yours | 4. hers | 5. ours

Unit 1: Possessive pronouns – B, page 144

A.

Possessive determiners: your, his, her, our, your, their

Possessive pronouns: yours, his, hers, ours, yours, theirs

- B. 1. his | 2. hers | 3. theirs

- C. 1. mine | 2. theirs | 3. yours | 4. hers | 5. ours

Unit 1: Possessive case – 's / ' – A, page 145

- A. 1. It's James's toy car. | 2. It's Ann's pencil. |

3. It's Lewis's ball. | 4. It's Mark's T-shirt.

- B. 1. 's | 2. 's | 3. ' | 4. 's

- B. 1. Julia's. | 2. They're the girls'. | 3. It's Enzo and Luiz's. | 4. It's James's. | 5. They're my parents'.

Unit 1: Possessive case – 's / ' – B, page 146

- A. 1. James's | 2. Ann's | 3. Lewis's | 4. Mark's

- B. 1. sister's | 2. Mary's | 3. parents' | 4. Mark and Peter's

- B. 1. Julia's | 2. the girls' | 3. Enzo and Luiz's |

4. James's | 5. my parents'

Unit 1: Verb *have got* – A, page 147

- A. 1. 've got | 2. 've got
 B. 1. have got | 2. has got | 3. have got | 4. has got
 C. 1. has got | 2. hasn't got | 3. hasn't got | 4. haven't got | 5. have got
 D. 1. Has... got; she, hasn't | 2. Have... got; they have | 3. Has... got; she has | 4. Have... got; they haven't
 E. 1. have got | 2. have got | 3. has got | 4. has got | 5. haven't got | 6. have got | 7. Have... got

Unit 1: Verb *have got* – B, page 148

- A. 1. 've got
 B. 1. have got | 2. has got | 3. have got | 4. has got
 C. 1. has got | 2. hasn't got | 3. hasn't got | 4. haven't got | 5. have got
 D. 1. Has; hasn't | 2. Have; have | 3. Has; has | 4. Have; haven't
 E. 1. 've got | 2. 've got | 3. 's got | 4. 's got | 5. haven't got | 6. 've got | 7. Have

Unit 2: *There + to be* – A, page 149

- A. 1. There is | 2. There are | 3. There is | 4. There are | 5. There are | 6. There is
 B. 1. There is a pink roof. | 2. There isn't a swimming pool. | 3. There are some windows. | 4. There aren't five floors.
 C. 1. There is a bedroom upstairs. | 2. Is there a bathroom downstairs? | 3. There isn't a garden outside. | 4. Are there two doors in the kitchen?
 D. 1. Yes, there is. | 2. No, there aren't. | 3. Yes, there is. | 4. Yes, there are. | 5. No, there isn't.

Unit 2: *There + to be* – B, page 150

- A. 1. There is | 2. There are | 3. There is | 4. There are | 5. There are | 6. There is
 B. 1. There is | 2. There isn't | 3. There are | 4. There aren't
 C. 1. There is | 2. Is there | 3. There isn't | 4. Are there
 D. 1. No, there aren't. | 2. Yes, there is. | 3. Yes, there are. | 4. No, there isn't.

Unit 2: Prepositions of place – A, page 151

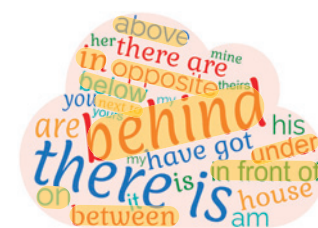
A.



- B. 1. in | 2. next to | 3. on | 4. above | 5. under | 6. behind

Unit 2: Prepositions of place – B, page 152

A.



- B. 1. in | 2. next to | 3. on | 4. above | 5. under | 6. behind

Unit 2: Plurals – A, page 153

A.

1. sofas | 2. city | 3. knives | 4. bus | 5. potatoes | 6. children | 7. man | 8. feet
 B. three cats; two dogs; two fish; two birds; two mice
 C. 1. There are five wolves. | 3. My grandfather has got three sheep. | 6. My teeth are white.

Unit 2: Plurals – B, page 154

A.

1. sofas | 2. cities | 3. knives | 4. buses | 5. potatoes | 6. children | 7. men | 8. feet
 B. cats; dogs; fish; birds; mice
 C. 1. There are five wolves. | 3. My grandfather has got three sheep. | 6. My teeth are white.

Unit 2: Articles: *the, a/an* – A, page 155

- A. 1. an | 2. a | 3. a | 4. an
 B. 1. a) | 2. a) | 3. c) | 4. b) | 5. c)
 C. 1. the | 2. Ø | 3. The | 4. Ø | 5. Ø
 D. 1. Ø | 2. a | 3. the | 4. a | 5. an | 6. The | 7. a

Unit 2: Articles: *the, a/an* – B, page 156

- A. 1. an | 2. a | 3. a | 4. an
 B. 1. a) | 2. a) | 3. b) | 4. b) | 5. b)
 C. 1. the | 2. Ø | 3. The | 4. Ø | 5. Ø
 D. 1. Ø... a | 2. the | 3. a | 4. an | 5. The... a

Unit 3: Present continuous – A, page 157

- A. 1. They aren't chatting. They are taking a selfie. | 2. "I'm not camping. I'm surfing."
 B. 1. Is the cameraman reading? No, he isn't. | 2. Is the photographer taking pictures? Yes, she is. | 3. Are the people watching the competition? Yes, they are. | 4. Are they playing the piano? No, they aren't.
 C. 1. isn't skateboarding | 2. is playing | 3. are practising | 4. are... doing

Unit 3: Present continuous – B, page 158

- A. 1. They aren't chatting. They are taking a selfie. | 2. "I'm not camping. I'm surfing."

- B. 1.** Is the cameraman reading? No, he isn't. |
2. Is the photographer taking pictures? Yes, she is. |
3. Are the people watching the competition? Yes, they are. | **4.** Are they playing the piano? No, they aren't.
C. 1. isn't | **2.** playing | **3.** are | **4.** doing

Unit 3: Quantifiers: *some/any* – A, page 159

- A. 1.** some | **2.** some | **3.** some | **4.** any | **5.** any |
6. some | **7.** some | **8.** some | **9.** any | **10.** some |
11. some | **12./13./14.** *Respostas pessoais.*

Unit 3: Quantifiers: *some/any* – B, page 160

- A. 1.** some | **2.** some | **3.** some | **4.** any | **5.** any |
6. some | **7.** some | **8.** some | **9.** any | **10.** some |
11. some | **12./13./14.** *Respostas pessoais.*

Unit 3: Expressing preferences – A, page 161

A.

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

- B. 1.** love | **2.** enjoy | **3.** dislike | **4.** hate
C. 1. driving | **2.** going | **3.** participating | **4.** cooking |
5. buying | **6.** eating

Unit 3: Expressing preferences – B, page 162

A.

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

- B. 1.** love | **2.** enjoy | **3.** dislike | **4.** hate
C. 1. driving | **2.** going | **3.** participating | **4.** cooking |
5. buying | **6.** eating

Unit 4: Verb *like* – A, page 163

- A. 1.** likes | **2.** like | **3.** likes | **4.** like
B. 1. doesn't like | **2.** likes | **3.** likes | **4.** doesn't like |
5. likes | **6.** doesn't like
C. 1. Do they like lemonade? | **2.** Does Ruth like tea? |
3. Do your friends and you like cake?
D. 1. Do... like | **2.** do | **3.** Do... like | **4.** don't |
5. don't like | **6.** likes | **7.** doesn't like | **8.** don't like |
9. like

Unit 4: Verb *like* – B, page 164

- A. 1.** likes | **2.** like | **3.** likes | **4.** like
B. 1. doesn't like | **2.** likes | **3.** likes | **4.** doesn't like |
5. likes | **6.** doesn't like
C. 1. Do... like | **2.** Does... like | **3.** Do... like
D. 1. Do you like | **2.** do | **3.** Do you like | **4.** don't |
5. don't like | **6.** likes | **7.** doesn't like | **8.** don't like |
9. like

Unit 4: Present simple – A, page 165

- A. 1.** depends | **2.** doesn't give... give | **3.** does...
grow | **4.** is | **5.** don't look... distracts | **6.** doesn't
mean... don't believe | **7.** haven't got | **8.** grows |
9. don't... win | **10.** counts | **11.** isn't... has got |
12. there is

Unit 4: Present simple – B, page 166

- A. 1.** depends | **2.** doesn't give... give | **3.** does...
grow | **4.** is | **5.** don't look... distracts | **6.** doesn't
mean... | **7.** haven't got | **8.** grows |
9. don't... win | **10.** counts | **11.** isn't... has got |
12. there is

Unit 4: Adverbs of frequency – A, page 167

- A.** always; usually; often; sometimes; never
B. 1. sometimes | **2.** usually | **3.** never | **4.** always
C. 1. They are never late for school. | **2.** My sister
often watches *Pokémon* on TV. | **3.** Playing with
friends is always fun. | **4.** Jessica usually buys new
cards.

Unit 4: Adverbs of frequency – B, page 168

- A.** always; usually; often; sometimes; never
B. 1. sometimes | **2.** usually | **3.** never | **4.** always
C. 1. They are never late for school. | **2.** My sister
often watches *Pokémon* on TV. | **3.** Playing with
friends is always fun. | **4.** Jessica usually buys new
cards.



Assessment

- **Diagnostic Tests**
(listening, complete structure and multiple choice)
- **4 Progress Tests** (1 per unit, A/B)
- **Extensive Reading Test**
- **3 Speaking Tests + Evaluation grids**
- **4 Get ready for the tests** (1 per unit)
- **Quick Tests**
- **Prova Extraordinária de Avaliação**
- **Answer key and listening scripts**

Assessment

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Table of specifications

Diagnostic Listening Test

Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Aspetos da identificação pessoal: nome, idade, data de aniversário, nacionalidade, família, descrição física, passatempos, comida e animal favorito.	A. Escolher as palavras/informação correta de acordo com o que se ouve.	10 x 5% = 50%	Resposta errada: 0 pontos
		B. Fazer corresponder as imagens aos jovens.	5 x 10% = 50%	Resposta errada: 0 pontos
		Total: 100%		

Diagnostic Test – Complete structure

Marking scheme 1: complete structure
Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Rotina diária e horas Comida Passatempos Preferências	A. Decidir se as afirmações são falsas ou verdadeiras.	5 x 5% = 25%	5 x 20% = 100%	Resposta errada: 0 pontos
Total:			25%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Comida e bebida Roupa Animais Corpo humano Locais na escola	A. Completar a tabela com as palavras fornecidas na caixa.	10 x 2% = 20%	10 x 2% = 20%	Resposta errada: 0 pontos
	Identificação pessoal	B. Ligar as perguntas às respostas correspondentes.	5 x 2% = 10%	5 x 4% = 20%	Resposta errada: 0 pontos
	Pronomes pessoais (sujeito) <i>Verb to be</i>	C. Completar frases com a forma correta do verbo <i>to be</i> e os pronomes da caixa.	10 x 1% = 10%	10 x 3% = 30%	Resposta errada: 0 pontos
	<i>Verb have got</i>	D. Preencher espaços em frases.	5 x 3% = 15%	5 x 6% = 30%	Resposta errada: 0 pontos
Total:			55%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Escrever um pequeno texto sobre si.	Tema: Identificação pessoal, família e profissões	Responder a perguntas sobre si.	8 x 2,5% = 20%	8 x 12,5% = 100%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
Total:			20%	100%	

Diagnostic Test – Multiple choice

Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Identificação pessoal Dias da semana Números ordinais/ cardinais Cores Desportos Corpo humano Locais na escola <i>Verb to be</i> <i>There + to be</i> <i>Verb have got</i> Artigo indefinido <i>a/an</i> Preposições de lugar	A. Escolher a opção correta para completar as frases.	10 x 10% = 100%	Resposta errada: 0 pontos
Total:			100%	

Name: No.: Class: Date:

Mark: Teacher: Enc. Educação:



Listen and **circle** the correct option to complete Amy's fact file.

Name / Surname	Amy ¹ Cooper / Cooker
Birthday	² 12 th September / 11 th December
Age	³ 11 / 12 years old
Nationality	⁴ English / Irish
Family	Parents and one ⁵ sister / brother, Amber, a pet dog (called Lilo)
Eye colour	⁶ brown / blue
Hair	⁷ long and straight / long and wavy
Hobbies	cooking, listening to music and ⁸ watching cartoons / playing video games (Lilo & Stitch are her favourite cartoon characters)
Favourite animal	⁹ dolphin / horse
Favourite food	¹⁰ meat and French fries / meat and spaghetti



Amy and Amber



Look at the picture. Listen and match the names with the kids.

1. Olivia ☐
2. Peter ☐
3. Jackie ☐
4. Joel ☐
5. Tim ☐



Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

Enc. Educação: _____

Reading

Read the sentences in the bubble.

- I get up at 7:30. 
- I eat toast  and drink coffee  for breakfast.
- I sing a lot. 
- I go to work by car. 
- I like playing with my cat. 

A Tick (✓) the sentences **Yes** or **No**.

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. Bárbara Tinoco gets up at half past eight. | ☐ | ☐ |
| 2. She has coffee and toast for breakfast. | ☐ | ☐ |
| 3. She loves singing. | ☐ | ☐ |
| 4. She goes to work by bus. | ☐ | ☐ |
| 5. She has got a pet dog. | ☐ | ☐ |

Language

A Write the words from the box under the correct category.

milk • canteen • foot • carrots • giraffe • classroom
trousers • hands • hippo • skirt

Food and drinks

Clothes

Animals

Body

School places

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

B Match the questions with the answers.

- | | | |
|-----------------------------|--------------------------|-------------------------------------|
| 1. How old are you? | ☐ | a) I'm fine, thanks! |
| 2. Where are you from? | ☐ | b) I'm 11 years old. |
| 3. What's your nationality? | ☐ | c) I'm from Italy. |
| 4. How are you? | ☐ | d) It's on 17 th August. |
| 5. When is your birthday? | ☐ | e) I'm Italian. |

C Complete the sentences with the pronouns and verbs from the box. There is one example.

~~am~~ • she • ~~I~~ • they • is (x2) • you • we • are (x3) • he

- I am Maria. I am Brazillian.
- 1. Tiago and his brother _____ in London. _____ are students.
- 2. My mother _____ a vet. _____ is 35 years old.
- 3. Matt and I _____ great friends. _____ live in Dublin.
- 4. Cristiano Ronaldo _____ a fantastic footballer. _____ is Portuguese.
- 5. You _____ my cousin. _____ are a kind person.

D Look at the picture. Complete the sentences with the correct form of the verb *have got*.

- 1. Bárbara _____ brown eyes.
- 2. She _____ (not) curly hair.
- 3. Bárbara and Carolina _____ long hair.
- 4. They _____ (not) black hair.
- 5. Carolina _____ tattoos.



Writing

Answer the questions about YOU.

- 1. What's your surname? _____
- 2. How old are you? _____
- 3. When is your birthday? _____
- 4. Where are you from? _____
- 5. Have you got brothers or sisters? _____
- 6. Have you got short hair? _____
- 7. What's your favourite animal? _____
- 8. What time do you get up? _____



Name: No.: Class: Date: Mark: Teacher: Enc. Educação: **A** Tick (✓) the correct option.

1. Cath's favourite day of the week is _____.

a) ☐ Fridayb) ☐ sunnyc) ☐ May

2. My lucky number is _____.

a) ☐ yellowb) ☐ fifthc) ☐ five

3. We play in the school _____.

a) ☐ libraryb) ☐ canteenc) ☐ playground

4. My favourite sport is _____.

a) ☐ basketballb) ☐ Messic) ☐ cooking

5. I can smell with my _____.

a) ☐ mouthb) ☐ earsc) ☐ nose

6. My hair _____ long, but your hair _____.

a) ☐ is... isn'tb) ☐ has got... hasn't gotc) ☐ are... aren't

7. _____ 20 students in the classroom.

a) ☐ There isb) ☐ Are therec) ☐ There are

8. Has Margaret got short hair?

a) ☐ No, she isn't.b) ☐ Yes, she has.c) ☐ No, they haven't.

9. There's _____ elephant. Look!

a) ☐ anb) ☐ ac) ☐ two

10. The cat is _____ the box.

a) ☐ behindb) ☐ inc) ☐ on

Table of specifications (Unit 1)

Listening Test 1A

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Identificação pessoal Família Profissões Descrição física Vestuário/calçado/acessórios	A. Escolher a imagem correta para responder a questões.	4 x 25% = 100%	Resposta errada: 0 pontos
Total:			100%	

Progress Test 1A

Marking scheme 1: complete structure
Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Identificação pessoal Família Profissões Descrição física Vestuário/calçado/ acessórios	A. Corrigir a informação sublinhada nas frases.	4 x 2% = 8%	4 x 10% = 40%	Resposta errada: 0 pontos
		A. Responder a perguntas sobre o texto.	5 x 4% = 20%	5 x 12% = 60%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
Total:			28%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Os membros da família	A. Completar um texto com os membros da família da caixa.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	As profissões	B. Legendar imagens com as profissões correspondentes.	4 x 1% = 4%	4 x 5% = 20%	Resposta errada: 0 pontos
	Descrição física, vestuário, calçado e acessórios	C. Observar a imagem e completar as frases com os nomes fornecidos na imagem.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	Possessive determiners	D. Completar frases com os possessive determiners da caixa.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	Verb to be	E. Completar um texto com as formas corretas do verbo to be.	16 x 1% = 16%	16 x 1% = 16%	Resposta errada: 0 pontos
	Possessive pronouns	F. Escolher o possessive pronoun correto nas frases.	4 x 1% = 4%	4 x 1% = 4%	Resposta errada: 0 pontos
	The possessive case	G. Completar frases com 's ou '.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	Verb have got	H. Completar frases com as formas corretas do verbo have got.	8 x 1% = 8%	8 x 1% = 8%	Resposta errada: 0 pontos
Total:			52%	100%	

Table of specifications (Unit 1)

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Escrever um pequeno texto sobre si.	Tema: Identificação pessoal	Escrever um texto sobre si.	20%	100%	Ver tabela abaixo.
Total:			20%	100%	

Critérios	Descritor	Cotações	
		Scheme 1	Scheme 2
Gênero/Formato textual	Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do gênero textual solicitado.	5%	25%
	Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do gênero textual solicitado.	3%	15%
	Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do gênero textual solicitado.	1%	5%
Extensão (20-35 palavras)	Escreve um texto com um mínimo de 20 palavras sobre a temática apresentada.	5%	25%
	Escreve um texto com um mínimo de 10 palavras sobre a temática apresentada.	3%	15%
	Escreve um texto com um mínimo de 5 palavras sobre a temática apresentada.	1%	5%
Comunicação (tema e pertinência da informação)	Aborda os tópicos solicitados, recorrendo a informação pertinente, utiliza vocabulário adequado ao tema e assegura a progressão da informação sem comprometer a coerência textual.	5%	25%
	Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente, utiliza vocabulário nem sempre adequado ao tema e a progressão da informação pode comprometer parcialmente a coerência textual.	3%	15%
	Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente, raramente utiliza vocabulário adequado ao tema e a progressão da informação compromete globalmente a coerência textual.	1%	5%
Correção linguística	Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.	5%	25%
	Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.	3%	15%
	Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.	1%	5%

Listening Test 1B

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Identificação pessoal Família Profissões Descrição física Vestuário/calçado/acessórios	A. Escolher a imagem correta para responder a questões.	4 x 25% = 100%	Resposta errada: 0 pontos
Total:			100%	

Progress Test 1B

Marking scheme 1: complete structure
Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Identificação pessoal Família Profissões Descrição física Vestuário/calçado/ acessórios	A. Corrigir a informação sublinhada nas frases com as palavras a negrito no texto.	4 x 3% = 12%	4 x 10% = 40%	Resposta errada: 0 pontos
		A. Escolher a opção correta para responder às perguntas sobre o texto.	4 x 4% = 16%	4 x 15% = 60%	Resposta errada: 0 pontos
		Total:		28%	100%

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Os membros da família	A. Completar um texto com os membros da família da caixa.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	As profissões	B. Ordenar as letras das profissões, começando pela letra sublinhada, para legendar as imagens.	4 x 1% = 4%	4 x 5% = 20%	Resposta errada: 0 pontos
	A descrição física; vestuário; calçado e acessórios	C. Observar a imagem e escolher o nome correto para completar as frases.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	<i>Possessive determiners</i>	D. Completar frases com os <i>possessive determiners</i> da caixa.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>Verb to be</i>	E. Escolher as formas corretas do verbo <i>to be</i> para completar as frases.	16 x 1% = 16%	16 x 1% = 16%	Resposta errada: 0 pontos
	<i>Possessive pronouns</i>	F. Escolher o <i>possessive pronoun</i> correto nas frases.	4 x 1% = 4%	4 x 1% = 4%	Resposta errada: 0 pontos
	<i>The possessive case</i>	G. Completar frases com 's ou '.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	<i>Verb have got</i>	H. Completar frases com as formas corretas do verbo <i>have got</i> .	8 x 1% = 8%	8 x 1% = 8%	Resposta errada: 0 pontos
Total:			52%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Escrever um pequeno texto sobre si.	Tema: Identificação pessoal.	Completar um texto sobre si, seguindo instruções detalhadas.	20%	100%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Total:			20%	100%	

Name: No.: Class: Date: Mark: Teacher: Enc. Educação: 

Listen and tick (✓) the correct option.

Track 7

1. When is Tom's birthday?

a) ☐b) ☐c) ☐d) ☐

2. Listen to part of a poem. Who is Lee's mother?

a) ☐b) ☐c) ☐d) ☐

3. Who is Peter's best friend?

a) ☐b) ☐c) ☐d) ☐

4. What is Annie wearing in the photo?

a) ☐b) ☐c) ☐d) ☐

Good work! 😊

Name: No.: Class: Date: Mark: Teacher: Enc. Educação: 

Listen and tick (✓) the correct option.

Track 7

1. When is Tom's birthday?

a) ☐b) ☐c) ☐

2. Listen to part of a poem. Who is Lee's mother?

a) ☐b) ☐c) ☐

3. Who is Peter's best friend?

a) ☐b) ☐c) ☐

4. What is Annie wearing in the photo?

a) ☐b) ☐c) ☐

Good work! 😊

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the text.

I look like a famous star!

Ala'a Skyy is famous because she looks like the famous singer Rihanna.

She is from Virginia, in the USA. Her birthday is on 21st June and she is 12 years old.

5 She has got a small family: her mother and her cute dog! Her mother, Bria, is an engineer.

10 She is a very beautiful girl. Her skin is dark and she has got green eyes. She has got long, curly hair and she has got Rihanna's clothes style. She has got casual clothes, with lots of colours and many accessories like bracelets, earrings and rings.

Ala'a loves singing, just like her idol Rihanna. Rihanna calls her "my mini me".

**A Correct the underlined information in the sentences.**

1. Ala'a Skyy is famous because she looks like the engineer Rihanna.

2. She is from the United Kingdom.

3. Her family is big.

4. She has got light skin.

B Answer the questions about the article.

1. How old is Ala'a?

2. When's her birthday?

3. What's her mother's job?

4. What's her hair like?

5. Which accessories has she got?

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Complete the text with the family members from the box. There are two extra words.

mother • siblings • niece • parents • sisters • grandfather • brothers • father

Rihanna's ¹_____ are divorced. Her ²_____ is Ronald and her ³_____ is Monica. Rihanna has got four ⁴_____: two ⁵_____, Rorrey and Rajad, two half- ⁶_____, Samantha and Kandya, and a half-brother, Jamie. She loves her family!

B Label the jobs.

1. _____



2. _____



3. _____



4. _____

C Look at the picture. Complete the sentences with the name of the person.

1. _____ has got glasses.

5. _____ has got small shoes.

2. _____ has got a bracelet.

6. _____ has got a watch.

3. _____ has got a tie.

4. _____ has got long straight hair.

D Complete the sentences with the possessive determiners from the box. There is one extra determiner.

1. Rajad and Rihanna are siblings. _____ father is Ronald.
2. Rajad has got glasses. _____ glasses are stylish.
3. We are American. _____ country is beautiful.
4. I like Rihanna. She is _____ favourite singer.

my
our
his
her
their

E Complete the text with the correct form of the verb *to be*.

Hi! I ¹ _____ Mario. I look like the actor Ryan Gosling.

I have got a brother, Bob. We live in America, but we

² _____ (not) American. We ³ _____ German.

I ⁴ _____ 10 years old and Bob ⁵ _____ 14 years old.

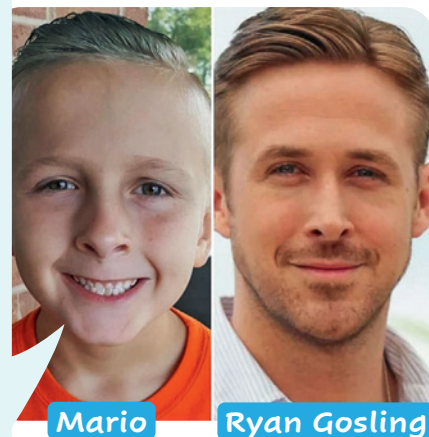
Bob and I ⁶ _____ good friends. Our father ⁷ _____

a mechanic and our mother ⁸ _____ a teacher. They

⁹ _____ 48 years old. Rocky ¹⁰ _____ our dog! He ¹¹ _____ very cute!

Bob ¹² _____ (not) blond like me. He ¹³ _____ tall, but I ¹⁴ _____ (not) tall like him...

What about you? ¹⁵ _____ you similar to a celebrity or ¹⁶ _____ a member from your family similar?



F Circle the correct possessive pronoun.

1. Mario and Bob are brothers. The dog is **ours** / **theirs** / **yours**.
2. Mario has got glasses. The glasses are **hers** / **his** / **mine**.
3. Those are my socks. They're **mine** / **hers** / **yours**.
4. That is our house. The house is **yours** / **mine** / **ours**.



G Complete with 's or '.

1. Rihanna _____ dress is red.
2. Mario and Bob _____ family is small.
3. Their parents _____ car is modern.
4. These trainers _____ colour is cool.

H Complete the sentences with the correct form of the verb *have got*.

1. Paul and Peter _____ two sisters.
2. Sarah _____ a new job.
3. Tess and I _____ (not) long hair.
4. Roger _____ (not) new jeans.
5. "_____ they _____ a dog?"
"Yes, they _____."
6. "_____ Rihanna _____ three daughters?"
"No, she _____."

Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Write a text about you (20-35 words).

Don't forget to mention:

- your name, age, birthday, nationality;
- your family;
- your physical description;
- your favourite clothes/footwear/accessories.

about
me ↓

Good work!



Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the text.

I look like a famous star!

Ala'a Skyy is famous because she looks like the famous **singer** Rihanna.

She is from **Virginia**, in the **USA**. Her birthday is on 21st June and she is 12 years old.

5 She has got a **small** family: her mother and her **cute** dog! Her mother, Bria, is an engineer.

She is a very beautiful girl. Her skin is **dark** and she has got **green** eyes. She has got long, curly hair and she has got Rihanna's clothes style. She has got casual clothes, with lots of
10 colours and many accessories like bracelets, earrings and rings.

Ala'a loves singing, just like her **idol** Rihanna. Rihanna calls her "my mini me".



A Correct the underlined information. Use some of the words in bold from the article.

1. Ala'a Skyy is famous because she looks like the engineer Rihanna.

2. She is from the United Kingdom.

3. Her family is big.

4. She has got light skin.

B Tick (✓) the correct answer to the questions about the article.

1. How old is Ala'a?

a) ☐ She is twelve years old. b) ☐ She is eleven years old. c) ☐ She is ten years old.

2. When's her birthday?

a) ☐ It's on 21st July. b) ☐ It's on 21st June. c) ☐ It's on 21st May.

3. What's her mother's job?

a) ☐ She is a vet. b) ☐ She is a housewife. c) ☐ She is an engineer.

4. What's her hair like?

a) ☐ It's long and wavy. b) ☐ It's long and curly. c) ☐ It's short and curly.

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Complete the text with the family members from the box.

mother • siblings • parents • sisters • brothers • father

Rihanna's ¹_____ are divorced. Her ²_____ is Ronald and her ³_____ is Monica. Rihanna has got four ⁴_____: two ⁵_____, Rorrey and Rajad, two half- ⁶_____, Samantha and Kandya, and a half-brother, Jamie. She loves her family!

B Unscramble the words to label the jobs. Start with the underlined letter.1. TVE
_____2. NSEUR
_____3. DRHAISERESR
_____4. OTFOBLAL PYELAR
_____**C** Look at the picture. Circle the correct name to complete the sentences.

1. Rajad / Ronald has got glasses.
2. Rihanna / Monica has got a bracelet.
3. Majesty / Ronald has got a tie.
4. Rihanna / Kandya has got long straight hair.
5. Ronald / Majesty has got small shoes.
6. Kandya / Monica has got a watch.

D Complete the sentences with the possessive determiners from the box.

1. **Rajad and Rihanna** are siblings. _____ father is Ronald.
2. **Rajad** has got glasses. _____ glasses are stylish.
3. **We** are American. _____ country is beautiful.
4. I like Rihanna. She is _____ favourite singer.

my
our
his
their

E Choose the correct form of the verb *to be* to complete the text.

Hi! I ¹ **am / is** Mario. I look like the actor Ryan Gosling.
 I have got a brother, Bob. We live in America, but we ² **isn't / aren't** American. We ³ **is / are** German. I ⁴ **am / is** 10 years old and Bob ⁵ **are / is** 14 years old.
 Bob and I ⁶ **am / are** good friends. Our father ⁷ **are / is** a mechanic and our mother ⁸ **am / is** a teacher. They ⁹ **are / is** 48 years old. Rocky ¹⁰ **am / is** our dog! He ¹¹ **is / are** very cute!
 Bob ¹² **isn't / aren't** blond like me. He ¹³ **are / is** tall, but I ¹⁴ **isn't / am not** tall like him...
 What about you? ¹⁵ **Is / Are** you similar to a celebrity or ¹⁶ **is / are** a member from your family similar?



Mario

Ryan Gosling

F Circle the correct possessive pronoun.

1. Mario and Bob are brothers. The dog is **ours / theirs**.
2. Mario has got glasses. The glasses are **his / mine**.
3. Those are my socks. They're **mine / hers**.
4. That is our house. The house is **yours / ours**.

**G Complete with 's or '.**

1. Rihanna _____ dress is red.
2. Mario and Bob _____ family is small.
3. Their parents _____ car is modern.
4. These trainers _____ colour is cool.

H Circle the correct form of the verb *have got*.

1. Paul and Peter **have got / has got** two sisters.
2. Sarah **have got / has got** a new job.
3. Tess and I **hasn't got / haven't got** long hair.
4. Roger **hasn't got / haven't got** new jeans.
5. "**Have / Has** they got a dog?"
"Yes, they **has / have**."
6. "**Has / Have** Rihanna got three daughters?"
"No, she **has / hasn't**."

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

Complete the text about you.

about
me ↓

Hi, everyone!

My name is _____ (*your name*). I'm _____ (*your age*) years old and my birthday is on _____ (*your birthday*). I'm _____ (*nationality*).I **have got** / **haven't got** siblings. My family is **small** / **big**: _____

_____ (*your family*).I'm _____ (*your height*) and _____ (*your weight*). I have got _____ (*describe your hair*) hair and _____ (*eyes' colour*) eyes.

I like _____

_____ (*your favourite clothes/footwear/accessories*).

Good work!



Table of specifications (Unit 2)

Listening Test 2A

Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉRIOS de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	As partes/divisões da casa O mobiliário	A. Identificar se as frases são verdadeiras ou falsas, de acordo com o que se ouve.	6 x 6% = 36%	Resposta errada: 0 pontos
		A. Ordenar as divisões da casa, de acordo com o que se ouve.	4 x 7% = 28%	Resposta errada: 0 pontos
		A. Responder às perguntas com uma palavra apenas.	4 x 9% = 36%	Resposta errada: 0 pontos
		Total:	100%	

Progress Test 2A

Marking scheme 1: complete structure
 Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	As partes/divisões da casa O mobiliário	A. Identificar se as frases são verdadeiras ou falsas e corrigir as falsas.	5 x 3% = 15%	5 x 8% = 40%	Resposta errada: 0 pontos
		A. Responder a perguntas sobre o texto.	4 x 5% = 20%	4 x 15% = 60%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
Total:			35%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		CrITÉRIOS de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	As partes da casa	A. Legendar as imagens com as palavras da caixa.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	Os objetos/mobiliário da casa	B. Encontrar a palavra que está errada na categoria.	4 x 1% = 4%	4 x 3% = 12%	Resposta errada: 0 pontos
	Os objetos/mobiliário da casa	C. Legendar as imagens.	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	O verbo <i>there + to be</i> (afirmativa e negativa)	D. Completar as frases com a forma correta de <i>there + to be</i> .	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	O verbo <i>there + to be</i> (interrogativa e <i>short answers</i>)	E. Formular perguntas e dar respostas com o verbo <i>there + to be</i> .	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	<i>Prepositions of place</i>	F. Completar as frases com a <i>preposition of place</i> correta, de acordo com a imagem fornecida.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Plurals</i>	G. Escrever o plural dos nomes fornecidos.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	<i>Articles</i>	H. Completar frases com <i>a/an/the/Ø</i> .	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
Total:			45%	100%	

Table of specifications (Unit 2)

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Escrever um pequeno texto.	Tema: A casa, objetos e mobiliário da casa	Escrever um texto sobre a sua casa e divisão favorita da casa.	20%	100%	Ver tabela abaixo.
Total:			20%	100%	

Critérios	Descritor	Cotações	
		Scheme 1	Scheme 2
Gênero/Formato textual	Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do gênero textual solicitado.	5%	25%
	Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do gênero textual solicitado.	3%	15%
	Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do gênero textual solicitado.	1%	5%
Extensão (20-35 palavras)	Escreve um texto com um mínimo de 20 palavras sobre a temática apresentada.	5%	25%
	Escreve um texto com um mínimo de 10 palavras sobre a temática apresentada.	3%	15%
	Escreve um texto com um mínimo de 5 palavras sobre a temática apresentada.	1%	5%
Comunicação (tema e pertinência da informação)	Aborda os tópicos solicitados, recorrendo a informação pertinente, utiliza vocabulário adequado ao tema e assegura a progressão da informação sem comprometer a coerência textual.	5%	25%
	Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente, utiliza vocabulário nem sempre adequado ao tema e a progressão da informação pode comprometer parcialmente a coerência textual.	3%	15%
	Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente, raramente utiliza vocabulário adequado ao tema e a progressão da informação compromete globalmente a coerência textual.	1%	5%
Correção linguística	Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.	5%	25%
	Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.	3%	15%
	Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.	1%	5%

Listening Test 2B

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	As partes/divisões da casa O mobiliário	A. Escolher a palavra correta para completar as frases.	6 x 6% = 36%	Resposta errada: 0 pontos
		A. Ordenar as divisões da casa, de acordo com o que se ouve.	4 x 7% = 28%	Resposta errada: 0 pontos
		A. Escolher a palavra correta para completar as frases.	4 x 9% = 36%	Resposta errada: 0 pontos
		Total:		

Progress Test 2B

Marking scheme 1: complete structure
Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	As partes/divisões da casa O mobiliário	A. Identificar se as frases são verdadeiras ou falsas.	5 x 3% = 15%	5 x 8% = 40%	Resposta errada: 0 pontos
		A. Completar as respostas às perguntas sobre o texto.	4 x 5% = 20%	4 x 15% = 60%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Total:			35%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	As partes da casa	A. Legendar as imagens com as palavras da caixa.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	Os objetos/mobiliário da casa	B. Encontrar a palavra que está errada na categoria.	4 x 1% = 4%	4 x 3% = 12%	Resposta errada: 0 pontos
	Os objetos/mobiliário da casa	C. Escolher a palavra correta para legendar as imagens.	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	O verbo <i>there + to be</i> (afirmativa e negativa)	D. Escolher a forma correta de <i>there + to be</i> para completar as frases.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	O verbo <i>there + to be</i> (interrogativa e <i>short answers</i>)	E. Completar perguntas e respostas com o verbo <i>there + to be</i> .	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	<i>Prepositions of place</i>	F. Completar as frases com a <i>preposition of place</i> correta da caixa, de acordo com a imagem fornecida.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Plurals</i>	G. Escolher a forma correta do plural dos nomes.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	<i>Articles</i>	H. Escolher o artigo correto para completar as frases.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
Total:			45%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Completar um pequeno texto	Tema: A casa, objetos e mobiliário da casa	Completar um texto sobre a sua casa e a sua divisão da casa favorita, seguindo instruções detalhadas.	20%	100%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Total:			20%	100%	

Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

Enc. Educação: _____



Track 8

Listen and say if the sentences are true (T) or false (F).

T

F

- The house is similar to a dollhouse.
- There are small windows.
- The toilet is upstairs.
- There are two bathrooms upstairs.
- There isn't a dining room downstairs.
- There's a garden in front of the house.

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

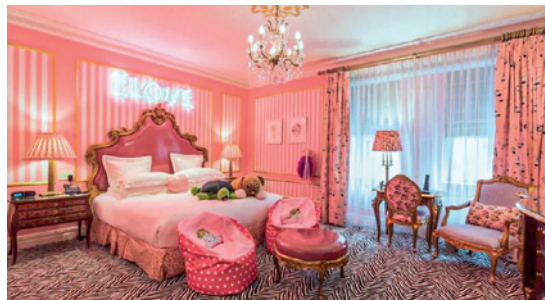


Track 9

Put the rooms in order, according to the descriptions you hear. Write 1-4.



- ☐ The Lair Suite at Nickelodeon Hotels and Resorts Riviera Maya (Mexico)



- ☐ Eloise Suite at the Plaza (New York)



- ☐ Cartoon Network Hotel (Pennsylvania, USA)



- ☐ Willy Wonka Room at the Chocolate Box Hotel (Bournemouth, UK)



Listen again and answer the questions with ONE word.

- What is there behind the sofa in Cartoon Network Hotel? A _____.
- What is there on the bed in Willy Wonka Room? _____.
- Where is the TV in The Lair Suite? _____ the sofa.
- Where are the armchairs in Eloise Suite? Next to the _____.

Good work! 😊

Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

Enc. Educação: _____



A Listen and **circle** the correct word in the sentences.

1. The house is similar to a **dollhouse** / ranch.
2. There are **big** / small windows.
3. The toilet is **downstairs** / upstairs.
4. There are **two** / three bathrooms upstairs.
5. There **isn't** / is a dining room downstairs.
6. There's a garden **in front of** / around the house.



B Put the rooms in order according to the descriptions you hear. Write **1-4**. The words next to the pictures help you.



- ☐ The Lair Suite at Nickelodeon Hotels and Resorts Riviera Maya (Mexico)



- ☐ Eloise Suite at the Plaza (New York)



- ☐ Cartoon Network Hotel (Pennsylvania, USA)



- ☐ Willy Wonka Room at the Chocolate Box Hotel (Bournemouth, UK)



C Listen again. Choose the correct answer to the questions.

1. What is there behind the sofa in Cartoon Network Hotel? **A table.** / An armchair.
2. What is there on the bed in Willy Wonka Room? **A rug.** / Pillows.
3. Where is the TV in The Lair Suite? **Behind** / Opposite the sofa.
4. Where are the armchairs in Eloise Suite? Next to the **ceiling** / window.

Good work! 😊

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the article.

The Keret House

The Keret House is a special house because it is very thin. It is in Poland and it's in a small space between a house and a block of flats. The name of the house is the name of the first person who lived there. His name is Etgar Keret and he is a writer.

- 5 It has got two floors. Downstairs there is a bathroom, a kitchen and a living room. Upstairs there is a bedroom. The bedroom is also a study: there is a bed, a bookcase, a desk and a chair. The house is very modern, it has got big windows and the walls are white. It's a very small house, so there aren't many objects. In
10 the kitchen there is a small cupboard, a sink, a cooker and a very small fridge.

**A**

Read the sentences and tick (✓) true (T) or false (F). Correct the false ones.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. The Keret House is special because it's very big.
_____ | ☐ | ☐ |
| 2. The name of the house is the name of its architect.
_____ | ☐ | ☐ |
| 3. There are two floors in the house.
_____ | ☐ | ☐ |
| 4. The windows are big.
_____ | ☐ | ☐ |
| 5. The house is small, but there are many objects.
_____ | ☐ | ☐ |

B

Answer the questions about the text.

- What is Etgar Keret's job?

- Which rooms are there downstairs?

- Is there an attic upstairs?

- Where in the house is the sink, the cooker and the fridge?

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Label the pictures with the words from the box. There are two extra words.

stairs • door • window • roof • wall • chimney



1. _____



2. _____



3. _____



4. _____

B Cross (✗) the different word.

1. kitchen

bed, cooker,
fridge, cupboard

2. bathroom

bath, sink,
mirror, toilet

3. bedroom

washbasin, bed,
wardrobe, pillow

4. living room

lamp, shower,
sofa, coffee table**C** Use words from exercise B to label the objects.

1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

D Look at the picture and complete the sentences with *There is*, *There are*, *There isn't*, *There aren't*.

1. _____ nine windows in the house.
2. _____ a dog in the garden.
3. _____ stairs to the front door.
4. _____ a front porch.
5. _____ three chimneys.



E Look at the picture from exercise D. Ask and answer. There is one example.

- eight windows Are there eight windows ? No , there aren't .
- 1. two chimneys _____ ? _____ , _____ .
- 2. a doghouse in the garden _____ ? _____ , _____ .
- 3. three doors in the house _____ ? _____ , _____ .
- 4. a pool outside _____ ? _____ , _____ .

F Look at the picture. Complete the sentences with the prepositions of place.

1. The cushion is _____ the sofa.
2. The painting is _____ the wall.
3. The coffee table is _____ the sofa.
4. The rug is _____ the coffee table.
5. The chair is _____ the rug and the table.



G Write the plural of the nouns below.

- | | |
|--------------------|-----------------|
| 1. shower _____ | 4. baby _____ |
| 2. bookshelf _____ | 5. tomato _____ |
| 3. foot _____ | 6. child _____ |

H Complete the sentences with *a*, *an*, *the* or $\emptyset$.

1. _____ Keret House is in _____ Poland.
2. There is _____ armchair and _____ carpet in _____ living room.

Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Write a text about your house (20-35 words).

Don't forget to mention:

- an adjective to describe your house;
- parts of your house;
- rooms of your house;
- your favourite part of the house;
- furniture/objects in your favourite part of the house.



Good work!



Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the article.

The Keret House

The Keret House is a special house because it is very thin. It is in Poland and it's in a small space between a house and a block of flats. The name of the house is the name of the first person who lived there. His name is Etgar Keret and he is a writer.

- 5 It has got two floors. Downstairs there is a bathroom, a kitchen and a living room. Upstairs there is a bedroom. The bedroom is also a study: there is a bed, a bookcase, a desk and a chair. The house is very modern, it has got big windows and the walls are white. It's a very small house, so there aren't many objects. In
10 the kitchen there is a small cupboard, a sink, a cooker and a very small fridge.

**A Read the sentences and tick (✓) true (T) or false (F).**

1. The Keret House is special because it's very big.
2. The name of the house is the name of its architect.
3. There are two floors in the house.
4. The windows are big.
5. The house is small, but there are many objects.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Complete the answers to the questions.

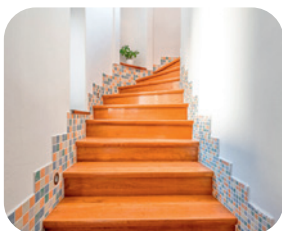
1. What is Etgar Keret's job?
Etgar Keret is a _____.
2. Which rooms are there downstairs?
There is a _____, a _____ and a _____.
3. Is there an attic upstairs?
_____, there isn't.
4. Where in the house is the sink, the cooker and the fridge?
They are in the _____.

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Label the pictures with the words from the box.

stairs • door • window • chimney



1. _____



2. _____



3. _____



4. _____

B Cross (X) the different word.

1. kitchen

bed, cooker,
fridge

2. bathroom

bath, sink,
mirror

3. bedroom

washbasin, bed,
wardrobe

4. living room

lamp, shower,
sofa**C** Circle the correct word to label the objects.

1. rug / cooker



2. sink / washbasin



3. wardrobe / lamp



4. cushion / pillow



5. fridge / cupboard



6. fridge / mirror



7. sink / cooker

8. cupboard /
armchair

D Look at the picture. **Circle** the correct form of *there + to be* to complete the sentences.

1. There are / There aren't nine windows in the house.
2. There isn't / There is a dog in the garden.
3. There are / There aren't stairs to the front door.
4. There isn't / There is a front porch.
5. There aren't / There are three chimneys.



E Look at the picture from exercise D. Complete the questions and answer. There is one example.

- "Are there eight windows?" "No, there aren't."
- 1. " two chimneys?" "Yes, ."
- 2. " a doghouse in the garden?" " , ."
- 3. " three doors in the house?" " , ."
- 4. " a pool outside?" " , ."

F Look at the picture. Complete the sentences with the prepositions of place from the box.

on (x2) • between • in front of • under

1. The cushion is _____ the sofa.
2. The painting is _____ the wall.
3. The coffee table is _____ the sofa.
4. The rug is _____ the coffee table.
5. The chair is _____ the rug and the table.



G **Circle** the plural of the nouns below.

6. shower: showers / shower
7. bookshelf: bookshelves / bookshelves
8. foot: foots / feet
9. baby: babies / babys
10. tomato: tomatos / tomatoes
11. child: childs / children

H **Circle** the correct option to complete the sentences.

1. The / Ø Keret House is in Ø / the Poland.
2. There is a / an armchair and a / an carpet in the / Ø living room.

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

Complete the text about your house (20-35 words).



My house is _____ (*adjective to describe your house*). It has got _____
_____ (*number of rooms*) rooms: _____
_____ (*the rooms*).

My favourite part of the house is **the / my** _____ (*your favourite part of the house*). **There is / are** (*choose*) **a / an** (*choose*) _____
_____ (*what is there in your favourite part of the house*).

Good work!

Table of specifications (Unit 3)

Listening Test 3A

Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Atividades de tempo livre / Passatempos	A. Fazer corresponder as personagens aos passatempos.	3 x 7% = 21%	Resposta errada: 0 pontos
		A. Escolher a opção correta para corrigir as frases.	3 x 10% = 30%	Resposta errada: 0 pontos
		A. Completar as frases com a comida e bebida em falta.	7 x 7% = 49%	Resposta errada: 0 pontos
		Total:	100%	

Progress Test 3A

Marking scheme 1: complete structure
Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		CrITÉrios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Atividades de tempo livre / Passatempos	A. Legendar as imagens com o local correspondente.	3 x 2% = 6%	3 x 5% = 15%	Resposta errada: 0 pontos
		B. Completar as frases com os nomes em falta.	3 x 2% = 6%	3 x 5% = 15%	Resposta errada: 0 pontos
		C. Responder a perguntas sobre os textos.	5 x 4% = 20%	5 x 14% = 70%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
		Total:	32%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		CrITÉrios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	As atividades de tempo livre	A. Completar as frases de acordo com as imagens.	10 x 1% = 10%	10 x 1% = 10%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Comida e bebida	B. Legendar a comida.	8 x 1% = 8%	8 x 1% = 8%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Present continuous (affirmative and negative)	C. Completar as frases com o present continuous dos verbos entre parênteses.	5 x 1% = 5%	5 x 4% = 20%	Resposta errada: 0 pontos
	Present continuous (interrogative)	D. Formular perguntas e responder.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	Present continuous (all forms)	E. Completar o texto com o present continuous dos verbos entre parênteses.	10 x 1% = 10%	10 x 2% = 20%	Resposta errada: 0 pontos
	Quantifiers: some/any	F. Completar as frases com some/any.	5 x 1% = 5%	5 x 4% = 20%	Resposta errada: 0 pontos
	Expressing preferences	G. Fazer frases exprimindo preferências, de acordo com a tabela.	4 x 1% = 4%	4 x 1% = 4%	Resposta errada: 0 pontos
Total:			48%	100%	

Table of specifications (Unit 3)

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Escrever um pequeno texto.	Tema: As atividades de tempo livre, comida e bebida	Escrever um <i>email</i> sobre os seus passatempos e comida/bebida favorita.	20%	100%	<i>Ver tabela abaixo.</i>
Total:			20%	100%	

Critérios	Descritor	Cotações	
		Scheme 1	Scheme 2
Gênero/Formato textual	Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do gênero textual solicitado.	5%	25%
	Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do gênero textual solicitado.	3%	15%
	Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do gênero textual solicitado.	1%	5%
Extensão (20-35 palavras)	Escreve um texto com um mínimo de 20 palavras sobre a temática apresentada.	5%	25%
	Escreve um texto com um mínimo de 10 palavras sobre a temática apresentada.	3%	15%
	Escreve um texto com um mínimo de 5 palavras sobre a temática apresentada.	1%	5%
Comunicação (tema e pertinência da informação)	Aborda os tópicos solicitados, recorrendo a informação pertinente, utiliza vocabulário adequado ao tema e assegura a progressão da informação sem comprometer a coerência textual.	5%	25%
	Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente, utiliza vocabulário nem sempre adequado ao tema e a progressão da informação pode comprometer parcialmente a coerência textual.	3%	15%
	Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente, raramente utiliza vocabulário adequado ao tema e a progressão da informação compromete globalmente a coerência textual.	1%	5%
Correção linguística	Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.	5%	25%
	Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.	3%	15%
	Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.	1%	5%

Listening Test 3B

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Atividades de tempo livre / Passatempos	A. Fazer corresponder as personagens aos passatempos.	3 x 7% = 21%	Resposta errada: 0 pontos
		B. Escolher a opção correta para corrigir as frases.	3 x 10% = 30%	Resposta errada: 0 pontos
		C. Completar as palavras nas frases.	7 x 7% = 49%	Resposta errada: 0 pontos
		Total:		

Progress Test 3B

Marking scheme 1: complete structure
Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Atividades de tempo livre / Passatempos	A. Legendar as imagens com o local correspondente.	3 x 2% = 6%	3 x 5% = 15%	Resposta errada: 0 pontos
		B. Completar as frases com os nomes em falta.	3 x 2% = 6%	3 x 5% = 15%	Resposta errada: 0 pontos
		C. Completar a resposta às perguntas com uma a duas palavras.	10 x 2% = 20%	10 x 7% = 70%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
		Total:		32%	100%

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	As atividades de tempo livre	A. Completar as palavras nas frases de acordo com as imagens.	10 x 1% = 10%	10 x 1% = 10%	Resposta errada: 0 pontos
	Comida e bebida	B. Escolher a opção correta para legendar a comida.	8 x 1% = 8%	8 x 1% = 8%	Resposta errada: 0 pontos
	<i>Present continuous (affirmative and negative)</i>	C. Escolher a forma correta do <i>present continuous</i> para completar as frases.	5 x 1% = 5%	5 x 4% = 20%	Resposta errada: 0 pontos
	<i>Present continuous (interrogative)</i>	D. Completar as perguntas e respostas.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	<i>Present continuous (all forms)</i>	E. Escolher a forma correta do <i>present continuous</i> para completar o texto.	10 x 1% = 10%	10 x 2% = 20%	Resposta errada: 0 pontos
	<i>Quantifiers: some/any</i>	F. Completar as frases com <i>some/any</i> .	5 x 1% = 5%	5 x 4% = 20%	Resposta errada: 0 pontos
	<i>Expressing preferences</i>	G. Completar as frases de acordo com a tabela.	4 x 1% = 4%	4 x 1% = 4%	Resposta errada: 0 pontos
Total:			48%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Completar um pequeno texto.	Tema: As atividades de tempo livre, comida e bebida	Completar um <i>email</i> sobre os seus passatempos e comida/bebida favorita.	20%	100%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Total:			20%	100%	

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____



A Listen and match the characters from TV series and films with their hobbies. There are two extra hobbies.

- a) reading • b) dancing • c) playing video games
d) hanging out with friends • e) playing music

1. ☐ Erin and Aaron2. ☐ Ava and Kyle3. ☐ Ivy and Bean

B Listen again. Tick (✓) the right option to correct the underlined words.

1. Erin and Aaron love playing the piano.

- a) ☐ guitar b) ☐ video games c) ☐ football d) ☐ sports

2. Ava and Kyle like being with their parents Ezra and Maudie.

- a) ☐ siblings b) ☐ teachers c) ☐ friends d) ☐ cousins

3. Ivy and Bean start having singing classes.

- a) ☐ piano b) ☐ guitar c) ☐ music d) ☐ ballet



C Listen and complete the sentences with the missing food and drinks.

1. Erin and Aaron decide to cook _____ with _____ for dinner.
2. They want to bake a _____ for dessert and to drink they choose _____.
3. In the end, their real dinner is roast _____ with _____ from the take-away restaurant.



Good work! 😊

Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

Enc. Educação: _____



Listen and match the characters from TV series and films with their hobbies.

a) dancing • b) hanging out with friends • c) playing music

ERIN & AARON

THE
INBESTIGATORSIVY & BEAN
DOOMED TO DANCE1. ☐ Erin and Aaron2. ☐ Ava and Kyle3. ☐ Ivy and BeanListen again. Tick (✓) the right option to correct the underlined words.1. Erin and Aaron love playing the piano.a) ☐ guitarb) ☐ video gamesc) ☐ football2. Ava and Kyle like being with their parents Ezra and Maudie.a) ☐ siblingsb) ☐ teachersc) ☐ friends3. Ivy and Bean start having singing classes.a) ☐ pianob) ☐ balletc) ☐ music

Listen and complete the food and drink words.

1. Erin and Aaron decide to cook m _ _ t with
s p _ g _ e t _ i for dinner.2. They want to bake a _ a k _ for dessert and
to drink they choose o r _ _ g e j _ i c _.3. In the end, their real dinner is roast c h _ c _ e _
with _ h _ p _ from the take-away restaurant.

Good work! 😊

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the texts.

What do you do in your free time?



Maria Rita, 10,
Rio de Janeiro (Brazil)

I have ballet classes with *Na ponta dos pés* (On tiptoes). It is a ballet project in the *Alemão favela* in Rio de Janeiro, Brazil. We practise in a basketball court¹ twice a week. I really like it because I feel free and I have many great friends there. We are preparing a big show to present for Carnival.

I love cooking and that is my hobby! Today we are celebrating Diwali (1st November), one of our most important holidays in India. We are making sweets and other traditional food and that's my favourite time of the year. My family and I are cooking together.



Anika, 11,
Calcutta (India)



Carlos, 11,
Sal island (Cape Verde)

No stress! That's what everybody says here in Cape Verde. In my free time I really like dancing and hanging out with my friends. Today I'm going to the beach because I want to try to see the little turtles coming out of the eggs and entering the sea. It's fantastic!

 **Vocabulary help**

¹ court = campo

A

Look at the pictures. Write *Brazil*, *India* and *Cape Verde*.



1. _____



2. _____



3. _____

B Complete the sentences with *Maria Rita, Anika* and *Carlos*.

1. _____ lives on an island.
2. _____ is cooking with the family.
3. _____ is part of a project.

C Answer the questions. Write complete sentences.

1. Where does Maria Rita have ballet classes?

2. What is Maria Rita preparing right now?

3. Which food is Anika cooking?

4. What are Carlos's favourite hobbies?

5. Why is Carlos going to the beach today?

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Complete the sentences with the correct free time activity.

1. Paul is _____  and Anna is _____ .
2. Jenny is _____  and Robert is _____ .
3. My parents are _____  and I am _____ .
4. Bob is _____  and Mark is _____ .
5. You are _____  and they are _____ with friends .

B What are they eating? Label the food.

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

C Complete the sentences. Use the present continuous of the verbs in brackets.

1. Maria Rita is at Rio de Janeiro beach now. She _____ (**surf**) in the sea.
2. Anika _____ (**not enjoy**) the Diwali celebrations. She _____ (**cook**) the meals.
3. Carlos and his parents _____ (**not watch**) the sea turtles. They _____ (**have**) dinner together at home.

D Make questions and answers. There is one example.

- Carlos / surf  Is Carlos surfing ? No , he isn't .
- 1. Anika and her sister / read  _____ ? _____ , _____ .
- 2. you / bake a cake  _____ ? _____ , _____ .
- 3. Rita / swim  _____ ? _____ , _____ .

E Complete the text with the present continuous of the verbs in brackets.

How ¹ _____ schools _____ (teach) kids to eat vegetables in Brazil?

A group of 6th graders in Brazil ² _____ (grow) their own vegetables. They ³ _____ (prepare) the soil, but they ⁴ _____ (not work) alone. Their teacher, Daniel, ⁵ _____ (help) them. Now they ⁶ _____ (eat) healthy food.

"My mum ⁷ _____ (not buy) lettuce in the market today, for example. She ⁸ _____ (use) my lettuce in the salad. We ⁹ _____ (cook) healthy meals at home," one of the students says.

What about in your school? ¹⁰ _____ you _____ (do) anything to eat healthy?

F Fill in the gaps with *some/any*.

- There is _____ lettuce for the salad, but there aren't _____ tomatoes.
- Indians cook _____ traditional dishes for Diwali.
- Have we got _____ meat for dinner? No, but we have got _____ fish.

G Look at the table and make sentences. There is one example.

	hate 	like 
• Carol	dance	cook
1. Fred and Mike	run	jump
2. Tommy	read	write

- Carol hates dancing, but she likes cooking.
- 1. Fred and Mike hate _____, but they like _____.
- 2. Tommy _____, but _____.

Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Write an email to Maria Rita, Anika or Carlos. Tell him/her what you do in your free time and write about your eating preferences (20-35 words).

Don't forget to mention:

- the free time activity you do/prefer/like;
- where/when you do it;
- why you like it;
- your favourite food and drink.

 **New message** — ↗ ✕

To

Subject

Hi, _____,

Love, _____

SEND



Good work!



Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the texts.

What do you do in your free time?



**Maria Rita, 10,
Rio de Janeiro (Brazil)**

I have ballet classes with *Na ponta dos pés* (On tiptoes). It is a ballet project in the *Alemão favela* in Rio de Janeiro, Brazil. We practise in a basketball court¹ twice a week. I really like it because I feel free and I have many great friends there. We are preparing a big show to present for Carnival.

I love cooking and that is my hobby! Today we are celebrating Diwali (1st November), one of our most important holidays in India. We are making sweets and other traditional food and that's my favourite time of the year. My family and I are cooking together.



**Anika, 11,
Calcutta (India)**



**Carlos, 11,
Sal island (Cape Verde)**

No stress! That's what everybody says here in Cape Verde. In my free time I really like dancing and hanging out with my friends. Today I'm going to the beach because I want to try to see the little turtles coming out of the eggs and entering the sea. It's fantastic!

 **Glossary help**

¹ court = campo

A

Look at the pictures. Write **Brazil**, **India** and **Cape Verde**.



sweets



ballet



turtles

1. _____

2. _____

3. _____

B Complete the sentences with *Maria Rita, Anika* and *Carlos*.

1. _____ lives on an island .
2. _____ is cooking  with the family .
3. _____ is part of a ballet  project.

C Complete the answers to the questions. Use TWO words.

1. Where does Maria Rita have ballet classes?
Maria Rita has ballet classes in a _____.
2. What is Maria Rita preparing right now?
She is preparing a _____ to present for Carnival.
3. Which food is Anika cooking?
Anika is cooking sweets and other _____.
4. What are Carlos's favourite hobbies?
Carlos's favourite hobbies are _____ and _____ out with his friends.
5. Why is Carlos going to the beach today?
Carlos is going to the beach today because he wants to see the _____
_____ coming out of the eggs and entering the sea.

Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

Enc. Educação: _____

A Complete the free time activities. The first and last letters are given.

- Paul is r _____ g  and Anna is w _____ g TV .
- Jenny is l _____ g to music  and Robert is d _____ g .
- My parents are c _____ g online  and I am p _____ g video games .
- Bob is p _____ g the guitar  and Mark is s _____ g .
- You are w _____ g videos  and they are h _____ g out with friends .

B What are they eating? Circle the correct option to label the pictures.

- beans / lettuce / onions
- salad / tomato / onion
- fish / meat / sausage
- carrot / tomato / lettuce
- tomato / cabbage / lemon
- pasta / spaghetti / rice
- fish / turkey / beef
- pasta / lemon / apple

C Circle the correct present continuous form of the verbs.

- Maria Rita is at Rio de Janeiro beach now. She **is surfing** / **is surf** in the sea.
- Anika **aren't enjoying** / **isn't enjoying** the Diwali celebrations. She **is cooking** / **is cooks** the meals.
- Carlos and his parents **isn't watching** / **aren't watching** the sea turtles. They **is having** / **are having** dinner together at home.

D Complete the questions and the answers. There is one example.

- Is Carlos surfing (surf)? No, he isn't. ❌
- 1. _____ Anika and her sister _____ (read)? _____, they _____. ❌
- 2. _____ you _____ (bake) a cake? _____, I _____. ✅
- 3. _____ Rita _____ (swim)? _____, she _____. ✅

E Circle the correct verb form to complete the text.

How ¹ is / are schools teaching kids to eat vegetables in Brazil?

A group of 6th graders in Brazil ² are growing / is growing their own vegetables. They ³ is preparing / are preparing the soil, but they ⁴ isn't working / aren't working alone. Their teacher, Daniel, ⁵ is helping / are helping them. Now they ⁶ are eating / is eating healthy food.

"My mum ⁷ isn't buy / isn't buying lettuce in the market today, for example. She ⁸ is use / is using my lettuce in the salad. We ⁹ are cooking / are cook healthy meals at home," one of the students says.

What about in your school? Are you ¹⁰ doing / do anything to eat healthy?

F Fill in the gaps with *some* (affirmative) or *any* (negative and interrogative).

1. There is _____ lettuce for the salad, but there aren't _____ tomatoes.
2. Indians cook _____ traditional dishes for Diwali.
3. Have we got _____ meat for dinner? No, but we have got _____ fish.

G Look at the table and complete the sentences. There is one example.

	hate 	like 
• Carol	dance	cook
1. Fred and Mike	run	jump
2. Tommy	read	write

- Carol hates dancing, but she likes cooking.
- 1. Fred and Mike hate _____, but they like _____.
- 2. Tommy hates _____, but he likes _____.

Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Complete an email to Maria Rita. Tell her what you do in your free time and write a bit about your eating preferences (20-35 words).

Follow the suggestions to help you.



New message



To

Subject

Hi, Maria Rita,

I love _____ (your favourite hobby). I _____
(your favourite hobby) _____ (where you do it), _____
_____ (when you do it). I like it because it's _____
_____ (adjective to describe it – fun, interesting, relaxing).

My favourite food is _____ (your favourite food) and I really like drinking
_____ (your favourite drink).

Love,

_____ (your name)

SEND



Good work!



Table of specifications (Unit 4)

Listening Test 4A

Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Desportos Atividades da rotina diária As horas	A. Numerar as imagens de acordo com o que se ouve.	5 x 8% = 40%	Resposta errada: 0 pontos
		B. Escolher a opção correta para responder às perguntas.	6 x 10% = 60%	Resposta errada: 0 pontos
Total:			100%	

Progress Test 4A

Marking scheme 1: complete structure
Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Desportos Atividades da rotina diária As horas	A. Ligar as frases de acordo com o texto.	4 x 2% = 8%	4 x 10% = 40%	Resposta errada: 0 pontos
		A. Responder a perguntas sobre o texto.	4 x 5% = 20%	4 x 15% = 60%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
Total:			28%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		CrITÉrios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Os desportos	A. Legendar as imagens dos desportos.	4 x 2% = 8%	4 x 3% = 12%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	Os desportos (<i>play, do, go</i>)	B. Completar a tabela colocando os desportos na coluna correspondente.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	As atividades da rotina diária e as horas	C. Completar um texto, com ajuda de imagens, com as atividades da rotina diária e as horas em falta.	10 x 1% = 10%	10 x 2% = 20%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
	<i>Present simple – verb like (affirmative and negative)</i>	D. Completar frases com o <i>present simple</i> do verbo <i>like</i> , de acordo com a informação da tabela.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Present simple – verb like (interrogative)</i>	E. Formular perguntas com o verbo <i>like</i> e responder de acordo com a informação da tabela.	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	<i>Present simple (all forms)</i>	F. Completar frases com o <i>present simple</i> dos verbos entre parênteses.	11 x 1% = 11%	11 x 2% = 22%	Resposta errada: 0 pontos
	<i>Adverbs of frequency</i>	G. Ordenar as frases.	2 x 3% = 6%	2 x 6% = 12%	Resposta errada: 0 pontos
Total:			52%	100%	

Table of specifications (Unit 4)

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Escrever um pequeno texto sobre si.	Tema: A rotina diária	Escrever um texto sobre uma rotina matinal diferente, de acordo com a informação fornecida.	20%	100%	<i>Ver tabela abaixo.</i>
Total:			20%	100%	

Critérios	Descritor	Cotações	
		Scheme 1	Scheme 2
Gênero/Formato textual	Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do gênero textual solicitado.	5%	25%
	Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do gênero textual solicitado.	3%	15%
	Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do gênero textual solicitado.	1%	5%
Extensão (20-35 palavras)	Escreve um texto com um mínimo de 20 palavras sobre a temática apresentada.	5%	25%
	Escreve um texto com um mínimo de 10 palavras sobre a temática apresentada.	3%	15%
	Escreve um texto com um mínimo de 5 palavras sobre a temática apresentada.	1%	5%
Comunicação (tema e pertinência da informação)	Aborda os tópicos solicitados, recorrendo a informação pertinente, utiliza vocabulário adequado ao tema e assegura a progressão da informação sem comprometer a coerência textual.	5%	25%
	Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente, utiliza vocabulário nem sempre adequado ao tema e a progressão da informação pode comprometer parcialmente a coerência textual.	3%	15%
	Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente, raramente utiliza vocabulário adequado ao tema e a progressão da informação compromete globalmente a coerência textual.	1%	5%
Correção linguística	Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.	5%	25%
	Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.	3%	15%
	Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.	1%	5%

Listening Test 4B

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Desportos	A. Numerar as imagens de acordo com o que se ouve.	5 x 8% = 40%	Resposta errada: 0 pontos
	Atividades da rotina diária As horas	A. Escolher a opção correta para responder às perguntas.	6 x 10% = 60%	Resposta errada: 0 pontos
Total:			100%	

Progress Test 4B

Marking scheme 1: complete structure
Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Desportos Atividades da rotina diária As horas	A. Escolher a opção correta para completar as frases.	4 x 2% = 8%	4 x 10% = 40%	Resposta errada: 0 pontos
		A. Completar as frases com uma palavra, de acordo com o texto.	4 x 5% = 20%	4 x 15% = 60%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Total:			28%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Os desportos	A. Legendar as imagens dos desportos com as palavras da caixa.	4 x 2% = 8%	4 x 3% = 12%	Resposta errada: 0 pontos
	Os desportos (<i>play, do, go</i>)	B. Completar a tabela colocando os desportos na coluna correspondente.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	As atividades da rotina diária e as horas	C. Escolher as atividades da rotina diária e horas corretas para completar um texto, com ajuda de imagens.	10 x 1% = 10%	10 x 2% = 20%	Resposta errada: 0 pontos
	<i>Present simple – verb like (affirmative and negative)</i>	D. Escolher a forma correta do <i>present simple</i> do verbo <i>like</i> para completar frases, de acordo com a informação da tabela.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Present simple – verb like (interrogative)</i>	E. Completar perguntas com o verbo <i>like</i> e responder de acordo com a informação da tabela.	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	<i>Present simple (all forms)</i>	F. Sublinhar a forma correta do <i>present simple</i> dos verbos para completar frases.	11 x 1% = 11%	11 x 2% = 22%	Resposta errada: 0 pontos
	<i>Adverbs of frequency</i>	G. Escolher a frase que se encontra com a estrutura correta.	2 x 3% = 6%	2 x 6% = 12%	Resposta errada: 0 pontos
Total:			52%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Escrever um pequeno texto sobre si.	Tema: a rotina diária	Completar um texto sobre uma rotina matinal diferente, de acordo com a informação fornecida.	10 x 2% = 20%	10 x 10% = 100%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Total:			20%	100%	

Name: No.: Class: Date: Mark: Teacher: Enc. Educação: **Listen to the dialogues and order the pictures (1-5). There is one extra picture.**

Track 12

a) b) c) d) e) f) **Listen and tick (✓) the correct option to answer the questions.**

Track 13

1. What time does Melissa have breakfast?

a) 7:45b) 7 a.m.c) 8 a.m.d) 7:15

2. What does she have for breakfast?

a) Cereal and milk.b) Toast and milk.c) Cereal.d) Toast and juice.

3. How does she go to school?

a) On foot.b) By bus.c) By bike.d) By car.

4. What time does the morning break start?

a) 10:30b) 10:40c) 10:20d) 10:00

5. Where does she have lunch?

a) At home.b) In the canteen.c) In the cafeteria.d) In the assembly hall.

6. How does she go home?

a) By car.b) By bike.c) By bus.d) By train.

Good work! 😊

Name: No.: Class: Date: Mark: Teacher: Enc. Educação: 

Listen to the dialogues and order the pictures (1-5).

Track 12

a) b) c) d) e) 

Listen and tick (✓) the correct option to answer the questions.

Track 13

1. What time does Melissa have breakfast?

a) 7:45b) 7:15c) 8 a.m.

2. What does she have for breakfast?

a) Cereal and milk.b) Toast and milk.c) Cereal.

3. How does she go to school?

a) By car.b) By bus.c) By foot.

4. What time does the morning break start?

a) 10:20b) 10:40c) 10:30

5. Where does she have lunch?

a) At home.b) In the cafeteria.c) In the canteen.

6. How does she go home?

a) By car.b) By bike.c) By bus.

Good work! 😊

Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

Enc. Educação: _____

Read the text.

Ayaan Diop's different morning routine

Ayaan Diop is 7 years old and he is from New York. Ayaan is famous for his different morning routine! He is a friendly, smart kid¹. He loves playing with his two siblings, doing sports and playing the African drums².

- 5 He gets up at 6 a.m. and he gets dressed. He always has a quick shower. He has cereal for breakfast and after he finishes his cereal at 6:30 a.m. he drinks tea and reads a chapter of a book. He always wakes up one hour before his siblings because he wants to have some quiet time. After that, his mother takes
- 10 him and his siblings to school by car. Classes start at 9 a.m. and finish at 1 p.m. His favourite morning is on Wednesday because he always talks in class about the books he reads!

**Vocabulary help**¹ kid (AmE)/child (BrE) = *criança*² African drums = *tambor africano***A****Match to make correct sentences.**1. Ayaan Diop is ☐2. He is famous because ☐3. One of his hobbies is ☐4. He has got ☐

a) doing sports.

b) two siblings.

c) from New York.

d) he has a different morning routine.

B**Answer the questions about the text. Write complete sentences.**

1. What time does Ayaan drink tea and read a book?

2. Why does he wake up one hour before his siblings?

3. How do Ayaan and his siblings go to school?

4. When is his favourite morning?

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Label the sports.

1. _____



2. _____



3. _____



4. _____

B Complete the table with the sports from exercise A.

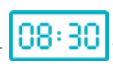
go	play	do
_____	_____	_____
_____	_____	_____

C Complete the text with the daily routine activities and/or the times (in full).

This is Ayaan's family. His mother ¹ _____  first.

She prepares ² _____  for everyone.

Ayaan and his sister ³ _____  while their father takes care of the baby and has a ⁴ _____ .

The children go to ⁵ _____  at ⁶ _____ .

Ayaan's mum takes them by car. She starts work at ⁷ _____ .

Their day is busy. All the family arrives ⁸ _____  at 7 p.m.

They ⁹ _____  and spend time together after that.

At ¹⁰ _____  it's bedtime.



- D** Complete the sentences. Use the correct form (affirmative/negative) of the verb *like*. Use the information from the table. There is one example.

		
Ayaan	 + 	 + 
His parents	 + 	 + 

- Ayaan likes reading.
- Ayaan _____ football.
 - Ayaan and his parents _____ reading.
 - His parents _____ watching TV, but they _____ shopping.
 - Ayaan _____ video games.

- E** Write questions and answers with the verb *like*. Use the information from the table in exercise D. There is one example.

- Ayaan / reading Does Ayaan like reading? Yes, he does.
- Ayaan and his parents / reading _____ they _____ reading? _____, _____.
 - his parents / watching TV _____? _____, _____.
 - Ayaan / karate _____? _____, _____.
 - his parents / tennis _____? _____, _____.

- F** Complete the sentences. Use the present simple of the verbs in brackets.

- I _____ (study) at home, but my friend Lila _____ (study) in the library.
- We _____ (not do) our homework late, but Thomas _____ (do) it late in the evening.
- My brother _____ (not play) baseball in his free time. He _____ (watch) TV.
- "Where _____ you _____ (go) after school?" "I _____ (go) home!"
- "_____ Robert _____ (have) lunch in the canteen?" "No, he _____. He _____ (have) lunch at home."

- G** Order the words to make sentences.

- I / play / sometimes / tennis

- My siblings / late / for school / never / are

Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Write a text about a different morning routine (20-35 words). Use the information from the box. Use *after*; *then*; *after that* and adverbs of frequency when possible.

Name: Brad Thompson**Home town:** Dublin, Ireland**Age:** 11 years old**Time he wakes up:** 5:30 a.m.**What he does after:** have a shower; get dressed**What he has for breakfast:** pancakes and milk**What he does after breakfast:** go skateboarding**Time he starts school:** 8:15 a.m.**Where he has lunch:** at home

Brad Thompson has a different morning routine. _____

Good work!



Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

Enc. Educação: _____

Read the text.

Ayaan Diop's different morning routine

Ayaan Diop is 7 years old and he is from New York. Ayaan is famous for his different morning routine! He is a friendly, smart kid¹. He loves playing with his two siblings, doing sports and playing the African drums².

- 5 He gets up at 6 a.m. and he gets dressed. He always has a quick shower. He has cereal for breakfast and after he finishes his cereal at 6:30 a.m. he drinks tea and reads a chapter of a book. He always wakes up one hour before his siblings because he wants to have some quiet time. After that, his mother takes
- 10 him and his siblings to school by car. Classes start at 9 a.m. and finish at 1 p.m. His favourite morning is on Wednesday because he always talks in class about the books he reads!

**Vocabulary help**¹ kid (AmE)/child (BrE) = *criança*² African drums = *tambor africano***A**

Tick (✓) the correct option to complete the sentences.

1. Ayaan Diop is _____.

a) ☐ from New York b) ☐ doing sports c) ☐ father

2. He is famous because _____.

a) ☐ he has a different morning routine b) ☐ he likes sports c) ☐ he plays the African drums

3. One of his hobbies is _____.

a) ☐ watching TV b) ☐ playing basketball c) ☐ doing sports

4. He has got _____.

a) ☐ two brothers b) ☐ two siblings c) ☐ a smart kid

B

Complete the sentences with ONE word.

1. Ayaan drinks tea and reads a _____ at 6:30 a.m.
2. He wakes up one hour before his siblings because he wants to have some quiet _____.
3. Ayaan and his siblings go to school by _____ with their mother.
4. His favourite morning is on _____.

Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

Enc. Educação: _____

A Label the sports with the words from the box. There are two extra sports.

gymnastics • swimming • baseball • handball • ballet • rollerblading



1. _____



2. _____



3. _____



4. _____

B Complete the table with the sports from exercise A.

go	play	do
_____	_____	_____
_____	_____	_____
(sports ending in <i>-ing</i>)	(sports with a ball)	(sports with no ball)

C Complete the text. Circle the correct daily routine activities and the times.

This is Ayaan's family. His mother ¹ gets up / goes to bed  first.

She prepares ² lunch / breakfast  for everyone.

Ayaan and his sister ³ brush the teeth / get dressed  while their father takes care of the baby and has a ⁴ shower / toast .

The children go to ⁵ home / school  at ⁶ half past eight / a quarter past eight .

Ayaan's mum takes them by car. She starts work at ⁷ nine o'clock / a quarter to ten .

Their day is busy. All the family arrives ⁸ work / home  at 7 p.m.

They ⁹ have dinner / have lunch  and spend time together after that.

At ¹⁰ nine o'clock / midnight  it's bedtime.



- D** Circle the correct form (affirmative/negative) of the verb *like*. Use the information from the table below. There is one example.

		
Ayaan	 + 	 + 
His parents	 + 	 + 

- Ayaan likes / like reading.
- Ayaan likes / doesn't like football.
 - Ayaan and his parents likes / like reading.
 - His parents like / don't like watching TV, but they doesn't like / don't like shopping.
 - Ayaan don't like / doesn't like video games.

- E** Write questions and answers with the verb *like*. Use the information from the table in exercise D. There is one example.

- Does Ayaan like reading? Yes, he does.
- _____ Ayaan and his parents _____ reading? _____, _____.
 - _____ his parents _____ watching TV? _____, _____.
 - _____ Ayann _____ karate? _____, _____.
 - _____ his parents _____ tennis? _____, _____.

- G** Circle the correct present simple form of the verbs.

- I study / studies at home, but my friend Lila studies / study in the library.
- We doesn't do / don't do our homework late, but Thomas do / does it late in the evening.
- My brother don't play / doesn't play baseball in his free time. He watches / watch TV.
- "Where do you go / does you go after school?" "I goes / go home!"
- "Do Robert have / Does Robert have lunch in the canteen?" "No, he does / doesn't. He have / has lunch at home."

- G** Which sentence is correct? Put a tick (✓).

- a) ☐ I sometimes play tennis at the weekend.

b) ☐ I play sometimes tennis at the weekend.
- a) ☐ My siblings never are late for school.

b) ☐ My siblings are never late for school.

Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

Enc. Educação: _____

Complete the text about a different morning routine. Use the information from the box.

Name: Brad Thompson**Home town:** Dublin, Ireland**Age:** 11 years old**Time he wakes up:** 5:30 a.m.**What he does after:** have a shower; get dressed**What he has for breakfast:** pancakes and milk**What he does after breakfast:** go skateboarding**Time he starts school:** 8:15 a.m.**Where he has lunch:** at home

Brad Thompson has a different morning routine. He is from ¹ _____, Ireland and he is ² _____ years old. He wakes up at ³ _____ and then he ⁴ _____ and gets dressed.

He often has ⁵ _____ and milk for ⁶ _____. After breakfast he ⁷ _____. He goes to school on ⁸ _____. School starts at ⁹ _____. He always has lunch at ¹⁰ _____.

Good work!



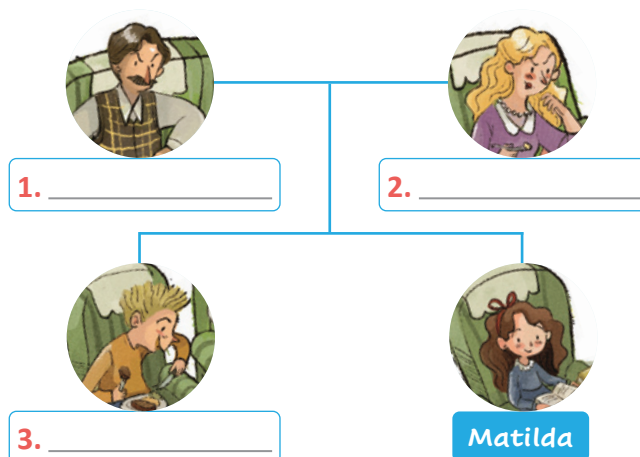
Table of specifications (Extensive Reading Test)

Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão escrita Desenvolver a literacia, entendendo textos simplificados de leitura extensiva com vocabulário familiar.	Extensive Reading: <i>Matilda</i>	A. Completar um esquema.	3 x 5% = 15%	Resposta errada: 0 pontos
		B. Ordenar frases.	6 x 5% = 30%	Resposta errada: 0 pontos
		C. Fazer corresponder personagens com frases.	6 x 5% = 30%	Resposta errada: 0 pontos
		D. Escolher a opção correta.	5 x 5% = 25%	Resposta errada: 0 pontos
Total:			100%	

Matilda

- A** Use the names from the box to complete Matilda's family tree. There are two extra names.

Bruce • Mrs Wormwood • Michael • Miss Trunchbull • Mr Wormwood



- B** Order the events. Write numbers 1-6.

- ☐ Bruce eats an entire chocolate cake.
- ☐ Matilda moves chalk with her mind and scares Miss Trunchbull.
- ☐ Matilda's parents move to Spain.
- ☐ Matilda's father dyes his hair blond.
- ☐ Matilda goes to the library.
- ☐ Matilda discovers she has superpowers.

- C** Who would say this? Match.

- 1. "I always play bingo in the afternoon with my friends." ☐
- 2. "I love reading! It's my passion!" ☐
- 3. "Matilda, you are an idiot!" ☐
- 4. "My aunt is Miss Trunchbull." ☐
- 5. "I hate children!" ☐
- 6. "I can eat the cake!" ☐

- a) Matilda
- b) Miss Honey
- c) Miss Trunchbull
- d) Bruce
- e) Mr Wormwood
- f) Mrs Wormwood

D Tick (✓) the correct option to complete the sentences.

1. Matilda's family always has dinner in front of the _____.
 a) ☐ sofa
 b) ☐ TV
 c) ☐ kitchen
2. Matilda hates _____.
 a) ☐ chocolate cake
 b) ☐ reading
 c) ☐ bullies
3. Mr Wormwood's breakfast is eggs, sausages _____.
 a) ☐ bacon and tomatoes
 b) ☐ milk and cereal
 c) ☐ fruit and coffee
4. One student puts an animal into Miss Trunchbull's _____.
 a) ☐ water glass
 b) ☐ teacup
 c) ☐ bottle
5. Matilda and Miss Honey become _____.
 a) ☐ sisters
 b) ☐ classmates
 c) ☐ good friends

Good work! 😊

Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Asking and answering about personal information

A Choose a character and read his/her identity card.

Name: Phil
Surname: Davis
Age: 11
Favourite colour: blue
Home town: London (United Kingdom)
Job: student
Family (name; age; job):
 Mother, Ruth (45) – vet
 Father, Chris (44) – mechanic
 Sister, Mary (18)



Name: Amy
Surname: Cooper
Age: 25
Favourite colour: red
Home town: Philadelphia (USA)
Job: hairdresser
Family (name; age; job):
 Mother, Olivia (56) – lawyer
 Father, Sebastian (57) – teacher
 Brothers, John (20) and Christopher (26)



Name: António
Surname: Santos
Age: 23
Favourite colour: green
Home town: Porto (Portugal)
Job: waiter
Family (name; age; job):
 Mother, Sandra (42) – doctor
 Grandmother, Ana (63) – cook
 Siblings – sister, Madalena (20) and brother, Martim (17)



Name: Alice
Surname: Souza
Age: 15
Favourite colour: yellow
Home town: Salvador (Brazil)
Job: student
Family (name; age; job):
 Father, Luiz (38) – engineer
 Stepmother, Valéria (39) – nurse
 Stepsister, Maria (13)



B Imagine you are the person on your card. Ask your partner questions about his/her character and answer about yours.

Language help	
1. What / name / ?	My name is...
2. What / surname / ?	My surname is...
3. How old / ?	I'm...
4. What / favourite colour / ?	My favourite colour...
5. Where / from / ?	I'm from...
6. What / job / ?	I'm...
7. What / family / like / ?	My family is big/small. My... is.... She/He is... years old. She/He is a... I've got... brothers/sisters.

Name: No.: Class: Date: Mark: Teacher: Enc. Educação:

Talking about your food preferences

A Talk about your food preferences. You can mention:

1. your favourite food;
2. food you don't like;
3. drinks you like;
4. drinks you don't like;
5. your favourite dessert;
6. where you usually eat;
7. what you usually eat for breakfast; lunch; dinner; snacks.



Language help			
Introduction	<i>My name is... I'm talking about...</i>	Food	Drinks
1.	<i>My favourite food is... / I love...</i>	soup = <i>sopa</i>	water = <i>água</i>
2.	<i>I don't like... / I hate...</i>	chicken = <i>frango</i>	milk = <i>leite</i>
3.	<i>My favourite drink is... / I like... / I love...</i>	meat = <i>carne</i>	juice = <i>sumo</i>
4.	<i>I don't like... / I hate drinking...</i>	fish = <i>peixe</i>	lemonade = <i>limonada</i>
5.	<i>My favourite dessert is...</i>	rice = <i>arroz</i>	coffee = <i>café</i>
6.	<i>I usually eat in/at...</i>	pasta = <i>massa</i>	tea = <i>chá</i>
7.	<i>For breakfast, I usually eat... For lunch... I eat... and I drink...</i>	potatoes = <i>batatas</i>	
Conclusion	<i>Thank you. Thank you for listening.</i>	bread = <i>pão</i>	
		cheese = <i>queijo</i>	
		cereal = <i>cereais</i>	
		vegetables = <i>legumes</i>	
		fruit = <i>fruta</i>	
		apple = <i>maçã</i>	
		pie = <i>tarte</i>	
		cake = <i>bolo</i>	

Name: _____

No.: _____

Class: _____

Date: _____

Mark: _____

Teacher: _____

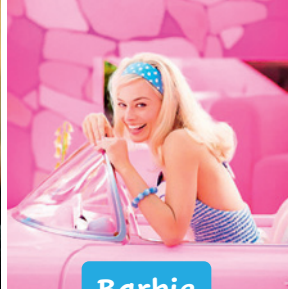
Enc. Educação: _____

Asking and answering about daily activities

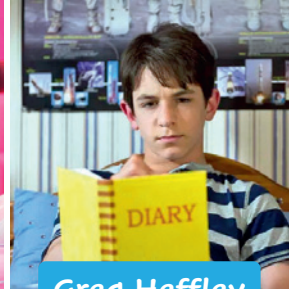
A Choose one of these characters and imagine their daily activities.



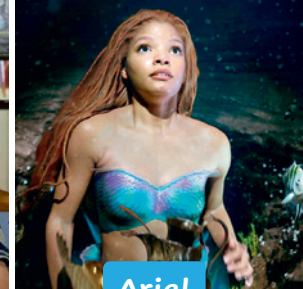
Harry Potter



Barbie



Greg Heffley



Ariel

B Ask your partner questions about his/her daily activities and answer about yours.
Talk about:

1. get up (time);
2. breakfast (food/drink);
3. go to school (how/time);
4. after school activities;
5. dinner (time/food);
6. go to bed (time);
7. weekend activities.

Language help		
1. What time / get up / ? – <i>What time do you get up?</i>	<i>I get up at...</i>	Time o'clock = hora certa half past two = duas e meia (2:30) a quarter past two = duas e um quarto (2:15) a quarter to two = duas menos um quarto (1:45)
2. What / eat / for breakfast / ? What time / breakfast / ?	<i>For breakfast I eat/ drink...</i> <i>I have breakfast at...</i>	
3. How / go to school / ?	<i>I go to school by...</i> <i>I don't go to school.</i>	
4. What / do / after school / ?	<i>After school, I...</i>	Daily activities swim = nadar do magic tricks = fazer magia have classes = ter aulas ride a bike = andar de bicicleta read a book = ler um livro do sports = praticar desporto hang out with friends = estar com os amigos
5. What / eat / for dinner? What time / have / dinner / ?	<i>For dinner I eat...</i> <i>I have dinner at...</i>	
6. What time / go to bed / ?	<i>I go to bed at...</i>	
7. What / do / at weekends / ?	<i>At weekends I...</i>	

Produção oral

Descritores de desempenho

	Desenvolvimento temático – 25%	Fluência – 25%	Correção – 25%	Comunicação – 25%
N5 25%	• Apresenta informação relevante. • Tem um discurso claro e coerente.	• Comunica com espontaneidade / facilidade. • Faz pausas pontuais para planificar o discurso.	• Utiliza vocabulário adequado. • Pronuncia de forma clara.	• Domina as estruturas gramaticais simples, podendo cometer alguns erros em estruturas complexas. • Estabelece contacto visual com os/as colegas enquanto fala. • Demonstra à-vontade, segurança e confiança. • É expressivo/a.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	• Apresenta informação nem sempre relevante e nem sempre clara. • Tem um discurso nem sempre claro.	• Comunica com alguma facilidade. • Faz pausas para planificar/reformular o discurso.	• Utiliza vocabulário limitado. • Pronuncia de forma clara.	• Domina de forma elementar as estruturas gramaticais simples. • Nem sempre estabelece contacto visual com os/as colegas enquanto fala. • Demonstra pouco à-vontade, pouca segurança e confiança. • É pouco expressivo/a.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	• Apresenta informação pouco relevante e pouco clara. • Fala com frases isoladas.	• Comunica com muito pouca facilidade, o que impede frequentemente a compreensão. • Faz pausas e hesitações frequentes para planificar/reformular o discurso.	• Utiliza vocabulário muito limitado. • Pronuncia de forma pouco clara.	• Não domina as estruturas gramaticais simples, cometendo erros frequentes • Não estabelece contacto visual com os/as colegas enquanto fala. • Demonstra muito pouco à-vontade, muito pouca segurança e confiança. • Tem muito pouca expressividade.

Oral Production Grid

N.º	Turma: Nome	Desenvolvimento temático	Fluência	Correção	Comunicação	Total
		25%	25%	25%	25%	
1						
2						
3						
4						
5						
6						
7						
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20						

Interação oral

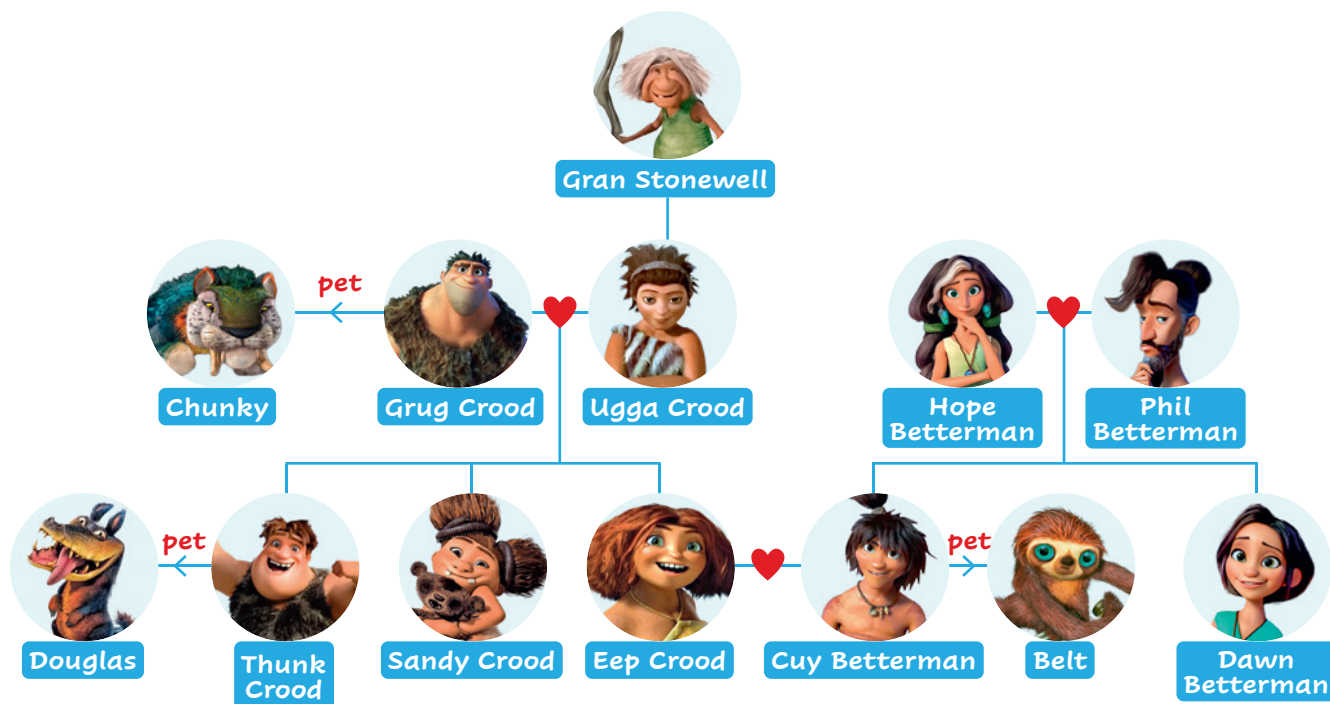
Descritores de desempenho

	Correção – 25%	Fluência – 25%	Entoação – 25%	Interação – 25%
N5 25%	- Mostra um bom domínio de estruturas essenciais e usa estruturas mais complexas. - Comete erros de forma esporádica, não impeditivos da comunicação. - Usa um leque de vocabulário variado e adequado para dar e trocar opiniões	- Produz frases relativamente longas ainda que com alguma hesitação. - Aborda o assunto de forma relevante apesar de alguma repetição. - Exprime-se com algum à-vontade. - Usa bastantes elementos de coesão.	- Exprime-se com pronúncia inteligível. - Usa a entoação geralmente adequada.	- Inicia, mantém e acaba uma conversa simples sobre o assunto e sabe reformular o discurso. - Troca informações relevantes com os pares e dá opinião. - Recupera aquilo que alguém disse, de modo a confirmar o entendimento mútuo.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	- Usa com correção estruturas gramaticais simples. - Comete alguns erros não impeditivos da comunicação. - Possui vocabulário suficiente para se exprimir.	- Produz frases que vão além de expressões curtas ainda que com alguma hesitação. - Aborda de forma geralmente relevante, mas podem ocorrer repetições. - Exprime-se com algum à-vontade ainda que com pausas para planear. - Usa elementos básicos de coesão.	- É capaz de se exprimir, de uma forma geral, com pronúncia inteligível. - Demonstra algum controlo das características fonológicas da língua, tanto ao nível da palavra como da entoação frásica.	- Mantém uma conversa simples sobre o assunto, precisando de ajuda para reformular o discurso. - Dá opiniões ainda que com alguma hesitação e pouco envolvimento. - Faz perguntas aos pares e dá respostas de uma forma geralmente adequada.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	- Usa estruturas gramaticais simples e expressa-se com incorreções. - Possui um leque limitado de vocabulário para se exprimir	- Dá respostas muito curtas, com hesitações e pausas frequentes. - Repete informação. - Não usa elementos de coesão.	- Demonstra evidentes dificuldades em exprimir-se com uma pronúncia inteligível. - Possui um controlo limitado das características fonológicas da língua.	- Revela dificuldades em manter uma conversa simples. - Exprime-se e reage com evidentes dificuldades.

Oral Interaction Grid

N.º	Turma: Nome	Desenvolvimento temático	Fluência	Entoação	Interação	Total
		25%	25%	25%	25%	
1						
2						
3						
4						
5						
6						
7						
8						
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20						

Name: _____ No.: _____ Class: _____ Date: _____

A Look at the Croods' family tree. Complete the sentences with a family word.

- Gran Stonewell is Sandy's _____.
- Ugga is Grug's _____.
- Ugga is Gran's _____.
- Thunk is Grug's _____.
- Phil is Hope's _____.
- Dawn is Cuy's _____.
- Thunk is Sandy's _____.
- Cuy and Dawn are Phil and Hope's _____.
- Sandy is Gran's _____.
- Ugga and Grug are Sandy's _____.

B Match to make correct sentences.

- A firefighter
- A vet
- A hairdresser
- An actor

☐
☐
☐
☐

- a) cuts people's hair.
- b) helps people.
- c) makes films.
- d) takes care of animals.

C Look at Dawn's picture. Complete the description.

Dawn is tall and ¹ _____ (*weight*). She has got ² _____ eyes and a small ³ _____. She has got long, ⁴ _____ brown hair. In this picture she has got a ⁵ _____ in her hair. She is wearing a ⁶ _____ with a ⁷ _____ and leggings. She has got a ⁷ _____ on her neck and ⁹ _____ on her feet. She's so ¹⁰ _____.



D Fill in the gaps with the correct possessive determiner.

1. Belt is Guy's pet. _____ eyes are big!
2. Uggla has got short hair. _____ hair is brown.
3. Belt and Guy are friends. _____ family is very happy!
4. You love cartoons. _____ favourite is *The Croods*.



E Complete the sentences with 's or ' and a possessive pronoun: theirs (x2), its and his.

1. Hope ____ hair is long. The hair is _____.
2. Thunk ____ pet is Douglas. The pet is _____.
3. Douglas and Thunk ____ house is a cave.
The house is _____.
4. My siblings ____ cat is Douglas. The cat is _____.



F Complete the sentences with I'm, you're, he's, she's, it's, we're, they're.

1. My name's Bob. _____ a teacher.
2. This is Hope and Dawn. _____ mother and daughter.
3. Look! _____ Thunk's pet, Douglas!
4. Dawn is beautiful. _____ young!
5. You are my brother. _____ very nice.
6. Sue and I are twins. _____ in the same class.
7. Guy is very smart. _____ tall and slim.



G Rewrite sentences 4, 6, and 7 from exercise F in the negative and interrogative.

- | | |
|---|---------------------------------|
| 1. ☒ Dawn _____. | ☐ _____? |
| 2. ☒ Sue and I _____. | ☐ _____? |
| 3. ☒ Guy _____. | ☐ _____? |

H Order the words to make sentences.

1. Gran / got / grey hair / has / . _____
2. hasn't / Dawn / got / cousins / . _____
3. got / has / Phil / children / ? _____
4. they / got / have / green eyes / ? _____
5. they / , / Yes / have / . _____

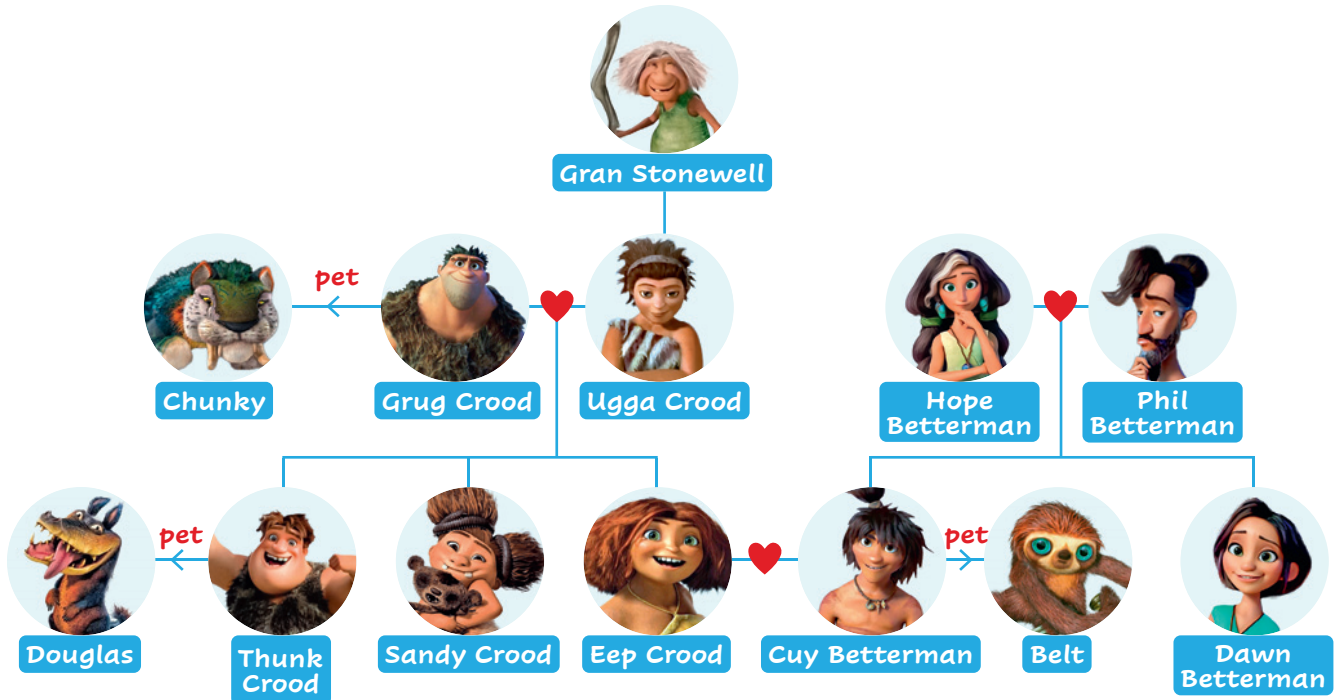
Name: _____

No.: _____

Class: _____

Date: _____

- A** Look at the Croods' family tree. **Circle** the correct word to complete the sentences.



- Gran Stonewell is Sandy's **grandma** / aunt.
- Ugga is Grug's **husband** / wife.
- Ugga is Gran's **mother** / daughter.
- Thunk is Grug's **brother** / son.
- Phil is Hope's **husband** / father.
- Dawn is Cuy's **sister** / cousin.
- Thunk is Sandy's **son** / brother.
- Cuy and Dawn are Phil and Hope's **pets** / children.
- Sandy is Gran's **daughter** / granddaughter.
- Ugga and Grug are Sandy's **parents** / grandparents.

- B** Tick (✓) the correct option to make correct sentences.

- | | | |
|------------------|--|--|
| 1. A firefighter | a) ☐ cuts people's hair. | b) ☐ helps people. |
| 2. A vet | a) ☐ takes care of animals. | b) ☐ helps people. |
| 3. A hairdresser | a) ☐ makes films. | b) ☐ cuts people's hair. |
| 4. An actor | a) ☐ makes films. | b) ☐ takes care of animals. |

- C** Look at Dawn's picture and **circle** the correct option to complete the text.

Dawn is tall and ¹ **short** / **slim**. She has got ² **long** / **big** eyes and a small ³ **nose** / **hair**. She has got long, brown ⁴ **curly** / **straight** hair. In this picture she has got a ⁵ **ring** / **ponytail** in her hair. She is wearing a ⁶ **trousers** / **dress** with a ⁷ **tie** / **belt** and leggings. She has got a ⁸ **bracelet** / **necklace** on her neck and ⁹ **flip-flops** / **trainers** on her feet. She's so ¹⁰ **beautiful** / **wavy**.



D Circle the correct possessive determiner.

1. Belt is Guy's pet. **Their** / **His** eyes are big!
2. Ugga has got short hair. **Your** / **Her** hair is brown.
3. Belt and Guy are friends. **Their** / **My** family is very happy!
4. You love cartoons. **Your** / **Our** favourite is *The Croods*.



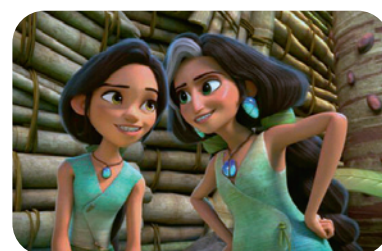
E Complete the sentences with 's or '. Then circle the correct possessive pronoun.

1. Hope ____ hair is long. The hair is **yours** / **hers**.
2. Thunk ____ pet is Douglas. The pet is **his** / **hers**.
3. Douglas and Thunk ____ house is a cave.
The house is **ours** / **theirs**.
4. My siblings ____ cat is Douglas. The cat is **mine** / **theirs**.



F Complete the sentences with: 'm, 're (x3), 's (x3).

1. My name's Bob. I _____ a teacher.
2. This is Hope and Dawn. They _____ mother and daughter.
3. Look! It _____ Thunk's pet, Douglas!
4. Dawn is beautiful. She _____ young!
5. You are my brother. You _____ very nice.
6. Sue and I are twins. We _____ in the same class.
7. Guy is very smart. He _____ tall and slim.



G Put the verb from sentences 4, 6 and 7 from exercise F in the negative and interrogative.

- | | |
|---|--|
| 1. ☒ Dawn _____ beautiful. | ☐ _____ she beautiful? |
| 2. ☒ Sue and I _____ twins. | ☐ _____ we twins? |
| 3. ☒ Guy _____ very smart. | ☐ _____ Guy very smart? |

H Order the words to make sentences. Start with the underlined words.

1. Gran / got / grey hair / has / . _____
2. hasn't / Dawn / got / cousins / . _____
3. got / has / Phil / children / ? _____
4. they / got / have / green eyes / ? _____
5. they / , / Yes / have / . _____

Name: _____ No.: _____ Class: _____ Date: _____

A Label the pictures. The first letter is given.

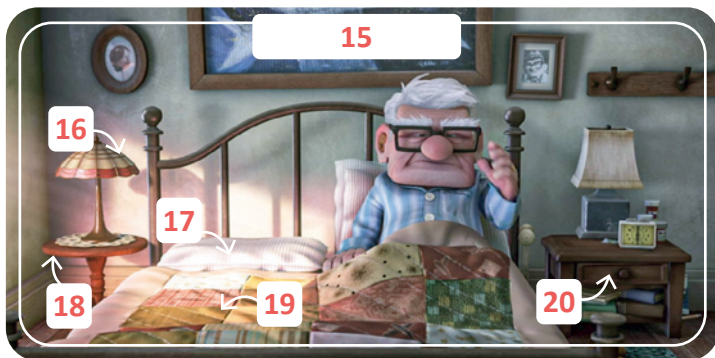
1. c _____
2. r _____
3. w _____
4. d _____
5. g _____



6. l _____ r _____
7. f _____
8. b _____
9. c _____
10. a _____



11. k _____
12. c _____
13. s _____
14. c _____



15. b _____
16. l _____
17. p _____
18. t _____
19. b _____
20. b _____ t _____

B Complete the sentences with the correct form of the verb *there + to be*.

1. _____ a chimney on the roof.
2. _____ (not) five windows upstairs.
3. _____ stairs in the front porch.
4. "_____ a garden?" "Yes, _____."
5. "_____ two front doors?" "No, _____."

C Look at the picture. Complete the sentences with the missing prepositions of place.

1. Cat 1 is _____ the chimney.
2. Cat 2 is _____ the roof.
3. Cat 3 is _____ the attic.
4. Cat 4 is _____ cats 2 and 3.
5. Cat 5 is _____ the window.
6. Cat 6 is _____ the window.



D Write the plurals of the words below in the boxes. There is one example.

~~desk~~ • watch • wife • baby • toy • knife • shelf
table • glass • puppy • roof • body • child • box • person

-s	-es	-ies	-ves	Irregular
desks				

E Circle the correct option to complete the sentences.

1. The / Ø / A Carl lives with his dog, a / the / Ø Dug, in a / an / Ø new house.
2. Ms Meyers, an / a / the old friend of Carl, goes on a date with him.
3. Carl and Dug are great friends. They like to chat near an / Ø / the fireplace, in Ø / the / an living room or sitting in a / an / Ø armchair.

Name: _____

No.: _____

Class: _____

Date: _____

A Label the pictures. Write the missing vowels (a, e, i, o, u).

1. c h _ _ m n _ _ y

2. r _ _ _ f _

3. w _ _ n d _ _ w _

4. d _ _ _ r _

5. g _ _ r d _ _ n _



6. l _ _ v _ _ n g _

r _ _ _ m _

7. f _ _ r _ _ p l _ _ c _

8. b _ _ _ k e _ _ s _

9. c _ _ r p _ _ t _

10. _ _ r m c h _ _ _ r _



11. k _ _ t c h _ _ n _

12. c h _ _ _ r _

13. s _ _ n k _

14. c _ _ _ k _ _ r _



15. b _ _ d r _ _ _ m _

16. l _ _ m p _

17. p _ _ l l _ _ w _

18. t _ _ b l _ _

19. b _ _ d _

20. b _ _ d s _ _ d _

t _ _ b l _ _

B Circle the correct form of the verb *there + to be* to complete the sentences.

1. There are / There is a chimney on the roof.
2. There isn't / There aren't five windows upstairs.
3. There is / There are stairs in the front porch.
4. "Are there / Is there a garden?" "Yes, there is / there isn't".
5. "Is there / Are there two front doors?" "No, there isn't / there aren't."

C Look at the picture. Choose a preposition of place from the box to complete the sentences.

in • next to • between • on (x2) • behind

1. Cat 1 is _____ the chimney.
2. Cat 2 is _____ the roof.
3. Cat 3 is _____ the attic.
4. Cat 4 is _____ cats 2 and 3.
5. Cat 5 is _____ the window.
6. Cat 6 is _____ the window.



D Write the plurals of the words below in the boxes. There are five examples.

~~desk~~ • ~~watch~~ • wife • baby • toy • ~~knife~~ • shelf
table • glass • puppy • roof • ~~body~~ • child • box • ~~person~~

-s	-es	-ies	-ves	Irregular
desks	watches	bodies	knives	people
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

E Circle the correct option to complete the sentences.

1. The / Ø Carl lives with his dog, a / Ø Dug, in a / an new house.
2. Ms Meyers, an / the old friend of Carl, goes on a date with him.
3. Carl and Dug are great friends. They like to chat near Ø / the fireplace, in the / an living room or sitting in an / Ø armchair.

Name: _____ No.: _____ Class: _____ Date: _____

- A** What are they doing? Look at the picture and complete the sentences with the missing free time activities.



1. Katie is _____.
2. The parents are _____.
3. Jack is _____.
4. Mark is _____.
5. The cat is _____.
6. Molly is _____.

- B** Unscramble the food and drink words. Then match the pictures with the sentences.

1. My mum sometimes makes _____ (BEDRA). It's delicious!
2. Bananas are my favourite _____ (RFTUI).
3. You cook _____ (AASTP) in hot water.
4. I never eat _____ (ZIPAZ) because I don't like _____ (SHEECE).
5. I rarely eat _____ (FHIS) with _____ (TAPOTOES). I hate it!
6. In summer I love eating _____ (CIE CAREM). Yummy!

a) ☐b) ☐c) ☐d) ☐e) ☐f) ☐

- C** Finley is a 10-year-old baking artist from Virginia (USA). Look at the pictures and complete the sentences. Use the present continuous of the verbs in brackets.



1. Finley _____
(decorate) a cake.



2. She _____
(take) a photo for the
championship.



3. She and her mum
_____ (have)
baking classes.



4. They _____
(participate) in a
contest.



5. She _____ (bake)
cookies.



6. They _____ (run)
to start baking.

- D** Make sentences 1, 2 and 3 from exercise C negative.

1. _____
2. _____
3. _____

- E** Look at the sentences from exercise C again. Make questions and write answers. There is one example.

- | | |
|--|---|
| 1. Finley / decorate a cake | <u>Is Finley decorating a cake ?</u> <u>Yes, she is</u> . |
| 2. she / take / a selfie | _____ ? _____ . |
| 3. they / have / dance classes | _____ ? _____ . |
| 4. they / participate / in a competition | _____ ? _____ . |
| 5. she / bake / cookies | _____ ? _____ . |
| 6. they / play / games | _____ ? _____ . |

F Complete the sentences. Use the present continuous of the verbs in brackets.

1. Stefan Gates only cooks interesting food. Right now, he _____ (**cook**) soup.
2. He _____ (**teach**) the science of food.
3. He _____ (**not use**) food from the supermarket.
4. "_____ he _____ (**eat**) pizza?"
"No, he _____. He's eating strange food!"
5. He and his wife _____ (**make**) some crazy food!
6. "_____ he and his wife always _____ (**play**) with food and science?"
"Yes, they _____. They are having a lot of fun!"



G Fill in the gaps with *some/any*.

1. There are _____ potatoes, but there aren't _____ carrots for the soup.
2. Are you taking _____ cookies to the party?
3. I am not baking _____ bread! And you? Are you baking _____ bread?
4. We have got _____ cherries and _____ apples.

H Use the verbs from the box in the correct form to complete the sentences. There is one example.

sing • ~~decorate~~ • buy • play • put • prepare

- Finley says she enjoys decorating cakes.
1. I hate _____ vegetables from the supermarket. I prefer street markets.
 2. I don't like _____ the piano or the guitar. I like music, but I prefer _____.
 3. My husband loves _____ dinner for the family.
 4. I don't like _____ too much sugar on cakes.

I What about YOU? Complete the sentences.

In my free time I like _____ and _____. I like eating _____ and drinking _____.

Name: No.: Class: Date:

- A** What are they doing? Look at the picture and choose the correct free time activity to complete the sentences.



1. Katie is **dancing** / listening to music.
2. The parents are **writing** / reading.
3. Jack is **watching TV** / sleeping.
4. Mark is **playing video games** / singing.
5. The cat is **sleeping** / running.
6. Molly is **singing** / dancing.

- B** Unscramble the food and drink words. Start with the underlined letter. Then match the pictures with the sentences.

1. My mum sometimes makes _____ (**BEDRA**). It's delicious!
2. Bananas are my favourite _____ (**RETUI**).
3. You cook _____ (**AASTP**) in hot water.
4. I never eat _____ (**ZIPAZ**) because I don't like _____ (**SHEEÇE**).
5. I rarely eat _____ (**FHIS**) with _____ (**TAPOTOES**). I hate it!
6. In summer I love eating _____ (**CİE ÇAREM**). Yummy!

a) ☐b) ☐c) ☐d) ☐e) ☐f) ☐

- C** Finley is a 10-year-old baking artist from Virginia (USA). Look at the pictures and **circle** the correct present continuous form of the verbs.



1. Finley **is decorating** / **are decorating** a cake.



2. She **is take** / **is taking** a photo for the championship.



3. She and her mum **have** / **are having** baking classes.



4. They **are participating** / **participating** in a contest.



5. She **baking** / **is baking** cookies.



6. They **are running** / **are runing** to start baking.

- D** Make sentences 1, 2 and 3 from exercise C negative.

1. Finley _____ a cake.
2. She _____ a photo for the championship.
3. She and her mum _____ baking classes.

- E** Look at the sentences from exercise C again. Complete the questions and write answers. There is one example.

1. Is Finley decorating (decorate) a cake? Yes, she is.
2. _____ she _____ (take) a selfie? _____.
3. _____ they _____ (have) dance classes? _____.
4. _____ they _____ (participate) in a competition? _____.
5. _____ she _____ (bake) cookies? _____.
6. _____ they _____ (play) games? _____.

F Complete the sentences. Use the verb forms from the box.

is cooking • Are... playing • is teaching • isn't • are making
isn't using • aren't • Is... eating • are

1. Stefan Gates only cooks interesting food. Right now, he _____ soup.
2. He _____ the science of food.
3. He _____ food from the supermarket.
4. "_____ he _____ pizza?"
"No, he _____. He's eating strange food!"
5. He and his wife _____ some crazy food!
6. "_____ he and his wife always _____ with food and science?"
"Yes, they _____. They are having a lot of fun!"



G Fill in the gaps with *some* (affirmative) or *any* (negative and interrogative).

1. There are _____ potatoes, but there aren't _____ carrots for the soup.
2. Are you taking _____ cookies to the party?
3. I am not baking _____ bread! And you? Are you baking _____ bread?
4. We have got _____ cherries and _____ apples.

H Use the correct form of the verbs in brackets to complete the sentences. There is one example.

- Finley says she enjoys decorating (decorate) cakes.
1. I hate _____ (buy) vegetables from the supermarket. I prefer street markets.
 2. I don't like _____ (play) the piano or the guitar. I like music, but I prefer _____ (sing).
 3. My husband loves _____ (prepare) dinner for the family.
 4. I don't like _____ (put) too much sugar on cakes.

I What about YOU? Complete the sentences.

In my free time I like _____ and _____
(two free time activities). I like eating _____ (favourite food)
and drinking _____ (favourite drink).

Name: _____ No.: _____ Class: _____ Date: _____

A Find the sports in the word search (↓ →). Then label the pictures.


1. _____



2. _____



3. _____

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



4. _____



5. _____



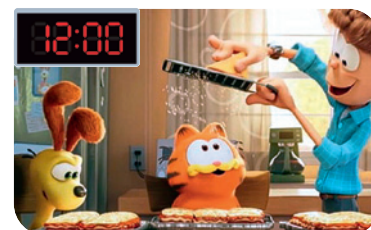
6. _____

B Complete the sentences. Use daily routine words and the times (in full).


1. Puss in Boots has a _____ at _____.



2. Sylvester catches the _____ at _____.



3. Garfield has _____ at _____.



4. Tom has _____ at _____.



5. Garfield watches _____ at _____.



6. Puss in Boots goes to _____ at _____.

C Complete the sentences with the correct form of the verb *like*. Use the affirmative (✓) or the negative (✗).

- I  watching cartoons on TV.
- Marty  watching cartoons. He prefers talent shows or sports shows.
- My brother and I really  Garfield. We  Sylvester.

D Order the questions. Then match them with the correct short answer.

1. Puss in Boots / Does / like / dogs / ? ☐

2. Garfield and Tom / lasagne / Do / like / ? ☐

3. Does / like / TV shows / Mary / ? ☐

4. you / Do / like / *The Voice Kids* / ? ☐

a) Yes, I do.

b) Yes, she does.

c) No, he doesn't.

d) Yes, they do.

E Write the verbs in the 3rd person singular. There is one example.

I/you/we/they	he/she /it	I/you/we/they	he/she /it	I/you/we/they	he/she /it
stay	• <u>stays</u>	kiss	3 _____	eat	6 _____
fly	1 _____	go	4 _____	have	7 _____
wash	2 _____	arrive	5 _____	make	8 _____

F Complete the sentences with verbs from exercise E. Use the correct present simple form (affirmative or negative).

- Jules _____ her face every morning.
- My sister _____ (not) to school by car.
- Molly always _____ her mother before she _____ to bed.
- Carla _____ lunch in the canteen.
- We _____ our bed every day.
- At the weekend I usually _____ (not) at home.

G Complete the text about Julia Machado. Use the present simple of the verbs in brackets.

Julia Machado is the winner of *The Voice Kids Portugal 2023* and was in the *Junior Eurovision* contest. She ¹ _____ (**live**) in New Jersey, USA. Julia ² _____ (**get up**) very early. Her classes ³ _____ (**start**) at 8 a.m. and she ⁴ _____ (**finish**) school at 1 p.m. She ⁵ _____ (**not have**) classes until late, but she ⁶ _____ (**not arrive**) home early. She ⁷ _____ (**have**) singing lessons after school. Her parents ⁸ _____ (**say**) she is a very talented girl, but they ⁹ _____ (**not want**) her to forget school is important. Julia ¹⁰ _____ (**study**) a lot.

**H Complete the sentences. Use the present simple of the verbs in brackets.**

1. I _____ (**leave**) home at 8:30.
2. My mother _____ (**not teach**) maths. She _____ (**teach**) science.
3. Julia and her mother _____ (**drink**) water every meal.
4. We _____ (**not play**) baseball. We _____ (**do**) gymnastics.
5. Where _____ Julia _____ (**live**)?
6. "_____ your best friends _____ (**go**) skateboarding every Saturday?"
"No, they _____."

I Rewrite the sentences with the adverb of frequency in brackets. There is one example.

- I play football. (**often**) *I often play football* _____.
- 1. Jack and Peter do karate. (**never**) _____.
- 2. Julia is kind. (**always**) _____.
- 3. I do my homework. (**often**) _____.
- 4. Liam has lunch in the canteen. (**usually**) _____.
- 5. We are late. (**sometimes**) _____.

Name: _____

No.: _____

Class: _____

Date: _____

A Find the sports in the word search ↓ →. Then **circle** the correct sport.



1. skateboarding / tennis

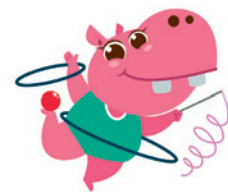


2. handball / football



3. basketball / football

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



4. rollerblading / gymnastics



5. rollerblading / karate



6. karate / baseball

B Complete the sentences. Use the daily routine words and the times from the box.

Daily routine: lunch • bed • TV • shower • bus • classes

Time: ten past seven • ten o'clock • midday • ten to nine • half past eight
a quarter to seven



1. Puss in Boots has a _____ at _____.



2. Sylvester catches the _____ at _____.



3. Garfield has _____ at _____.



4. Tom has _____ at _____.



5. Garfield watches _____ at _____.



6. Puss in Boots goes to _____ at _____.

C Circle the correct form of the verb *like* to complete the sentences.

1. I **like** / **likes**  watching cartoons on TV.
2. Marty **don't like** / **doesn't like**  watching cartoons. He prefers talent shows or sports shows.
3. My brother and I really **like** / **don't like**  Garfield. We **don't like** / **doesn't like**  Sylvester.

D Complete the questions with *Do* or *Does* and the verb *like*. Then match them with the correct short answer.

1. _____ Puss in Boots _____ dogs? ☐
2. _____ Garfield and Tom _____? ☐
3. _____ Mary _____ TV shows? ☐
4. _____ you _____ *The Voice Kids*? ☐

- a) Yes, I do.
- b) Yes, she does.
- c) No, he doesn't.
- d) Yes, they do.

E Circle the correct option. There is one example.

I/you/we/they	he/she /it	I/you/we/they	he/she /it	I/you/we/they	he/she /it
stay	• stay / stays	kiss	³ kiss / kisses	eat	⁶ eat / eats
fly	¹ flies / flys	go	⁴ goes / go	have	⁷ haves / has
wash	² washes / wash	arrive	⁵ arrives / arrive	make	⁸ make / makes

F Complete the sentences. Choose the correct form from the box.

1. Jules _____ her face every morning.
2. My sister _____ **(not)** to school by car.
3. Molly always _____ her mother before she _____ to bed.
4. Carla _____ lunch in the canteen.
5. We _____ our bed every day.
6. At the weekend I usually _____ **(not)** at home.

make
kisses
goes
don't stay
washes
doesn't go
has

G Circle the correct verb form to complete the text about Julia Machado.

Julia Machado is the winner of *The Voice Kids Portugal* 2023 and was in the *Junior Eurovision* contest. She ¹ **live / lives** in New Jersey, USA. Julia ² **get up / gets up** very early. Her classes ³ **start / starts** at 8 a.m. and she ⁴ **finish / finishes** school at 1 p.m. She ⁵ **doesn't have / don't have** classes until late, but she ⁶ **don't arrive / doesn't arrive** home early. She ⁷ **have / has** singing lessons after school. Her parents ⁸ **says / say** she is a very talented girl, but they ⁹ **don't want / doesn't want** her to forget school is important. Julia ¹⁰ **study / studies** a lot.



 Tick (✓) the correct option.

- I _____ home at 8:30.
a) ☐ leave b) ☐ leaves
- My mother _____ maths. She _____ science.
a) ☐ don't teach... teaches b) ☐ doesn't teach... teaches
- Julia and her mother _____ water every meal.
a) ☐ drink b) ☐ drinks
- We _____ baseball. We _____ gymnastics.
a) ☐ don't play... do b) ☐ don't play... does
- Where _____ Julia _____?
a) ☐ does... live b) ☐ do... live
- "_____ your best friends _____ skateboarding every Saturday?"
"No, they _____."
a) ☐ Does... go... don't b) ☐ Do... go... don't

1 Rewrite the sentences with the adverb of frequency in brackets. There is one example.

- I play football. **(often)** *I often play football*
 1. Jack and Peter do karate. **(never)** _____
 2. Julia is kind. **(always)** _____
 3. I do my homework. **(often)** _____.
 4. Liam has lunch in the canteen. **(usually)** _____
_____.
 5. We are late. **(sometimes)** _____
- DON'T FORGET!**



**DON'T
FORGET!**

Subject + adverb of frequency + **verb**

BUT

Subject + **verb to be** + adverb of frequency

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Circle the correct possessive determiner to complete the sentences.

5 x 10% = 50%

1. Julia and I are classmates: this is **my** / **his** / **our** classroom.
2. My sister loves music. Dua Lipa is **his** / **her** / **our** favourite singer.
3. Jo and Tom are brothers. They live with **our** / **their** / **my** parents.
4. I live here. This is **their** / **my** / **his** house.
5. Thomas has got a sister. He is older than **his** / **our** / **her** sister.

**B** Complete the sentences with the possessive pronouns from the box. There are two extra pronouns.

5 x 10% = 50%

1. My cousin Jenny has got a new dog... That's it – it's not _____, it's _____.
2. Josie and Rod have got a new jacket and I have got a new dress. The new jacket is _____ and the new dress is _____. But we have got new trainers – the new trainers are _____.

theirs • mine (x2)
ours • his
hers • yours

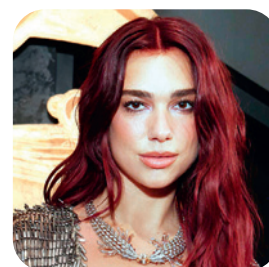
Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Circle the correct possessive determiner to complete the sentences.

5 x 10% = 50%

1. Julia and I are classmates: this is **his** / **our** classroom.
2. My sister loves music. Dua Lipa is **his** / **her** favourite singer.
3. Jo and Tom are brothers. They live with **our** / **their** parents.
4. I live here. This is **their** / **my** house.
5. Thomas has got a sister. He is older than **his** / **her** sister.

**B** Complete the sentences with the possessive pronouns from the box.

5 x 10% = 50%

1. My cousin Jenny has got a new dog... That's it – it's not _____, it's _____.
2. Josie and Rod have got a new jacket and I have got a new dress. The new jacket is _____ and the new dress is _____. But we have got new trainers – the new trainers are _____.

theirs
ours
mine (x2)
hers

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Order the words to make sentences.

3 x 20% = 60%

1. a / am / . / student / I _____
2. Big Ben / ? / in London / is _____
3. are / not / . / you / Peter _____

B Circle the correct option to complete the sentences.

4 x 10% = 40%

1. Paul **have got** / **hasn't got** / **has got** a pet. It's a dog.
2. Miriam **hasn't got** / **has got** / **haven't got** a sister. She is an only child.
3. Roy and Carol **have got** / **hasn't got** / **has got** short hair.
4. **Have** Kate got / **Has** Kate got / **Is** Kate got a new haircut?

Quick test – Possessive determiners / Possessive pronouns

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Order the words to make sentences. Start with the underlined words.

3 x 20% = 60%

1. a / am / . / student / I _____
2. Big Ben / ? / in London / is _____
3. are / not / . / you / Peter _____

B Circle the correct option to complete the sentences.

4 x 10% = 40%

1. Paul **have got** / **has got** a pet. It's a dog.
2. Miriam **hasn't got** / **haven't got** a sister. She is an only child.
3. Roy and Caro **hasn't got** / **have got** short hair.
4. **Has** Kate got / **Have** Kate got a new haircut?

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Look at picture. Fill in the gaps with the correct form of *there + to be*.

8 x 7,5% = 60%

- _____ a cute door with vases.
- _____ flowers everywhere!
- _____ a porch and _____ many doors.
- "_____ windows?" "Yes, _____."
- "_____ a garage?" "No, _____."

**B** Look at picture. Complete the sentences with a preposition of place.

5 x 8% = 40%

- There are cushions _____ the sofa.
- The door is _____ the stairs and the kitchen.
- There is a window _____ the bed.
- There is a table _____ the cupboard.
- There is a rug _____ the sofa.



Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Look at picture. **Circle** the correct form of *there + to be*.

8 x 7,5% = 60%

- There is / There are a cute door with vases.
- There are / There is flowers everywhere!
- There isn't / There aren't a porch and there aren't / there isn't many doors.
- "Are there / Is there windows?" "Yes, there are / there aren't."
- "Are there / Is there a garage?" "No, there aren't / there isn't."

**B** Look at picture. **Circle** the correct preposition of place.

5 x 8% = 40%

- There are cushions in / on the sofa.
- The door is between / on the stairs and the kitchen.
- There is a window above / under the bed.
- There is a table next to / on the cupboard.
- There is a rug behind / in front of the sofa.



Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Rewrite the sentences in the plural. There is one example.

5 x 10% = 50%

- There is a book. There are books _____.
1. There is a bookshelf. _____.
2. There is a woman in the house. _____.
3. There is a person in the garden. _____.
4. There is a fox on the roof. _____.
5. There is a dish to wash. _____.

B Fill in the gaps with a, an, the or Ø.

10 x 5% = 50%

1. _____ cats are inside, but there is _____ dog outside.
2. _____ Taylor Swift, _____ singer, is buying a house.
3. _____ teacher is in _____ classroom.
4. You are _____ footballer. She is _____ engineer.
5. You prefer _____ apartment. I want _____ house.



Quick test – Plurals / Articles

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Rewrite the sentences in the plural. There is one example.

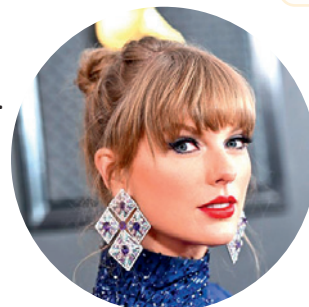
5 x 10% = 50%

- There is a book. There are books _____.
1. There is a bookshelf. _____.
2. There is a woman in the house. _____.
3. There is a person in the garden. _____.
4. There is a fox on the roof. _____.
5. There is a dish to wash. _____.

B Circle the correct option.

10 x 5% = 50%

1. **A / The** cats are inside, but there is **a / Ø** dog outside.
2. **Ø / The** Taylor Swift, **an / the** singer, is buying a house.
3. **The / Ø** teacher is in **the / an** classroom.
4. You are **an / a** footballer. She is **an / a** engineer.
5. You prefer **an / Ø** apartment. I want **an / a** house.



Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Write the *-ing* form of the verbs.

6 x 5% = 30%

1. swim _____ 3. prepare _____ 5. cook _____
 2. play _____ 4. bake _____ 6. run _____

B Complete the sentences. Use the present continuous of the verbs in brackets.

10 x 7% = 70%

1. Susy _____ (ride) her bike now. She _____ (not watch) TV.
 2. Tom and Peter _____ (write) an email. They _____ (not read) a book.
 3. You _____ (listen) to music. You _____ (not chat) online.
 4. My parents and I _____ (dance). We _____ (not sit).
 5. I _____ (sing). I _____ (not sleep).

Unit
3 Quick test – Present continuous (affirmative/negative)

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Write the *-ing* form of the verbs.

6 x 5% = 30%

1. swim _____ 3. prepare _____ 5. cook _____
 2. play _____ 4. bake _____ 6. run _____

B Circle the correct option to complete the sentences.

10 x 7% = 70%

1. Susy **are riding** / **is riding** her bike now. She **isn't watching** / **aren't watching** TV.
 2. Tom and Peter **are writing** / **is writing** an email. They **aren't reading** / **is reading** a book.
 3. You **is listening** / **are listening** to music. You **isn't chatting** / **aren't chatting** online.
 4. My parents and I **is dancing** / **are dancing**. We **aren't sitting** / **isn't sitting**.
 5. I **are singing** / **am singing**. I **am not sleeping** / **isn't sleeping**.

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

- A** Complete the sentences. Use the present continuous of the verbs from the box (affirmative, negative or interrogative). There is one extra verb.

10 x 10% = 100%

go • study • not play • cook • not watch • do
read • cut • have • sing • not sleep

- We _____ for the English test now.
- Mary and I _____ the guitar. We are playing the piano.
- "_____ Ruth _____ dinner?"
"No, she isn't. She _____ a shower."
- Mindy _____ a magazine in her room. She _____.
- "Where _____ they _____?"
"To school."
- I _____ my maths homework. I _____ TV.
- My siblings _____ the grass in the garden.

Quick test – Present continuous (all forms)

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

- A** Circle the correct option to complete the sentences.

10 x 10% = 100%

- We **are studying** / **is studying** for the English test now.
- Mary and I **am not playing** / **aren't playing** the guitar.
- "**Are Ruth cooking** / **Is Ruth cooking** dinner?"
"No, she isn't. She **is having** / **are having** a shower."
- Mindy **is reading** / **is read** a magazine in her room. She **aren't sleeping** / **isn't sleeping**.
- "Where **is they going** / **are they going**?"
"To school."
- I **am doing** / **am do** my maths homework. I **aren't watching** / **am not watching** TV.
- My siblings **are cutting** / **is cutting** the grass in the garden.

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Complete the sentences with *like*, *don't like*, *doesn't like*.

6 x 5% = 30%

- Jon and I _____ 😊 karate, but we _____ ☹️ skating.
- Melissa _____ ☹️ football. She _____ 😊 handball.
- Carol and Thomas _____ ☹️ gymnastics. They _____ 😊 tennis.

B Complete the questions with the present simple of the verb *like*. Then match them with the short answers.

10 x 7% = 70%

- _____ you _____ baseball? ☐
- _____ your parents _____ gymnastics? ☐
- _____ your mother _____ tennis? ☐
- _____ Rob _____ skateboarding? ☐
- _____ Cath and you _____ sports? ☐

- No, he doesn't.
- Yes, I do.
- No, they don't.
- Yes, she does.
- Yes, we do.

Unit
4 Quick test – Verb *like* – Present simple

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Circle the correct option to complete the sentences.

6 x 5% = 30%

- Jon and I **like / likes** 😊 karate, but we **doesn't like / don't like** ☹️ skating.
- Melissa **doesn't like / don't like** ☹️ football. She **likes / like** 😊 handball.
- Carol and Thomas **don't like / doesn't like** ☹️ gymnastics. They **likes / like** 😊 tennis.

B Circle the correct option to complete the questions. Then match them with the short answers.

10 x 7% = 70%

- Do / Does** you like baseball? ☐
- Do / Does** your parents like gymnastics? ☐
- Do / Does** your mother like tennis? ☐
- Do / Does** Rob like skateboarding? ☐
- Do / Does** Cath and you like sports? ☐

- No, **he** doesn't.
- Yes, I do.
- No, **they** don't.
- Yes, **she** does.
- Yes, **we** do.

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Write the 3rd person singular (*he/she/it*) of the verbs below.

6 x 5% = 30%

1. play _____ 3. do _____ 5. go _____
 2. sing _____ 4. have _____ 6. catch _____

B Complete the sentences with the verbs from exercise A. Use the correct present simple form.

10 x 7% = 70%

1. We _____ baseball on Tuesdays. We _____ (**not**) on Fridays.
 2. Jessica _____ lunch at home. She _____ (**not**) lunch at school.
 3. My brother _____ the bus to school. He _____ (**not**) on foot.
 4. I always _____ Harry Styles songs. I love him!
 5. My cousins _____ lunch in the canteen. They only _____ home after lunch.
 6. My sister _____ her homework in the library.

Quick test – Present simple (affirmative and negative)

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Circle the correct 3rd person singular (*he/she/it*) form of the verbs below.

6 x 5% = 30%

1. play: **plays** / play 3. do: **does** / do 5. go: **gos** / goes
 2. sing: **sings** / sing 4. have: **haves** / has 6. catch: **catchs** / catches

B Circle the correct option to complete the sentences.

10 x 7% = 70%

1. We **play** / **plays** baseball on Tuesdays. We **don't play** / **doesn't play** on Fridays.
 2. Jessica **have** / **has** lunch at home. She **don't have** / **doesn't have** lunch at school.
 3. My brother **catches** / **catch** the bus to school. He **don't go** / **doesn't go** on foot.
 4. I always **sing** / **sings** Harry Styles songs. I love him!
 5. My cousins **go** / **have** lunch in the canteen. They only **go** / **play** home after lunch.
 6. My sister **do** / **does** her homework in the library.

Unit 4

Quick test – Present simple (all forms)

Name: _____ No.: _____ Class: _____ Date: _____
Mark: _____ Teacher: _____ Enc. Educação: _____

A Complete the sentences. Use the present simple of the verbs in brackets.

10 x 10% = 100%

A: What time ¹ _____ you _____ (get up)?

B: I always ² _____ (get) out of bed at 7 a.m. My alarm clock ³ _____ (ring).

A: ⁴ _____ your brother _____ (wake up) at the same time?

B: No, he ⁵ _____. He ⁶ _____ (start) classes later. He only ⁷ _____ (go) to school at 9 a.m.

A: Where ⁸ _____ you and your brother _____ (catch) the bus to school?

B: Oh, we ⁹ _____ (not go) to school by bus.
I go by bike and my mother ¹⁰ _____ (take) my brother by car.



Quick test – Present simple (all forms)

Unit 4

Name: _____ No.: _____ Class: _____ Date: _____
Mark: _____ Teacher: _____ Enc. Educação: _____

A Circle the correct verb form.

10 x 10% = 100%

A: What time ¹ **do you get up / do you gets up?**

B: I always ² **gets / get** out of bed at 7 a.m. My alarm clock ³ **ring / rings**.

A: ⁴ **Does your brother wakes up / Does your brother wake up** at the same time?

B: No, he ⁵ **does / doesn't**. He ⁶ **start / starts** classes later. He only ⁷ **go / goes** to school at 9 a.m.

A: Where ⁸ **do you and your brother catch / does you and your brother catch** the bus to school?

B: Oh, we ⁹ **don't go / doesn't go** school by bus.
I go by bike and my mother ¹⁰ **takes / take** my brother by car.



Prova Extraordinária de Avaliação – Inglês 5.º ano

Nota:

Como material de escrita, os alunos apenas podem usar caneta ou esferográfica de tinta azul ou preta.

As respostas são redigidas no próprio enunciado da prova.

Os alunos podem usar folha de rascunho, a fornecer pelo estabelecimento de ensino.

Não é permitida a consulta de dicionários.

Não é permitido o uso de corretor.

Duração:

A prova tem a duração de 90 minutos.

Estrutura da Prova e Cotações

Prova Extraordinária de Avaliação

I – LISTENING				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão oral Compreender discursos muito simples. Identificar o contexto do discurso, a ideia principal e informações simples.	Identificação pessoal Casa Família Comida	A. Escolher a imagem correta para responder a questões.	4 x 5% = 20%	Resposta errada: 0 pontos
Total:			20%	

II – READING				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	Critérios de classificação
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Identificação pessoal Descrição física Família Profissões	A. Assinalar o nome correto.	4 x 2% = 8%	Resposta errada: 0 pontos
		B. Selecionar a opção correta para completar frases.	3 x 2% = 6%	Resposta errada: 0 pontos
		C. Responder a perguntas sobre o texto.	4 x 4% = 16%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos Erros de ortografia + estrutura: -1 ponto
		Total:		

III – READING				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Corpo humano	A. Legendar uma imagem.	6 x 1% = 6%	Resposta errada: 0 pontos
	Comida	B. Ordenar letras para legendar imagens.	6 x 1% = 6%	Resposta errada: 0 pontos
	Verbo <i>to be</i>	C. Completar um texto com as formas corretas do verbo <i>to be</i> .	6 x 1% = 6%	Resposta errada: 0 pontos
	Verbo <i>have got</i>	D. Completar frases com as formas corretas do verbo <i>have got</i> .	6 x 1% = 6%	Resposta errada: 0 pontos
	Plural dos nomes	E. Completar uma tabela com a forma plural dos nomes.	6 x 1% = 6%	Resposta errada: 0 pontos
Total:			30%	

IV – WRITING				
Objetivos/Competências	Conteúdos	Estrutura	Cotações	CrITÉrios de classificação
Produção escrita Escrever um pequeno texto.	Tema: A identificação pessoal	Escrever um texto sobre si.	20%	Ver tabela na página seguinte.
Total:			20%	

Writing Assessment Criteria

Critérios	Descritor	Cotações
Género / Formato textual	Escreve um texto simples, claro e coerente, respeitando as instruções e/ou os elementos fornecidos, bem como toda a estrutura do género textual solicitado.	5%
	Escreve um texto simples, claro, ainda que nem sempre coerente, respeitando a maioria das instruções e/ou dos elementos fornecidos, bem como a generalidade dos tópicos que compõem a estrutura do género textual solicitado.	3%
	Escreve um texto muito simples, respeitando algumas instruções dadas, embora revelando bastante dificuldade em utilizar os elementos fornecidos, bem como a maioria dos tópicos que compõem a estrutura do género textual solicitado.	1%
Extensão (20-35 palavras)	Escreve um texto com um mínimo de 20 palavras sobre a temática apresentada.	5%
	Escreve um texto com um mínimo de 10 palavras sobre a temática apresentada.	3%
	Escreve um texto com um mínimo de 5 palavras sobre a temática apresentada.	1%
Comunicação (tema e pertinência da informação)	Aborda os tópicos solicitados, recorrendo a informação pertinente, utiliza vocabulário adequado ao tema e assegura a progressão da informação sem comprometer a coerência textual.	5%
	Aborda alguns tópicos solicitados, recorrendo a pouca informação pertinente, utiliza vocabulário nem sempre adequado ao tema e a progressão da informação pode comprometer parcialmente a coerência textual.	3%
	Aborda apenas um dos tópicos solicitados, recorrendo a quase nenhuma informação pertinente, raramente utiliza vocabulário adequado ao tema e a progressão da informação compromete globalmente a coerência textual.	1%
Correção linguística	Comete pequenos erros linguísticos (ortografia/pontuação) que não comprometem a comunicação.	5%
	Comete erros linguísticos que comprometem parcialmente a compreensão da mensagem.	3%
	Comete erros linguísticos que comprometem globalmente a compreensão da mensagem.	1%

Name: No.: Class: Date:

Mark: Teacher: Enc. Educação:

I – Listening

A Listen and tick (✓) the correct option.

1. George is from _____.



a) ☐ Lisbon



b) ☐ New York

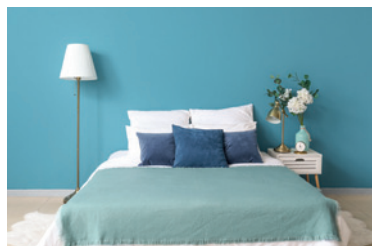


c) ☐ London

2. In George's house there are two _____.



a) ☐



b) ☐



c) ☐

3. Which is George's family?



a) ☐



b) ☐



c) ☐

4. Which is George's favourite food?



a) ☐



b) ☐



c) ☐

II – Reading

Read the text.

Hello! My name is Paxton Myler. I've got two brothers, Bryton and Ashton, and a sister, Payton. We are from the United States of America. Payton and I are twins, but we are very different. Payton
5 has got blond hair and I've got brown hair. She is short and I'm medium height. Our birthday is on 6th September – we always have a big party!

My siblings and I have got a famous YouTube channel: Ninja Kidz TV. We are very good at sports! We do karate and
10 gymnastics. We are all very strong and flexible because we practise every day! Our parents are Aly and Shane Myler. Our father, Shane, is tall, slim and very strong. He is an actor, so he helps us with the videos.



A Tick (✓) the correct option.

Who...

Paxton Payton Shane

- | | | | |
|------------------------|--------------------------|--------------------------|--------------------------|
| 1. has got blond hair? | ☐ | ☐ | ☐ |
| 2. is an actor? | ☐ | ☐ | ☐ |
| 3. has got brown hair? | ☐ | ☐ | ☐ |
| 4. is tall? | ☐ | ☐ | ☐ |

B Tick (✓) the correct option to complete the sentences.

- Paxton and his siblings do gymnastics and _____.
a) ☐ basketball b) ☐ tennis c) ☐ karate
- They are strong and flexible because they _____.
a) ☐ study b) ☐ make videos c) ☐ practise
- Their _____ helps them with the videos.
a) ☐ father b) ☐ mother c) ☐ aunt

C Answer the questions with complete sentences.

1. What is Paxton's surname?

2. Where are Paxton and his family from?

3. When is Paxton and Payton's birthday?

4. What is the name of their YouTube channel?

II – Language

A Label Payton's photo with the words from the box.

hair • hand • leg • arm • eye • foot



1. _____

3. _____

5. _____

2. _____

4. _____

6. _____

B Unscramble the letters to label the pictures.



KNCHEIC

1. _____



NTEWALORME

2. _____



IJUCE

3. _____



PLAEP

4. _____



COOCLIBR

5. _____



SERRYTRABW

6. _____

C Circle the correct option to complete the text.

My sister and I ¹ **isn't / aren't** only siblings – we ² **are / am** best friends. Karate ³ **is / am** our favourite sport – I ⁴ **are / am** a black belt! My sister ⁵ **isn't / am not** a black belt, but she is very good at karate! And you? ⁶ **Are / Is** you good at sports?



D Complete the sentences with the correct form of the verb *have got*. There is one example.

- I have got a big family.
- 1. He _____ two brothers.
- 2. They _____ (not) any cousins.
- 3. My parents _____ a new job.
- 4. Patricia _____ (not) short hair.
- 5. "_____ you _____ blue eyes?" "No, I _____."

E Complete the table with the plural form of the nouns.

Singular	Plural	Singular	Plural
chair	1. _____	pencil	4. _____
baby	2. _____	tooth	5. _____
bus	3. _____	man	6. _____

IV – Writing

A Write a text (20-35 words) about yourself. You can mention:

- your name;
- your age;
- physical description;
- family;
- favourites (colour, food, sports, hobbies...).

Answer key and listening scripts

DIAGNOSTIC TESTS, pages 177-182

Diagnostic Listening Test, page 179

Listening scripts

A. (track 5)

Hello, everyone! My name is Amy and my surname is Cooper. That's C-O-O-P-E-R. I'm twelve years old. My birthday is on 11th December and I'm from Ireland, so I'm Irish.

I live with my parents and my sister Amber. We have got a dog, Lilo. I have got blue eyes and long wavy hair. I like cooking, listening to music and watching cartoons like *Lilo & Stitch* with my sister.

My favourite animal is the horse and I like eating meat with French fries or spaghetti, but I prefer spaghetti.

Nice to meet you!

B. (track 6)

1. I'm Olivia and today is my birthday. I've got long blond hair and I'm wearing a pink T-shirt.

2. My name is Peter. I'm 9 years old and I'm wearing a shirt and a white T-shirt.

3. I'm Jackie. I've got two ponytails.

4. I'm Joel. Look at my mouth! It's wide open. I'm very happy!

5. I'm Tim and I've got short brown hair. I've got my hands in the air.

Answer key

A. (10 x 5% = 50%)

1. Cooper | 2. 12 | 3. 11th December | 4. Irish | 5. sister | 6. blue | 7. long and wavy | 8. watching cartoons | 9. horse | 10. meat and spaghetti

B. (5 x 10% = 50%)

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

Diagnostic Test – Complete structure, pages 180-181

Reading

A. (5 x 5% = 25% / 5 x 20% = 100%)

1. No | 2. Yes | 3. Yes | 4. No | 5. No

Language

A. (10 x 20% = 100%)

Food and drinks: milk, carrots

Clothes: trousers, skirt

Animals: giraffe, hippo

Body: foot, hands

School places: canteen, classroom

B. (5 x 2% = 10% / 5 x 4% = 20%)

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

C. (10 x 1% = 10% / 10 x 3% = 30%)

1. are... They | 2. is... She | 3. are... We | 4. is... He | 5. are... You

D. (5 x 3% = 15% / 5 x 6% = 30%)

1. has got | 2. hasn't got | 3. have got | 4. haven't got | 5. has got

Writing

(8 x 2,5% = 20% / 8 x 12,5% = 100%)

(*Sugestão de respostas*)

1. My surname is Martins.

2. I'm 10 years old.

3. My birthday is on 24th April.

4. I'm from Portugal.

5. Yes, I have. / No, I haven't.

6. Yes, I have. / No, I haven't.

7. My favourite animal is the dog.

8. I get up at 7:30.

Diagnostic Test – Multiple choice, page 182

(10 x 10% = 100%)

1. a) | 2. c) | 3. c) | 4. a) | 5. c) | 6. a) | 7. c) | 8. b) | 9. a) | 10. b)

Listening Test 1A/B, pages 186-187

Listening scripts

A. (track 7)

1. When is Tom's birthday?

Tom: Hi, Leo!

Leo: Hi, Tom! Happy birthday!

Tom: Well, today is the 19th.... My birthday is tomorrow!

Leo: Really?? Sorry about that...

Tom: No problem...my birthday is on the 20th July.

2. Listen to part of a poem. Who is Lee's mother?

Here is Lee's family

His mum is the one

Who helps with his homework

Who is always ready for her son

She keeps their house clean and

Reads stories at night

She works as a lawyer

She makes bad things right

3. Who is Peter's best friend?

My best friend's name is Maria. She is tall and slim.

She has got long hair. She likes hats, but her favourite ones are woollen hats. She has got glasses. Maria is very kind!

4. What is Annie wearing in the photo?

Annie: Look at me in this photo on my birthday!

Margaret: Wow, Annie! Your dress looks so beautiful!

Annie: Yeah! I love short dresses...

Margaret: And your trainers?! So cool!

Annie: They were my birthday present from my parents.

Answer key

A. ($4 \times 25\% = 100\%$)

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

Progress Test 1A, pages 188-191

Reading

A. ($4 \times 2\% = 8\%$ / $4 \times 10\% = 40\%$)

1. singer | 2. USA (United States of America) |
3. small | 4. dark

B. ($5 \times 4\% = 20\%$ / $5 \times 12\% = 60\%$)

1. Ala'a/She is 12 (twelve) years old. | 2. Her birthday is on 21st June. | 3. Her mother is an engineer. |
4. Her hair is long and curly. | 5. She has got bracelets, earrings and rings.

Language

A. ($6 \times 1 = 6\%$ / $6 \times 3\% = 18\%$)

1. parents | 2. father | 3. mother | 4. siblings |
5. brothers | 6. sisters

B. ($4 \times 1\% = 4\%$ / $4 \times 5\% = 20\%$)

1. vet | 2. nurse | 3. hairdresser | 4. football player

C. ($6 \times 1\% = 6\%$ / $6 \times 3\% = 18\%$)

1. Rajad | 2. Monica | 3. Ronald | 4. Rihanna |
5. Majesty | 6. Kandya

D. ($4 \times 1 = 4\%$ / $4 \times 2\% = 8\%$)

1. Their | 2. His | 3. Our | 4. my

E. ($16 \times 1\% = 16\%$ / $16 \times 1\% = 16\%$)

1. am | 2. aren't | 3. are | 4. am | 5. is | 6. are | 7. is |
8. is | 9. are | 10. is | 11. is | 12. isn't | 13. is |
14. am not | 15. Are | 16. is

F. ($4 \times 1\% = 4\%$ / $4 \times 1\% = 4\%$)

1. theirs | 2. his | 3. mine | 4. ours

G. ($4 \times 1\% = 4\%$ / $4 \times 2\% = 8\%$)

1. 's | 2. 's | 3. ' | 4. '

H. ($8 \times 1\% = 8\%$ / $8 \times 1\% = 8\%$)

1. have got | 2. has got | 3. haven't got | 4. hasn't got |
5. Have... got; have | 6. Has... got; hasn't

Writing

(20% / 100%)

(Sugestão de resposta)

Hi! I'm Simão. I'm 10 years old and my birthday is on 17th May. I'm Portuguese. I have got one brother. My parents are Carla and Miguel. I'm tall. I have got curly hair and brown eyes. I like sweaters and trainers.

Progress Test 1B, pages 192-195

Reading

A. ($4 \times 3\% = 12\%$ / $4 \times 10\% = 40\%$)

1. singer | 2. USA | 3. small | 4. dark

B. ($4 \times 4\% = 16\%$ / $4 \times 15\% = 60\%$)

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

Language

A. ($6 \times 1 = 6\%$ / $6 \times 3\% = 18\%$)

1. parents | 2. father | 3. mother | 4. siblings |
5. brothers | 6. sisters

B. ($4 \times 1\% = 4\%$ / $4 \times 5\% = 20\%$)

1. vet | 2. nurse | 3. hairdresser | 4. football player

C. ($6 \times 1\% = 6\%$ / $6 \times 3\% = 18\%$)

1. Rajad | 2. Monica | 3. Ronald | 4. Rihanna |

5. Majesty | 6. Kandya

D. ($4 \times 1 = 4\%$ / $4 \times 2\% = 8\%$)

1. Their | 2. His | 3. Our | 4. my

E. ($16 \times 1\% = 16\%$ / $16 \times 1\% = 16\%$)

1. am | 2. aren't | 3. are | 4. am | 5. is | 6. are | 7. is |
8. is | 9. are | 10. is | 11. is | 12. isn't | 13. is | 14. am not |
15. Are | 16. is

F. ($4 \times 1\% = 4\%$ / $4 \times 1\% = 4\%$)

1. theirs | 2. his | 3. mine | 4. ours

G. ($4 \times 1\% = 4\%$ / $4 \times 2\% = 8\%$)

1. 's | 2. 's | 3. ' | 4. '

H. ($8 \times 1\% = 8\%$ / $8 \times 1\% = 8\%$)

1. have got | 2. has got | 3. haven't got | 4. hasn't got |
5. Have; have | 6. Has; hasn't

Writing

(20% / 100%)

(Sugestão de resposta)

Hi! I'm Simão. I'm 10 years old and my birthday is on 17th May. I'm Portuguese. I have got one brother. My parents are Carla and Miguel. I'm tall. I have got curly hair and brown eyes. I like sweaters and trainers.

Listening Tests 2A/B, pages 199-200

Listening scripts

A. (track 8)

Isn't this house cute? It looks like a dollhouse.

The porch has got some stairs and a blue front door.

The windows aren't big. The house has got two floors.

Downstairs there is a kitchen, a toilet, a living room and a dining room. Upstairs there are two bedrooms and a bathroom. There is also an attic.

The garden around the house is lovely.

B./C. (track 9)

1. I really like this living room. There's a big grey sofa and black and white curtains. There's a table with six chairs behind the sofa and Powerpuff Girls' pictures on the wall.

2. This bedroom has got lots of candies. There are pictures from the film on the walls and on the bed there are lots of pillows. There is even a chocolate fountain! How great is that?

3. This living room is perfect for me. I love Ninja Turtles. There's a TV on the wall opposite the sofa and there's even a very funny lamp. It's very modern.

4. This bedroom is really beautiful. I really like that lamp hanging on the ceiling. The bed, the pillows, the

lamps and even the armchairs next to the window are fantastic.

Listening Test 2A, page 199

A. (6 x 6% = 36%)

1. T | 2. T | 3. F | 4. F | 5. T | 6. F

B. (4 x 7% = 28%)

3 – 4

1 – 2

C. (4 x 9% = 36%)

1. table | 2. Pillows | 3. Opposite | 4. window

Listening Test 2B, page 200

A. (6 x 6% = 36%)

1. dollhouse | 2. small | 3. downstairs | 4. two | 5. is | 6. around

B. (4 x 7% = 28%)

3 – 4

1 – 2

C. (4 x 9% = 36%)

1. A table | 2. Pillows | 3. Opposite | 4. window

Progress Test 2A, pages 201-204

Reading

A. (5 x 3% = 15% / 5 x 8% = 40%)

1. F. The Keret House is special because it's very thin. | 2. F. The name of the house is the name of the first person who lived there. | 3. T | 4. T | 5. F. There aren't many objects.

B. (4 x 5% = 20% / 4 x 15% = 60%)

1. Etgar Keret is a writer. | 2. There is a kitchen, a bathroom and a living room downstairs. | 3. No, there isn't. | 4. The sink, the cooker and the fridge are in the kitchen.

Language

A. (4 x 1% = 4% / 4 x 2% = 8%)

1. stairs | 2. window | 3. chimney | 4. door

B. (4 x 1% = 4% / 4 x 3% = 12%)

1. bed | 2. sink | 3. washbasin | 4. shower

C. (8 x 1% = 8% / 8 x 2% = 16%)

1. cooker | 2. washbasin | 3. wardrobe | 4. pillow | 5. fridge | 6. mirror | 7. sink | 8. cupboard

D. (5 x 1% = 5% / 5 x 2% = 10%)

1. There are | 2. There is | 3. There are | 4. There isn't | 5. There aren't

E. (8 x 1% = 8% / 8 x 2% = 16%)

1. Are there two chimneys? Yes, there are.
2. Is there a doghouse in the garden? Yes, there is.
3. Are there three doors in the house? No, there aren't.
4. Is there a pool outside? No, there isn't.

F. (5 x 1% = 5% / 5 x 2% = 10%)

1. on | 2. on | 3. in front of | 4. under | 5. between

G. (6 x 1% = 6% / 6 x 3% = 18%)

1. showers | 2. bookshelves | 3. feet | 4. babies | 5. tomatoes | 6. children

H. (5 x 1% = 5% / 5 x 2% = 10%)

1. The... Ø | 2. an... a... the

Writing (20%)

Sugestão de resposta:

My house is fantastic. It has got eight rooms: a kitchen, a dining room, a living room, two bedrooms, two bathrooms and a study. My favourite part of the house is my bedroom. There is a bed, a TV set, a desk and a wardrobe in my bedroom.

Progress Test 2B, pages 205-208

Reading

A. (5 x 3% = 15% / 5 x 8% = 40%)

1. F | 2. F | 3. T | 4. T | 5. F

B. (4 x 5% = 20% / 5 x 12% = 60%)

1. writer | 2. kitchen... bathroom... living room |

3. No | 4. kitchen

Language

A. (4 x 1% = 4% / 4 x 2% = 8%)

1. stairs | 2. window | 3. chimney | 4. door

B. (4 x 1% = 4% / 4 x 3% = 12%)

1. bed | 2. sink | 3. washbasin | 4. shower

C. (8 x 1% = 8% / 8 x 2% = 16%)

1. cooker | 2. washbasin | 3. wardrobe | 4. pillow | 5. fridge | 6. mirror | 7. sink | 8. cupboard

D. (5 x 1% = 5% / 5 x 2% = 10%)

1. There are | 2. There is | 3. There are |

4. There isn't | 5. There aren't

E. (8 x 1% = 8% / 8 x 2% = 16%)

1. Are there; there are. | 2. Is there; Yes, there is. |

3. Are there; No, there aren't. | 4. Is there; No, there isn't.

F. (5 x 1% = 5% / 5 x 2% = 10%)

1. on | 2. on | 3. in front of | 4. under | 5. between

G. (6 x 1% = 6% / 6 x 3% = 18%)

1. showers | 2. bookshelves | 3. feet | 4. babies | 5. tomatoes | 6. children

H. (5 x 1% = 5% / 5 x 2% = 10%)

1. The... Ø | 2. an... a... the

Writing (20%)

Sugestão de resposta:

My house is fantastic. It has got eight rooms: a kitchen, a dining room, a living room, two bedrooms, two bathrooms and a study.

My favourite part of the house is my bedroom.

There is a bed, a TV set, a desk and a wardrobe in my bedroom.

Listening Tests 3A/B, pages 212-214

Listening scripts

A./B. (track 10)

1. This is Erin and Aaron. They are step-siblings and they are very different, but they both love music. They like writing and playing music together, especially the guitar.

2. Ava and Kyle are friends. They investigate crimes in their school. Ava and Kyle love hanging out with their friends Ezra and Maudie.

3. Ivy and Bean are best friends. They decide to go to ballet classes because they love dancing... The problem is they have to dance for an audience!

C. (track 11)

In one of my favourite episodes from the series *Erin & Aaron*, the siblings cook dinner. They decide to cook meat with spaghetti as the main dish and to bake a cake for dessert. For their drink, they choose orange juice. Can you guess what happens? Yeah... you're right! No main dish, no dessert and no drink! All they want is music, so they forget about cooking dinner and their father goes to the take-away restaurant. The real dinner is roast chicken from the take-away restaurant with some chips! Not bad!

Listening Test 3A, page 213

A. (3 x 7% = 21%)

1. e) | 2. d) | 3. b)

B. (3 x 10% = 30%)

1. a) | 2. c) | 3. d)

C. (7 x 7% = 49%)

1. meat... spaghetti | 2. cake... orange juice | 3. chicken... chips

Listening Test 3B, page 214

A. (3 x 7% = 21%)

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

B. (3 x 10% = 30%)

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

C. (7 x 7% = 49%)

1. meat... spaghetti | 2. cake... orange juice | 3. chicken... chips

Progress Test 3A, pages 216-220

Reading

A. (3 x 2% = 6% / 3 x 5% = 15%)

1. India | 2. Brazil | 3. Cape Verde

B. (3 x 2% = 6% / 3 x 5% = 15%)

1. Carlos | 2. Anika | 3. Maria Rita

C. (5 x 4% = 20% / 5 x 14% = 70%)

1. Maria Rita has ballet classes in a basketball court. | 2. Maria Rita is preparing a big show to present for Carnival. | 3. Anika is cooking sweets and other traditional food. | 4. Carlos's favourite hobbies are dancing and hanging out with his friends. | 5. Carlos

is going to the beach today because he wants to see the little turtles coming out of the eggs and entering the sea.

Language

A. (10 x 1% = 10% / 10 x 1% = 10%)

1. reading... watching TV | 2. listening to music... dancing | 3. chatting online... playing video games | 4. playing the guitar... singing | 5. watching videos... hanging out

B. (8 x 1% = 8% / 8 x 1% = 8%)

1. beans | 2. onion(s) | 3. meat/chicken | 4. salad/lettuce | 5. tomato(es) | 6. rice | 7. fish | 8. lemon

C. (5 x 1% = 5% / 5 x 4% = 20%)

1. is surfing | 2. isn't enjoying... is cooking | 3. aren't watching... are having

D. (6 x 1% = 6% / 6 x 3% = 18%)

1. Are Anika and her sister reading? No, they aren't. | 2. Are you baking a cake? Yes, I am. | 3. Is Rita swimming? Yes, she is.

E. (10 x 1% = 10% / 10 x 2% = 20%)

1. are... teaching | 2. is growing | 3. are preparing | 4. aren't working | 5. is helping | 6. are eating | 7. isn't buying | 8. is using | 9. are cooking | 10. Are... doing

F. (5 x 1% = 5% / 5 x 4% = 20%)

1. some... any | 2. some | 3. any... some

G. (4 x 1% = 4% / 4 x 1% = 4%)

1. running... jumping | 2. hates reading... he likes writing

Writing

(20%)

(Sugestão de resposta)

Hi, Maria Rita,

I love playing video games. I usually do it after school. I like it because it's fun and I make friends online.

My favourite food is pizza and I really like drinking iced tea.

Love,

Paulo

Progress Test 3B, pages 219-223

Reading

A. (3 x 2% = 6% / 3 x 5% = 15%)

1. India | 2. Brazil | 3. Cape Verde

B. (3 x 2% = 6% / 3 x 5% = 15%)

1. Carlos | 2. Anika | 3. Maria Rita

C. (10 x 2% = 20% / 10 x 7% = 70%)

1. basketball court | 2. big show | 3. traditional food | 4. dancing | 5. little turtles

Language

A. (10 x 1% = 10% / 10 x 1% = 10%)

1. reading... watching | 2. listening... dancing | 3. chatting... playing | 4. playing... singing |

5. watching... hanging

B. (8 x 1% = 8% / 8 x 1% = 8%)

1. beans | 2. onion | 3. meat | 4. lettuce | 5. tomato | 6. rice | 7. fish | 8. lemon

C. (5 x 1% = 5% / 5 x 4% = 20%)

1. is surfing | 2. isn't enjoying... is cooking | 3. aren't watching... are having

D. (6 x 1% = 6% / 6 x 3% = 18%)

1. Are... reading; No... aren't | 2. Are... baking; Yes... am | 3. Is... swimming?; Yes... is.

E. (10 x 1% = 10% / 10 x 2% = 20%)

1. are | 2. is growing | 3. are preparing | 4. aren't working | 5. is helping | 6. are eating | 7. isn't buying | 8. is using | 9. are cooking | 10. doing

F. (5 x 1% = 5% / 5 x 4% = 20%)

1. some... any | 2. some | 3. any... some

G. (4 x 1% = 4% / 4 x 1% = 4%)

1. running... jumping | 2. reading... writing

Writing (20%)

(Sugestão de resposta)

Hi, Maria Rita,

I love playing video games. I usually do it after school.

I like it because it's fun and I make friends online.

My favourite food is pizza and I really like drinking iced tea.

Love,

Paulo

Listening tests 4A/B, pages 227-228

Listening scripts

A. (track 12)

1.

A: Do you play sport at the weekend, Ruth?

B: No, I hate sport.

A: Really? So, what do you do at the weekend?

B: Uh, I play video games...

A: Oh, so gaming is your favourite sport!

2.

A: Do you like sports, Rod?

B: Sure. I play a lot of sport.

A: So, what sports do you play?

B: Well, everything. Baseball, volleyball, handball – but my favourite sport is tennis.

A: Oh, yeah?

B: Yeah, I play every day after school.

3.

A: Which sports do you do, Mary?

B: Well, I go to the pool three times a week and I swim for about two hours.

A: Two hours? Are you practising for the Olympic Games or something?

4.

A: Do you like playing sport, Thomas?

B: No, not really. I don't like exercising, but I watch a lot of football on TV!

A: Well... exercising is much better!

5.

A: What kinds of sports do you play, Arthur?

B: Let's see. Well, in the summer I enjoy skateboarding, but I don't do anything in the winter.

A: Why not?

B. (track 13)

On a typical day I get up at 7 o'clock, I brush my teeth and I have a shower. I have breakfast at 7:45 (a quarter to eight). I have toast with milk for breakfast and then I leave for school at 8 a.m. My mum takes me to school by car and we get there at 8:15 (a quarter past eight). We have lessons until 10:20 (twenty past ten) and then we have a break until 10:30 (half past ten). I have lunch in the school canteen at 12:30 (half past twelve). At 3:30 (half past three) classes finish and I go home by bus. Then, I have a snack, do my homework and chat online with my friends after that.

Listening Test 4A, page 227

A. (5 x 8% = 40%)

a) 2 | b) 4 | c) -- | d) 1 | e) 5 | f) 3

B. (6 x 10% = 60%)

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

Listening Test 4B, page 228

A. (5 x 8% = 40%)

a) 2 | b) 4 | c) 1 | d) 5 | e) 3

B. (6 x 10% = 60%)

1. a) | 2. b) | 3. a) | 4. a) | 5. c) | 6. c)

Progress Test 4A, pages 229-232

Reading

A. (4 x 2% = 8% / 4 x 10% = 40%)

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

B. (4 x 5% = 20% / 4 x 15% = 60%)

1. Ayaan drinks tea and reads a book at 6:30 a.m. |

2. He wakes up one hour before his siblings because he wants to have some quiet time. | 3. Ayaan and his siblings/They go to school by car (with their mother). |

4. His favourite morning is on Wednesday.

Language

A. (4 x 2% = 8% / 4 x 3% = 12%)

1. rollerblading | 2. handball | 3. swimming | 4. gymnastics

B. (4 x 1% = 4% / 4 x 2% = 8%)

Go: rollerblading/swimming | **Play:** handball |

Do: gymnastics

C. (10 x 1% = 10% / 10 x 2% = 20%)

1. gets up | 2. breakfast | 3. get dressed | 4. shower |

5. school | 6. half past eight | 7. a quarter to ten |

8. home | 9. have dinner | 10. nine o'clock.

D. (5 x 1% = 5% / 5 x 2% = 10%)

1. likes | 2. like | 3. like... don't like | 4. doesn't like

E. (8 x 1% = 8% / 8 x 2% = 16%)

1. Do... like Yes, they do. | 2. Do his parents like watching TV? Yes, they do. | 3. Does Ayaan like karate? No, he doesn't. | 4. Do his parents like tennis? No, they don't.

F. (11 x 1% = 11% / 11 x 2% = 22%)

1. study... studies | 2. don't do... does | 3. doesn't play... watches | 4. do... go... go | 5. Does... have... doesn't... has

G. (2 x 3% = 6% / 2 x 6% = 12%)

1. I sometimes play tennis. | 2. My siblings are never late for school.

Writing

(20%)

(Sugestão de resposta)

He is from Dublin, Ireland, and he is 11 years old. He wakes up at 5:30 a.m. and then he has a shower and gets dressed. He often has pancakes and milk for breakfast. After breakfast he goes skateboarding. School starts at 8:15 a.m. He always has lunch at home.

Progress Test 4B, pages 233-236

Reading

A. (4 x 2% = 8% / 4 x 10% = 40%)

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

B. (4 x 5% = 20% / 4 x 15% = 60%)

1. book | 2. time | 3. car | 4. Wednesday

Language

A. (4 x 2% = 8% / 4 x 3% = 12%)

1. rollerblading | 2. handball | 3. swimming | 4. gymnastics

B. (4 x 1% = 4% / 4 x 2% = 8%)

Go: rollerblading/swimming | **Play:** handball |

Do: gymnastics

C. (10 x 1% = 10% / 10 x 2% = 20%)

1. gets up | 2. breakfast | 3. get dressed | 4. shower | 5. school | 6. half past eight | 7. a quarter to ten | 8. home | 9. have dinner | 10. nine o'clock

D. (5 x 1% = 5% / 5 x 2% = 10%)

1. likes | 2. like | 3. like... don't like | 4. doesn't like

E. (8 x 1% = 8% / 8 x 2% = 16%)

1. Do... like; Yes, they do. | 2. Do... like; Yes, they do. | 3. Does... like; No, he doesn't. | 4. Do... like; No, they don't.

F. (11 x 1% = 11% / 11 x 2% = 22%)

1. study... studies | 2. enjoys... hate | 2. don't do... does | 3. doesn't play... watches | 4. do... go... go | 5. Does... have... doesn't... has

G. (2 x 3% = 6% / 2 x 6% = 12%)

1. a) | 2. b)

Writing

(10 x 2% = 20% / 10 x 10% = 100%)

1. Dublin | 2. 11 (eleven) | 3. 5:30 a.m. | 4. has a shower | 5. pancakes | 6. breakfast | 7. goes skateboarding | 8. his skateboard | 9. 8:15 a.m. | 10. home

Extensive Reading Test, pages 238-239

A. (3 x 5% = 15%)

1. Mr Wormwood | 2. Mrs Wormwood | 3. Michael

B. (6 x 5% = 30%)

3 – 5 – 6 – 2 – 1 – 4

C. (6 x 5% = 30%)

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

D. (5 x 5% = 25%)

1. b) | 2. c) | 3. a) | 4. a) | 5. c)

GET READY FOR THE TESTS

Get ready for the test Unit 1A, pages 247-248

A.

1. grandmother/grandma | 2. wife | 3. daughter | 4. son | 5. husband | 6. sister | 7. brother | 8. children | 9. granddaughter | 10. parents

B.

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

C.

1. slim | 2. big/brown | 3. nose/mouth | 4. straight | 5. ponytail | 6. dress | 7. belt | 8. necklace | 9. flip-flops | 10. beautiful/elegant

D.

1. Its | 2. Her | 3. Their | 4. Your

E.

1. 's; hers | 2. 's; his | 3. 's; theirs | 4. 's; theirs

F.

1. I'm | 2. They're | 3. It's | 4. She's | 5. You're | 6. We're | 7. He's

G.

1. isn't beautiful; Is Dawn beautiful?
2. aren't twins; Are Sue and I twins?
3. isn't very smart; Is Guy very smart?

H.

1. Gran has got grey hair. | 2. Dawn hasn't got cousins. | 3. Has Phil got children? | 4. Have they got green eyes? | 5. Yes, they have.

Get ready for the test Unit 1B, pages 249-250

A.

1. grandma | 2. wife | 3. daughter | 4. son | 5. husband | 6. sister | 7. brother | 8. children | 9. granddaughter | 10. parents

B.

1. b) | 2. a) | 3. b) | 4. a)

C.

1. slim | 2. big | 3. nose | 4. straight | 5. ponytail |
6. dress | 7. belt | 8. necklace | 9. flip flops |
10. beautiful

D.

1. His | 2. Her | 3. Their | 4. Your

E.

1. 's; hers | 2. 's; his | 3. 's; theirs | 4. ' ; theirs

F.

1. 'm | 2. 're | 3. 's | 4. 's | 5. 're | 6. 're | 7. 's

G.

1. isn't; Is | 2. aren't; Are | 3. isn't; Is

H.

1. Gran has got grey hair. | 2. Dawn hasn't got cousins. |
3. Has Phil got children? | 4. Have they got green
eyes? | 5. Yes, they have.

Get ready for the test Unit 2A, pages 251-252

A. 1. chimney | 2. roof | 3. window | 4. door |
5. garden | 6. living room | 7. fireplace | 8. bookcase |
9. carpet | 10. armchair | 11. kitchen | 12. chair |
13. sink | 14. cooker | 15. bedroom | 16. lamp |
17. pillow | 18. table | 19. bed | 20. bedside table

B. 1. There is | 2. There aren't | 3. There are |
4. Is there... there is | 5. Are there... there aren't

C. 1. on | 2. on | 3. in | 4. between | 5. next to |
6. behind

D. -s: toys; tables; roofs | -es: watches; glasses; boxes |
-ies: babies; puppies; bodies | -ves: wives; knives;
shelves | **Irregular:** children; people

E. 1. Ø... Ø... a | 2. an | 3. the... the... an

Get ready for the test Unit 2B, page 253-254

A. 1. chimney | 2. roof | 3. window | 4. door |
5. garden | 6. living room | 7. fireplace | 8. bookcase |
9. carpet | 10. armchair | 11. kitchen | 12. chair |
13. sink | 14. cooker | 15. bedroom | 16. lamp |
17. pillow | 18. table | 19. bed | 20. bedside table

B. 1. There is | 2. There aren't | 3. There are | 4. Is
there... there is | 5. Are there... there aren't

C. 1. on | 2. on | 3. in | 4. between | 5. next to |
6. behind

D. -s: toys; tables; roofs | -es: glasses; boxes |
-ies: babies; puppies | -ves: wives; shelves |
Irregular: children

E. 1. Ø... Ø... a | 2. an | 3. the... the... an

Get ready for the test Unit 3A, pages 255-257

A. 1. listening to music | 2. reading | 3. watching TV |
4. playing video games | 5. sleeping | 6. dancing

B. 1. bread | 2. fruit | 3. pasta | 4. pizza... cheese |
5. fish... potatoes | 6. ice cream

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

C. 1. is decorating | 2. is taking | 3. are having | 4. are
participating | 5. is baking | 6. are running

D. 1. Finley isn't decorating a cake. | 2. She isn't taking
a photo for the championship. | 3. She and her mum
aren't having baking classes.

E. 2. Is she taking a selfie? No, she isn't. | 3. Are they
having dance classes? No, they aren't. | 4. Are they
participating in a competition? Yes, they are. | 5. Is
she baking cookies? Yes, she is. | 6. Are they playing
games? No, they aren't.

F. 1. is cooking | 2. is teaching | 3. isn't using | 4. Is...
eating; isn't | 5. are making | 6. Are... playing; are

G. 1. some... any | 2. any | 3. any... any | 4. some...
some

H. 1. buying | 2. playing; singing | 3. preparing |
4. putting

I. *Respostas pessoais.*

Get ready for the test Unit 3B, pages 258-260

A. 1. listening to music | 2. reading | 3. watching TV |
4. playing video games | 5. sleeping | 6. dancing

B. 1. bread | 2. fruit | 3. pasta | 4. pizza... cheese |
5. fish... potatoes | 6. ice cream

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

C. 1. is decorating | 2. is taking | 3. are having | 4. are
participating | 5. is baking | 6. are running

D. 1. isn't decorating | 2. isn't taking | 3. aren't having

E. 2. Is... taking; No, she isn't. | 3. Are... having; No,
they aren't. | 4. Are... participating; Yes, they are. |
5. Is... baking; Yes, she is. | 6. Are... playing; No, they
aren't.

F. 1. is cooking | 2. is teaching | 3. isn't using | 4. Is...
eating; isn't | 5. are making | 6. Are... playing; are

G. 1. some... any | 2. any | 3. any... any | 4. some...
some

H. 1. buying | 2. playing... singing | 3. preparing |
4. putting

I. *Respostas pessoais.*

Get ready for the test Unit 4A, pages 261-263

A. 1. skateboarding | 2. football | 3. basketball | 4. gymnastics | 5. rollerblading | 6. karate

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

B. 1. shower... ten past seven | 2. bus... ten to nine | 3. lunch... midday/twelve o'clock | 4. school/classes... half past eight | 5. TV... a quarter to seven | 6. bed... ten o'clock

C. 1. like | 2. doesn't like | 3. like... don't like

D. 1. Does Puss in Boots like dogs? – c) | 2. Do Garfield and Tom like lasagne? – d) | 3. Does Mary like TV shows? – b) | 4. Do you like *The Voice Kids*? – a)

E. 1. flies | 2. washes | 3. kisses | 4. goes | 5. arrives | 6. eats | 7. has | 8. makes

F. 1. washes | 2. doesn't go | 3. kisses... goes | 4. has | 5. make | 6. don't stay

G. 1. lives | 2. gets up | 3. start | 4. finishes | 5. doesn't have | 6. doesn't arrive | 7. has | 8. say | 9. don't want | 10. studies

H. 1. leave | 2. doesn't teach... teaches | 3. drink | 4. don't play... do | 5. does... live | 6. Do... go... don't

I. 1. Jack and Peter never do karate. | 2. Julia is always kind. | 3. I often do my homework. | 4. Liam usually has lunch in the canteen. | 5. We are sometimes late.

Get ready for the test Unit 4B, pages 264-266

A. 1. skateboarding | 2. gymnastics | 3. football | 4. rollerblading | 5. basketball | 6. karate

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

B. 1. shower... ten past seven | 2. bus... ten to nine | 3. lunch... midday | 4. classes... half past eight | 5. TV... a quarter to seven | 6. bed... ten o'clock

C. 1. like | 2. doesn't like | 3. like... don't like

D. 1. Does... like – c) | 2. Do... like – d) | 3. Does... like – b) | 4. Do... like – a)

E. 1. flies | 2. washes | 3. kisses | 4. goes | 5. arrives | 6. eats | 7. has | 8. makes

F. 1. washes | 2. doesn't go | 3. kisses... goes | 4. has | 5. make | 6. don't stay

G. 1. lives | 2. gets up | 3. start | 4. finishes | 5. doesn't have | 6. doesn't arrive | 7. has | 8. say | 9. don't want | 10. studies

H. 1. a) | 2. b) | 3. a) | 4. a) | 5. a) | 6. b)

I. 1. Jack and Peter never do karate. | 2. Julia is always kind. | 3. I often do my homework. | 4. Liam usually has lunch in the canteen. | 5. We are sometimes late.

QUICK TESTS

QUICK TESTS UNIT 1

Possessive determiners / Possessive pronouns – A/B, page 267

A. (5 x 10% = 50%)

1. our | 2. her | 3. their | 4. my | 5. his

B. (5 x 10% = 50%)

1. mine... hers | 2. theirs... mine... ours

Verb to be / Verb have got – A/B, page 268

A. (3 x 20% = 60%)

1. I am a student. | 2. Is Big Ben in London? | 3. You are not Peter.

B. (4 x 10% = 40%)

1. has got | 2. hasn't got | 3. have got | 4. Has Kate got

QUICK TESTS UNIT 2

There + to be / Prepositions of place – A/B, page 269

A. (8 x 7,5% = 60%)

1. There is | 2. There are | 3. There isn't... there aren't | 4. Are there... there are | 5. Is there... there isn't

B. (5 x 8% = 40%)

1. on | 2. between | 3. above | 4. next to | 5. in front of

Plurals / Articles – A/B, page 270

A. (5 x 10% = 50%)

1. There are bookshelves. | 2. There are women in the houses. | 3. There are people in the gardens. | 4. There are foxes on the roof. | 5. There are dishes to wash.

B. (10 x 5% = 50%)

1. The... a | 2. Ø... the | 3. The... the | 4. a... an | 5. an... a

QUICK TESTS UNIT 3

Present continuous (affirmative/negative) – A/B, page 271

A. (10 x 7% = 70%)

1. swimming | 2. playing | 3. preparing | 4. baking | 5. cooking | 6. running

B. (6 x 5% = 30%)

1. is riding... isn't watching | 2. are writing... aren't reading | 3. are listening... aren't chatting | 4. are dancing... aren't sitting | 5. am singing... am not sleeping

Present continuous (all forms) – A/B, page 272

A. (10 x 10% = 100%)

1. are studying | 2. aren't playing | 3. Is... having... is having | 4. is reading... isn't sleeping | 5. are... going | 6. am doing... am not watching | 7. are cutting

QUICK TESTS UNIT 4

Verb like – Present simple – A/B, page 273

A. 1. like... don't like | 2. doesn't like... likes | 3. don't like... like

B. 1. Do... like – b) | 2. Do... like – c) | 3. Does... like – d) | 4. Does... like – a) | 5. Do... like – e)

Present simple (affirmative and negative) – A/B, page 274

A. (6 x 5% = 30%)

1. plays | 2. sings | 3. does | 4. has | 5. goes | 6. catches

B. (10 x 7% = 70%)

1. play... don't play | 2. has... doesn't have | 3. catches... doesn't go | 4. sing | 5. have... go | 6. does

Present simple (all forms) – A/B, page 275

A. (10 x 10% = 100%)

1. do... get up | 2. get | 3. rings | 4. Does... wake up | 5. doesn't | 6. starts | 7. goes | 8. do... catch | 9. don't go | 10. takes

PROVA DE EQUIVALÊNCIA À FREQUÊNCIA, pages 280-284

I – Listening

Listening script

Hi! My name is George and I'm ten years old. I'm from London, so I'm British. I live in a small house in London with my family. In the house there are two bedrooms, one bathroom, a kitchen and a living room. My brother and I sleep in the same bedroom and we love it! We usually play video games together and we watch videos on YouTube. We love videos about sports. I play football and my brother does karate. Our parents play tennis.

We like to keep fit, so we love sports and we eat good food. We eat lots of vegetables and fruit and we always drink water. At weekends we eat pizza – it's my favourite food!

Answer key

A. 4 x 5% = 20%

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

II – Reading

A. 4 x 2% = 8%

1. Payton | 2. Shane | 3. Paxton | 4. Shane

B. 3 x 2% = 6%

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

C. 4 x 4% = 16%

1. Paxton's surname is Myler. | 2. They are from the United States of America. | 3. Their birthday is on 6th September. | 4. The name is Ninja Kidz TV.

III – Language

A. 6 x 1% = 6%

1. hair | 2. eye | 3. hand | 4. arm | 5. leg | 6. foot

B. 6 x 1% = 6%

1. chicken | 2. watermelon | 3. juice | 4. apple | 5. broccoli | 6. strawberry

C. 6 x 1% = 6%

1. aren't | 2. are | 3. is | 4. am | 5. isn't | 6. Are

D. 6 x 1% = 6%

1. has got | 2. haven't got | 3. have got | 4. hasn't got | 5. Have... got; haven't

E. 6 x 1% = 6%

1. chairs | 2. babies | 3. buses | 4. pencils | 5. teeth | 6. men

IV – Writing

Resposta pessoal.

READY SET, GO! INGLÊS 5

Inclusion

- 12 Vocabulary Worksheets C
- 15 Grammar Worksheets C
- 4 Progress Tests C (1 per unit)
- Answer key

Inclusion

Vocabulary Worksheets C

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Unit 2 – Back home	
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Progress Tests C

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Answer key	347
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Family members

C

Name: _____

No.: _____

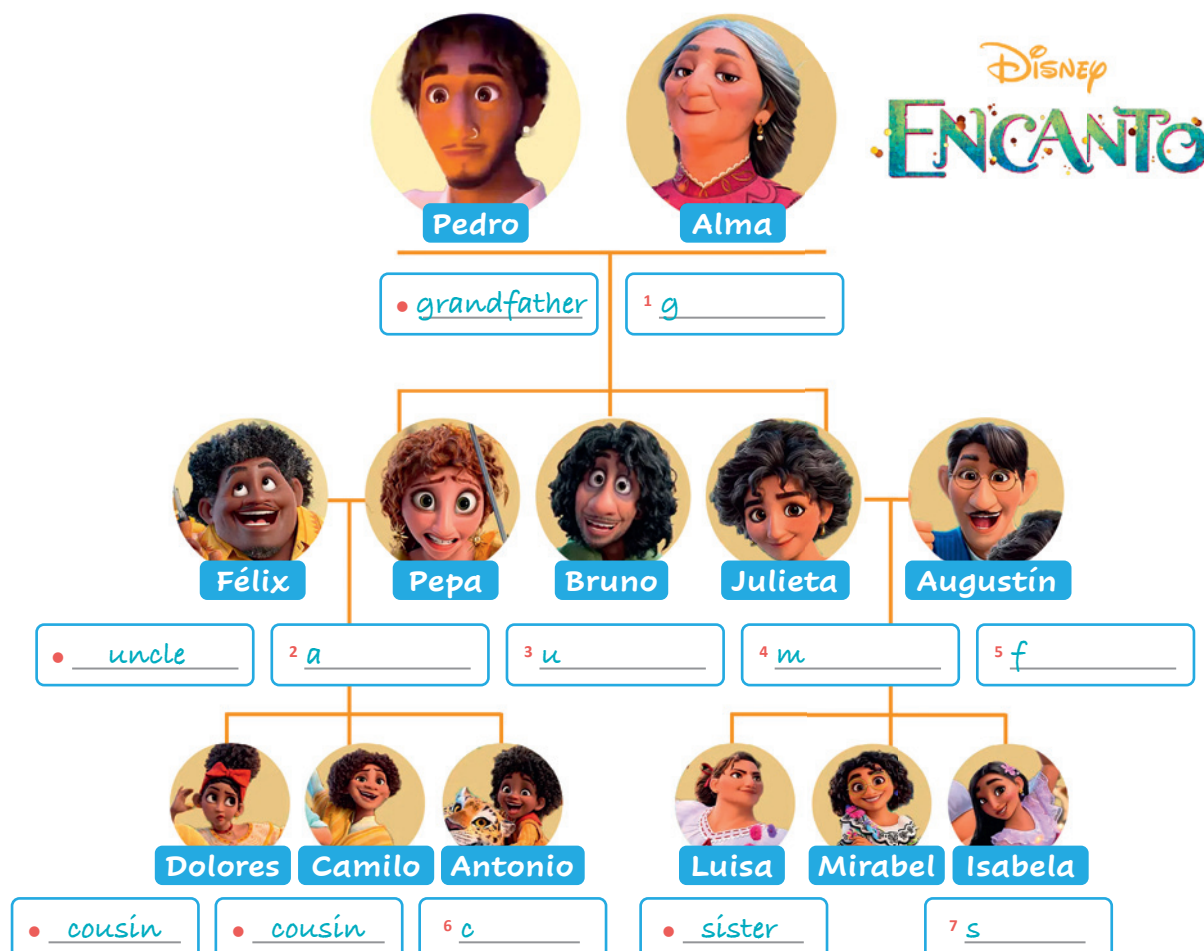
Class: _____

Date: _____

- A** Find 8 family words in the word search (↓ →). Then write them. The first letter is highlighted. (Encontra 8 parentescos na sopa de letras. Depois escreve-os. A primeira letra está destacada.)

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

- B** Label Mirabel's family tree with words from exercise A. The first letter is given. (Legenda a árvore genealógica da Mirabel com palavras do exercício A. Já tens a primeira letra.)



Jobs

C

Name: _____

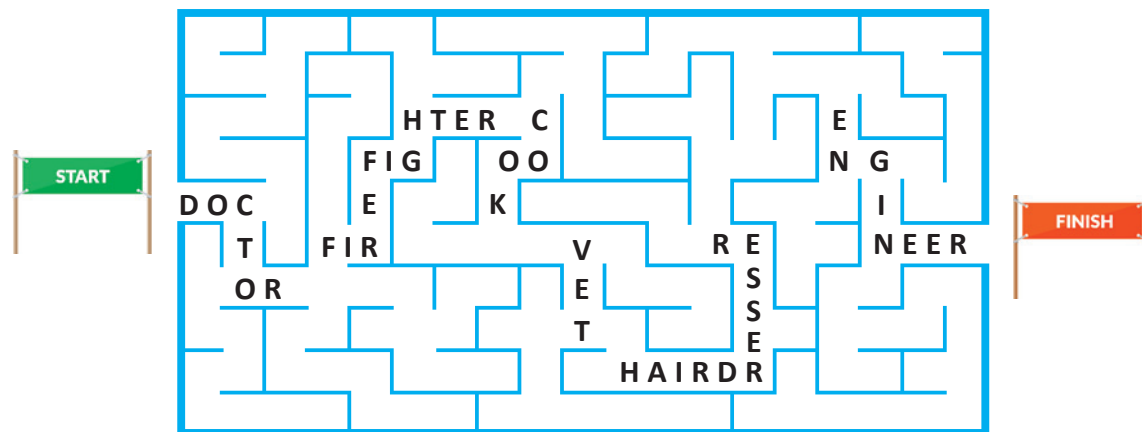
No.: _____

Class: _____

Date: _____

A Find 6 jobs in the maze and write them.

(Encontra seis profissões no labirinto e escreve-as.)



B Label the pictures with the words from exercise A. Write the vowels (a, e, i, o, u).

(Legenda as imagens com palavras do exercício A. Escreve as vogais – a, e, i, o, u.)



1. f _ r _ f _ g _ h _ t _ r _



2. d _ c _ t _ r _



3. _ n _ g _ n _ r _



4. v _ t _



5. h _ _ r _ d _ r _ s _ s _ r _



6. c _ _ k _

C Circle the correct option.

(Rodeia a opção correta.)

1. I work at a school. I love my students. I'm a **football player** / teacher.
2. I love sports! I work at Benfica. I'm a **police officer** / football player.
3. I protect people. I wear a uniform. I'm a **police officer** / singer.

The human body

C

Name: _____ No.: _____ Class: _____ Date: _____

- A** Order the letters and write the parts of the body. The **orange** letter is the first one and the **green** letter is the last one.

(Ordena as letras e escreve as partes do corpo. A letra laranja é a primeira e a letra verde é a última.)

1. <u> </u>	2. <u> </u>	3. <u> </u>	4. <u> </u>
5. <u> </u>	6. <u> </u>	7. <u> </u>	8. <u> </u>

- B** Circle the correct option to label the picture.

(Rodeia a opção correta para legendares a imagem.)

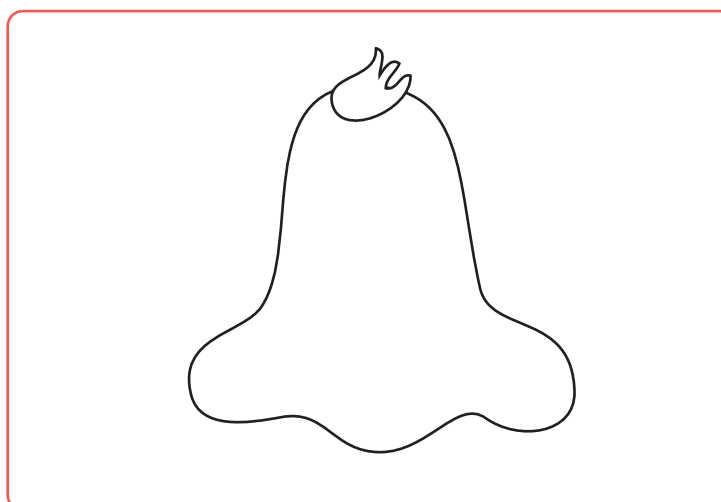


- C** Draw a monster. Follow the instructions.

(Desenha o monstro. Segue as instruções.)

This monster has got:

- 3 eyes 
- 4 ears 
- 1 mouth 
- 2 noses 
- 4 arms 
- 2 legs 
- 4 feet 



Physical features

C

Name: _____

No.: _____

Class: _____

Date: _____

A Match the descriptions with the characters from the film *Wish*. Tick (✓) the correct option.(Associa as descrições às personagens do filme *Wish*. Assinala a opção correta.)

- He is tall. He has got short blond hair and a big nose .
 - ☐ Bazeema
 - ☐ Dario
 - ☐ Simon
- She is medium height and plump . She has got glasses .
 - ☐ Dahlia
 - ☐ Gabo
 - ☐ Asha
- It is short. It has got long ears  and big eyes .
 - ☐ Safi
 - ☐ Hal
 - ☐ Valentino
- She has got short curly hair  and dark skin.
 - ☐ Hal
 - ☐ Valentino
 - ☐ Dahlia
- He is skinny . He has got a big nose , big ears and dark hair.
 - ☐ Dario
 - ☐ Safi
 - ☐ Bazeema
- She has got long straight hair. Her hair  is brown.
 - ☐ Simon
 - ☐ Gabo
 - ☐ Asha
- He is short. He has got medium-length hair and a small mouth .
 - ☐ Safi
 - ☐ Gabo
 - ☐ Hal
- He is plump . He has got brown hair and a big nose .
 - ☐ Valentino
 - ☐ Dahlia
 - ☐ Simon
- She is medium height and slim. She has got medium-length hair and big eyes .
 - ☐ Bazeema
 - ☐ Dario
 - ☐ Bazeema



Clothes, footwear and accessories

C

Name: _____

No.: _____

Class: _____

Date: _____

A Complete the table with the words from the box. There are three examples.

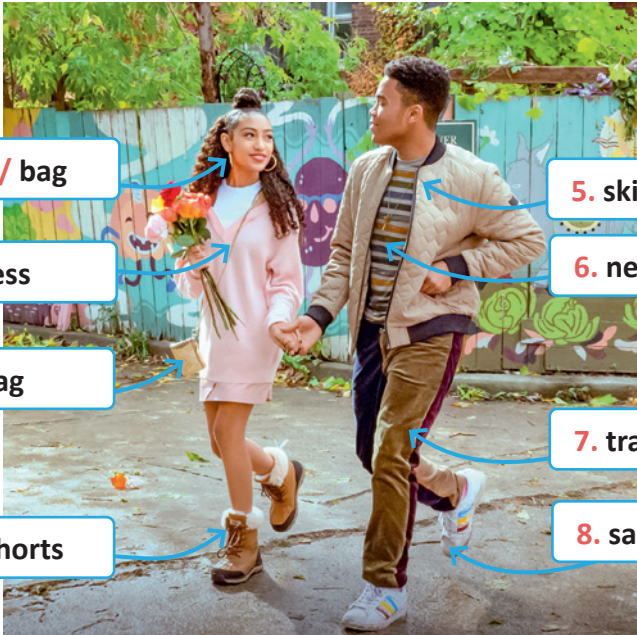
(Completa a tabela com as palavras da caixa. Segue os exemplos.)

~~skirt~~  • top  • ~~sandals~~  • ~~hat~~  • bag  • earrings  • shorts 
 T-shirt  • socks  • hoodie  • trainers  • cap  • jeans 
 boots  • watch  • sunglasses  • shoes  • dress  • trousers 

Clothes 	Footwear 	Accessories 
skirt	sandals	hat

B What are the characters from the film *Sneakerella* wearing? Circle the correct option to label the picture.

(O que é que as personagens do filme *Sneakerella* têm vestido? Rodeia a opção correta para legendares a imagem.)



Disney SNEAKERELLA

- earrings / bag
- belt / dress
- jeans / bag
- boots / shorts
- skirt / jacket
- necklace / watch
- trainers / trousers
- sandals / trainers

Parts of the house / Rooms

C

Name: _____ No.: _____ Class: _____ Date: _____

A This is a replica of Bluey's house. Circle the correct option to label the picture.

(Esta é a casa da Bluey. Rodeia a opção correta para legendares a imagem.)



1. roof / wall
2. wall / window
3. door / stairs
4. roof / wall
5. garden / upstairs
6. garden / door
7. window / stairs
8. downstairs / stairs

B Look at the house inside. Write the missing vowels (a, e, i, o, u) to label the pictures.

(Observa a casa por dentro. Escreve as vogais – a, e, i, o, u – para legendares as imagens.)



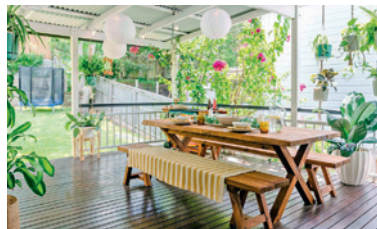
1. k _ t _ c _ h _ n _



2. l _ v _ n _ g _ r _ m _



3. b _ d _ r _ _ m _



4. d _ n _ n _ g _ r _ m _



5. b _ t _ h _ r _ _ m _

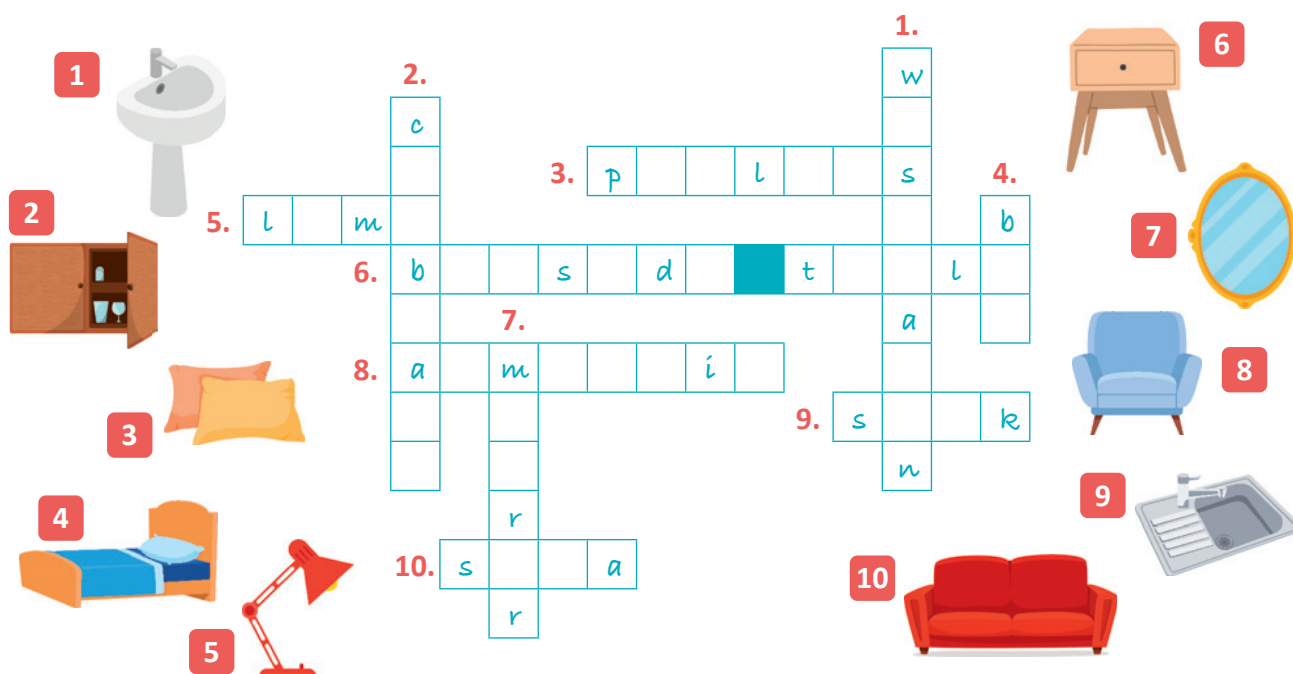
Furniture and objects

C

Name: _____ No.: _____ Class: _____ Date: _____

A Complete the crossword puzzle with the names of the furniture/objects.

(Completa as palavras cruzadas com o mobiliário/objetos da casa.)

**B Look at the picture and complete the sentences.**

(Observa a imagem e completa as frases.)

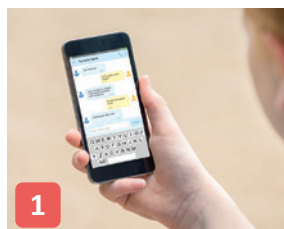
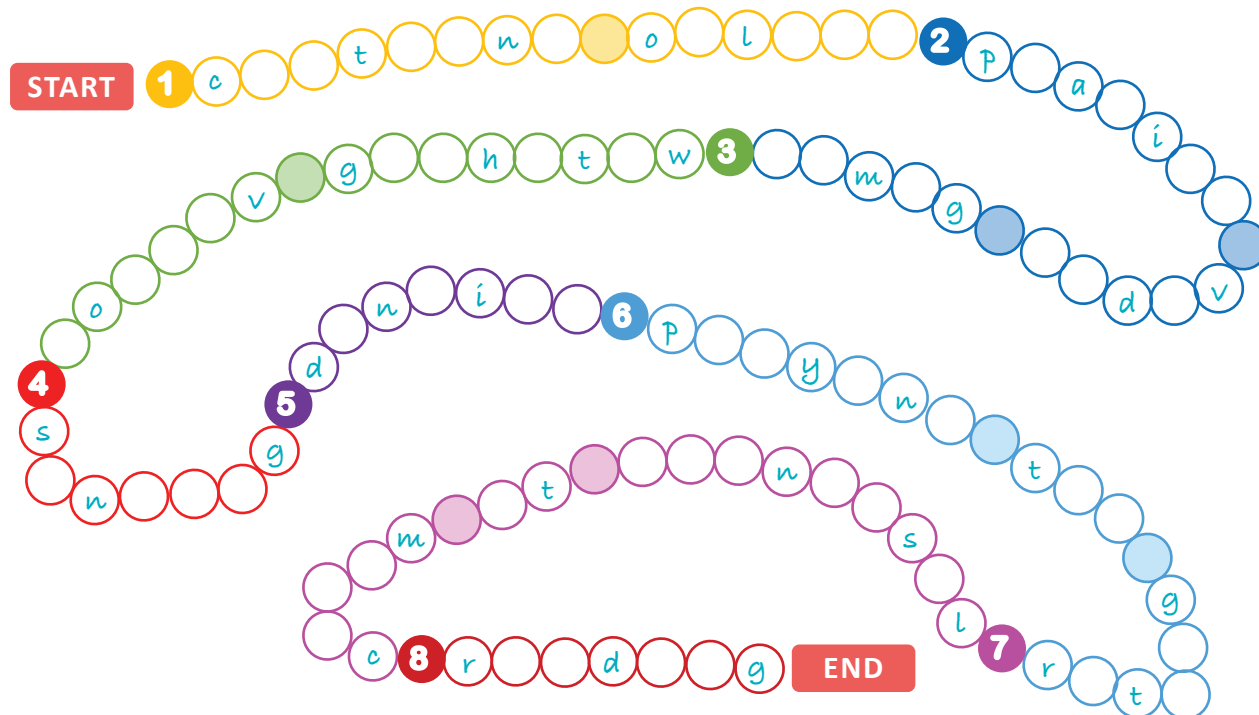
- This is Claudia's bedroom from the series *The Baby-Sitters Club*. There is a big _____  next to the wall.
- On the bed there are some _____ .
- Next to the bed there is a white _____ .
- Above the bedside table there is a blue _____ .
- There is a cute _____ .
- There is also an _____  where the girls usually sit to chat.



Free time activities / Hobbies

C

Name: _____ No.: _____ Class: _____ Date: _____

A Complete the word snake puzzle with the free time activities/hobbies.(Completa o *puzzle* com as atividades de tempo livre/passatempos.)

Food and drinks

C

Name: _____ No.: _____ Class: _____ Date: _____

- A** Order the letters to find names of food and drinks. The first letter is the **orange** one. The **green** letter is the last one.

(Ordena as letras e descobre a comida e bebidas. A primeira letra está a laranja. A última letra está a verde.)

NCFREH FESRI

1. _____

ILKM

2. _____

IEC CEAMR

3. _____

ALCERE

4. _____

MUSROOMSH

5. _____

BADRE

6. _____

- B** Match the pictures with the words from exercise A.

(Associa as imagens às palavras do exercício A.)

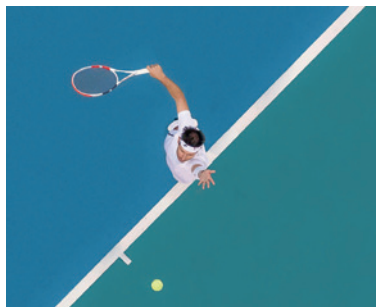
a) b) c) d) e) f)

Name: _____ No.: _____ Class: _____ Date: _____

A Label the photos with the names of the sports from the box.

(Legenda as imagens com os nomes dos desportos da caixa.)

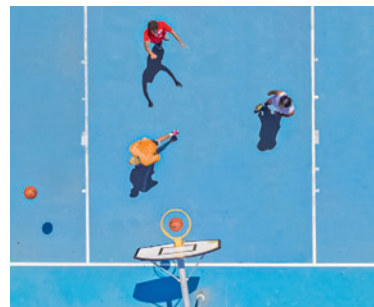
swimming • golf • gymnastics • tennis • athletics • basketball

Sports from above

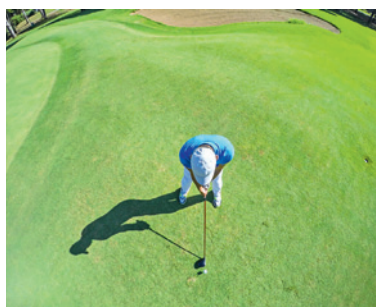
1. _____



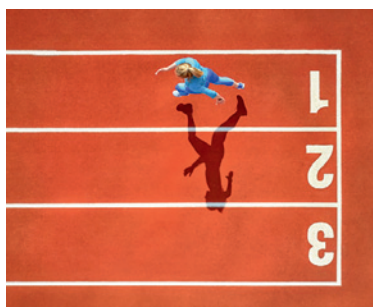
2. _____



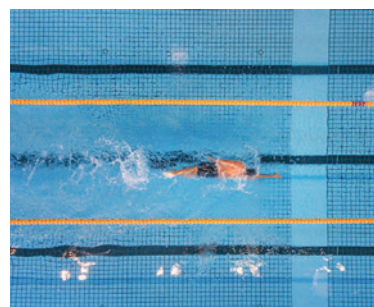
3. _____



4. _____



5. _____



6. _____

B Complete the sentences with do or play.

(Completa as frases com do ou play.)

1. We _____ karate.
2. Your parents _____ rugby.
3. I _____ basketball.
4. My brother and I _____ golf.
5. My sisters _____ ballet.
6. They _____ tennis.

DON'T FORGET

play = sports that use a ball

do = sports that don't use a ball

Daily routine

C

Name: _____

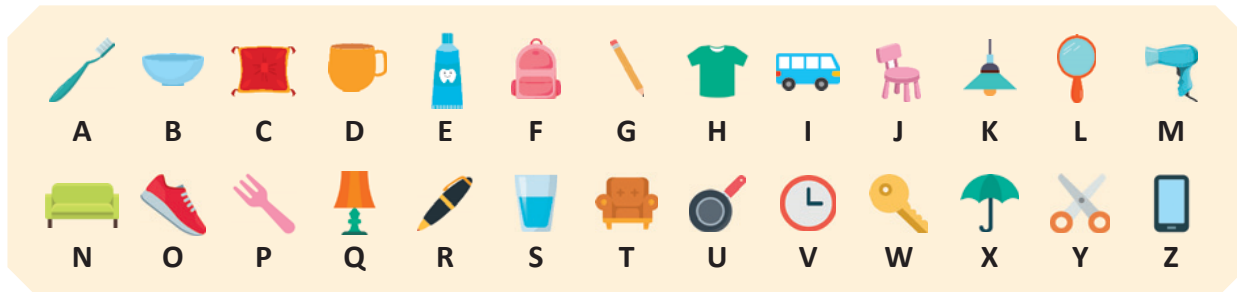
No.: _____

Class: _____

Date: _____

A Use the code to write daily activities. There is one exemple.

(Usa o código para escrever atividades da rotina diária. Segue o exemplo.)



1. = get dressed
2. = b m t
3. = c t b
4. = h l

B Match the pictures with the activities from exercise A.

(Associa as imagens às atividades do exercício A)

a) ☐b) ☐c) ☐d) ☐**C What do you usually do on a Monday? Write Yes or No.**

(O que fazes normalmente à segunda-feira? Responde com Yes ou No.)

1. Do you brush your teeth? _____
2. Do you catch the bus? _____
3. Do you do your homework? _____
4. Do you have dinner? _____
5. Do you watch TV? _____
6. Do you ride a bike? _____

Telling the time

C

Name: _____

No.: _____

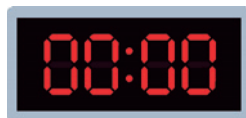
Class: _____

Date: _____

A

Complete the times with the missing vowels (*a, e, i, o, u*) to label the pictures.(Completa as horas com as vogais – *a, e, i, o, u* – que faltam para legendares as imagens.)

1. m __ dd __ y

2. h __ lf p __ st
__ ght3. __ q __ rt __ r
p __ st n __ n __4. __ q __ rt __ r
t __ f __ v __

5. m __ dn __ ght

6. t __ n p __ st
f __ r

B

What time is it? Complete.

(Que horas são? Completa.)



1. It's _____ o'clock.



2. It's half past _____.



3. It's a quarter past _____.

Personal pronouns / Possessive determiners

C

Name: _____ No.: _____ Class: _____ Date: _____

A Write the personal pronouns and possessive determiners from the box in the correct place.

(Escreve os pronomes pessoais e determinantes possessivos da caixa no sítio correto.)

Personal pronouns	Possessive determiners
I	1 _____
2 _____	your
he	3 _____
4 _____	her
it	5 _____
6 _____	our
you	7 _____
8 _____	their

my
she
we
you
they
your
his
its

B Circle the correct option to complete the sentences. There is one example.

(Rodeia a opção correta para completares as frases. Segue o exemplo.)

- I am Kate and my / **your** favourite film is *Barbie*.
- 1. We collect Barbie dolls. It's **our** / **their** hobby.
- 2. He loves watching films, but **their** / **his** favourite film isn't *Barbie*.
- 3. And you? What's **your** / **our** favourite film?

**C Circle the correct option to complete the sentences.**

(Rodeia a opção correta para completares as frases.)



1. This is Ken. **His** / **Her** hair is short.
2. **Their** / **His** eyes are blue.
3. Barbie and Ken (**they**) live in a big house. It's **their** / **my** house.



4. This is Barbie. She's tall and **my** / **her** hair is blond.
5. **Our** / **Her** car is a Chevrolet.
6. It is a nice car. **Its** / **Our** colour is pink.
7. She loves pink – it's **her** / **your** favourite colour!

Verb to be

C

Name: _____

No.: _____

Class: _____

Date: _____

A Circle the correct option to complete *The Lion King's* quotes.(Rodeia a opção correta para completares as frases do filme *The Lion King*.)

1. Because it **am** / **is** your responsibility.



2. We **are** / **am** all connected in the Great Circle of Life.



3. I **am** / **is** Simba, son of Mufasa.

**DON'T FORGET!**

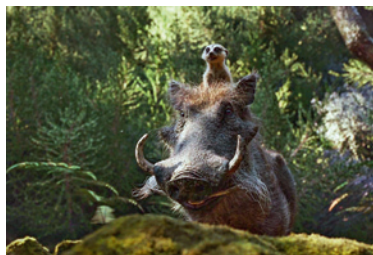
Verb to be (affirmative)

I **am**You **are**He/She/It **is**We/You/They **are****B** Complete the sentences with the verb *to be*. Use the verb forms from the box.(Completa as frases com o verbo *to be*. Usa as formas verbais da caixa.)

am • is • are • 'm not • isn't • aren't



1. "I _____ (not) small.
I _____ big."



2. We _____ (not) siblings.
We _____ friends.



3. It _____ (not) a dog.
It _____ a bird.

C Circle the correct option to complete the sentences.

(Rodeia a opção correta para completares as frases.)

- Hi! I **am** / **is** Sofia and I **are** / **am** ten years old.
- My brother Pedro **are** / **is** twelve.
- Now, we **are** / **am** at the cinema – we **isn't** / **aren't** at school.
- We **are** / **am** Disney fans!
- Our favourite film **is** / **are** *The Lion King*.
- And you? **Is** / **Are** you a Disney fan?

DON'T FORGET!

Verb to be (negative)

I'm not

You **aren't**He/She/It **isn't**We/You/They **aren't**

Possessive pronouns

C

Name: _____

No.: _____

Class: _____

Date: _____

A Write the possessive pronouns from the box in the table.

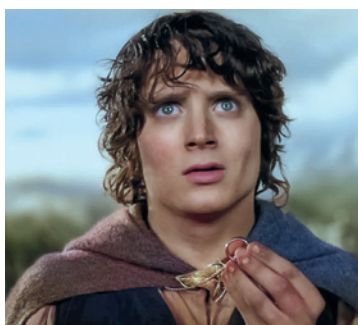
(Escreve os pronomes possessivos da caixa na tabela.)

Possessive determiners	Possessive pronouns
my	_____
your	_____
his	_____
her	_____
our	_____
your	_____
their	_____

hers • his
mine • ours
theirs • yours (x2)

B Circle the correct possessive pronoun to complete the sentences.

(Rodeia o pronome possessivo correto para completares as frases.)

1. He has got a ring. The ring is **his** / **theirs**.2. She has got a dress. The dress is **hers** / **ours**.3. They go on an adventure. The adventure is **mine** / **theirs**.**C Circle the correct possessive pronoun to complete the sentences. There is one example.**

(Rodeia o pronome possessivo correto para completares as frases. Segue o exemplo.)

- This is Frodo's house. The house is **hers** / **his**.
- 1. I've got a big house. The house is **yours** / **mine**.
- 2. My parents' TV is big. The TV is **ours** / **theirs**.
- 3. You've got a ring. The ring is **yours** / **his**.
- 4. My sister's book is green. The book is **hers** / **theirs**.
- 5. We've got a great job. The job is **yours** / **ours**.



Possessive case – 's / '

C

Name: _____ No.: _____ Class: _____ Date: _____

A Look at the pictures. Complete the sentences using the possessive case. There is one example.

(Observe as imagens. Completa as frases com o caso possessivo. Segue o exemplo.)

1. Lisa

2. Ann

3. Lewis

4. Mark

toy car

notebook

T-shirt

pencil

ball

• It's Lisa's notebook.

1. It's _____ toy car.

2. It's _____ pencil.

3. It's _____ ball.

4. It's _____ T-shirt.

DON'T FORGET!

Mary – Mary's
 Charles – Charles's
 Sue and John – Sue and John's
 My friends – My friends'

**B** Circle the correct option to complete the sentences.

(Rodeia a opção correta para completares as frases.)

- This is my **sister's** / **sister's** Tamagotchi.
- These are **Marys's** / **Mary's** toys.
- This is my **parents'** / **parent's** bedroom.
- This is **Mark and Peter's** / **Mark's and Peter's** house.

**C** Whose things are these? Circle the correct option. There is one example.

(De quem são estas coisas? Rodeia a opção correta. Segue o exemplo.)

- Whose books are these? They're John's / John's'.
- Whose Tamagotchi is this? It's **Julias'** / **Julia's**.
- Whose toys are these? They're **the girls'** / **the girls's**.
- Whose ball is this? It's **Enzo's and Luiz's** / **Enzo and Luiz's**.
- Whose watch is this? It's **James'** / **James's**.

Verb *have got*

C

Name: _____

No.: _____

Class: _____

Date: _____

A

Circle the correct option to complete Mirabel's quote.

(Rodeia a opção correta para completares a frase da Mirabel.)



The miracle is not something magic that you **'ve got** / **'s got**. The miracle is YOU.



DON'T FORGET!

Verb have got (affirmative)

I/You/We/They **have got** ('ve got)

He/She/It **has got** ('s got)

B

Complete the sentences with *have got* or *has got*.(Completa as frases com *have got* ou *has got*.)

- I _____ big eyes.
- She _____ glasses.
- They _____ dark hair.
- She _____ two sisters.

C

Circle the correct option to complete the sentences.

(Rodeia a opção correta para completares as frases.)

- Camilo **have got** / **has got** curly hair. ✓
- Isabela **haven't got** / **hasn't got** short hair. ✗
- They **haven't got** / **hasn't got** glasses. ✗
- They **have got** / **has got** a beautiful smile. ✓



Isabela

Camilo

D

Complete the short answers with *has*, *hasn't*, *have* or *haven't*.(Completa as repostas curtas com *has*, *hasn't*, *have* ou *haven't*.)

- "Has Abuela got short hair?" "No, she _____."
- "Have Luisa and Abuela got a big nose?" "Yes, they _____."
- "Has Luisa got strong arms?" "Yes, she _____."
- "Has Abuela and Luisa got glasses?" "No, they _____."



Abuela

Luisa

E

Circle the correct option to complete the sentences.

(Rodeia a opção correta para completares as frases.)

- I **'ve got** / **'s got** a T-shirt with Mirabel's face.
- She **'ve got** / **'s got** glasses, but I **haven't got** / **hasn't got** glasses.
- We **'ve got** / **'s got** dark hair. And you? **Have** / **Has** you got dark hair?



There + to be

C

Name: _____ No.: _____ Class: _____ Date: _____

A Complete the sentences about Gabby's bedroom. Write *There is* or *There are*.(Completa as frases sobre o quarto da Gabby. Escreve *There is* ou *There are*.)

1. _____ **one** doll house.
2. _____ **two** windows.
3. _____ **one** big bed.
4. _____ **ten** pencils.
5. _____ **two** cat toys.
6. _____ **one** purple wall.

**DON'T FORGET!**

	Affirmative	Negative	Interrogative
Singular (1)	There is...	There isn't...	Is there?...
Plural (2+)	There are...	There aren't...	Are there?...

B Circle the correct option to complete the sentences.

(Rodeia a opção correta para completares as frases.)

1. **There is / There are** a pink roof.
2. **There aren't / There isn't** a swimming pool.
3. **There is / There are** some windows.
4. **There aren't / There isn't** five floors.

**C Complete the sentences with the verb forms from the box.**

(Completa as frases com as formas verbais da caixa.)

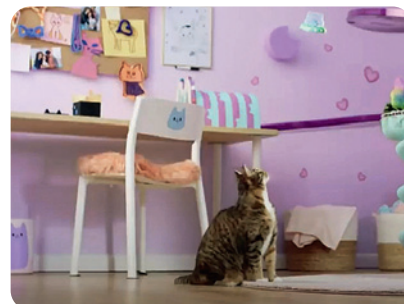
1. _____ a bedroom upstairs.
2. _____ a bathroom downstairs?
3. _____ **(not)** a garden outside.
4. _____ two doors in the kitchen?

There is • There isn't
Is there • Are there

D Complete the short answers to answer the questions. There is one example.

(Completa as respostas curtas para responderes às questões. Segue o exemplo.)

- "Is there a chair?" "Yes, there is."
- 1. "Are there windows?" "No, _____."
- 2. "Is there a cat?" "Yes, _____."
- 3. "Are there papers on the wall?" "Yes, _____."
- 4. "Is there a chimney?" "No, _____."



Name: No.: Class: Date:

A Find 10 prepositions of place in the word cloud. Write them.

(Encontra dez preposições de lugar na nuvem de palavras. Depois escreve-as)

[illegible]

B Circle the correct option to complete the sentences.

(Rodeia a opção correta para completares as frases.)



1. The cat is **on** / **in** the box. 2. The dog is **above** / **next to** the house. 3. The turtle is **on** / **below** the sand.



4. The bird is **above** / **in** the nest. 5. The hamster is **on** / **under** the towel. 6. The dog is **opposite** / **behind** the cat.

Plurals

C

Name: _____

No.: _____

Class: _____

Date: _____

A Complete the words in the plural. Write the vowels (a, e, i, o, u).

(Completa as palavras no plural. Escreve as vogais – a, e, i, o, u).

Singular	Plural
sofa	1. <u>s</u> _ <u>f</u> _ <u>s</u> _
city	2. <u>c</u> _ <u>t</u> _ <u>s</u> _
knife	3. <u>k</u> <u>n</u> _ <u>v</u> _ <u>s</u> _
bus	4. <u>b</u> _ <u>s</u> _ <u>s</u> _
potato	5. <u>p</u> _ <u>t</u> _ <u>t</u> _ <u>s</u> _
child	6. <u>c</u> <u>h</u> _ <u>l</u> <u>d</u> <u>r</u> _ <u>n</u> _
man	7. <u>m</u> _ <u>n</u> _
foot	8. <u>f</u> _ _ <u>t</u> _

B Look at the picture. Write a number and circle the correct option to complete the list.

(Observa a imagem. Escreve um número e rodeia a opção correta para completares a lista.)

One rabbit

_____ fish / fishes

_____ cats / cat

_____ birds / bird

_____ dogs / dog

_____ mice / mouse

C These sentences are wrong. Correct them.

(Estas frases estão erradas. Corrige-as.)

1. There are five **wolfs**.1. There are five w _ l _ v _ s _.2. My grandfather has got three **sheeps**.2. My grandfather has got three s _ h _ _ p _.3. My **tooths** are white.3. My t _ _ t _ h _ are white.

Name: _____ No.: _____ Class: _____ Date: _____

A Complete with *a/an*.(Completa com *a/an*.)

1. _____ armchair 2. _____ sofa 3. _____ table 4. _____ oven

B Tick (✓) the correct option to complete the sentences.

(Assinala a opção correta para completares as frases.)

1. There is _____ bathroom upstairs. a) ☐ a b) ☐ an
 2. The kitchen is _____ room in the house. a) ☐ a b) ☐ Ø
 3. There are _____ chairs in the kitchen. a) ☐ a b) ☐ Ø
 4. There is _____ orange bed in the bedroom. a) ☐ a b) ☐ an
 5. There are _____ eggs in the fridge. a) ☐ a b) ☐ Ø

DON'T FORGET!

a + consonant
(b, c, d, ...)
 an + vowel
(a, e, i, o, u)

C Circle the correct option to complete the sentences.

(Rodeia a opção correta para completares as frases.)

1. He lives in **the** / Ø United States of America
 2. **The** / Ø Alfred has got a big house.
 3. **The** / Ø bedrooms of the house are very comfortable.
 4. They have got **the** / Ø big windows.
 5. My sister is from **the** / Ø London.

DON'T FORGET!

Ø – names of people
and cities

D Circle the correct option to complete the sentences.

(Rodeia a opção correta para completares as frases.)

1. **The** / Ø William and Kate live in **a** / an house called Adelaide Cottage.
 2. It's in **an** / **the** United Kingdom.
 3. There is **the** / **a** big garden outside.
 4. Inside there is Ø / **an** attic.
 5. **A** / **The** house is not Ø / **a** castle, but it's big and beautiful!



Present continuous

C

Name: _____

No.: _____

Class: _____

Date: _____

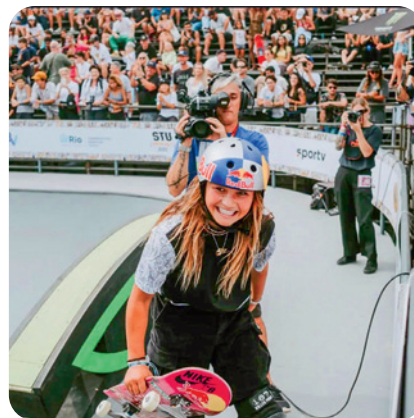
A Look at the pictures. Complete the sentences with the *-ing* form of the verbs. There is one example.(Observe as imagens. Completa as frases com a *-ing form* dos verbos. Segue o exemplo.)

- Sky Brown isn't dancing (dance).
She is skateboarding (skateboard).
- 1. They aren't _____ (chat).
They are _____ (take) a selfie.
- 2. "I'm not _____ (camp)."
"I _____ (surf)."

B Answer the questions with short answers, according to the picture. There is one example.

(Responde às questões com respostas curtas, de acordo com a imagem. Segue o exemplo.)

- Is Sky Brown skateboarding?
No, she isn't.
- 1. Is the camera man reading?
_____, _____ ☒
- 2. Is the photographer taking pictures?
_____, _____ ☒
- 3. Are they watching the competition?
_____, _____ ☒
- 4. Are they playing the piano?
_____, _____ ☒

**C** Circle the correct option to complete the sentences.

(Rodeia a opção correta para completares as frases.)

- 1. Sky Brown is a British skater. At the moment, she **isn't** / **aren't** skateboarding.
- 2. She is **play** / **playing** the guitar in the living room.
- 3. Her brother and her father **am** / **are** practising outside.
- 4. And you? What are you **doing** / **do** at the moment?

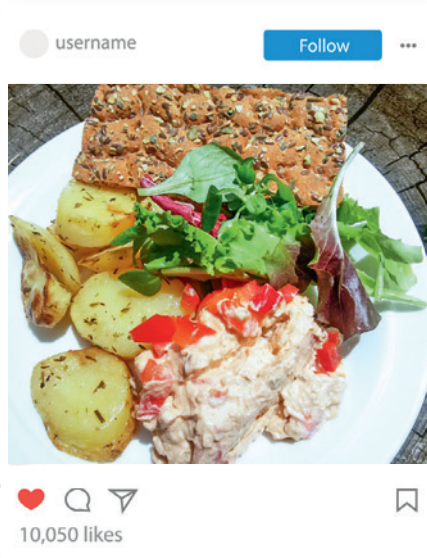


Quantifiers: *some/any*

B

Name: _____ No.: _____ Class: _____ Date: _____

- A** Look at the posts about school lunches in different countries. Circle the correct option to complete the texts. Then draw a typical school lunch in your country and complete the text. (Observe as imagens de almoços em diferentes países. Rodeia a opção correta para completares as frases. Depois desenha um almoço do teu país e completa o texto.)

**Finland:**

There are ¹ **some / any** potatoes,
² **some / any** lettuce and
³ **any / some** bread. But there isn't
⁴ **some / any** soup.

**Japan:**

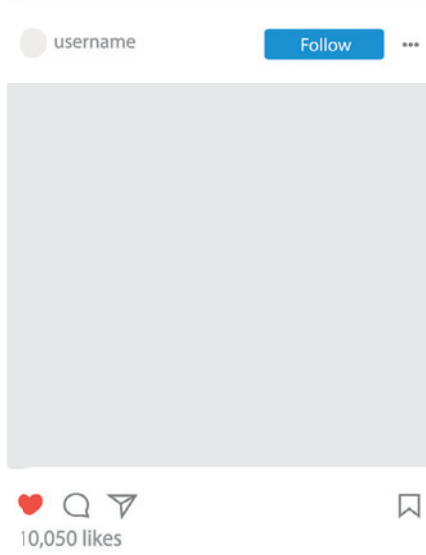
There isn't ⁵ **some / any** salad.
 There is ⁶ **some / any** rice and
⁷ **some / any** soup. To drink,
 there is ⁸ **any / some** milk.

DON'T FORGET!

some:
affirmative
any: negative,
interrogative

**Russia:**

There isn't ⁹ **some / any** water, but
 there is ¹⁰ **some / any** juice to drink.
 There is ¹¹ **any / some** fish soup,
 fish and rice.



_____ (your country):

In my school lunch there is ¹² **some / any** _____,
 but there isn't ¹³ **some / any** _____.
 Is there ¹⁴ **some / any** bread?
 _____, there _____.

Expressing preferences

C

Name: _____

No.: _____

Class: _____

Date: _____

- A** Find 7 verbs used to express preferences in the word search (↓ →). Then write them. The first letter is highlighted.

(Encontra sete verbos usados para exprimir preferências na sopa de letras. Depois escreve-os. A primeira letra está destacada.)

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

d

d

l

e

h

l

p

- B** Circle the correct option to label the pictures.

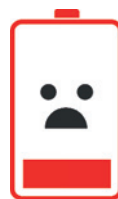
(Rodeia a opção correta para legendares as imagens.)



1. love / hate



2. dislike / enjoy



4. hate / love

DON'T FORGET!

like/love/hate/
enjoy... + **-ing** verb

I like cooking.



- C** Circle the correct option to complete the text.

(Rodeia a opção correta para completares o texto.)

My name is Jaxon Porter and I'm a racing driver. I like ¹ **drive** / **driving** karts. I'm very good at it! I just love ² **go** / **going** fast! I enjoy ³ **participating** / **participate** in competitions – it's so much fun!

When I'm at home, my family and I love ⁴ **cooking** / **cook** together. We don't like ⁵ **buy** / **buying** junk food – we prefer ⁶ **eating** / **eat** healthy food, like fruit and vegetables.



Verb *like*

C

Name: _____

No.: _____

Class: _____

Date: _____

A Circle the correct option to complete the sentences.

(Rodeia a opção correta para completares as frases.)

1. It **like** / **likes** fish.
2. I **like** / **likes** cats. They're my favourite animal.
3. She **like** / **likes** cats, but she prefers dogs.
4. They **like** / **likes** sausages.

DON'T FORGET!**Verb like – affirmative**I/You/We/They **like**He/She/It **likes****B** Look at the pictures and complete the sentences with *likes* 😊 or *doesn't like* 😞.(Observa as imagens e completa as frases com *like* ou *doesn't like*.)

1. Alfred _____ **X** grapes.
2. Alfred _____ **✓** fish.
3. Alfred _____ **✓** bread.
4. Alfred _____ **X** onion.
5. Alfred _____ **✓** eggs.
6. Alfred _____ **X** chocolate.

C Complete the questions. There is one example.

(Completa as questões. Segue o exemplo.)

- Does Peter like orange juice? Yes, he does.
- 1. _____ they _____ lemonade? Yes, they do.
- 2. _____ Ruth _____ tea? No, she doesn't.
- 3. _____ your friends and you _____ cake? Yes, we do.

DON'T FORGET!**Verb like – interrogative**Do I/you/we/they **like**?**Does** he/she/it **like**?**D** Circle the correct option to complete the dialogue.

(Rodeia a opção correta para completares o diálogo.)

Gordon: ¹ **Do** / **Does** you like cooking?**Jamie:** Yes, I ² **do** / **does**. I love cooking!**Gordon:** Do you ³ **likes** / **like** chocolate?

Jamie: No, I ⁴ **don't** / **doesn't**. I ⁵ **doesn't** / **don't** like desserts with chocolate. My favourite dessert is cheesecake. My sister ⁶ **like** / **likes** chocolate, but she doesn't ⁷ **like** / **likes** cheesecake.

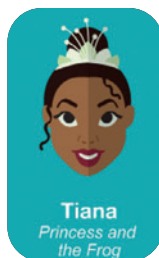
Gordon: I ⁸ **don't** / **doesn't** like cheesecake, but I ⁹ **likes** / **like** ice cream.

Name: _____ No.: _____ Class: _____ Date: _____

A Circle the correct option to complete the sentences.

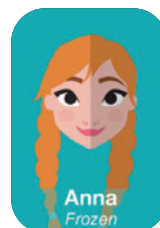
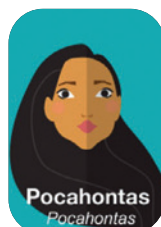
(Rodeia a opção correta para completares as frases.)

Life advice from film characters

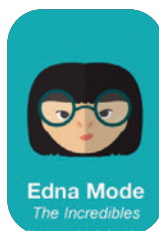


1. Fairy tales can come true.
It all **depend / depends** on you.

2. How high **do / does**
a tree **grow / grows**?
If you cut it down,
you never know.

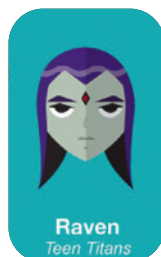


3. Love **is / are** an
open door.

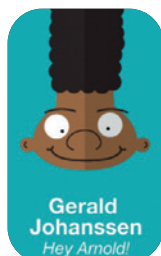


4. I **don't look / doesn't look** back.
It **distract / distracts** me from the
present.

5. I **haven't got /**
hasn't got fear.



6. The flower that
grow / grows in
difficult times is
more beautiful.

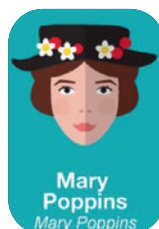


7. This is real life
and in real life you
don't / doesn't always
win / wins.

8. It is not the beard on
the outside that **count /**
counts. It's the bear on
the inside.



9. A hero **isn't /**
don't be the one who
is only strong, but the
one who **have got /**
has got a big heart.



10. In every job **there is /**
there are some fun.

Adverbs of frequency

C

Name: _____ No.: _____ Class: _____ Date: _____

A Find 5 adverbs of frequency in the word snake and write them.

(Encontra cinco advérbios de frequência e escreve-os.)

ALWAYS HD USUALLY BNOFTEN AHSOMETIMESHFNEVER

B How often do they play *Pokémon*? Circle the correct option.(Com que frequência eles jogam *Pokémon*? Assinala a opção correta para completar as frases.)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Elsa	✓	✗	✓	✗	✗	✓	✗
Ana	✓	✗	✓	✓	✓	✓	✓
James	✗	✗	✗	✗	✗	✗	✗
Tom	✓	✓	✓	✓	✓	✓	✓

1. Elsa **always** / **sometimes** plays *Pokémon*.
2. Ana **never** / **usually** plays *Pokémon*.
3. James **sometimes** / **never** plays *Pokémon*.
4. Tom **always** / **often** plays *Pokémon*.

DON'T FORGET!**C** Which **THREE** sentences are correct? Tick (✓).

(Quais as três frases que estão corretas? Assinala.)

1. ☐ Afonso sometimes plays *Pokémon* after school.
2. ☐ They never are late for school.
3. ☐ My sister often watches *Pokémon* on TV.
4. ☐ Playing with friends is always fun.
5. ☐ Jessica buys usually new cards.

DON'T FORGET!

adverb of frequency + **verb**
BUT:
verb to be + adverb of frequency



Table of specifications (Unit 1)

Progress Test 1C

Marking scheme 1: complete structure
Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Identificação pessoal Família Profissões Descrição física Vestuário/calçado/ acessórios	A. Corrigir a informação sublinhada nas frases com as palavras a negrito no texto.	4 x 3% = 12%	4 x 10% = 40%	Resposta errada: 0 pontos
		A. Escolher a opção correta para responder às perguntas sobre o texto.	4 x 4% = 16%	4 x 15% = 60%	Resposta errada: 0 pontos
Total:			28%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Os membros da família	A. Completar um texto com os membros da família da caixa.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	As profissões	B. Completar as profissões com as vogais em falta.	4 x 1% = 4%	4 x 5% = 20%	Resposta errada: 0 pontos
	A descrição física, vestuário, calçado e acessórios	C. Observar a imagem e escolher o nome correto para completar as frases.	6 x 1% = 6%	6 x 3% = 18%	Resposta errada: 0 pontos
	Possessive determiners	D. Escolher os possessive determiners corretos para completar as frases.	4 x 1% = 4%	4 x 3% = 12%	Resposta errada: 0 pontos
	Verbo to be	E. Escolher as formas corretas do verbo to be para completar as frases.	14 x 1% = 14%	14 x 1% = 14%	Resposta errada: 0 pontos
	Possessive pronouns	F. Escolher o possessive pronoun correto nas frases.	4 x 1% = 4%	4 x 1% = 4%	Resposta errada: 0 pontos
	Verbo have got	G. Escolher as formas corretas do verbo have got para completar as frases.	7 x 2% = 14%	7 x 2% = 14%	Resposta errada: 0 pontos
Total:			52%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Escrever um pequeno texto sobre si.	Tema: Identificação pessoal	Completar um texto sobre si, seguindo instruções detalhadas, com auxílio do vocabulário fornecido na caixa.	20%	100%	Resposta errada: 0 pontos
Total:			20%	100%	

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the article.

I look like a famous star!

Ala'a Skyy is famous because she looks like the famous **singer** Rihanna.

She is from Virginia, in the **USA**. Her birthday is on 21st June and she is 12 years old.

5 She has got a **small** family: her mother and her **cute** dog! Her mother, Bria, is an engineer.

She is a very beautiful girl. Her skin is **dark** and she has got green eyes. She has got long, curly hair and she has got Rihanna's clothes style. She has got casual¹ clothes, with lots of
10 colours and many accessories like bracelets, earrings and rings.

Ala'a loves singing², just like her **idol** Rihanna. Rihanna calls her "my mini me".

**Vocabulary help**¹ casual = práticas; ² singing = cantar**A** Correct the underlined information. Use some of the words in bold from the article.

1. Ala'a Skyy is famous because she looks like the engineer Rihanna.

2. She is from the United Kingdom.

3. Her family is big.

4. She has got light skin.

B Tick (✓) the correct answer to the questions about the article.

1. How old is Ala'a?

a) ☐ She is twelve years old.

b) ☐ She is eleven years old.

2. When's her birthday?

a) ☐ It's on 21st July.

b) ☐ It's on 21st June.

3. What's her mother's job?

a) ☐ She is a housewife.

b) ☐ She is an engineer.

4. What's her hair like?

a) ☐ It's long and curly.

b) ☐ It's short and curly.

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Complete the text with the family members from the box.

mother • siblings • parents • sisters • brothers • father

Rihanna's ¹ _____ are divorced. Her ² _____ is Ronald and her ³ _____ is Monica. Rihanna has got four ⁴ _____: two ⁵ _____, Rorrey and Rajad, two half-⁶ _____, Samantha and Kandya, and a half-brother, Jamie. She loves her family!

Vocabulary help

brothers = irmãos
(rapazes)
father = pai
mother = mãe
parents = pais
siblings = irmãos
sisters = irmãs

B Complete the jobs with the missing vowels (a, e, i, o, u).

1. v _ t



2. n _ r s _



3. h _ r d r _ s s _ r

4. f _ t b _ l l
p l _ y _ r**C** Look at the picture. Circle the correct name to complete the sentences.

1. Rajad / Ronald has got glasses.

2. Rihanna / Monica has got a bracelet.

3. Majesty / Ronald has got a tie.

4. Rihanna / Kandya has got long straight hair.

5. Ronald / Majesty has got small shoes.

6. Kandya / Monica has got a watch.

D Circle the correct possessive determiner.

1. Rajad and Rihanna are siblings. **Her / Their** father is Ronald.
2. Rajad has got glasses. **His / Our** glasses are stylish.
3. We are American. **Your / Our** country is beautiful.
4. I like Rihanna. She is **my / his** favourite singer.

DON'T FORGET!**Possessive determiners**

my (*meu*)
 your (*teu*)
 his (*dele*)
 her (*dela*)
 its (*dele/a*)
 our (*nosso*)
 your (*vosso*)
 their (*deles/as*)

Possessive pronouns

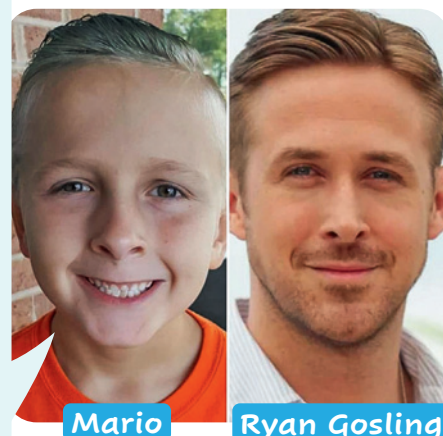
mine
 yours
 his
 hers
 its
 ours
 yours
 theirs

E Circle the correct form of the verb *to be* to complete the text.

Hi! I ¹ **am / is** Mario. I look like the actor Ryan Gosling.
 I have got a brother, Bob. We live in America, but we
² **isn't / aren't** American. We ³ **is / are** German. I ⁴ **am / is**
 10 years old and Bob ⁵ **are / is** 14 years old.

Bob and I ⁶ **am / are** good friends. Our father ⁷ **are / is**
 a mechanic and our mother ⁸ **am / is** a teacher. They ⁹ **are / is**
 48 years old. Rocky ¹⁰ **am / is** our dog! Bob ¹¹ **isn't / aren't**
 blond like me, but I ¹² **isn't / am not** tall like him...

What about you? ¹³ **Is / Are** you similar to a celebrity or
¹⁴ **is / are** a member from your family similar?



Mario

Ryan Gosling

F Circle the correct possessive pronoun.

1. Mario and Bob are brothers. The dog is **ours / theirs**.
2. Mario has got glasses. The glasses are **his / mine**.
3. Those are my socks. They're **mine / hers**.
4. That is our house. The house is **yours / ours**.

G Circle the correct form of the verb *have got*.

1. Paul and Peter **have got / has got** two sisters.
2. Sarah **have got / has got** a new job.
3. Tess and I **hasn't got / haven't got** long hair.
4. Roger **hasn't got / haven't got** new jeans.
5. "**Have / Has** they got a dog?"
 "Yes, they **has / have**."
6. "**Have / Has** Rihanna got three daughters?"
 "No, she **hasn't**."

DON'T FORGET!**Verb to be**

I **am**; he/she/it **is**; you/we/they **are**
 I'm **not**; he/she/it **isn't**; you/we/they **aren't**
Am I?; **Is** he/she/it?; **Are** you/we/they?

Verb have got

I/you/we/they **have got**; he/she/it **has got**
 I/you/we/they **haven't got**; he/she/it **hasn't got**
Have I/you/we/they **got**?; **Has** he/she/it **got**?

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

Complete the text about you.

Use words from the **Vocabulary help** box to help you.about
me ↓

Hi, everyone!

My name is _____ (*your name*). I'm _____
 (*your age*) years old and my birthday is on _____ (*your birthday*).
 I'm _____ (*nationality*).

I **have got** / **haven't got** siblings. My family is **small** / **big**: __________
 _____ (*your family*).

I'm _____ (*your height*) and _____ (*your weight*). I have got
 _____ (*describe your hair*) hair and _____ (*eyes' colour*) eyes.

I like _____
 _____ (*your favourite clothes/footwear/accessories*).

Vocabulary help

- **Nationalities:** Portuguese, Brazilian; Ukrainian; Indian; Angolan...
- **Family members:** father; mother; siblings; brother; sister; parents; stepfather (*padrasto*); stepmother (*madrasta*); grandparents (*avós*); grandfather (*avô*); grandmother (*avó*)...
- **Height:** tall (*alto*); short (*baixo*)
- **Weight:** thin (*magro*); fat (*gordo*)
- **Hair:** long (*comprido*); short (*curto*); straight (*liso*); wavy (*ondulado*)...
- **Eyes' colour:** blue; green; black; brown...
- **Clothes:** jeans; skirt (*saia*) hoodies; sweater (*camisola*); jacket (*casaco*); trainers (*sapatilhas*)...

Good work!



Table of specifications

Progress Test 2C

Marking scheme 1: complete structure

Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			<i>Scheme 1</i>	<i>Scheme 2</i>	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	As partes/divisões da casa O mobiliário	A. Identificar se as frases são verdadeiras ou falsas nas linhas do texto indicadas.	5 x 3% = 15%	5 x 8% = 40%	Resposta errada: 0 pontos
		A. Escolher a opção correta para completar as respostas às perguntas sobre o texto.	4 x 5% = 20%	4 x 15% = 60%	Resposta errada: 0 pontos
Total:			35%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	As partes da casa	A. Escolher a opção correta para legendar as imagens.	4 x 1% = 4%	4 x 5% = 20%	Resposta errada: 0 pontos
	Os objetos/mobiliário da casa	B. Encontrar a palavra que está errada na categoria.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	Os objetos/mobiliário da casa	C. Escolher a palavra correta para legendar as imagens.	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	O verbo <i>there + to be</i> (afirmativa e negativa)	D. Escolher a forma correta de <i>there + to be</i> para completar as frases.	5 x 1% = 5%	5 x 4% = 20%	Resposta errada: 0 pontos
	O verbo <i>there + to be</i> (interrogativa e <i>short answers</i>)	E. Escolher a opção correta para completar perguntas e respostas com o verbo <i>there + to be</i> .	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	<i>Prepositions of place</i>	F. Escolher a <i>preposition of place</i> de acordo com a imagem fornecida.	4 x 2% = 8%	4 x 3% = 12%	Resposta errada: 0 pontos
	<i>Plurals</i>	G. Escolher a forma correta do plural dos nomes.	4 x 2% = 8%	4 x 2% = 8%	Resposta errada: 0 pontos
Total:			45%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Completar um pequeno texto.	Tema: A casa; objetos e mobiliário da casa	Completar um texto sobre a sua casa e a sua divisão favorita da casa, seguindo instruções detalhadas, com o auxílio do vocabulário fornecido na caixa.	20%	100%	Resposta errada: 0 pontos
Total:			20%	100%	

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the article.

The Keret House

The Keret House is a special house because it is very thin. It is in Poland and it's in a small space between a house and a block of flats. The name of the house is the name of the first person who lived there. His name is Etgar Keret and he is a
5 writer.

It has got two floors. Downstairs there is a bathroom, a kitchen and a living room. Upstairs there is a bedroom. The bedroom is also a study: there is a bed, a bookcase, a desk and a chair. The house is very modern, it has got big windows and
10 the walls are white. It's a very small house, so there aren't many objects. In the kitchen there is a small cupboard, a sink, a cooker and a very small fridge.

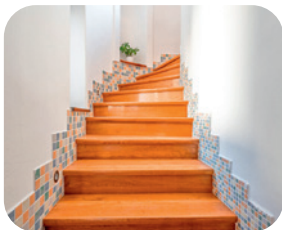
**A** Read the sentences and tick (✓) true (T) or false (F).

1. The Keret House is special because it's very big. (line 1)
2. The name of the house is the name of its architect. (lines 3-4)
3. There are two floors in the house. (line 6)
4. The windows are big. (line 9)
5. The house is small, but there are many objects. (lines 10-11)

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Circle the correct option to answer the questions.

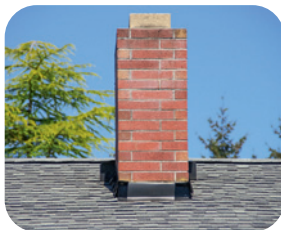
1. What is Etgar Keret's job?
Etgar Keret is a **writer** / teacher.
2. Which rooms are there downstairs?
There is a **kitchen, a bathroom and a living room** / a bedroom, a kitchen and a living room downstairs.
3. Is there an attic upstairs?
Yes / No, there isn't.
4. Where in the house is the sink, the cooker and the fridge?
They are in the **dining room** / kitchen.

Name: No.: Class: Date: Mark: Teacher: Enc. Educação: **A** Circle the correct words to label the pictures.

1. stairs / door



2. roof / window



3. chimney / roof



4. wall / door

B Cross (X) the different word.

1. kitchen

bed, cooker

2. bathroom

bath, sink

3. bedroom

washbasin, bed

4. living room

lamp, shower

C Circle the correct word to label the objects.

1. rug / cooker



2. sink / washbasin



3. wardrobe / lamp



4. cushion / pillow



5. fridge / lamp



6. fridge / mirror



7. sink / cooker



8. cupboard / pillow

D Look at the picture. **Circle** the correct option to complete the sentences.

1. There are / There aren't nine windows in the house.
2. There isn't / There is a dog in the garden.
3. There are / There aren't stairs to the front door.
4. There isn't / There is a front porch.
5. There are / There aren't three chimneys.



DON'T FORGET!

Singular:

There is...

There isn't...

Is there...?

Plural:

There are...

There aren't...

Are there...?

Short answers

Singular: Yes, there is. / No there isn't.

Plural: Yes, there are. / No, there aren't.

E Look at the picture from exercise D. **Circle** the correct option to complete the questions and the answers.

- | | |
|---|---------------------------------------|
| 1. "Is there / Are there two chimneys?" | "Yes , there are / Yes, there is." |
| 2. "Is there / Are there a doghouse in the garden?" | "No, there isn't. / Yes, there is." |
| 3. "Are there / Is there three doors in the house?" | "No, there aren't. / Yes, there are." |
| 4. "Is there / Are there a pool outside?" | "No, there isn't. / Yes, there is." |

F Look at the picture. **Circle** the correct preposition of place to complete the sentences.

1. The cushion is **in** / **on** the sofa.
2. The coffee table is **in front of** / **behind** the sofa.
3. The rug is **under** / **in** the coffee table.
4. The chair is **in** / **between** the rug and the table.



G **Circle** the plural form of the nouns below.

1. shower: **showers** / shower
2. bookshelf: **bookshelves** / bookshelves
3. baby: **babies** / babys
4. tomato: **tomatoes** / tomatos

DON'T FORGET!

Most nouns: **+s**

Nouns ending in consonant + -y: **-ies**

Nouns ending in -o: **-oes**

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

Complete the text about your house (20-35 words). Use the **Vocabulary help** box below.



My house is _____ (*adjective to describe your house*). It has got _____ (*number of rooms*) rooms: _____ (*the rooms*). There is also a _____ (*garden, garage, pantry, attic,...*)!

My favourite part of the house is **the / my** _____ (*your favourite part of the house*). There **is / are a / an** _____ (*what is there in your favourite part of the house*).

Vocabulary help

Adjectives to describe your house: *fantastic, big, small, modern, old, comfortable, ...*

Rooms: *kitchen, living room, dining room, bedroom, bathroom, study, ...*

Other parts of the house: *garden, garage, pantry, attic, ...*

What is there in your favourite room: *bed, desk, TV set, computer, wardrobe, bedside table, ...*



Table of specifications

Progress Test 3C

Marking scheme 1: complete structure
Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Atividades de tempo livre / Passatempos	A. Legendar as imagens com o local correspondente.	3 x 2% = 6%	3 x 5% = 15%	Resposta errada: 0 pontos
		B. Escolher o nome correto para completar as frases.	3 x 2% = 6%	3 x 5% = 15%	Resposta errada: 0 pontos
		C. Escolher a resposta às perguntas sobre os textos.	5 x 4% = 20%	5 x 14% = 70%	Resposta errada: 0 pontos Erros de ortografia: -0,5 pontos
Total:			32%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	As atividades de tempo livre	A. Completar as palavras nas frases de acordo com as imagens.	10 x 1% = 10%	10 x 2% = 20%	Resposta errada: 0 pontos
	Comida e bebida	B. Escolher a opção correta para legendar a comida.	8 x 1% = 8%	8 x 1% = 8%	Resposta errada: 0 pontos
	<i>Present continuous (affirmative and negative)</i>	C. Escolher a forma correta do <i>present continuous</i> para completar as frases.	5 x 2% = 10%	5 x 6% = 30%	Resposta errada: 0 pontos
	<i>Present continuous (interrogative)</i>	D. Completar as perguntas e respostas.	6 x 2% = 12%	6 x 3% = 18%	Resposta errada: 0 pontos
	<i>Quantifiers: some/any</i>	F. Completar as frases com <i>some/any</i> .	4 x 1% = 4%	4 x 5% = 20%	Resposta errada: 0 pontos
	<i>Expressing preferences</i>	G. Completar as frases de acordo com a tabela.	4 x 1% = 4%	4 x 1% = 4%	Resposta errada: 0 pontos
Total:			48%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Completar um pequeno texto	Tema: As atividades de tempo livre; comida e bebida	Completar um texto sobre os seus passatempos favoritos e a sua comida/bebida favorita, seguindo instruções detalhadas, com o auxílio do vocabulário fornecido na caixa.	20%	100%	Resposta errada: 0 pontos
Total:			20%	100%	

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

Read the texts.

What do you do in your free time?



**Maria Rita, 10,
Rio de Janeiro (Brazil)**

I have ballet classes with *Na ponta dos pés* (On tiptoes). It is a ballet project in the *Alemão favela* in Rio de Janeiro, Brazil. We practise in a basketball court¹ twice a week. I really like it because I feel free and I have many great friends there. We are preparing a big show to present for Carnival.

I love cooking and that is my hobby! Today we are celebrating Diwali (1st November), one of our most important holidays in India. We are making sweets and other traditional food and that's my favourite time of the year. My family and I are cooking together.



**Anika, 11,
Calcutta (India)**



**Carlos, 11,
Sal island (Cape Verde)**

No stress! That's what everybody says here in Cape Verde. In my free time I really like dancing and hanging out with my friends. Today I'm going to the beach² because I want to try to see the little turtles coming out of the eggs and entering the sea. It's fantastic!

Vocabulary help

¹ court = campo; ² beach = praia

ALook at the pictures. Write *Brazil, India* and *Cape Verde*.

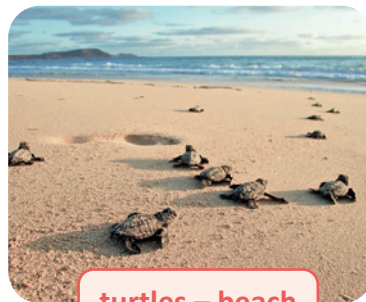
sweets – Diwali

1. _____



ballet – favela

2. _____



turtles – beach

3. _____

B Circle the correct name to complete the sentences.

1. Carlos / Anika lives on an island



2. Maria Rita / Anika is cooking with the family



3. Carlos / Maria Rita is part of a ballet project.

**C** Tick (✓) the correct answer to the questions.

1. Where does Maria Rita have ballet classes?

a) ☐ Maria Rita has ballet classes in a basketball court.b) ☐ Maria Rita has ballet classes at school.

2. What is Maria Rita preparing right now?

a) ☐ She is preparing dinner.b) ☐ She is preparing a big show to present for Carnival.

3. Which food is Anika cooking?

a) ☐ Anika is cooking sweets and other traditional food.b) ☐ Anika is cooking vegetables.

4. What are Carlos's favourite hobbies?

a) ☐ Carlos's favourite hobbies are dancing and hanging out with his friends.b) ☐ Carlos's favourite hobbies are going to the beach and dancing.

5. Why is Carlos going to the beach today?

a) ☐ Carlos is going to the beach today because he wants to go surfing.b) ☐ Carlos is going to the beach today because he wants to see the little turtles coming out of the eggs and entering the sea.

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Complete the free time activities. The first and last letters are given.

- Paul is r d n g  and Anna is w t c h g TV .
- Jenny is l s t n g to music  and Robert is d n c g .
- My parents are c h t t n g online  and I am p l y n g video games .
- Bob is p l y n g the guitar  and Mark is s n g n g .
- You are w t c n g movies  and they are h n g n g out with friends .

B What are they eating? Circle the correct option to label the food.

- beans / lettuce
- salad / onion
- sausage / meat
- tomato / lettuce
- tomato / cabbage
- pasta / rice
- fish / turkey
- pasta / lemon

**C** Circle the correct present continuous form of the verbs.**DON'T FORGET!**Affirmative: subject + **am/is/are** + **-ing verb**Negative: subject + **am not/isn't/aren't** + **-ing verb**

- Maria Rita is at Rio de Janeiro beach now. She **is surfing / is surf** in the sea.
- Anika **aren't enjoying / isn't enjoying** the Diwali celebrations. She **is cooking / is cooks** the meals.
- Carlos and his parents **isn't watching / aren't watching** the sea turtles. They **is having / are having** dinner together at home.

D Complete the questions and the answers. There is one example.

- Carlos / surf 

Is Carlos surfing ?

No, he isn't.

1. Anika and her sister / read 

_____ Anika and her sister _____ ?

_____, they _____.

2. you / bake a cake 

_____ you _____ a cake?

_____, I _____.

3. Rita / swim 

_____ Rita _____ ?

_____, she _____.

DON'T FORGET!

Questions

Am/Is/Are + subject + **-ing verb**

Yes, + pronoun + **am/is/are**

No, + pronoun + **am not/isn't/aren't**

E Fill in the gaps with *some* (affirmative) or *any* (negative) and interrogative?).

1. There is _____ lettuce for the salad, but there aren't _____ tomatoes.
2. Indians cook _____ traditional dishes for Diwali.
3. Have we got _____ meat for dinner? No, we haven't.

F Look at the table and complete the sentences. There is one example.

	hate 	like 
• Carol	dance	cook
1. Fred and Mike	run	jump
2. Tommy	read	write

- Carol hates dancing but she likes cooking.

1. Fred and Mike hate _____, but they like _____.

2. Tommy hates _____, but he likes _____.

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

Complete an email to Maria Rita. Tell her what you do in your free time and write a bit about your eating preferences (20-35 words).

Follow the suggestions to help you.

Hi, Maria Rita,

I love _____ (your favourite hobby). I _____
(your favourite hobby) _____ (where you do it),
_____ (when you do it). I like it because it's
_____ (adjective to describe it – fun, interesting, relaxing).

My favourite food is _____ (your favourite food) and I really like drinking
_____ (your favourite drink).

Love,

_____ (your name)

Vocabulary help

Your favourite hobby	Where you do it	When you do it	Adjective to describe it	Your favourite food	Your favourite drink
watching TV	at home	after school	fun	meat	water
dancing	at school	every day	relaxing	fish	juice
playing video games	at the pitch	twice a week	interesting	pizza	coke
playing football		at the weekend	fantastic	lasagne	...
listening to music			amazing	pasta	
watching videos				chips	
...				...	

Good work!



Table of specifications

Progress Test 4C

Marking scheme 1: complete structure

Marking scheme 2: per skill

READING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Compreensão escrita Compreender textos simples. Identificar a ideia principal e a informação essencial dos textos.	Desportos Atividades da rotina diária As horas	A. Escolher a opção correta para completar as frases.	4 x 2% = 8%	4 x 10% = 40%	Resposta errada: 0 pontos
		A. Escolher a opção correta para completar as frases.	4 x 6% = 24%	4 x 15% = 60%	Resposta errada: 0 pontos
Total:			32%	100%	

LANGUAGE					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Vocabulário e gramática Compreender formas de organização do léxico e conhecer algumas estruturas frequentes do funcionamento da língua.	Os desportos	A. Legendar as imagens dos desportos com as palavras da caixa.	4 x 1% = 4%	4 x 3% = 12%	Resposta errada: 0 pontos
	Os desportos (<i>play, do, go</i>)	B. Completar a tabela colocando os desportos na coluna correspondente.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
	As atividades da rotina diária e as horas	C. Escolher as atividades da rotina diária e horas corretas para completar um texto, com ajuda de imagens.	5 x 2% = 10%	5 x 4% = 20%	Resposta errada: 0 pontos
	<i>Present simple – verb like (affirmative and negative)</i>	D. Escolher a forma correta do <i>present simple</i> do verbo <i>like</i> para completar frases, de acordo com a informação da tabela.	5 x 1% = 5%	5 x 2% = 10%	Resposta errada: 0 pontos
	<i>Present simple – verb like (interrogative)</i>	E. Completar perguntas com o verbo <i>like</i> e responder de acordo com a informação da tabela.	8 x 1% = 8%	8 x 2% = 16%	Resposta errada: 0 pontos
	<i>Present simple (all forms)</i>	F. Sublinhar a forma correta do <i>present simple</i> dos verbos para completar frases.	13 x 1% = 13%	13 x 2% = 26%	Resposta errada: 0 pontos
	<i>Adverbs of frequency</i>	G. Escolher a frase que se encontra com a estrutura correta.	4 x 1% = 4%	4 x 2% = 8%	Resposta errada: 0 pontos
Total:			48%	100%	

WRITING					
Objetivos/Competências	Conteúdos	Estrutura	Cotações		Critérios de classificação
			Scheme 1	Scheme 2	
Produção escrita Escrever um pequeno texto sobre si.	Tema: A rotina diária	Completar um texto sobre uma rotina matinal diferente, de acordo com a informação dada na tabela e com o auxílio do vocabulário fornecido na caixa.	10 x 2% = 20%	10 x 10% = 100%	Resposta errada: 0 pontos
Total:			20%	100%	

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

I – Reading

Read the text.

Ayaan Diop's different morning routine

Ayaan Diop is 7 years old and he is from New York. Ayaan is famous for his different morning routine! He is a friendly, smart kid¹. He loves playing with his two siblings, doing sports and playing the African drums².

5 He gets up at 6 a.m. and he gets dressed. He always has a quick shower. He has cereal for breakfast and after he finishes his cereal at 6:30 a.m. he drinks tea and reads a chapter of a book. He always wakes up one hour before his siblings because he wants to have some quiet time. After that, his mother takes
10 him and his siblings to school by car. Classes start at 9 a.m. and finish at 1 p.m. His favourite morning is on Wednesday because he always talks in class about the books he reads!



Vocabulary help

¹ kid (AmE)/child (BrE) = criança² African drums = tambor africano

A Tick (✓) the correct option to make correct sentences.

- Ayaan Diop is _____.
a) ☐ from New York b) ☐ doing sports
- He is famous because _____.
a) ☐ he likes sports b) ☐ he has a different morning routine
- One of his hobbies is _____.
a) ☐ watching TV b) ☐ doing sports
- He has got _____.
a) ☐ two brothers b) ☐ two siblings

B Circle the correct option to complete the sentences.

- Ayaan drinks tea and reads a book at **6:30 a.m** / **6:00 a.m.**
- He wakes up one hour before his siblings, because he wants to have some quiet **place** / **time**.
- Ayaan and his siblings go to school by **bus** / **car** with their mother.
- His favourite morning is on **Wednesdays** / **Thursdays**.

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

A Label the sports with the words from the box.

gymnastics • swimming • handball • rollerblading



1. _____



2. _____



3. _____



4. _____

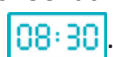
B Circle the table with the sports from exercise A.

go (ir)	play (jogar)	do (fazer)
_____	_____	_____
_____	_____	_____
(sports ending in <i>-ing</i>)	(sports with a ball)	(sports with no ball)

C Circle the correct daily routine activities and the times to complete the text.

This is Ayaan's family. His mother gets up first.

She prepares breakfast for everyone.

Ayaan and his sister get dressed while their father takes care of the baby and has a ¹ **shower / toast** .The children go to school at ² **half past eight / a quarter past eight** .Ayaan's mum takes them by car. She starts work at ³ **nine o'clock / a quarter to ten** .Their day is busy. All the family arrives ⁴ **work / home**  at 7 p.m.They ⁵ **have dinner / have lunch**  and spend time together after that.

At nine o'clock it's bedtime.



Ayaan

- D** Circle the correct form (affirmative/negative) of the verb *like*. Use the information from the table below. There is one example.

		
Ayaan	 + 	 + 
His parents	 + 	 + 

- Ayaan likes / like reading.
- Ayaan likes / doesn't like football.
 - Ayaan and his parents likes / like reading.
 - His parents like / don't like watching TV, but they doesn't like / don't like shopping.
 - Ayaan don't like / doesn't like video games.

DON'T FORGET!

Affirmative:

I/You/We/They like
He/She/It likes (verb + **-s**)

Negative:

I/You/We/They don't like
He/She/It likes **doesn't like**



- E** Write questions and answers with the verb *like*. Use the information from the table in exercise D. There is one example.

- Does Ayaan like reading?
Yes, he does.
- _____ Ayaan and his parents _____ reading?
_____, _____.
 - _____ his parents _____ watching TV?
_____, _____.
 - _____ Ayaan _____ karate?
_____, _____.
 - _____ his parents _____ tennis?
_____, _____.

DON'T FORGET!

Questions:

Do/Does + subject + infinitive

Short answers:

Yes, + pronoun + **do/does**.

No, + pronoun + **don't/doesn't**.



- F** Circle the correct present simple form of the verbs.

- I study / studies at home, but my friend Lila studies / study in the library.
- Carol enjoys / enjoy gymnastics, but Brenda and Tess hate / hates it.
- We doesn't do / don't do our homework late, but Thomas do / does it late in the evening.
- My brother don't play / doesn't play baseball in his free time. He watches / watch TV.
- "Where do you go / does you go after school?" "I goes / go home!"
- "Do Robert have / Does Robert have lunch in the canteen?" "No, he does / doesn't. He have / has lunch at home."

G Which sentence is correct? Put a tick (✓).

1. a) ☐ I sometimes play tennis at the weekend.
b) ☐ I play tennis sometimes at the weekend.
2. a) ☐ My siblings never are late for school.
b) ☐ My siblings are never late for school.
3. a) ☐ John arrives usually home at 5 p.m.
b) ☐ John usually arrives home at 5 p.m.
4. a) ☐ Martha and Eva always go to school by bus.
b) ☐ Martha and Eva go to school always by bus.

**DON'T
FORGET!**Subject + adverb of frequency
+ **verb****BUT**Subject + **verb to be**
+ adverb of frequency

Name: _____ No.: _____ Class: _____ Date: _____

Mark: _____ Teacher: _____ Enc. Educação: _____

Complete the text about a different morning routine. Use the information from the box. The Vocabulary help box may help you.

Name: Brad Thompson**Home town:** Dublin, Ireland**Age:** 11 years old**Time he wakes up:** 5:30 a.m.**What he does after:** have a shower; get dressed**What he has for breakfast:** pancakes and milk**What he does after breakfast:** go skateboarding**How he goes to school:** on his skateboard**Time he starts school:** 8:15 a.m.**Where he has lunch:** at home

Brad Thompson has a different morning routine. He is from ¹ _____, Ireland and he is ² _____ years old. He wakes up at ³ _____ and then he ⁴ _____ and gets dressed.

He often has ⁵ _____ and milk for ⁶ _____. After breakfast he ⁷ _____. He goes to school on ⁸ _____.

School starts at ⁹ _____. He always has lunch at ¹⁰ _____.

Vocabulary help

- **time he wakes up** = hora a que ele acorda
- **what he does after** = o que faz a seguir
- **what he has for breakfast** = o que ele come ao pequeno-almoço
- **what he does after breakfast** = o que ele faz depois do pequeno-almoço
- **how he goes to school** = como ele vai para a escola
- **time he starts school** = hora a que ele começa a escola
- **where he has lunch** = onde ele almoça
- **have a shower** = tomar duche
- **get dressed** = vestir-se
- **at home** = em casa

Good work!



Answer key

Unit 1: Family members – C, page 297

A.

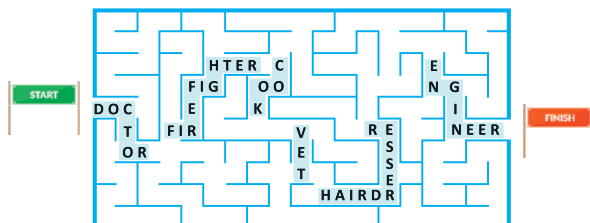
A	V	S	E	C	O	U	S	I	N	L
W	M	O	T	H	E	R	T	O	F	A
B	Y	D	Z	K	A	K	C	R	J	U
B	J	M	F	I	J	K	N	N	Y	G
R	T	S	I	S	T	E	R	M	Q	U
O	T	H	U	P	B	X	P	C	L	K
T	T	F	A	T	H	E	R	Z	A	X
H	C	J	G	V	D	Y	U	L	U	D
E	M	U	N	C	L	E	T	T	N	N
R	B	E	S	C	T	E	W	H	T	A
G	R	A	N	D	M	O	T	H	E	R

B.

1. grandmother | 2. aunt | 3. uncle | 4. mother | 5. father | 6. cousin | 7. sister

Unit 1: Jobs – C, page 298

A.



B.

1. firefighter | 2. doctor | 3. engineer | 4. vet | 5. hairdresser | 6. cook

C.

1. teacher | 2. football player | 3. police officer

Unit 1: The human body – C, page 299

A.

1. eye | 2. nose | 3. tooth | 4. arm | 5. ear | 6. hand | 7. leg | 8. foot

B.

1. eye | 2. nose | 3. tooth | 4. arm | 5. ear | 6. hand | 7. leg | 8. foot

C.

Resposta pessoal.

Unit 1: Physical features – C, page 300

A.

1. b) | 2. a) | 3. c) | 4. a) | 5. b) | 6. c) | 7. b) | 8. c) | 9. c)

Unit 1: Clothes, footwear and accessories – C, page 301

A.

Clothes: top, shorts, T-shirt, socks, hoodie, jeans, dress, trousers

Footwear: trainers, boots, shoes

Accessories: bag, earrings, cap, watch, sunglasses

B.

1. earrings | 2. dress | 3. bag | 4. boots | 5. jacket | 6. necklace | 7. trousers | 8. trainers

Unit 2: Parts of the house / Rooms – C, page 302

A.

1. roof | 2. window | 3. door | 4. wall | 5. upstairs | 6. garden | 7. stairs | 8. downstairs

B.

1. kitchen | 2. living room | 3. bedroom | 4. dining room | 5. bathroom

Unit 2: Furniture and objects – C, page 303

A.

1. washbasin | 2. cupboard | 3. cushions | 4. bed | 5. lamp | 6. bedside table | 7. mirror | 8. armchair | 9. sink | 10. sofa

B.

1. bed | 2. cushions | 3. bedside table | 4. lamp | 5. sofa | 6. armchair

Unit 3: Free time activities / Hobbies – C, page 304

A.

1. chatting online | 2. playing video games | 3. watching videos | 4. singing | 5. dancing | 6. playing the guitar | 7. listening to music | 8. reading

Unit 3: Food and drinks – C, page 305

A.

1. French fries | 2. milk | 3. ice cream | 4. cereal | 5. mushrooms | 6. bread

B.

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

Unit 4: Sports – C, page 306

A.

1. tennis | 2. gymnastics | 3. basketball | 4. golf | 5. athletics | 6. swimming

B.

1. do | 2. play | 3. play | 4. play | 5. do | 6. play

Unit 4: Daily routine – C, page 307

A.

2. brush my teeth | 3. catch the bus | 4. have lunch

B.

- a) 2 | b) 1 | c) 4 | d) 3

C.

Respostas pessoais.

Unit 4: Telling the time – C, page 308

A.

1. midday | 2. half past eight | 3. a quarter past nine | 4. a quarter to five | 5. midnight | 6. ten past four

B.

1. three | 2. seven | 3. five

GRAMMAR WORKSHEETS

Unit 1: Personal pronouns / Possessive determiners – C, page 309

A.

1. my | 2. you | 3. his | 4. she | 5. Its | 6. we | 7. your | 8. they

B.

1. our | 2. his | 3. your

C.

1. his | 2. his | 3. their | 4. her | 5. her | 6. its | 7. her

Unit 1: Verb to be – C, page 310

A.

1. is | 2. are | 3. am

B.

1. 'm not... am | 2. aren't... are | 3. isn't... is

C.

1. am... am | 2. is | 3. are... aren't | 4. are | 5. is | 6. Are

Unit 1: Possessive pronouns – C, page 311

A.

Possessive pronouns: mine, yours, his, hers, ours, yours, theirs

B.

1. his | 2. hers | 3. theirs

C.

1. mine | 2. theirs | 3. yours | 4. hers | 5. ours

Unit 1: Possessive case – 's / ' – C, page 312

A.

1. James's | 2. Ann's | 3. Lewis's | 4. Mark's

B.

1. sister's | 2. Mary's | 3. parents' | 4. Mark and Peter's

C.

1. Julia's | 2. the girls' | 3. Enzo and Luiz's | 4. James's

Unit 1: Verb have got – C, page 313

A.

1. 've got

B.

1. have got | 2. has got | 3. have got | 4. has got

C.

1. has got | 2. hasn't got | 3. haven't got | 4. have got

D.

1. hasn't | 2. have | 3. has | 4. haven't

E.

1. 've got | 2. 's got.. haven't got | 3. 've got... Have

Unit 2: There + to be – C, page 314

A.

1. There is | 2. There are | 3. There is | 4. There are | 5. There are | 6. There is

B.

1. There is | 2. There isn't | 3. There are | 4. There aren't

C.

1. There is | 2. Is there | 3. There isn't | 4. Are there

D.

1. there aren't | 2. there is | 3. there are | 4. there isn't

Unit 2: Prepositions of place – C, page 315

A. in, on, in front of, behind, between, under, above, next to, opposite, below

- B. 1. in | 2. next to | 3. on | 4. above | 5. under | 6. behind

Unit 2: Plurals – C, page 316

A.

1. sofas | 2. cities | 3. knives | 4. buses | 5. potatoes | 6. children | 7. men | 8. feet

B.

three cats; two dogs; two fish; two birds; two mice

C.

1. wolves | 3. sheep | 6. teeth

Unit 2: Articles: the, a/an – C, page 317

- A. 1. an | 2. a | 3. a | 4. an

- B. 1. a) | 2. a) | 3. b) | 4. b) | 5. b)

- C. 1. the | 2. Ø | 3. The | 4. Ø | 5. Ø

- D. 1. Ø... a | 2. the | 3. a | 4. an | 5. The... a

Unit 3: Present continuous – C, page 318

A.

1. chatting; taking | 2. camping; surfing

B.

1. No, he isn't. | 2. Yes, she is. | 3. Yes, they are. | 4. No, they aren't.

C.

1. isn't | 2. playing | 3. are | 4. doing

Unit 3: Quantifiers: some/any – C, page 319

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

6. some | 7. some | 8. some | 9. any | 10. some |
11. some | 12./13./14. *Respostas pessoais.*

Unit 3: Expressing preferences – C, page 320

A.

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

B.

1. love | 2. enjoy | 3. hate

C.

1. driving | 2. going | 3. participating | 4. cooking |
5. buying | 6. eating

Unit 4: Verb like – C, page 321

A.

1. likes | 2. like | 3. likes | 4. like

B.

1. doesn't like | 2. likes | 3. likes | 4. doesn't like |
5. likes | 6. doesn't like

C.

1. Do... like | 2. Does... like | 3. Do... like

D.

1. Do | 2. do | 3. like | 4. don't | 5. don't | 6. likes |
7. like | 8. don't | 9. like

Unit 4: Present simple – C, page 322

A.

1. depends | 2. does grow | 3. is | 4. don't look...
distracts | 5. haven't got | 6. grows | 7. don't win |
8. counts | 9. isn't... has got | 10. there is

Unit 4: Adverbs of frequency – C, page 323

A.

always; usually; often; sometimes; never

B.

1. sometimes | 2. usually | 3. never | 4. always

C.

- 1, 3, 4

Progress Test 1C, pages 326-329

Reading

A. (4 x 3% = 12% / 4 x 10% = 40%)

1. singer | 2. USA | 3. small | 4. dark

B. (4 x 4% = 16% / 4 x 15% = 60%)

1. a) | 2. b) | 3. b) | 4. a)

Language

A. (6 x 1 = 6% / 6 x 3% = 18%)

1. parents | 2. father | 3. mother | 4. siblings |

5. brothers | 6. sisters

B. (4 x 1% = 4% / 4 x 5% = 20%)

1. vet | 2. nurse | 3. hairdresser | 4. football player

C. (6 x 1% = 6% / 6 x 3% = 18%)

1. Rajad | 2. Monica | 3. Ronald | 4. Rihanna |

5. Majesty | 6. Kandy

D. (4 x 1 = 4% / 4 x 3% = 12%)

1. Their | 2. His | 3. Our | 4. my

E. (14 x 1% = 14% / 14 x 1% = 14%)

1. am | 2. aren't | 3. are | 4. am | 5. is | 6. are | 7. is |

8. is | 9. are | 10. is | 11. isn't | 12. am not | 13. Are |

14. is

F. (4 x 1 = 4% / 4 x 1 = 4%)

1. theirs | 2. his | 3. mine | 4. ours

G. (7 x 2% = 14% / 7 x 2% = 14%)

1. have got | 2. has got | 3. haven't got |

4. hasn't got | 5. Have; have | 6. Has

Writing

(20%)

Sugestão de resposta:

Hi! I'm Simão. I'm 10 years old and my birthday is on 17th May. I'm Portuguese. I have got one brother. My parents are Carla and Miguel. I'm tall. I have got curly hair and brown eyes. I like sweaters and trainers.

Progress Test 2C, pages 331-334

Reading

A. (5 x 3% = 15% / 5 x 8% = 40%)

1. F | 2. F | 3. T | 4. T | 5. F

B. (4 x 5% = 20% / 4 x 15% = 60%)

1. writer | 2. a kitchen, a bathroom and a living room |

3. No | 4. kitchen

Language

A. (4 x 1 = 4% / 4 x 5% = 20%)

1. stairs | 2. window | 3. chimney | 4. door

B. (4 x 1% = 4% / 4 x 2% = 8%)

1. bed | 2. sink | 3. washbasin | 4. shower

C. (8 x 1% = 8% / 8 x 2% = 16%)

1. cooker | 2. washbasin | 3. wardrobe | 4. pillow |

5. fridge | 6. mirror | 7. sink | 8. cupboard

D. (5 x 1% = 5% / 5 x 4% = 20%)

1. There are | 2. There is | 3. There are | 4. There isn't |

5. There aren't

E. (8 x 1% = 8% / 8 x 2% = 16%)

1. Are there...; Yes, there are. | 2. Is there...; Yes, there is. | 3. Are there...; No, there aren't. | 4. Is there...; No, there isn't.

F. (4 x 2% = 8% / 4 x 3% = 12%)

1. on | 2. in front of | 3. under | 4. between

G. ($4 \times 2\% = 8\%$ / $4 \times 2\% = 8\%$)

1. showers | 2. bookshelves | 3. babies | 4. tomatoes

Writing

(20%)

Sugestão de resposta:

My house is fantastic. It has got eight rooms: a kitchen, a dining room, a living room, two bedrooms, two bathrooms and a study. My favourite part of the house is my bedroom. There is a bed, a TV set, a desk and a wardrobe in my bedroom.

Progress Test 3C, pages 336-340

Reading

A. ($3 \times 2\% = 6\%$ / $3 \times 5\% = 15\%$)

1. India | 2. Brazil | 3. Cape Verde

B. ($3 \times 2\% = 6\%$ / $3 \times 5\% = 15\%$)

1. Carlos | 2. Anika | 3. Maria Rita

C. ($5 \times 4\% = 20\%$ / $5 \times 14\% = 70\%$)

1. a) | 2. b) | 3. a) | 4. a) | 5. b)

Language

A. ($10 \times 1\% = 10\%$ / $10 \times 2\% = 20\%$)

1. reading... watching | 2. listening... dancing |

3. chatting... playing | 4. playing... singing |

5. watching... hanging

B. ($8 \times 1\% = 8\%$ / $8 \times 1\% = 8\%$)

1. beans | 2. onion | 3. meat |

4. lettuce | 5. tomato | 6. rice | 7. fish |

8. lemon

C. ($5 \times 2\% = 10\%$ / $5 \times 6\% = 30\%$)

1. is surfing | 2. isn't enjoying... is cooking | 3. aren't watching... are having

D. ($6 \times 2\% = 12\%$ / $6 \times 3\% = 18\%$)

1. Are... reading; No... aren't | 2. Are... baking; Yes... am | 3. Is... swimming?; Yes... is

E. ($4 \times 1\% = 4\%$ / $4 \times 5\% = 20\%$)

1. some... any | 2. some | 3. any

F. ($4 \times 1\% = 4\%$ / $4 \times 1\% = 4\%$)

1. running... jumping | 2. reading... writing

Writing

(20%)

Sugestão de resposta:

Hi, Maria Rita,

I love playing video games. I play video games every day after school, when I arrive home. I like it because it's fun.

My favourite food is pizza and I really like drinking iced tea.

Love, Paulo

Progress Test 4C, pages 342-346

Reading

A. ($4 \times 2\% = 8\%$ / $4 \times 10\% = 40\%$)

1. a) | 2. b) | 3. a) | 4. b)

B. ($4 \times 6\% = 24\%$ / $4 \times 15\% = 60\%$)

1. 6:30 a.m. | 2. time | 3. car | 4. Wednesdays

Language

A. ($4 \times 1\% = 4\%$ / $4 \times 3\% = 12\%$)

1. rollerblading | 2. handball | 3. swimming |

4. gymnastics

B. ($4 \times 1\% = 4\%$ / $4 \times 2\% = 8\%$)

Go: rollerblading | **Play:** handball |

Do: gymnastics

C. ($5 \times 2\% = 10\%$ / $5 \times 4\% = 20\%$)

1. shower | 2. half past eight | 3. a quarter to ten |

4. home | 5. have dinner

D. ($5 \times 1\% = 5\%$ / $5 \times 2\% = 10\%$)

1. likes | 2. like | 3. like... don't like | 4. doesn't like

E. ($8 \times 1\% = 8\%$ / $8 \times 2\% = 16\%$)

1. Do... like; Yes, they do. | 2. Do... like; they do. |

3. Does... like; No, he doesn't. | 4. Do... like; No, they don't.

F. ($13 \times 1\% = 13\%$ / $13 \times 2\% = 26\%$)

1. study... studies | 2. enjoys... hate | 3. don't do... does |

4. doesn't play... watches | 5. do you... go... go |

6. Does Robert... have... doesn't... has

G. ($4 \times 1\% = 4\%$ / $4 \times 2\% = 8\%$)

1. a) | 2. b) | 3. b) | 4. a)

Writing

($10 \times 2\% = 20\%$ / $10 \times 10\% = 100\%$)

1. Dublin | 2. 11 (eleven) | 3. 5:30 a.m. | 4. has

a shower | 5. pancakes | 6. breakfast | 7. goes

skateboarding | 8. his skateboard | 9. 8:15 a.m. |

10. home



Assessment rubrics

12 assessment grids

- Student's Book speaking, writing and project activities
 - 2 Spoken interaction assessment grids
 - 2 Spoken production assessment grids
 - 4 Writing assessment grids
 - 4 Project assessment grids

Assessment rubrics

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Unit 1 – The best of you

Assessment rubric – Writing (Introducing yourself and your family) (p. 23)

Níveis de desempenho	Desenvolvimento temático (25%)	Organização e coesão textual (25%)	Correção linguística (25%)	Ortografia e pontuação (25%)
N5 25%	- Redige uma resposta a um <i>blog post</i>, respeitando integralmente o tema proposto. - Mobiliza a informação fornecida pelas atividades de preparação.	- Redige um texto bem estruturado com ideias articuladas entre si. - Elabora, com adequação, frases simples e utiliza mecanismos de coesão textual elementares.	- Mobiliza adequadamente as estruturas gramaticais e o vocabulário. - Faz uso correto do registo de língua de uma resposta a um <i>blog post</i>.	- Redige um texto com rigor em termos de ortografia, podendo existir incorreções muito esporádicas. - Pontua devidamente as frases e os parágrafos.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	- Redige uma resposta a um <i>blog post</i>, que respeita o tema proposto, embora apresente desvios ou omissões esporádicas. - Mobiliza informação suficiente fornecida pelas atividades de preparação.	- Redige um texto globalmente estruturado, que pode apresentar desvios em termos de organização e coesão. - Elabora frases simples e utiliza mecanismos de coesão textual elementares, mas com algumas imprecisões e incorreções.	- Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário. - Faz uso de um registo de língua globalmente adequado a uma resposta a um <i>blog post</i>.	- Redige um texto com incorreções de ortografia que não comprometem a compreensão. - Pontua as frases e os parágrafos de forma geralmente correta, podendo existir erros.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	- Redige um texto desviante face ao tema proposto, que não respeita as instruções dadas. - Mobiliza, com incorreções e muitas omissões, a informação fornecida pelas atividades de preparação.	- Redige um texto com lacunas de estrutura e coerência impeditivas da compreensão. - Elabora, com evidentes limitações, frases curtas e não utiliza mecanismos de coesão textual elementares.	- Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário. - Faz uso inconsistente ou incorreto do registo de língua adequado a uma resposta a um <i>blog post</i>.	- Redige um texto que apresenta incorreções de ortografia, tornando o texto (quase) ininteligível. - Pontua as frases e os parágrafos de forma imprecisa e inconsistente.

Assessment rubric – Speaking (Describing yourself and your clothes) – Spoken production (p. 37)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Fluência/Pronúncia (25%)	Comunicação (25%)
N5 25%	• Cria uma apresentação em que se descreve fisicamente e às suas roupas, respeitando integralmente as indicações fornecidas em termos de conteúdo e sequência temática. • Encadeia a sua apresentação de forma lógica e organizada.	• Utiliza, com correção, as estruturas gramaticais estudadas, o repertório lexical e as expressões previamente fornecidas.	• Produz um enunciado curto e simples, em que as repetições e hesitações são raras e servem para planear ou remediar o discurso. • Revela capacidade de autocorreção. • Pronuncia com incorreções menores.	• Inicia, mantém e/ou termina a sua apresentação de forma eficaz, utilizando as expressões corretas, num registo adequado aos interlocutores e ao contexto.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	• Cria uma apresentação em que se descreve fisicamente e às suas roupas que respeita, no global, as indicações fornecidas em termos de conteúdo e sequência temática. • Encadeia a sua apresentação de forma globalmente lógica e organizada, podendo existir alguns desvios ou omissões.	• Utiliza, com algumas limitações, as estruturas gramaticais estudadas, o repertório lexical e as expressões previamente fornecidas.	• Produz um enunciado curto e simples, mas apresenta hesitações e repetições que, por vezes, são impeditivas da compreensão. • Revela alguma capacidade de autocorreção. • Pronuncia com incorreções que podem ser, por vezes, impeditivas da compreensão.	• Revela hesitações para iniciar, manter e/ou terminar a sua apresentação, utilizando expressões geralmente corretas e adequadas ao interlocutor e ao contexto.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	• Cria uma apresentação em que não respeita, em grande parte, as indicações fornecidas em termos de conteúdo e sequência temática. • Encadeia, com limitações evidentes, a sua apresentação.	• Utiliza, com incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical e as expressões previamente fornecidas.	• Produz um enunciado curto e simples, com muitas hesitações, falsas partidas e repetições que dificultam a compreensão. • Não revela capacidade de autocorreção. • Pronuncia com lacunas e incorreções evidentes.	• Revela dificuldades evidentes para iniciar, manter e/ou terminar a sua apresentação, revelando uma noção incipiente do papel do interlocutor e do contexto.

Assessment rubric – All Together (Art with clothes) (p. 38)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Criatividade (25%)	Proatividade e empenho (25%)
N5 25%	• Apresenta um trabalho organizado, que respeita integralmente o tema proposto. • Desenvolve o tema de acordo com as etapas propostas.	• Evidencia domínio de estruturas gramaticais e do reportório vocabular, designadamente no que se refere aos temas roupa, descrição física e partes do corpo.	• Apresenta um produto final que evidencia cunho pessoal e criatividade, revelando cuidado do ponto de vista gráfico e estético.	• Mobiliza conhecimentos diversos, recursos humanos e materiais para a execução do projeto. • Cumpre os prazos definidos.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	• Apresenta um trabalho com desvios face ao tema proposto e que evidencia alguma organização. • Desenvolve o tema de forma globalmente pertinente, mas não respeita integralmente as etapas propostas.	• Evidencia um domínio globalmente adequado de estruturas gramaticais e do reportório vocabular, designadamente no que se refere aos temas roupa, descrição física e partes do corpo, podendo apresentar incorreções.	• Apresenta um produto final que evidencia algum cunho pessoal e criatividade, revelando algum cuidado do ponto de vista gráfico e estético.	• Mobiliza conhecimentos, recursos humanos e materiais suficientes para a execução do projeto. • Pode não cumprir os prazos definidos.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	• Apresenta um trabalho que aborda o tema proposto de forma incipiente e que revela pouca organização. • Desenvolve o tema de forma pouco ajustada, tendo em conta o conteúdo e não respeita as etapas propostas.	• Evidencia um domínio muito incipiente de estruturas gramaticais e do reportório vocabular, designadamente no que se refere aos temas roupa, descrição física e partes do corpo.	• Apresenta um produto final pouco original e criativo, revelando ausência de cuidado do ponto de vista gráfico e estético.	• Mobiliza poucos conhecimentos, recursos humanos e materiais para a execução do projeto. • Não cumpre os prazos definidos.

Unit 2 – Back home

Assessment rubric – Writing (Describing a house) (p. 53)

Níveis de desempenho	Desenvolvimento temático (25%)	Organização e coesão textual (25%)	Correção linguística (25%)	Ortografia e pontuação (25%)
N5 25%	- Redige um texto, respeitando integralmente o tema proposto. - Mobiliza a informação fornecida pelas atividades de preparação.	- Redige uma descrição estruturada e organizada. - Elabora frases simples com adequação e utiliza mecanismos de coesão textual elementares.	- Mobiliza adequadamente as estruturas gramaticais e o vocabulário. - Faz uso correto do registro de língua adequado à descrição de uma casa.	- Redige um texto com rigor em termos de ortografia e pontuação, podendo existir incorreções muito esporádicas. - Assinala devidamente as diferentes partes do texto.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	- Redige um texto que respeita o tema proposto, embora apresente desvios ou omissões. - Mobiliza informação suficiente fornecida pelas atividades de preparação.	- Redige uma descrição globalmente estruturada, que pode apresentar desvios em termos de organização e coesão. - Elabora frases simples e utiliza mecanismos de coesão textual elementares, mas com algumas imprecisões e incorreções.	- Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário. - Faz uso de um registro de língua globalmente adequado à descrição de uma casa.	- Redige um texto com incorreções de ortografia e pontuação, que não comprometem a compreensão. - Assinala, de forma geral, partes corretas, mas com algumas incorreções do texto, podendo existir imprecisões.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	- Redige um texto desviante face ao tema proposto, que não respeita as instruções dadas. - Mobiliza, com incorreções, a informação fornecida pelas atividades de preparação.	- Redige uma descrição com evidentes lacunas de estrutura e coerência, impeditivas da compreensão. - Elabora, com evidentes limitações, frases curtas e não utiliza mecanismos de coesão textual elementares.	- Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário. - Faz uso inconsistente do registro de língua adequado à descrição de uma casa.	- Redige um texto que apresenta incorreções de ortografia e pontuação, tornando-o (quase) ininteligível. - Assinala as diferentes partes do texto de forma imprecisa e inconsistente.

Assessment rubric – Speaking (Welcoming a new friend) – Spoken interaction (p. 61)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Fluência/Comunicação/Pronúncia (25%)	Interação (25%)
N5 25%	• Cria um diálogo, respeitando as indicações fornecidas em termos de conteúdo e sequência temática. • Encadeia as intervenções de forma lógica e organizada.	• Utiliza, com correção, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	• Produz enunciados em que as repetições e as hesitações são raras e servem para planejar ou remediar o discurso. • Revela capacidade de autocorreção. • Pronuncia com incorreções menores.	• Inicia, mantém e/ou termina o diálogo de forma eficaz, utilizando as expressões corretas, num registo adequado ao interlocutor e ao contexto. • Revela à-vontade e estabelece contacto visual com o interlocutor.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	• Cria um diálogo que respeita, no global, as indicações de conteúdo e sequência temática, podendo existir desvios ou omissões. • Encadeia as intervenções de forma geralmente lógica e organizada.	• Utiliza, com algumas limitações, não impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	• Produz enunciados com hesitações e repetições que, por vezes, são impeditivas da compreensão. • Revela alguma capacidade de autocorreção. • Pronuncia com incorreções que podem ser, por vezes, impeditivas da compreensão.	• Revela hesitações para iniciar, manter e/ou terminar o diálogo, utilizando expressões geralmente corretas e/ou adequadas ao interlocutor e ao contexto. • Revela algum à-vontade e estabelece contacto visual com o interlocutor esporadicamente.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	• Cria um diálogo que não respeita, em grande parte, as indicações fornecidas no que ao conteúdo e sequência temática diz respeito. • Encadeia, com limitações evidentes, as suas intervenções.	• Utiliza, com diversas omissões e incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	• Produz enunciados com muitas hesitações, falsas partidas e repetições, impeditivas da compreensão. • Não revela capacidade de autocorreção. • Pronuncia com lacunas e incorreções evidentes.	• Revela dificuldades evidentes em iniciar, manter e/ou terminar o diálogo, evidenciando uma noção incipiente do papel do interlocutor e do contexto. • Revela pouco à-vontade e estabelece contacto visual com o interlocutor muito raramente.

Assessment rubric – All Together (A house in a shoe box) (p. 62)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Criatividade e originalidade (25%)	Proatividade e empenho (25%)
N5 25%	• Apresenta um projeto organizado, que respeita integralmente o tema proposto. • Seleciona um conjunto diversificado e representativo de meios e para elaborar e apresentar o projeto, utilizando o modelo fornecido.	• Evidencia um bom domínio de estruturas gramaticais e do repertório vocabular. • Organiza os materiais produzidos e estrutura a apresentação do projeto de forma clara e adequada.	• Apresenta um produto final que evidencia cuidado na pesquisa e criatividade. • Revela originalidade e cunho pessoal na organização e apresentação do projeto nas suas várias etapas.	• Mobiliza conhecimentos diversos, recursos humanos e materiais para a execução do projeto. • Cumpre os prazos definidos.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	• Apresenta um trabalho com desvios face ao tema proposto e com algumas lacunas de organização. • Seleciona um conjunto globalmente diversificado de meios para elaborar e apresentar o projeto, utilizando o modelo fornecido no essencial, podendo apresentar alguns desvios e/ou omissões.	• Evidencia um domínio, globalmente adequado, de estruturas gramaticais e do repertório vocabular, podendo apresentar incorreções. • Organiza os materiais produzidos com algumas imprecisões e estrutura a apresentação do projeto com lacunas não impeditivas da compreensão.	• Apresenta um produto final que evidencia algum cuidado na pesquisa e criatividade. • Revela alguma originalidade e cunho pessoal na organização e apresentação do projeto nas suas várias etapas.	• Mobiliza conhecimentos, recursos humanos e materiais suficientes para a execução do projeto. • Pode não cumprir os prazos definidos.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	• Apresenta um trabalho que aborda o tema proposto de forma incipiente e que revela pouca organização. • Seleciona meios pouco diversificados e em número insuficiente para elaborar e apresentar o projeto, não utilizando o modelo fornecido.	• Evidencia um domínio muito incipiente de estruturas gramaticais e do repertório vocabular. • Organiza os materiais produzidos com evidentes imprecisões e estrutura a apresentação do projeto com lacunas impeditivas da compreensão.	• Apresenta um produto final pouco cuidado, com incorreções e imprecisões em termos de pesquisa. • Revela pouca originalidade na organização e apresentação do projeto nas suas várias etapas.	• Mobiliza poucos conhecimentos, recursos humanos e materiais para a execução do projeto. • Não cumpre os prazos definidos.

Unit 3 – Move and enjoy

Assessment rubric – Writing (Filling in a form) (p. 77)

Níveis de desempenho	Desenvolvimento temático (25%)	Organização e coesão textual (25%)	Correção linguística (25%)	Ortografia e pontuação (25%)
N5 25%	• Completa um formulário sobre si próprio e as suas atividades de tempos livres, respeitando integralmente o tema proposto. • Mobiliza a informação fornecida pelas atividades de preparação e aborda todos os pontos sugeridos de forma clara.	• Completa o formulário com informação estruturada e coerente. • Utiliza, com adequação, conectores e outros mecanismos de coesão textual elementares.	• Mobiliza adequadamente as estruturas gramaticais e o vocabulário. • Faz uso correto do registo de língua adequado ao preenchimento de um formulário.	• Completa o formulário com rigor em termos de ortografia, podendo existir incorreções muito esporádicas. • Utiliza devidamente as marcas de pontuação.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	• Completa um formulário sobre si próprio e as suas atividades de tempos livres que respeita o tema proposto, no global, embora apresente desvios. • Mobiliza informação suficiente fornecida pelas atividades de preparação e aborda, parcialmente, os pontos sugeridos.	• Completa o formulário com informação globalmente estruturada e coerente, podendo existir incorreções. • Utiliza, com algumas imprecisões, conectores e outros mecanismos de coesão textual elementares.	• Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário. • Faz uso de um registo de língua globalmente adequado ao preenchimento de um formulário.	• Completa o formulário com incorreções de ortografia, que não comprometem a compreensão. • Utiliza as marcas de pontuação de forma globalmente correta, podendo existir erros.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	• Completa o formulário com informação desviante face ao tema proposto e que não respeita as instruções dadas. • Mobiliza, com incorreções, a informação fornecida pelas atividades de preparação e aborda os pontos sugeridos com limitações evidentes.	• Redige um texto com evidentes lacunas de estrutura e coerência impeditivas da compreensão. • Utiliza, com evidentes limitações, conectores ou outros mecanismos de coesão textual elementares.	• Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário. • Faz uso inconsistente do registo de língua adequado ao preenchimento de um formulário.	• Completa o formulário com incorreções de ortografia, tornando-o (quase) ininteligível. • Utiliza as marcas de pontuação de forma imprecisa e inconsistente.

Assessment rubric – Speaking (Dialogue at the pizzeria) – Spoken interaction (p. 85)

Níveis de desempenho	Desenvolvimento temático (25%)	Organização e coesão textual (25%)	Fluência/Comunicação/Pronúncia (25%)	Interação (25%)
N5 25%	• Cria um diálogo, respeitando as indicações fornecidas em termos de conteúdo e sequência temática. • Encadeia as intervenções de forma lógica e organizada.	• Utiliza, com correção, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	• Produz enunciados em que as repetições e as hesitações são raras e servem para planejar ou remediar o discurso. • Revela capacidade de autocorreção. • Pronuncia com incorreções menores.	• Inicia, mantém e/ou termina o diálogo de forma eficaz, utilizando as expressões corretas, num registo adequado aos interlocutores e ao contexto. • Revela à-vontade e estabelece contacto visual com os interlocutores.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	• Cria um diálogo que respeita, no global, as indicações de conteúdo e sequência temática, podendo existir desvios e/ou omissões. • Encadeia as intervenções de forma geralmente lógica e organizada.	• Utiliza, com algumas limitações não impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	• Produz enunciados que apresentam hesitações e repetições regulares que, por vezes, são impeditivas da compreensão. • Revela alguma capacidade de autocorreção. • Pronuncia com incorreções que podem ser, por vezes, impeditivas da compreensão.	• Revela hesitações para iniciar, manter e/ou terminar o diálogo, utilizando expressões geralmente corretas e/ou adequadas aos interlocutores e ao contexto. • Revela algum à-vontade e estabelece contacto visual com os interlocutores esporadicamente.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	• Cria um diálogo que não respeita, em grande parte, as indicações fornecidas no que ao conteúdo e sequência temática diz respeito. • Encadeia, com limitações evidentes, as suas intervenções.	• Utiliza, com diversas incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do diálogo-modelo.	• Produz enunciados com muitas hesitações, falsas partidas e repetições impeditivas da compreensão. • Não revela capacidade de autocorreção. • Pronuncia com lacunas e incorreções evidentes.	• Revela dificuldades evidentes em iniciar, manter e/ou terminar o diálogo; revela uma noção incipiente do papel dos interlocutores e do contexto. • Revela pouco à-vontade e estabelece contacto visual com os interlocutores muito raramente.

Assessment rubric – All Together (A cake for a cause) (p. 86)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Criatividade e originalidade (25%)	Proatividade e empenho (25%)
N5 25%	• Apresenta um produto final que respeita integralmente o tema proposto. • Cria e apresenta o produto final, de acordo com o modelo fornecido, e de forma adequada face aos objetivos traçados.	• Evidencia um bom domínio de estruturas gramaticais e do repertório vocabular. • Estrutura, de forma clara e adequada, a sua apresentação.	• Apresenta um produto final que evidencia cuidado e criatividade. • Revela originalidade e cunho pessoal na organização e apresentação do produto final.	• Mobiliza conhecimentos diversos, recursos humanos e materiais para a concretização da sua aula. • Cumpre os prazos definidos.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	• Apresenta um produto final que evidencia desvios face ao tema proposto. • Cria e apresenta o produto final, seguindo o modelo fornecido com alguns desvios e/ou omissões, e de forma geralmente adequada face aos objetivos traçados.	• Evidencia um domínio globalmente adequado de estruturas gramaticais e do repertório vocabular, podendo existir incorreções. • Estrutura, com algumas lacunas e imprecisões, a sua apresentação.	• Apresenta um produto final que evidencia algum cuidado e criatividade. • Revela alguma originalidade e cunho pessoal na organização e apresentação do produto final.	• Mobiliza conhecimentos, recursos humanos e materiais suficientes para a concretização da sua aula. • Pode não cumprir os prazos definidos.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	• Apresenta um produto final que aborda o tema proposto de forma incipiente. • Cria e apresenta um produto final que não respeita o modelo fornecido e os objetivos traçados.	• Evidencia um domínio muito incipiente de estruturas gramaticais e do repertório vocabular. • Estrutura a sua apresentação com evidentes lacunas e imprecisões impeditivas da compreensão.	• Apresenta um produto final pouco cuidado, com incorreções e imprecisões. • Revela pouca originalidade na organização e apresentação do produto final.	• Mobiliza poucos conhecimentos, recursos humanos e materiais para a concretização da sua aula. • Não cumpre os prazos definidos.

Unit 4 – All in a day
Assessment rubric – Writing (A WhatsApp chat) (p. 99)

Níveis de desempenho	Desenvolvimento temático (25%)	Organização e coesão textual (25%)	Correção linguística (25%)	Ortografia e pontuação (25%)
N5 25%	- Redige um diálogo em formato de mensagens escritas, respeitando integralmente o tema proposto. - Mobiliza a informação fornecida pelas atividades de preparação.	- Redige um diálogo estruturado e coerente, que respeita integralmente as partes definidas. - Utiliza, com adequação, conectores e outros mecanismos de coesão textual elementares.	- Mobiliza adequadamente as estruturas gramaticais e o vocabulário. - Faz uso correto do registo de língua adequado a um diálogo por mensagens escritas.	- Redige o diálogo com rigor em termos de ortografia, podendo existir incorreções muito esporádicas. - Utiliza devidamente as marcas de pontuação.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	- Redige um diálogo em formato de mensagens escritas que respeita o tema proposto, embora apresente desvios e/ou omissões. - Mobiliza informação suficiente fornecida pelas atividades de preparação.	- Redige um diálogo globalmente estruturado e coerente, que respeita, no geral, as partes definidas. - Utiliza, com algumas imprecisões e incorreções, conectores e outros mecanismos de coesão textual elementares.	- Mobiliza, com incorreções que não comprometem a compreensão, as estruturas gramaticais e o vocabulário. - Faz uso de um registo de língua globalmente adequado a um diálogo por mensagens escritas.	- Redige um diálogo com incorreções de ortografia, que não comprometem a compreensão. - Utiliza as marcas de pontuação de forma globalmente correta, podendo existir erros.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	- Redige um diálogo em formato de mensagens escritas desviante face ao tema proposto. - Mobiliza, com incorreções, a informação fornecida pelas atividades de preparação.	- Redige um diálogo com evidentes lacunas de estrutura e coerência impeditivas da compreensão, que inclui, de forma limitada, as partes definidas. - Utiliza, com evidentes limitações, conectores ou outros mecanismos de coesão textual elementares.	- Mobiliza, com muitas incorreções, as estruturas gramaticais e o vocabulário. - Faz uso inconsistente do registo de língua adequado a um diálogo por mensagens escritas.	- Redige um diálogo que apresenta incorreções de ortografia, tornando o texto (quase) ininteligível. - Utiliza as marcas de pontuação de forma imprecisa e inconsistente.

Assessment rubric – Speaking (Describing your daily routine) – Spoken production (p. 109)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Fluência/Pronúncia (25%)	Comunicação (25%)
N5 25%	• Cria uma apresentação sobre a sua rotina diária, respeitando as indicações fornecidas em termos de conteúdo e sequência temática. • Encadeia a sua apresentação de forma lógica e organizada.	• Utiliza, com correção, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do texto modelo.	• Produz um enunciado em que as repetições e as hesitações são raras e servem para planejar ou remediar o discurso. • Revela capacidade de autocorreção. • Pronuncia com incorreções menores.	• Inicia, mantém e/ou termina a sua apresentação de forma eficaz, utilizando as expressões corretas, num registo adequado aos interlocutores e ao contexto. • Revela à-vontade e estabelece contacto visual com os interlocutores.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	• Cria uma apresentação sobre a sua rotina diária que respeita, no global, as indicações de conteúdo e sequência temática, podendo existir desvios e/ou omissões. • Encadeia a sua apresentação de forma globalmente lógica e organizada.	• Utiliza, com algumas limitações não impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do texto modelo.	• Produz um enunciado que apresenta hesitações e repetições que podem ser, por vezes, impeditivas da compreensão • Revela alguma capacidade de autocorreção. • Pronuncia com incorreções que podem ser, por vezes, impeditivas da compreensão.	• Revela hesitações para iniciar, manter e/ou terminar a sua apresentação, utilizando expressões geralmente corretas e/ou adequadas aos interlocutores e ao contexto. • Revela algum à-vontade e estabelece contacto visual com os interlocutores esporadicamente.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	• Cria uma apresentação que não respeita, em grande parte, as indicações fornecidas no que ao conteúdo e sequência temática diz respeito. • Encadeia, com limitações evidentes, a sua apresentação.	• Utiliza, com diversas incorreções impeditivas da compreensão, as estruturas gramaticais estudadas, o repertório lexical do domínio intercultural e as expressões do texto modelo.	• Produz um enunciado muito curto, com muitas hesitações, falsas partidas e repetições, impeditivas da compreensão. • Não revela capacidade de autocorreção. • Pronuncia com lacunas e incorreções evidentes.	• Revela dificuldades evidentes em iniciar, manter e/ou terminar a sua apresentação; revela uma noção incipiente do papel dos interlocutores e do contexto. • Revela pouco à-vontade e estabelece contacto visual com os interlocutores muito raramente.

Assessment rubric – All Together (An intercultural day) (p. 110)

Níveis de desempenho	Desenvolvimento temático (25%)	Correção (25%)	Criatividade e originalidade (25%)	Proatividade e empenho (25%)
N5 25%	• Apresenta um póster e um vídeo que respeitam integralmente o tema proposto.	• Evidencia um bom domínio de estruturas gramaticais e do reportório vocabular. • Estrutura o póster e o vídeo de forma clara e adequada.	• Apresenta produtos finais que evidenciam pesquisa, cuidado e criatividade em termos de apresentação e grafismo. • Revela originalidade e cunho pessoal na organização e apresentação dos produtos finais.	• Mobiliza conhecimentos diversos, recursos humanos e materiais para a concretização da exposição e do vídeo. • Cumpre os prazos definidos.
N4 20%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N3 15%	• Apresenta um póster e um vídeo que evidenciam desvios face ao tema proposto.	• Evidencia um domínio globalmente adequado de estruturas gramaticais e do reportório vocabular, ainda que com incorreções. • Estrutura o póster e o vídeo com algumas lacunas e imprecisões.	• Apresenta produtos finais que evidenciam alguma pesquisa, cuidado e criatividade em termos de apresentação e grafismo. • Revela alguma originalidade e cunho pessoal na organização e apresentação dos produtos finais.	• Mobiliza conhecimentos, recursos humanos e materiais suficientes para a concretização da exposição e do vídeo. • Pode não cumprir os prazos definidos.
N2 10%	Nível intermédio	Nível intermédio	Nível intermédio	Nível intermédio
N1 5%	• Apresenta um póster e um vídeo que abordam o tema proposto de forma incipiente.	• Evidencia um domínio muito incipiente de estruturas gramaticais e do reportório vocabular. • Estrutura o póster e o vídeo com evidentes lacunas e imprecisões.	• Apresenta produtos finais pouco cuidados, com incorreções e imprecisões em termos de apresentação e grafismo. • Revela pouca originalidade na organização e apresentação dos produtos finais.	• Mobiliza poucos conhecimentos, recursos humanos e materiais para a concretização da exposição e do vídeo. • Não cumpre os prazos definidos.

READY SET, GO! INGLÊS 5

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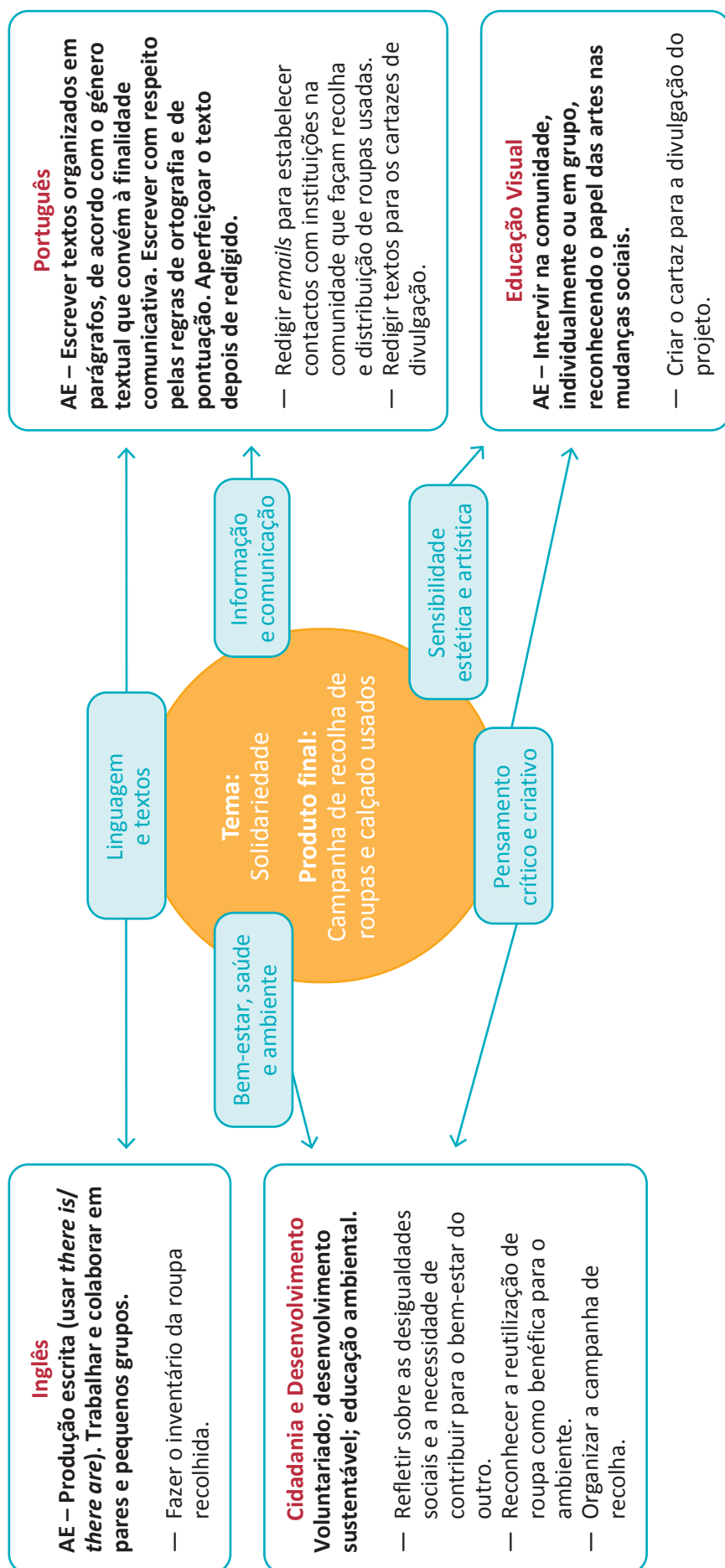
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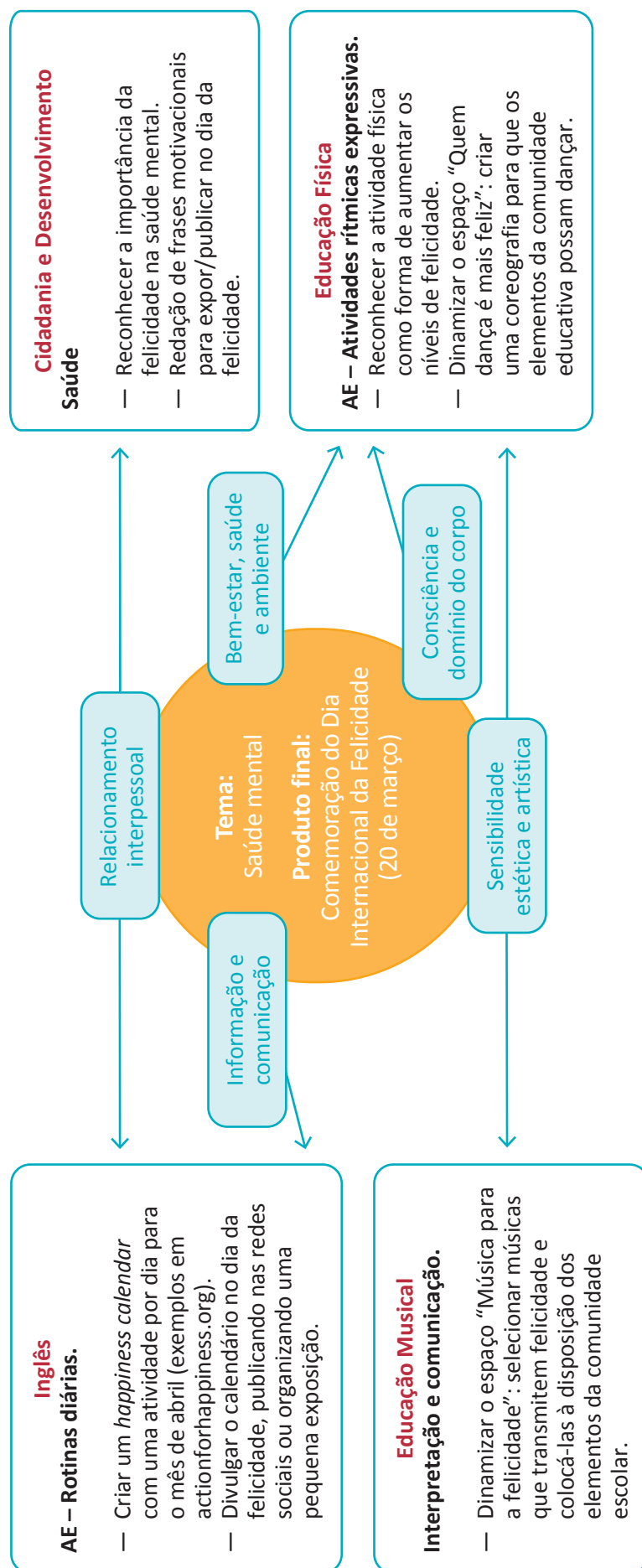
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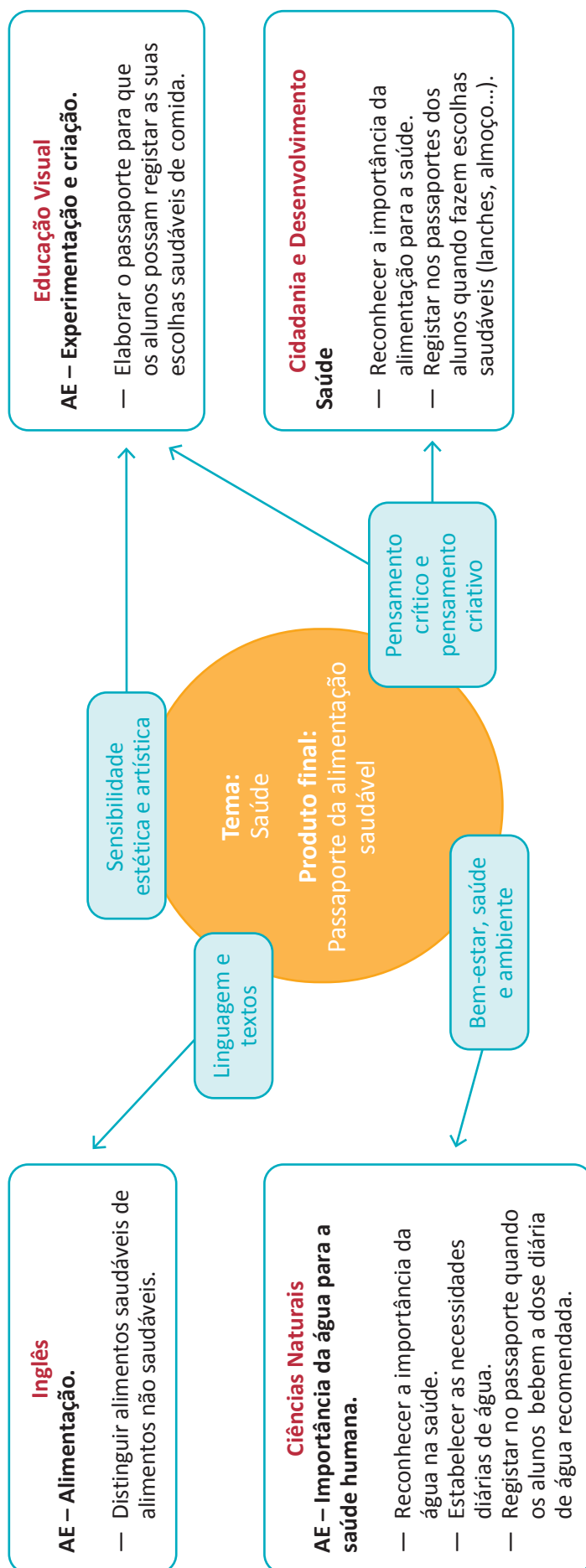
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Cronograma				
Inglês	Educação Visual	Português	Cidadania e Desenvolvimento	Produto final
Datas:				



Cronograma				
Inglês	Educação Musical	Educação Física	Cidadania e Desenvolvimento	Produto final
Datas:				



Cronograma				
Inglês	Ciências Naturais	Educação Visual	Cidadania e Desenvolvimento	Produto final
Datas:				

Geography

Name: No.: Class: Date:

- A** This is Meghan. She is from Scotland, in the United Kingdom. Look at the map and the compass rose. Complete the text with the words from the box.

Atlantic • countries • Sea • north • island

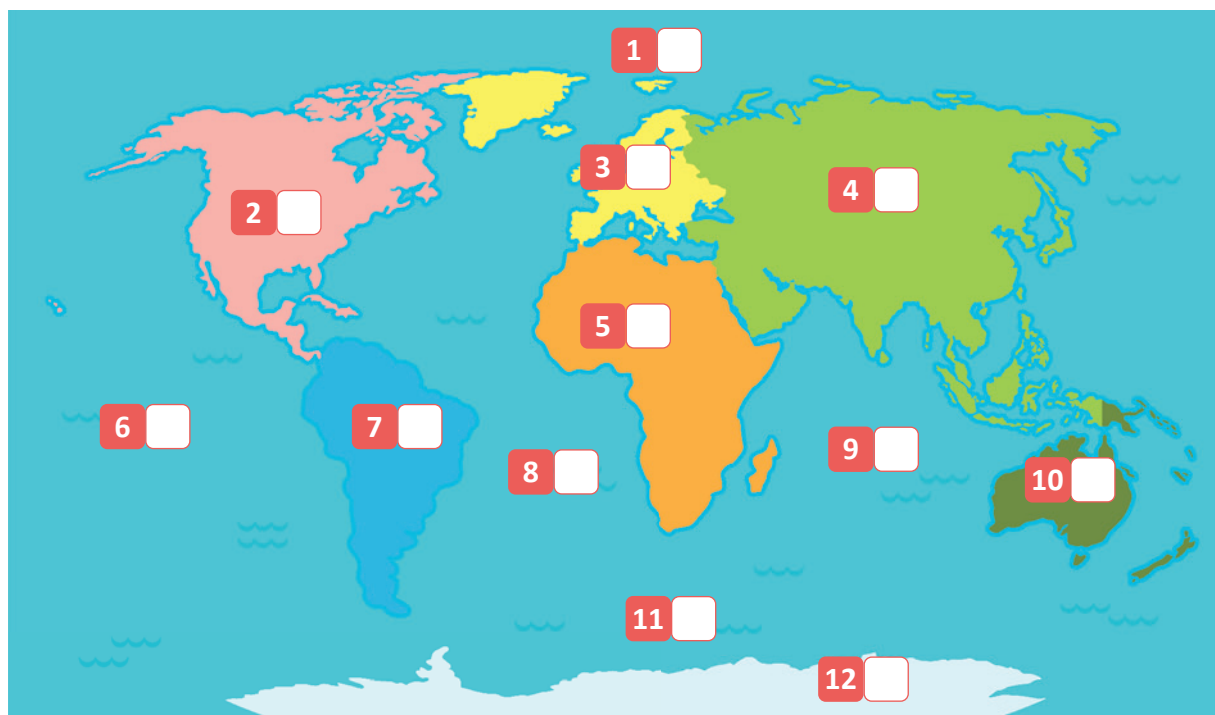


Hello! I come from Scotland, in the United Kingdom. The UK has four
 1 _____. Scotland is to the
 2 _____ of England. Northern
 Ireland is on a different 3 _____.
 To the west of Scotland there is the
 4 _____ Ocean and to the east
 there is the North 5 _____.



- B** The United Kingdom is in a continent called Europe. Look at the map and label the seven continents and the five oceans in the world. Write letters a-l.

a) Asia • b) Atlantic Ocean • c) Oceania • d) North America
 e) Southern Ocean • f) Arctic Ocean • g) Antarctica • h) South America
 i) Europe • j) Indian Ocean • k) Pacific Ocean • l) Africa



History

Name: No.: Class: Date:

- A** Look at the pictures of the peoples who lived in the Iberian Peninsula. Label them with the correct names.

Muslims • Celtiberians • Phoenicians • Romans

1. 2. 3. 4. 

- B** Where did these peoples live? Write numbers 1-4 from exercise A.

a) ☐ Andalusia, Spainb) ☐ Ibiza, Spainc) ☐ Conímbriga, Portugald) ☐ Guimarães, Portugal

Science

Name: No.: Class: Date:

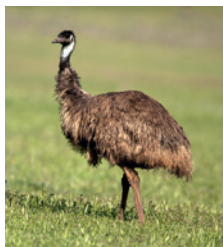
A Read the text.

Hi! My name is Soraya and I'm Izzy's best friend. You know the Koala Girl, right?

Well, I'm Australian too and I love animals. Do you know any animals that live in Australia? What do they eat? Where is their habitat? Let's find out together!



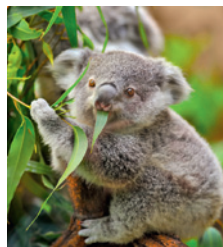
B Look at the animals and their diets. Put the animals in the right box. Write 1-5.



1. emu: leaves, grass, fruits and insects



2. wombat: grass, plants, herbs, roots



3. koala: eucalyptus leaves



4. platypus: worms, shrimp, crabs, little fish



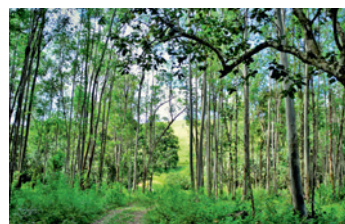
5. echidna: earthworms, ants and termites

Carnivorous

Herbivorous

Omnivorous

C Where do you think these animals live? Look at the pictures and write the animal numbers from exercise B under each picture.



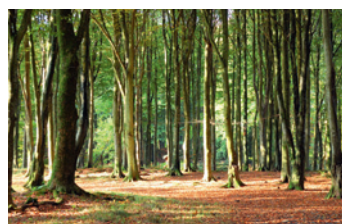
a) eucalyptus forest



b) savanna



c) creeks and rivers



d) forests and woodlands



e) burrows in the mountains

Maths

Name: No.: Class: Date:

A Check the information below about mathematical operations.

+ plus	Examples: $20 + 3 = 23$ (twenty plus three equals/is twenty-three)
- minus	$52 - 15 = 37$ (fifty-two minus fifteen equals/is thirty-seven)
× times	$12 \times 45 = 540$ (twelve times forty-five equals/is five hundred and forty)
÷ divided by	$40 \div 2 = 20$ (forty divided by two equals/is twenty)
= equals/is	

B Look at the table and solve the problems. Write your calculations with numbers and the answer in full. There is one example.

14 footballs 	10 ice hockey pucks 
24 tennis balls 	25 field hockey sticks 
30 rackets 	8 pairs of rollerblades 
4 goals 	

- How many balls are there in this school gym?

Calculations: $14 + 24 = 38$

Answer: *There are thirty-eight balls.*

- Tom's class has 22 students. Each pair of students needs one tennis ball to play. How many balls are used in today's tennis lesson?

Calculations: _____

Answer: _____

- Problem 3: Tom's class is playing hockey today. Each team has 10 field hockey players. How many hockey sticks are needed for today's game?

Calculations: _____

Answer: _____

- There are 8 pairs of rollerblades at the gym. How many rollerblades are there?

Calculations: _____

Answer: _____

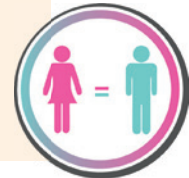
Citizenship

Name: No.: Class: Date:

Gender equality

Gender equality is a human right. It means that men and women, girls and boys have the same **rights**, **resources**, **opportunities** and **protections**.

(based on the definition by UNICEF)



- A** Elise Gravel is a Canadian writer and illustrator. Look at her poster about gender equality. Label the pictures with the words/expressions from the box.



Elise Gravel

- a) books
- b) princesses
- c) skateboarding
- d) make-up
- e) cooking
- f) building things
- g) long hair
- h) science
- i) blue things
- j) babies
- k) pink things
- l) dancing
- m) wrestling
- n) coding
- o) dinosaurs
- p) school
- q) sports
- r) unicorns
- s) dolls
- t) short hair
- u) trucks

(slightly abridged)

- B** Create a poster about gender equality. You can draw and paint it yourself. You can also design and print it using Canva. Then set up an exhibition with your posters about gender equality.

Citizenship

Name: No.: Class: Date:

Health

Good habits for young people. How can you be... **HEALTHY**?



A Tick (✓) the right tips for a healthy life. Cross out (✗) the tips that are wrong.



1. ☐ eat healthy food



2. ☐ relax and have a rest



3. ☐ study all the time



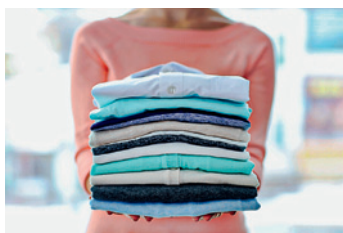
4. ☐ be active



5. ☐ drink fizzy drinks



6. ☐ eat junk food



7. ☐ wear clean clothes



8. ☐ keep your hands dirty



9. ☐ shower every day

B Use the tips from exercise A and fill in the table.

A healthy lifestyle

Dos 	Don'ts 

Human rights

Name: _____

No.: _____

Class: _____

Date: _____

Human rights

Human Rights Day is on 10th December. On this day, the United Nations adopted the Universal Declaration of Human Rights. It includes **30 rights** and **freedoms** that belong to all of us.



A Label the pictures with the correct human right from the box.

rest and leisure • education • belief and religion
opinion and information • marriage and family • equality



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Watch the video *United Nations Explained* and fill in the table with the words/numbers from the box.

food • 1945 • to play • 200 • medicine • 7.5



Number of countries in the world:	almost ¹ _____
Number of people in the world:	² _____ billion
Year of the creation of the United Nations:	³ _____
The UN tries to guarantee that people have...	⁴ _____, shelter, ⁵ _____, a clean environment, dignity and safety.
The UN Convention on the Rights of the Child defines that every kid has the right...	to be safe, to learn and ⁶ _____.

Citizenship

Name: No.: Class: Date:

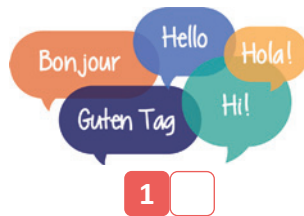
Interculturality

Human beings are **AMAZING**! Our world is all about **DIVERSITY**.



- A** Look at the pictures and find out what is **DIFFERENT** about people around the world. Write the letters **a-g** next to each picture.

a) skin colour • b) languages • c) families • d) celebrations and festivities
e) gastronomy • f) religions • g) traditional costumes



- B** To understand diversity, there are 3 important words. Unscramble the letters to find out!

~~OVLE~~

~~ECTESRP~~

~~ACRONTLEE~~

1. l _ _ _ _

2. r _ _ p _ _ t

2. t _ _ e r _ _ _ e

Answer key

CLIL WORKSHEETS

Geography, page 371

A.

1. countries | 2. north | 3. island | 4. Atlantic | 5. Sea

B.

1. f) | 2. d) | 3. i) | 4. a) | 5. l) | 6. k) | 7. h) | 8. b) |
9. j) | 10. c) | 11. e) | 12. g)

History, page 372

A.

1. Celtiberians | 2. Phoenicians | 3. Romans |
4. Muslims

B.

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

Science, page 373

B.

Carnivorous: 4, 5 | **Herbivorous:** 2, 3 | **Omnivorous:** 1

C.

a) 3 | b) 1 | c) 4 | d) 5 | e) 2

Maths, page 374

B.

1. $22 : 2 = 11$; Eleven balls are used in today's lesson. |
2. $10 + 10 = 20$; Twenty hockey sticks are needed
for today's game. | 3. $8 \times 2 = 16$; There are sixteen
rollerblades at the gym.

Citizenship: Gender equality, page 375

A.

1. i) | 2. k) | 3. b) | 4. o) | 5. q) | 6. l) | 7. j) | 8. r) |
9. f) | 10. h) | 11. d) | 12. u) | 13. s) | 14. p) |
15. g) | 16. t) | 17. m) | 18. a) | 19. c) | 20. n) |
21. e)

B.

Resposta pessoal.

Citizenship: Health, page 376

A.

1. ✓ | 2. ✓ | 3. ✗ | 4. ✓ | 5. ✗ | 6. ✗ | 7. ✓ |
8. ✗ | 9. ✓

B.

Dos: eat healthy food, relax and have a rest, be active,
wear clean clothes, shower every day.

Don'ts: study all the time, drink fizzy drinks, eat junk
food, keep your hands dirty.

Citizenship: Human rights, page 377

A.

1. education | 2. marriage and family | 3. opinion
and information | 4. equality | 5. rest and leisure |
6. belief and religion

B.

1. 200 | 2. 7.5 | 3. 1945 | 4. food | 5. medicine |
6. to play

Citizenship: Interculturality, page 378

A.

1. b) | 2. e) | 3. a) | 4. g) | 5. f) | 6. d) | 7. c)

B.

1. love | 2. respect | 3. tolerance



Listening scripts

- Student's Book
- Workbook

Listening scripts

● Student's book	383
● Workbook	387

Listening scripts – Student's Book

Unit 0 – Fresh start

Listening (page 9)

D. (tracks 2-3)

1. Open your books on page 12.
2. Raise your hand to speak, please.
3. Write this in your notebook.
4. Come to the board, please.

F. (tracks 4-5)

1. Sorry, I'm late.
2. May I go to the toilet, please?
3. Sorry, I don't understand.
4. What page is it?
5. How do you say "borracha" in English?
6. I've finished!

Listening (page 10)

A. (tracks 6-7)

Judge: Hello! Welcome to the show "You're the Star"! What's your name?

Cody: Good morning! My name is Cody Fernsby.

Judge: Your surname is Fernsby...? How do you spell it?

Cody: F-E-R-N-S-B-Y

Judge: How old are you, Cody?

Cody: I'm twelve years old and I'm from Manchester.

Judge: What's your talent, Cody?

Cody: I'm a comedian. Check this out: What letter of the alphabet has got water? The C! (= sea)

D. (tracks 10-11)

S-U-P-E-R-C-A-L-I-F-R-A-G-I-L-I-S-T-I-C-E-X-P-I-A-L-I-D-O-C-I-O-U-S

Supercalifragilisticexpialidocious

Listening (page 11)

F. (tracks 12-13)

Sarah: Hi, I'm Sarah!

Judge 1: Good evening, Sarah. How are you?

Sarah: I'm fine thanks! This is my sister Rose.

Judge 2: Hello, Rose. Nice to meet you!

Rose: Nice to meet you, too.

Judge 3: Good luck!

Listening (page 12)

A. (tracks 14-15)

Hi! I'm Antonio and I'm Mexican. My birthday is on 23rd March. Here in Mexico we always have a piñata at our birthday party and sing lots of songs!

My name is Evi and I'm from Holland. Today is 30th September, my 10th birthday! Here in Holland, 10 is a special year, so I get a big birthday present and my family decorates my chair with flowers and balloons.

Hello, my name is Tuan and I'm twelve years old. Here in Vietnam everybody celebrates their birthday on New Year's Day! But that is not the 1st of January... The date is different each year, like the Chinese New Year. So next year I'll celebrate my birthday in February, on a Saturday. I love celebrating my birthday on Saturday because it's my favourite day of the week.

Unit 1 – The best of you

Guess the lyrics (page 15)

C. (track 16)

It's Me

I love, I love myself

My blue eyes and my brown hair

My big nose, the clothes I wear

No one can, no one can

Take a smile off my face

I feel good when I'm at home

My parents are my best friends

I have got a big family

And that's why I'm so happy

Listening (page 20)

A. (tracks 21-22)

Oliver: Hi! I'm Oliver and welcome to my podcast "Special Families". Today we are here with Charlotte Smith. Hello, Charlotte. Let's talk about your family! You've got two brothers, right?

Charlotte: Yes. George and Louis are my brothers.

Oliver: Charlotte, George and Louis? Are you from the royal family?

Charlotte: No, I'm not. My family isn't famous... But my parents love the British royal family. We have the same names, but we are different. Princess Charlotte is 10 years old and I'm 9. Her birthday is in May and my birthday is in February. She is from England and I'm from Wales.

Oliver: Is your father William, like Prince William?

Charlotte: Yes, he is! My father is William and my mother is Kate! And there's more! My grandfather is Charles, but he isn't the king, of course!

Oliver: Oh, what a coincidence! Just like the royal family. The king is Charles and his son is Prince William. Prince William and his wife Kate have 3 children: Charlotte, George and Louis!

Charlotte: My family isn't royal, but I love it!

Oliver: Thank you, Charlotte. Now it's time to say goodbye!

Charlotte: Thank you! Goodbye!

Listening (page 25)

A. (tracks 25-26)

Bob: Hi, Ted! KidZania is a dream world!

Ted: Hi, Bob! Yeah! I love it... When I'm there I can have a lot of jobs. I'm a teacher, a football player, a lawyer, but my favourite is the pilot because it's fun!

Bob: Hey, Sonia... and you? How's KidZania for you?

Sonia: Well, KidZania is fantastic... I can be what I want, a hairdresser, a doctor or a vet... but my favourite is the DJ in the radio station! It's great! I love it when they say "You're live in 3, 2, 1..."

Listening (page 31)

E. (tracks 35-36)

1. This character is tall. He/she has got short straight hair. His/Her eyes are blue and his/her mouth is small.
2. He/She is tall and slim. This character has got short brown hair. He/She has got a beard and his/her eyes are small.
3. He/She is medium height and thin. He/She has got long curly hair. His/her eyes are brown and his/her mouth is big.
4. This character is short and plump. He/She has got long wavy red hair. His/her eyes are blue and his/her nose is small.

Song (page 36)

A. (track 41)

My Colourful Clothes

Hello, listen to this song and sing with me.
Are you ready?

In the morning I sit on my bed
I have a big day ahead
I want comfortable clothes, but I need to feel good
So, I look at my wardrobe and smile, I love all my colourful clothes
Yellow, blue socks, green and red shorts
I've got a big brown hat and an orange cap
Gold sandals and silver shoes

First I look to the left, then I look to the right
I'm excited! Yeah! I choose my clothes today!

What are you wearing, wearing, wearing?
Let me show you what I'm wearing, wearing, wearing
I just love my cool style
My nice clothes make me smile
I've got a pink s- skirt, s- skirt
And a purple T-shirt, T-shirt
I just love my cool style
My nice clothes make me smile

Check it now! (page 40)

A. (tracks 44-45)

Mr Stuart: Hi. Can you tell me your name and surname, please?

Roger: Sure! My name is Roger and my surname is Petterson. That's P-E-T-T-E-R-S-O-N, with double T.

Mr Stuart: How old are you, Roger?

Roger: I'm 10 years old.

Mr Stuart: Great! We have got a new team of players your age. What's your date of birth?

Roger: 12th September 2014.

Mr Stuart: What's your address?

Roger: St John Street, number 11.

Mr Stuart: And your parents' contacts?

Roger: My father's mobile number is 01618972577 and my mother's is 01615541588.

Mr Stuart: Thank you, Roger. That's all for now. Have a nice season.

B. (tracks 46-47)

Tim is on my football team. He is slim and medium height.

He has got blue eyes and glasses. He hasn't got freckles.

He is a great player and a great friend.

Unit 2 – Back home

Guess the lyrics (page 45)

C. (track 48)

My House, My Home

It's my house, it's my home
I'm never alone
I've got a big family
And with them I feel so happy
We've got a garden, a garage
And a swimming pool
We have picnics and play football
Being outside is cool

Watching & Listening (page 50)

B. (tracks 53-54)

Interviewer: Welcome to our show, Alianna. Tell us about the house you're renovating.

Alianna: Hi! It's great to be here. Well, it's in Washington D.C., near the White House. It is a small house, but very cosy. It has got only five rooms: a kitchen, two bedrooms, a bathroom and a living room. There is a garage on the left and a porch in front of the house. There's a small garden with trees behind the house.

Interviewer: How many people are there in the house?

Alianna: It's a family of three: a couple and their 6-year-old son. They need our help, so that's what we do: we help the community! Of course, we also make some money.

Interviewer: Jr Flips work is amazing! Thanks for everything.

Listening (page 55)

C. (tracks 57-58)

Hi! I'm Mateo and I've got a new house. It's very different from my old house. Now, we've got a dining room with a big table and many chairs. In the living room, there are two sofas, they're very comfortable!

My new bedroom is my favourite part of the house – there is a big wardrobe and a purple rug under the bed. Purple is my favourite colour, so I love it! The bathroom is also very big – there are two washbasins, one for me and one for my brother.

Song (page 60)

A. (track 61)

Pyjama Party

Pyjama party in my house tonight!
In my bedroom
We have a pillow fight!
In the living room
Let's watch TV and play some games
Today we go to bed after midnight
Whoa oh oh

Pyjama-ma-ma ma-ma ma-ma-ma party
In my house tonight (x2)
In the living room,
Let's watch TV and play some games
Today we go to bed after midnight,
Whoa oh oh

Na-na-na-na na-na na-na-na na-na-na party tonight
(x2)

Check it now! (page 64)

A. (tracks 64-65)

My dream house

Hi! I'm Laura and I'm going to tell you all about my dream house! My dream house is very big and colourful. My bedroom has got a big wardrobe, a small bedside table, a comfortable bed and lots of cute cushions. There isn't a desk because in my dreams I haven't got homework! The walls are purple because it's my favourite colour. The bedroom has got a bathroom just for me!

In the living room, there are lots of colours! There is a sofa and a coffee table. There is a round rug and two armchairs. The cushions are green.

Unit 3 – Move and enjoy

Guess the lyrics (page 69)

C. (track 66)

Things I Like

So I like
Watching TV and eating popcorn
And with my friends, we eat hot dogs
And play football
I like
Moving and dancing and playing ooh oh
And when I stop I drink water
And do it all again!

Listening (page 74)

A. (tracks 71-72)

Host: Hello and welcome to my podcast "Around the world" where I talk to people from different countries – from my bedroom! Today our episode is about incredible hobbies, so we have got 4 friends to talk about it. Our first guest is Kim, from Australia. Welcome, Kim. What's your hobby?

Kim: Hi, my hobby is boomerang throwing. It's a popular activity here in Australia. I usually use a returning boomerang.

Host: Returning boomerang? What's that?

Kim: When we throw a returning boomerang, it flies and then it comes back to us. It's a bit difficult, but a lot of fun!

Host: Thank you, Kim! Now, Bruno, it's your turn. What about your hobby?

Bruno: I keep bees. I help my father and my grandfather take care of their bees. Here in Brazil we have got lots of bees. They are very important for the ecology and they also make delicious honey.

Host: Thatzzzzzzzzzzzzzzzz awesome! What about you, Adelheid?

Adelheid: In my free time, I make sand sculptures. I love the beach – it's very relaxing. My dream is to participate in the Sand Sculpture World Championship!

Host: Thank you Adelheid, and good luck! Finally, let's listen to Aaron, from Finland. Aaron, are you receiving me?

Aaron: Yes, I am!

Host: So, what's your hobby?

Aaron: My hobby is flying kites! I love being outdoors and enjoying the wind in my hair, so this is the perfect activity! When I'm not flying kites, I like building them. I always choose happy colours.

Host: Thank you, Aaron. And now it's time to say goodbye! See you next time!

Listening (page 79)

C. (tracks 77-78)

1. water | 2. milk | 3. juice | 4. lemonade |
5. coffee | 6. tea | 7. chicken | 8. steak | 9. sausages |
10. turkey | 11. soup | 12. pasta/spaghetti

Song (page 84)

A. (track 81)

My Favourite Food

For breakfast I love drinking milk, eating yoghurt
And as a snack I eat apples, they're so good
For lunch I love a steak or chicken wings
These are a few of my favourite things

For dinner I eat what is good for me
Vegetables, fish and some fruit, naturally
But after dinner, when I'm a good boy
Comes the best part, what I really enjoy!

Ice cream: I love it! And pie: it's great!
 Cheesecake: delicious. Just fill my plate!
 I love dessert, it tastes so good
 I see it, I like it, I want it, I eat it!
 I want it, I eat it! I want it, I eat it!
 I want it, I eat it! I want it, I eat it!
 I love dessert, it tastes so good
 I see it, I like it, I want it, I eat it!

Check it now! (page 88)

A. (tracks 84-85)

In Kenya, kids like singing and dancing in their free time. Alvin Keffa is a young boy from Kenya. What he really loves is cooking! People call him "Keff, the Wonderboy Chef".

"I like cooking because it's relaxing," he says.

He likes watching recipes on YouTube and then he likes trying them. He uses ingredients that he finds in Kenya and that are cheap. For example, eggs for breakfast, chicken, rice and carrots for lunch and dinner. Gordon Ramsay is his inspiration, especially for desserts. He loves cooking chocolate mousse, banana pancakes and *mandazi* (a sweet African doughnut).

"Hi, my name is Keff the Wonderboy Chef.
 Welcome to my kitchen."

Unit 4 – All in a day

Guess the lyrics (page 93)

C. (track 86)

Hello, Weekend!

Saturday is here, finally, it's a big day
 Riding my bike
 That is what I like
 In the morning I wake up
 And just can't stop
 Until I go to bed
 At ten o'clock
 Hello, hello, weekend!
 Hello, hello, weekend!
 Hello, hello, weekend!

Listening (page 95)

D. (tracks 89-90)

Hi! I'm Peter and I love sports. I live for sports!

My favourite sport is rugby! I play rugby with my friends at school, but we also play basketball and baseball.

At the weekends, I like playing video games. I only play sports video games, of course! My favourite one is *FIFA Mobile*, a football game. I am very good at it! I also play *NBA 2K* because I like basketball and it's a fun game.

I always play video games in my bedroom and I like playing in silence. I have got a warning sign on my bedroom door, so my family always knows when I'm gaming!

Listening (page 101)

C. (tracks 95-96)

My name is Justice Smith. I'm Tim, from the film *Detective Pikachu*.

I get up at 7 a.m. and then I have breakfast. I go to work by car at half past eight. I work from 9 a.m. to 5 p.m. After work I go home and watch TV with my pet cat, Pikachu! I have dinner at a quarter to eight and I go to bed at midnight.

Listening (page 103)

A. (tracks 99-100)

Interviewer: We are here at the *Pokémon* World Championship. I have Jack Paul, a player from South Africa here with me. So, Jack, where does that love for *Pokémon* come from?

Jack: First it comes with the game *Pokémon Go*... As you know, I'm South African, and Cape Town is my favourite place to play *Pokémon Go* and find my favourite *Pokémon*s.

Interviewer: But you prefer the *Pokémon Trading Card Game*, right?

Jack: Oh yes! This year's championship is the best! My friend Gabriel is in the top 3!

Interviewer: Tell us about your routine when you arrive home from school.

Jack: Well, I usually have a light snack and then I do my homework.

Interviewer: What time do you have dinner?

Jack: At around 8:15 p.m. That's when my father arrives from work most days. After dinner I play *Pokémon TCG* with my father or with my friend Shao. We have a lot of fun...

Interviewer: Well, a new game is about to begin... Thanks, Jack and good luck!

Song (page 107)

A. (track 101)

Good Habits

My good habits lead to quiet nights and days full of power

I wake up early, brush my teeth

and then I have a shower

I have breakfast: healthy food,

then a kiss from my mum

After that I go to school,

my heart is full, it's true

My good habits make me feel good, give me energy
 I'm always nice, I'm kind to people, that makes me happy

Then I go home, I do my homework and play with my pets

And after that I sometimes cook, I read a book

It's true, my good habits are so cool

Ooh-ooh, ooh-ooh-ooh

My good habits are so cool (x2)

Check it now! (page 112)

A. (tracks 104-105)

On the phone

Kate: Hi, Bob! What are you doing?

Bob: Hello, Kate! I'm playing with my dog – his name is Buddy! Have you got any pets?

Kate: Yes, I have. I've got a cat, Luna!

Bob: Let's go to the park in the afternoon! Buddy loves going for a walk.

Kate: Sure! And we can go skateboarding!

Bob: Good idea! I always play outdoors on Saturdays. What do you usually do on Saturdays?

Kate: In the morning, I usually have breakfast with my family. We always eat pancakes! In the afternoon, I like playing basketball or watching TV.

Bob: I love weekends because I can get up late! I usually get up at 9:30. On Saturdays I have football practice. In the afternoon, I sometimes go to the park with my family.

Kate: Great! So, let's meet in the park after lunch?

Bob: OK, at half past two?

Kate: All right! Got to go – see you later!

Bob: Bye!

Listening scripts – Workbook

Practice test 1 (page 24)

A. (tracks 1-2)

Hi, there! My name is Richard Mendes. That's M-E-N-D-E-S. Mendes! I'm 11 years old and I'm from London, the capital of England. My parents are Mathew and Susana. My father is English, but my mother is Portuguese. My father is a vet and my mother is a teacher. I have got two twin sisters, Julie and Jackie. They are 5 years old. And there's another member in our family: Waffles, our dog! He's a corgi!

My favourite clothes? Well, that's easy... jeans, hoodies and trainers!

I love making friends and new pen pals.

Practice test 2 (page 34)

A. (tracks 3-4)

Hi! My name is Aidyn and I've got two houses! Part of the time, I live with my father and my stepmother in a normal house. But sometimes I live with my mother, my stepfather, my sister Ellery and our dog Apolo in a very special house. Our house is a bus! Yeah, that's right, we live in a bus! Our house is very

small, but really comfortable! There is a bedroom with a big bed, a bathroom and a living room. In the kitchen, there is a cooker, a fridge and a sink, but there aren't any chairs. In the living room there is a sofa and some cushions. We travel to different places inside our home. It's so fun!

Practice test 3 (page 48)

A. (tracks 5-6)

William: Hi Sophie! What's there for lunch today at the school canteen?

Sophie: Hello, William. Let me check the menu... Today we are having vegetable soup and I'm eating spaghetti with meatballs. It's my favourite food, so I'm very excited! Are you having meat or fish?

William: Fish for me. I hate meatballs...

Sophie: So, for you there's fish fingers, rice and broccoli.

William: Nice! And for dessert?

Sophie: Today's dessert is jelly or apple. But I don't like jelly, so I'm eating an apple today.

William: I like apples, but I prefer eating jelly! What's your favourite dessert, Sophie?

Sophie: My favourite dessert is chocolate ice cream! And you?

William: My favourite dessert is pudding, I love it!

Sophie: I'm hungry! Let's go to the canteen?

William: Yes, let's go!

Practice test 4 (page 62)

A. (tracks 7-8)

Hi! My name is Stewart. I am an eleven-year-old student. I'm a football player. I love football.

On weekdays I get up at 7:30 a.m. and have a shower. Then I get dressed. For breakfast I have chocolate milk and toast. I go to school by car.

I have classes in the morning and in the afternoon every day, except on Wednesdays. I only have classes until 1:20 p.m. on Wednesdays. I have lunch at school with my friends. My favourite day is Thursday: it's roasted chicken and dessert day at the canteen! I go home at 4:30 p.m. and I do my homework after I have a snack. Before dinner I watch TV. I love watching cartoons. My favourite animation film ever is *Inside Out*.

I have dinner with my parents and my brother. After dinner I play computer games and then I go to bed.

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