



Inglês 5.º ano

**Cristina Costa | Helena Soares
Isabel Teixeira | Paula Menezes**

TEACHER'S FILE



**INTRODUCTION
AND PLANNING**



**SKILLS AND
LANGUAGE
WORKSHEETS**



CLIL



**SPECIAL
NEEDS**



TESTS



10-MINUTE TESTS



**CREATIVITY AND
DIGITAL PROJECTS**



**DIGITAL
RESOURCES GUIDE**

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O projeto **What's up? 5** foi construído de forma a assegurar o **cumprimento do programa e das metas curriculares em vigor** para o 5.º ano de escolaridade (homologadas a 31 de julho de 2015), bem como a sua articulação com o **Quadro Europeu Comum de Referência para as Línguas**, o que o torna um instrumento adequado para apoiar o aluno na sua aprendizagem e o professor na sua prática letiva, com vista à promoção do sucesso educativo.

Paralelamente foi também concebido para responder ao **perfil atual dos alunos** que cresceram em contacto permanente com as novas tecnologias, acedendo a um variado número de novidades e possibilidades interativas, que estimulam a sua curiosidade e vontade de interagir com o mundo que os rodeia. Este contexto justifica a **construção de materiais que promovam uma sala de aula dinâmica, atual e inovadora**. O *design* do projeto também não foi descurado, refletindo o dinamismo e a atualidade necessários. No mundo dos alunos desta faixa etária, o **aspeto visual** revela-se cada vez mais importante.

Todo o projeto foi construído privilegiando uma abordagem que tem o aluno como figura central de todo o processo de ensino e aprendizagem, e de forma a:

- estimular o uso da língua inglesa em situações **diversificadas e próximas de vivências autênticas**;
- respeitar **diferentes ritmos e formas de aprendizagem**, bem como os **diferentes níveis de conhecimento** que os alunos apresentam;
- ativar a produção e a interação escrita e oral de uma forma dinâmica e **apoiada em modelos**;
- promover a reflexão e a interação dos alunos sobre os conteúdos e sobre a sua própria aprendizagem, apresentando espaços conducentes a esse efeito, resultando numa **maior autonomia**.

O vasto conjunto de materiais dinâmicos e criativos que integra o projeto pretende ainda apoiar o professor na criação e estimulação de um ambiente educativo de sucesso que ajude a:

- fazer face à grande heterogeneidade de turmas com a qual os professores se veem confrontados diariamente na sua prática letiva (facultando uma grande diversidade de recursos, com tipologias diferentes e gradação de nível de dificuldade, bem como uma rigorosa articulação de todos os materiais);
- promover atividades dos diferentes domínios, tendo por objetivo apoiar a produção e a interação escrita e oral, através de modelos que contribuem para a aprendizagem e autonomia dos alunos;
- promover a comunicação (com o auxílio de modelos escritos e orais) e o trabalho em grupo (construindo o saber pela cooperação);
- contribuir para a reflexão e criatividade (através das rubricas *"How good are you?"*, *"Project"* e *"Critical thinking"*);
- promover a autonomia através de espaços próprios: *"Up to you!"* (trabalho individual sobre os conteúdos da unidade e autoavaliação); *"Student's Corner"* (desenvolvimento e consolidação do léxico, reflexão sobre os conteúdos gramaticais, consolidação e reforço das aprendizagens); *Workbook*, com secções dedicadas à construção do saber em termos de léxico e orientações para a produção escrita e a interação oral (*"Picture dictionary"*, fichas *"How to write"* e *"How to ask and answer"*).

Metodologia

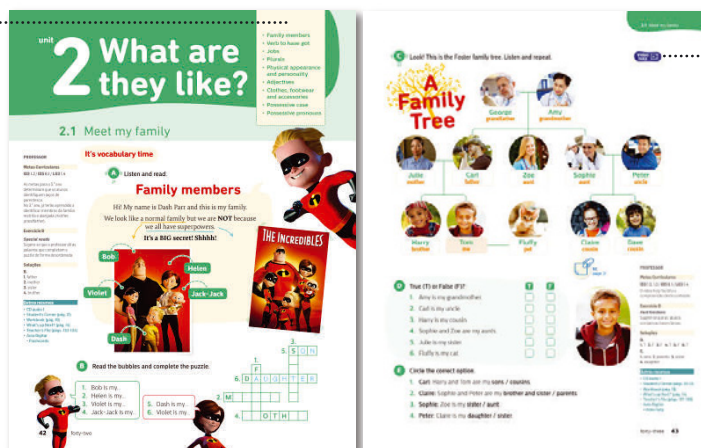
- Abordagem sequencial e gradativa dos conteúdos;
- Integração dos diferentes domínios de uma forma equilibrada;
- Recurso a textos escritos de diferentes tipologias;
- Recurso a textos próximos dos interesses dos alunos;
- Recurso a vídeos de curta duração;
- Recurso a textos de diferentes tipologias em suporte oral para desenvolver a escuta ativa;
- Contextualização do léxico e da gramática;
- Articulação dos conteúdos de gramática com as unidades temáticas;
- Sistematização e aplicação das regras de gramática em progressão, criando espaços de uso personalizado e significativo;
- Criação de espaços para o desenvolvimento dos domínios da oralidade e da escrita (em situações de interação ou de produção), nomeadamente com modelos de apoio, quer a nível temático, quer a nível de estrutura;
- Desenvolvimento da autonomia do aluno através de espaços de autoavaliação e reflexão, trabalhos de projeto e possibilidade de autocorreção;
- Associação da vertente lúdica na abordagem dos conteúdos à vertente didática (tão importante, especialmente neste nível de ensino);
- Diversificação de formas de trabalho, de atividades e de exercícios;
- Desenvolvimento da competência cultural.

Manual + Student's Corner

O Manual está dividido em unidade *Starter*, cinco unidades que, por sua vez, se dividem em subunidades, e uma unidade de festividades. Ao longo das cinco unidades encontram-se espaços que trabalham, de uma forma mais específica, cada um dos domínios:

- “*It’s vocabulary time*”.
- “*It’s reading time*”.
- “*It’s grammar time*”.
- “*It’s listening time*”.
- “*It’s video time*”.
- “*It’s song time*”.
- “*It’s speaking time*”.
- “*It’s writing time*”.
- “*It’s show time*”.

Os conteúdos da unidade são apresentados junto ao título.

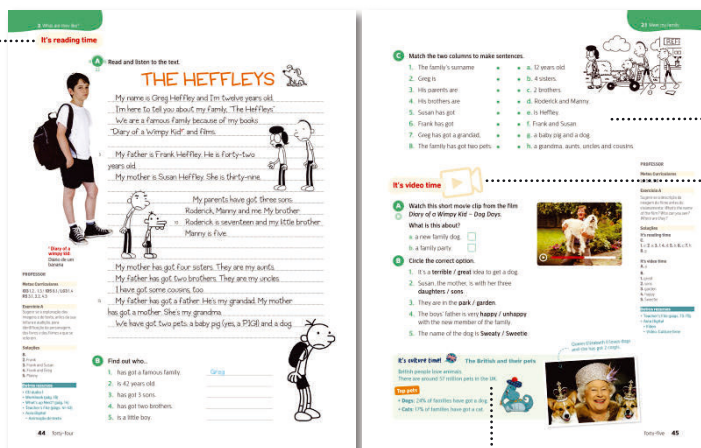


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Video help
Apoio visual à compreensão de vocabulário, aos conteúdos gramaticais e à produção escrita.

As páginas de entrada apresentam e trabalham **vocabulário essencial ao tema da unidade com apoio de imagens e áudio**. Revê-se vocabulário aprendido nos 3.º e 4.º anos e introduz-se vocabulário novo essencial ao desenvolvimento da unidade. As atividades são diversificadas e com caráter lúdico.

It's reading time
Textos apelativos e motivadores que exploram o léxico e contextualizam os conteúdos gramaticais. Os textos têm suporte áudio (falantes nativos). Está disponível animação de texto.



PP. 44 | 45

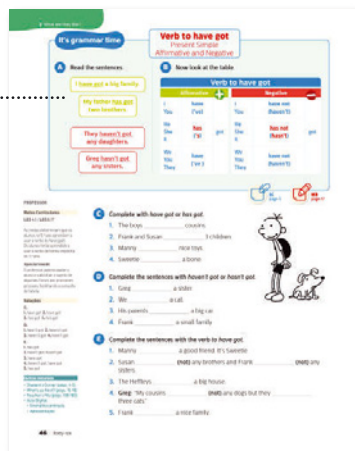
Exercícios
diversificados e com grau de dificuldade crescente.

It's culture time!
Apresentação de pequenos apontamentos culturais, com possibilidade de visionamento de pequenos filmes.

It's video time
Apresentação de cenas curtas de filmes para exploração dos conteúdos de forma autêntica e motivadora.

It's grammar time

Apresentação contextualizada, clara e apelativa do conteúdo gramatical, complementada por animações gramaticais e apresentações em PowerPoint®. Exercícios de complexidade gradual e tipologia variada. Remissões para o *Student's Corner* e para o *Workbook*.



P. 46



P. 93

It's song time!

Audição de uma canção com letra adaptada à temática, mas com melodia conhecida. Está disponível o recurso karaoke.

It's listening time

Audição que pode servir de modelo à produção ou à interação oral (falantes nativos).



P. 106

It's speaking time

Momentos de produção ou interação oral apoiados pela audição ou leitura de texto-modelo e por orientações esquemáticas.



P. 60

It's writing time

Momentos de produção escrita apoiada por um texto-modelo, por um guião e/ou apoio de um video help.

Remember this!

Espaços devidamente assinalados que alertam os alunos para particularidades da língua.

Fun

Espaços lúdicos de consolidação de conteúdos.

Sounds right

Exercícios de pronúncia para audição, repetição e aplicação de sons e expressões.

It's show time!

Atividades de *role play* apoiadas por animação para desenvolvimento da interação oral, da imaginação e da criatividade.



PP. 70|71

Smart tip! Sugestões de apoio à atividade.



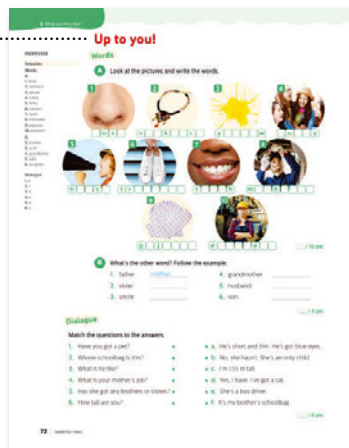
Fun with words

Espaço lúdico para consolidação ou alargamento do léxico.

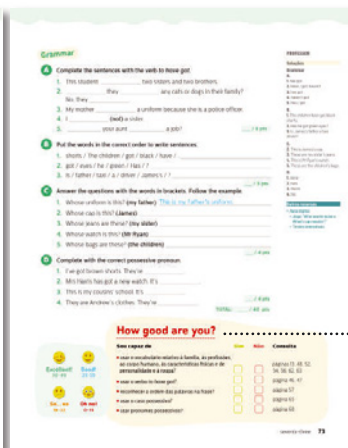
Project
Sugestões de trabalho de projeto exequíveis.

Up to you!

Ficha formativa no final de cada unidade.



PP. 72|73



How good are you?

Espaço de autoavaliação das aprendizagens com orientações para remediação.

Student's Corner

Tem por objetivo auxiliar o aluno na aprendizagem do vocabulário (tradução disponibilizada) e da gramática (com explicações e exemplos em português). Contém ainda um conjunto de fichas destinadas à consolidação / remediação dos conteúdos.



PP. 6|7



Outros componentes do projeto

1. Workbook

Está dividido em 3 partes:

1.ª parte

Inclui um teste diagnóstico. A cada subunidade do manual corresponde uma ficha no *Workbook* com exercícios de vocabulário e gramática e exercícios para as *skills* de *Reading*, *Writing* e *Listening*. Com o propósito de apoiar todos os alunos na sua aprendizagem da língua inglesa, o *Workbook*:

- disponibiliza tipologias de exercícios diversificadas, numa tentativa de ir ao encontro dos diferentes estilos de aprendizagem; recorre pontualmente a autocolantes;
- possibilita um trabalho autónomo com autocorreção, respeitando os diferentes ritmos dos alunos;
- apresenta soluções destacáveis e projetáveis através de **2D AULA DIGITAL**;
- inclui um teste formativo no final de cada unidade.

Ao longo do Manual é feita uma remissão para o *Workbook*, para que seja fácil e prática a sua utilização a par e passo.

2.ª parte

Inclui:

- fichas *How to ask and answer* para apoiar a interação oral;
- fichas *How to write* para apoio à produção escrita.

3.ª parte

Inclui um *Picture Dictionary* – o aluno constrói o seu próprio dicionário com a ajuda de diagramas, desenhos... – que, uma vez realizado, constitui uma síntese vocabular.

2. What's up next?

Simula o formato de um pequeno *tablet*, para apelar ao interesse dos alunos. É constituído por duas partes: **iPractice**, com exercícios de remediação / consolidação dos conteúdos gramaticais (44 fichas), e **iFun** para trabalhar o léxico de forma lúdica (24 fichas). No final, inclui soluções destacáveis. Os 100 exercícios que constituem este material auxiliar ao dispor dos alunos podem ser usados para trabalho de casa ou para utilização na sala de aula por *fast finishers*, sendo assim um complemento útil dentro ou fora da sala de aula.

3. Short stories – Best Friends

Do projeto fazem parte 3 *short stories* originais que respeitam o grau de dificuldade dos conteúdos apresentados ao longo do manual, tornando possível trabalhar uma pequena história no final de cada período letivo, se o professor assim desejar. As *short stories* são complementadas com exercícios de compreensão, as respetivas soluções e a leitura gravada disponível online para o aluno. A extensão, as temáticas, o nível de língua e a ilustração de cada história fazem delas instrumentos atraentes e adequados de imersão dos alunos na língua inglesa.

4. Teacher's File

O *Teacher's File* disponibiliza recursos adicionais exclusivos do professor e articula todos os materiais do projeto como um todo. Inclui:

- **Introduction and Planning:** apresenta informação sobre os componentes do projeto, uma *tour* pelas diferentes rubricas do manual, a planificação anual, dividida por período, e planos de aula em versão de demonstração. A versão completa dos planos de aula é disponibilizada em **20 AULA DIGITAL**. Estes documentos são disponibilizados em versão editável.
- **Skills and Language Worksheets :** apresenta fichas para as quatro *skills*, fichas de vocabulário e fichas de gramática com níveis de complexidade diferente (fichas A com grau de complexidade maior e fichas B com grau de complexidade menor) para cada subunidade do manual. Estas fichas podem ser utilizadas para reforço e consolidação na sala de aula, como trabalho de casa, em aulas de apoio, como fichas formativas. Estão disponíveis em versão editável.
- **Special Needs:** apresenta 5 testes, um por unidade, 10 fichas para as diferentes *skills*, 10 fichas de gramática e 10 fichas de vocabulário. Disponíveis em versão editável.
- **CLIL:** apresenta sugestões de fichas com articulação de conteúdos com outras disciplinas de 5.º ano. Disponíveis em versão editável.
- **Creativity and Digital Projects:** apresenta ideias para projetos de *arts & crafts* ou atividades a dinamizar no âmbito do plano anual de atividades. Apresenta também um projeto digital por unidade, para desenvolver competências digitais nos alunos, através de uma ferramenta muito simples de utilizar – o *padlet*.
- **Testes:** apresenta um *Placement test*, testes de nível diferenciado para cada uma das unidades (teste A de grau de complexidade maior e teste B de grau de complexidade menor) e testes de *listening* com o respetivo suporte áudio e respetivas matrizes.
- **10-minute Tests:** apresenta um conjunto de minitestos que podem ser realizados ao longo do ano letivo com carácter formativo ou sumativo.

5. What's up BOX

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

- **Posters:** conjunto de 14 posters para abordagem de informação geográfica e cultural sobre *United Kingdom* e *United States of America*; *Classroom language*; *Meet my family*; *Jobs*; *Physical appearance*; *I like my clothes*; *Spooky House*; *Furniture*; *Prepositions of place and movement*; *Food and drink*; *Meals*; *My day*; *Free time activities*.
- **Board games:** 2 *board games* que podem ser jogados pelos alunos de forma a ativar os conteúdos abordados de uma forma lúdica e dinâmica; podem ser utilizados no final de uma aula, quando dois ou mais alunos terminarem uma tarefa mais cedo, numa aula de apoio, no clube de inglês da escola. Incluem um conjunto de dados e de fichas para jogar.
- **Reward stickers and stamps:** conjunto de autocolantes e carimbos destinados a encorajar o comportamento positivo dos alunos em aula, recompensando o seu esforço e desempenho.
- **Flashcards:** conjunto de 100 *flashcards* com a imagem e a(s) respetiva(s) palavra(s). O professor tem ao seu dispor um guião de sugestões de utilização que acompanha este material. Os *flashcards* têm formato A4 para melhor visualização em sala de aula.
- **Spoken production cards:** conjunto de 21 cartões A4 para o desenvolvimento de atividades de produção oral.

- **Reading cards:** conjunto de 20 cartões A4 destinados ao desenvolvimento da leitura e da compreensão. Os cartões apresentam dois níveis de complexidade, permitindo um trabalho de acordo com as características de cada aluno. Podem ser disponibilizados a alunos *fast finishers* ou a alunos com dificuldades específicas neste domínio.
- **Grammar cards:** conjunto de 25 cartões A4 (16 cartões A5 x 3 exemplares + índice) destinados à remediação / consolidação dos conteúdos gramaticais trabalhados ao longo do ano. Os cartões apresentam dois níveis de complexidade para os mesmos conteúdos, permitindo um trabalho de acordo com as características de cada aluno. Também estes cartões podem ser disponibilizados a alunos *fast finishers* ou a alunos com dificuldades específicas neste domínio.
- **Culture cards:** conjunto de 12 cartões A4 (1 cartão sobre Londres x 6 exemplares + 1 cartão sobre Nova Iorque x 6 exemplares) sobre os símbolos destas duas cidades. No verso, incluem um *quiz* sobre a informação apresentada.
- **Festivity cards:** conjunto de 24 cartões A4 (6 exemplares de cada) que apresentam festividades diferentes das do manual. A informação cultural apresentada em cada cartão (*New Year's Eve, Pancake Day, Saint Patrick's Day, April Fool's Day*), é seguida de exercícios de compreensão no verso de cada cartão.

6. Smart Kids Challenge Cards

Livro-leque com perguntas sobre 4 tópicos diferentes, que pode ser jogado ao longo do ano em pares ou em grupos de alunos. Trata-se de uma forma lúdica de rever os conteúdos abordados em aula. Podem ser utilizados no final de uma aula, quando dois ou mais alunos terminarem uma tarefa mais cedo, numa aula de apoio, no clube de inglês da escola.

7. CD áudio

O material áudio para o professor inclui diferentes registos para atividades de compreensão oral dramatizados por falantes nativos, possibilitando aos alunos ouvir a língua inglesa em diferentes situações: entrevistas, diálogos, exercícios de pronúncia, canções e soluções de alguns exercícios do Manual e do *Workbook* e ainda testes de *listening*. Os CD incluem os registos relativos ao Manual, ao *Workbook*, ao *Teacher's File* e às 3 *Short stories*. O *transcript* é disponibilizado na caixa dos CD áudio, para facilidade de utilização.

8. Aula Digital

Ao longo do manual o professor encontrará as referências ao apoio digital, designadamente: **animações de texto, animações de gramática e de vocabulário, animação dos conteúdos da rubrica *It's show time*, vídeos (*video help*, pequenos vídeos sobre aspetos culturais e excertos de filmes conhecidos dos alunos), *flashcards* digitais, apresentações em PowerPoint®, jogos, áudios, canções e karaokes, testes interativos, grelhas Excel® para correção de testes e avaliação**. Estes recursos encontram-se disponíveis em **20 AULA DIGITAL**, numa fase inicial em versão de demonstração (que incide sobre a unidade 4 do manual), e, antes do início do ano letivo 2017-2018, em versão completa. Funcionalidades como a **possibilidade de os alunos gravarem a sua voz nos karaokes**, a **possibilidade de os registos áudios serem apresentados em velocidade *standard* ou em velocidade *slow*** (para facilidade de compreensão por parte de alguns alunos), a **possibilidade de ativar ou desativar legendas em Inglês em vídeos e animações** são inovações úteis ao dispor dos professores utilizadores deste projeto.

Os recursos digitais deste projeto são relevantes no apoio ao trabalho do professor e um meio de motivar e envolver os alunos, contribuindo desse modo para o sucesso do processo de ensino-aprendizagem.

Este *Teacher's File* inclui no último separador um *Digital Resources Guide* também em versão de demonstração. O *Digital Resources Guide* completo com todos os recursos multimédia do projeto encontrar-se-á disponível em **20 AULA DIGITAL** para os professores utilizadores do projeto antes do início do ano letivo 2017-2018.

9. Manual interativo

O manual Interativo é disponibilizado aos professores e permite, na utilização em sala de aula com os alunos:

- a realização e a correção dos exercícios diretamente nas páginas do manual;
- a visualização, *in loco*, de recursos digitais, tais como animações, canções, áudios e vídeos;
- o acesso às versões *standard* e *slow* dos áudios dos textos, das rubricas de *listening* e das canções (a versão *slow* permite ouvir cada palavra mais claramente e facilita a compreensão);
- a exploração, a partir das páginas do manual, dos exercícios do caderno de exercícios e respetiva correção;
- o acesso imediato a materiais de apoio editáveis, tais como fichas, mini testes, testes adicionais e apresentações em PowerPoint®;
- o acompanhamento da progressão da aprendizagem.

Planning

FIRST TERM

Number of lessons (45 min.)	Unit	It's vocabulary time	It's reading time	It's listening time	It's speaking time	It's writing time	It's grammar time	It's culture time!
2	Unit Starter	– English-speaking countries / Skies of London and Skies of New York (video) / Check your English / In the classroom						
4	Unit 1 Hello, friends!	1.1 Making friends – Name, surname – Introducing and greeting – Fun: Spelling Bee – Cardinal numbers	– Making friends – The new arts teacher; The new student – At the school library	– Song: <i>Hello, my friends</i>  – The alphabet	– The alphabet – Introducing people		– Personal pronouns (subject form)	– Famous addresses 
3		1.2 Special days – Ordinal numbers – Days of the week – Months and seasons	– Happy birthday! – Birthday invitations	– During break – Song: <i>Happy birthday</i>  – A famous person	– Birthdays	– Writing an invitation card	– Possessive determiners – Prepositions of time	– English / Portuguese words
4		1.3 Where are you from? – Countries and nationalities	– Beyoncé – an interview	– Video: <i>Despicable me 2</i> 	– Nationalities – It's Show time: Welcome! We're happy you're here!	– Introducing people: Who are they?	– Verb to be: Present Simple (Affirmative and Negative) – Verb to be: Present Simple (Interrogative)	
6	Unit 2 What are they like?	2.1 Meet my family – Family members – Jobs – Fun: Find the job	– The Heffleys – Here is the Royal Family	– Video: <i>Diary of a Wimpy Kid – Dog Days</i>  – A lesson about jobs	– Describing a family: The Royal Family and the Scott family	– Write about your family	– Verb to have got – Present Simple (Affirmative and Negative) – Verb to have got – Present Simple (Interrogative) – Plurals	– The British and their pets 
5		2.2 Looking good – Physical appearance – Fun: Parts of the body – Hair and face – Personality adjectives	– A sports family	– Lost in the park	– Sounds right: <i>th</i> – Describing people: What are they like?	– Describing a family: Meet the Gardner family	– Adjectives	
6		2.3 I like my clothes – Clothes, footwear and accessories – Colours – Fun: crosswords – Fun: Find the differences	– Taylor Swift's clothes	– Clothes and colours – Song: <i>Let me sing</i> 	– It's Show time: In the playground	– Describing a friend	– Possessive case – Possessive pronouns	– Royal Guards 
Fun / Projects	UNIT 1 Fun with words: What's the message? / Project: Birthday calendar / UNIT 2 Fun with words: Who's who? / Project: Today I am...							
Celebrations	Halloween Fun / Christmas Fun							
4	Check in / Tests (Listening, Reading, Writing) / Spoken Production and Interaction							
1	Up to You!							
1	Self-evaluation							

SECOND TERM

Number of lessons (45 min.)	Unit	It's vocabulary time	It's reading time	It's listening time	It's speaking time	It's writing time	It's grammar time	It's culture time!
5	Unit 3 At home	3.1 Our house	– Sarah's postcard	– Cristiano Ronaldo's houses	– Describing a house: David's house	– Describing a house: David's house	– There to be	– Houses in Britain 
6		3.2 There's no place like home!	– There's no place like... my bedroom		– Furniture: Where is it?	– My favourite room	– Indefinite articles (a; an) – Definite article (the) – Prepositions of place and movement	
5	Unit 4 Yummy food	3.3 Activities at home	– What a busy family! – Saturday at my best friend's house	– Song: <i>One House Away</i>  – Video: <i>The secret life of pets</i> 	– It's Show time: welcome to my new house – Sounds right: intonation	– Activities at home: Family card game	– Present Continuous (Affirmative and Negative) – Fun: Mime game – Present Continuous (Interrogative)	
6		4.1 Food and drink	– Food and drink – Fun: foodimals	– Video: <i>Inside out</i> 	– Favourite foods and drinks – Sounds right: <i>ch / sh</i> – Fun: tongue twister		– Verb to like – Present Simple (affirmative and negative) – Verb to like – Present Simple (interrogative) – Verb to like – Present Simple (Affirmative / Negative / Interrogative) – Fun: I like / I don't like	– The cup of tea 
6	4.2 Nice meals	– Meals and dishes	– Junior MasterChef – My favourite meal	– Song: <i>I am so hungry</i> 	– It's Show time: School picnic	– My favourite meal	– Some / Any	– Fish and chips 
Fun / Projects	UNIT 3 Fun with words: Furniture and activities at home / Project: My dream house / UNIT 4 Fun with words: Fun idioms / Project: Best school tray ever							
Celebrations	Valentine's Day fun							
4	Tests (Listening, Reading, Writing) / Spoken Production and Interaction							
1	Up to You!							
1	Self-evaluation							

THIRD TERM

Number of lessons (45 min.)	Unit	It's vocabulary time	It's reading time	It's listening time	It's speaking time	It's writing time	It's grammar time	It's culture time!
8	Unit 5 My routine	– Daily routine – Fun: Code of numbers – Telling the time	– The twins' routine – A cool Saturday routine	– Sophie's favourite singer – Song: <i>Get up</i> – Video: <i>Sing</i>	– Our daily routine	– Daily routine: Ricky's routine	– Present Simple – Question words – Adverbs of frequency – Connectors	– Big Ben
8		– Free time activities	– After-school clubs – My free time activities	– A skateboarding fan	– It's Show time: What do you do in your free time?	– My free time activities	– Like/hate + -ing form – The imperative – Fun – Simon says – Personal pronouns (object)	
Fun / Projects	Fun with words: Daily routines and free time activities / Project: Our ideal school routine							
Celebrations								
4	Tests (Listening, Reading, Writing) / Spoken Production and Interaction							
1	Up to you							
1	Self-evaluation							

Lesson Plan 1

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT Starter

Contents: English-speaking Countries; Skies of London and New York

Sumário	- English-speaking Countries - Skies of London and Skies of New York		
Objetivos específicos	- Localizar países de expressão inglesa - Reconhecer países de expressão inglesa, bandeiras e símbolos respetivos, págs. 8 e 9 - Associar capitais e algumas cidades importantes aos países estudados - Reconhecer alguns símbolos e locais de interesse das cidades de Londres e Nova Iorque		
Atividades	- Localização e identificação de países de língua inglesa, bandeiras e símbolos respetivos - Visualização dos posters e identificação de cidades importantes (London, Edinburgh, Dublin, New York, Washington, D.C...) - Realização da atividade: “Skies of London and Skies of New York”, págs. 10 e 11 - Visionamento do vídeo “Skies of London and Skies of New York”		
Recursos	- Manual: págs. 8 a 11 - BOX: Culture Cards: London / New York; Posters – United Kingdom / United States of America  Vídeo: “Skies of London and Skies of New York”		
TPC		Avaliação	Observação direta

Lesson Plan 2

School _____

Class _____ Date ____ / ____ / ____

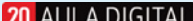
Lesson No. _____



45 min.

UNIT Starter

Contents: First and second year contents

Sumário	• Check your English		
Objetivos específicos	• Reconhecer estruturas abordadas no Primeiro Ciclo em termos de vocabulário e gramática, págs. 12 e 13		
Atividades	• Realização dos exercícios propostos		
Recursos	• Manual: págs. 12 e 13	• 	Projeção das soluções
TPC		Avaliação	• Observação direta

Lesson Plan 3

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: Hello, friends!

UNIT 1.1: Making friends

Contents: Personal identification; Introducing and greeting formally and informally

Sumário	- Personal identification: Listening to a song - The alphabet: Spelling Bee contest
Objetivos específicos	- Rever/consolidar vocabulário relativo à identificação pessoal - Reconhecer informação através da audição de uma canção - Preencher textos com espaços lacunares com palavras dadas - Rever/consolidar a pronúncia do alfabeto
Atividades	- Audição da canção e realização do exercício A de compreensão, pág. 16 - Realização do exercício C (pág. 16) para praticar a identificação pessoal. Ver as sugestões na banda do professor. - Audição e repetição das letras do alfabeto, exercício A, pág. 17 - Realização do exercício B (pág. 17) para aplicação (soletrar) - Spelling Bee contest com recurso ao Video help: competição na qual os alunos têm de soletrar as palavras que ouvem.
Recursos	- Manual: págs. 16 e 17 - Teacher's File: pág. 331 - CD áudio 1: faixas 1 a 5 20 AULA DIGITAL - Karaoke - Video help
TPC	Workbook: Personal identification
Avaliação	Observação direta

Lesson Plan 4

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: Hello, friends!

UNIT 1.1: Making friends

Contents: Personal identification; Introducing and greeting formally and informally

Sumário	- Homework correction - Completing dialogues - Reading activity
Objetivos específicos	- Compreender textos breves e simples, reconhecendo informação familiar - Preencher textos com espaços lacunares com palavras dadas
Atividades	- Audição e leitura do diálogo da página 18 e realização do exercício de compreensão (seguir as sugestões da banda lateral) - Realização do exercício A (pág. 19) para praticar diferentes formas informais de se apresentar e cumprimentar - Análise da tabela na rubrica "Remember this!" - Audição e leitura do diálogo da página 20 e realização do exercício de compreensão (seguir as sugestões da banda lateral) - Realização do exercício B para praticar a apresentação formal
Recursos	- Manual: págs. 18 a 20 - What's up next?: pág. 4 - BOX: Spoken Production Cards 1 e 2 - CD áudio 1: faixa 6 20 AULA DIGITAL - Animação de texto
TPC	Workbook: Exs. A, B e C (pág. 6)
Avaliação	TPC

Lesson Plan 5

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Hello, friends!

UNIT 1.1: Making friends

Contents: Personal identification; Introducing and greeting formally and informally

Sumário	- Homework correction - Spoken interaction: Group work - Personal pronouns (subject form)		
Objetivos específicos	- Participar num diálogo e interagir com colegas em situações de apresentação formal e informal - Rever/aplicar os Personal pronouns (subject form)		
Atividades	- Correção do trabalho de casa - Sugere-se que antes da realização do exercício A, o professor analise com os alunos a tabela "Remember this!" relativa às formas de apresentar pessoas de forma formal e informal - Interação oral: realização do exercício A em grupos de 3 a partir dos exemplos - Análise da tabela com os pronomes pessoais e realização do Exercício B		
Recursos	- Manual: págs. 18 a 21 - Student's Corner: págs. 2 e 3 - Teacher's File: págs. 153 e 154 - What's up next?: pág. 5 - CD áudio 1: faixa 7 20 AULA DIGITAL - Animação de texto - Gramática animada		
TPC	Workbook: Ex. A (pág. 7)	Avaliação	Observação direta

Lesson Plan 6

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Hello, friends!

UNIT 1.1: Making friends

Contents: Personal identification; Introducing and greeting formally and informally; Cardinal numbers

Sumário	- Homework correction - Cardinal numbers - Reading activity		
Objetivos específicos	- Rever/consolidar os números cardinais - Compreender textos breves e simples, reconhecendo informação familiar - Rever/consolidar moradas e números de telefone		
Atividades	- Realização dos exercícios A, B, C e D para rever e consolidar os números cardinais. - Audição e leitura do diálogo da página 23 e realização do exercício de compreensão (seguir as sugestões da banda lateral)		
Recursos	- Manual: págs. 22 e 23 - Student's Corner: págs. 18 e 19 - Teacher's File: págs. 127, 128, 153 e 154. - CD áudio 1: faixas 8 a 10 20 AULA DIGITAL - Animação de texto		
TPC	Workbook: Ex. A, B e C (pág. 7)	Avaliação	Observação direta

Lesson Plan 7

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: Hello, friends!

UNIT 1.2: Special days

Contents: Ordinal numbers; Days of the week; Months and seasons

Sumário	- Describing a picture and completing a table - Ordinal numbers: filling in a table and matching	- Days of the week, months and seasons - It's culture time!
Objetivos específicos	- Descrever uma imagem - Rever e consolidar os números ordinais, dias da semana e meses	Identificar alguns estrangeirismos de origem inglesa
Atividades	- Exploração de imagem (pág. 24). Ver sugestões banda lateral. Completamento do quadro em A. - Realização dos exercícios B e C, revendo-se os numerais.	- Exploração da rubrica "It's culture time!" - Revisão dos dias da semana e meses do ano através da realização dos respetivos exercícios
Recursos	- Manual: págs. 24 a 26 - Student's Corner: págs. 18 e 19 - CD áudio 1: faixas 11 a 13 - BOX: Reading Cards 1 e 2	- Teacher's File: págs. 129 e 130 - What's up next?: pág. 48 2D AULA DIGITAL
TPC	Workbook: págs. 8 e 9	Avaliação Observação direta

Lesson Plan 8

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: Hello, friends!

UNIT 1.2: Special days

Contents: Personal information; Dates; Possessive determiners

Sumário	- Homework correction - Asking and answering about dates - Reading and listening to the text "Happy birthday!"	- Comprehension exercises - Possessive determiners: exercises
Objetivos específicos	- Pedir e dar informação sobre datas - Reconhecer dados de natureza pessoal	Usar determinantes possessivos
Atividades	- Correção do trabalho de casa - Audição e leitura do texto, pág. 27 - Em B, interação professor-aluno, seguida de consolidação através da interação aluno-aluno - Audição e leitura do texto "Happy birthday!", pág. 28 - Realização dos exercícios de compreensão B e C, pág. 28 - It's grammar time: análise da contextualização dada pelos dois diálogos e do quadro de sistematização - Realização dos exercícios C e D, pág. 29 - Animação: utilização de um recurso animado como consolidação deste conteúdo gramatical	
Recursos	- Manual: págs. 27 a 29 - Student's Corner: págs. 2 e 3 - Workbook: págs. 8 e 9 - Teacher's File: págs. 37, 38, 69, 70, 155 e 156 - BOX: Grammar Card 1	- What's up next?: pág. 9 - CD áudio 1: faixas 14 a 16 2D AULA DIGITAL - Animação de texto - Gramática animada
TPC	Workbook: pág. 10	Avaliação Observação direta

Lesson Plan 9

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Hello, friends!

UNIT 1.2: Special days

Contents: Dates; Prepositions of time

Sumário	- Homework correction - Listening activity - Prepositions of time	- An invitation card: reading comprehension - Writing an invitation card
Objetivos específicos	- Identificar palavras e expressões em textos áudio - Identificar um elemento da família Real Inglesa - Usar as preposições de tempo	- Entender o conteúdo de um convite - Redigir um convite
Atividades	- Correção do trabalho de casa - No exercício A, começar por descrever a imagem colocando aos alunos as perguntas sugeridas, pág. 30 - Realização do exercício A, seguido do B, pág. 30 - Análise do quadro das preposições de tempo e realização dos exercícios de aplicação, pág. 30 - Leitura do convite e preenchimento da tabela, pág. 31 - Redação de um convite tendo o anterior como modelo	
Recursos	- Manual: págs. 30 e 31 - Workbook: págs. 8, 9 e 61 - Teacher's File: págs. 101 a 104, 155 e 156	- CD áudio 1: faixas 17 e 18 20 AULA DIGITAL Gramática animada
TPC	Workbook: pág. 10	Avaliação Observação direta

Lesson Plan 10

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Hello, friends!

UNIT 1.3: Where are you from?

Contents: Countries and nationalities

Sumário	Countries and nationalities		
Objetivos específicos	- Reconhecer países e nacionalidades - Reconhecer diferentes origens - Pedir e dar informação sobre identificação pessoal		
Atividades	- Visualização e realização das atividades propostas na apresentação em PowerPoint® - Realização dos exercícios propostos, págs. 32 e 33 (ver as sugestões propostas na banda do professor) - Sugestão: os alunos podem sugerir várias celebridades para trabalhar as nacionalidades: “His name is ... Where is he from? What nationality is he?”		
Recursos	- Manual: págs. 32 e 33 - Workbook: págs. 11 e 66 - Teacher’s File: págs. 39, 40, 71 a 74, 105, 106, 131 e 132 - What’s up next?: pág. 10	 Animação	
TPC	Workbook: pág. 11	Avaliação	Observação direta

Lesson Plan 11

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: Hello, friends!

UNIT 1.3: Where are you from?

Contents: Countries and nationalities

Sumário	- Homework correction - Reading the text: "Beyoncé – an interview"		
Objetivos específicos	- Descrever uma imagem - Reconhecer a informação de um texto		
Atividades	- Correção do trabalho de casa - Descrição da imagem seguindo as sugestões apresentadas na banda do professor, pág. 34 - Realização dos exercícios de compreensão do texto, pág. 34		
Recursos	- Manual: pág. 34 - CD áudio 1: faixa 19 - BOX: Reading Card 3	20 AULA DIGITAL	Animação do texto
TPC	Workbook: pág. 11	Avaliação	Observação direta

Lesson Plan 12

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: Hello, friends!

UNIT 1.3: Where are you from?

Contents: Verb to be – Present Simple

Sumário	Verb to be – Present Simple		
Objetivos específicos	Usar Verb to be no Present Simple		
Atividades	- Visualização e realização das atividades propostas na apresentação em PowerPoint®: Verb to be – Present Simple - Leitura e análise do quadro gramatical e registo de frases-tipo no caderno (ver sugestões na banda lateral) - Realização dos exercícios de aplicação propostos (ver sugestões na banda lateral)		
Recursos	- Manual: págs. 35 e 36 - Student's Corner: págs. 2 e 3 - Workbook: págs. 12, 13 e 55 - Teacher's File: págs. 157 e 158 - What's up next?: págs. 11, 12 e 13 - BOX: Grammar Card 2	20 AULA DIGITAL	Gramática animada
TPC	Workbook: págs. 12 e 13	Avaliação	Observação direta

Lesson Plan 13

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Hello, friends!

UNIT 1.3: Where are you from?

Contents: Introducing people and saying where they are from

Sumário	• Homework correction • Writing a short text presenting people • It's video time: <i>Despicable me 2</i>		
Objetivos específicos	• Produzir um texto simples • Rever e consolidar o vocabulário		
Atividades	• Correção do trabalho de casa • Leitura do texto-modelo seguindo as sugestões apresentadas na banda do professor • Produção de um texto simples guiado • Visionamento do vídeo: <i>Despicable me 2</i>. Antes do visionamento, os alunos respondem às perguntas sugeridas na banda do professor		
Recursos	• Manual: pág. 37 • AULA DIGITAL Vídeo		
TPC		Avaliação	• Observação direta

Lesson Plan 14

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 1: Hello, friends!

UNIT 1.3: Where are you from?

Contents: Greeting; Personal identification; Dates

Sumário	• Homework correction • Welcome! We're happy you're here! – listening, reading and acting out the dialogue • Group work: writing a parallel dialogue • Acting it out		
Objetivos específicos	• Consolidar vocabulário, estruturas gramaticais, <i>language chunks</i> • Desenvolver a imaginação, a criatividade e a interação oral • Utilizar a entoação e o ritmo adequados • Pronunciar as palavras corretamente e de forma clara		
Atividades	• Correção do trabalho de casa • Audição e leitura do diálogo, pág. 38 • Representação do diálogo • Realização de trabalho de grupo: alunos escrevem um diálogo paralelo • Dramatização do diálogo elaborado em grupo		
Recursos	• Manual: págs. 38 e 39 • CD áudio 1: faixa 20 • AULA DIGITAL Animação de texto		
TPC	• Manual: Project: Birthday calendar, pág. 39	Avaliação	• Observação direta

Lesson Plan 15

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: Hello, friends!

UNIT 1.3: Where are you from?

Contents: Days; Months; Numbers; Personal pronouns; Verb to be

Sumário	• Fun with words • Formative test: Up to you!		
Objetivos específicos	• Rever os conteúdos		
Atividades	• Revisão do vocabulário: Fun with words, pág. 39 • Realização do teste formativo, págs. 40 e 41		
Recursos	• Manual: págs. 39 a 41 • Student’s Corner: págs. 2, 3, 18 e 19	• 20 AULA DIGITAL Apresentação Testes interativos Jogo: Who wants to be a What’s up master?	
TPC		Avaliação	• Observação direta

Lesson Plan 16

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: What are they like?

UNIT 2.1: Meet my family

Contents: Family members and family relationships

Sumário	• Family members and relationships: exercises • Watching the video help “A Family Tree” • Comprehension exercises		
Objetivos específicos	• Identificar elementos da família restrita e alargada • Identificar laços de parentesco, pág. 42		
Atividades	• Audição e leitura da fala do Dash Parr, pág. 42. Chamar a atenção para a dicotomia família normal vs família com superpoderes expressa nos posters • Realização do exercício B • Visionamento do video help “A Family Tree” com exploração do mesmo: membros da família e relações de parentesco • Realização dos exercícios D e E		
Recursos	• Manual: págs. 42 e 43 • Student’s Corner: págs. 20 e 21 • Teacher’s File: págs. 107, 108, 133 e 134 • What’s up next?: pág. 14 • BOX: Poster – Meet my family • CD áudio 1: faixas 21 e 22 •  AULA DIGITAL • Video help • Flashcards		
TPC	• Workbook: pág. 16	Avaliação	• Observação direta

Lesson Plan 17

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 2: What are they like?

UNIT 2.1: Meet my family

Contents: Family members and family relationships

Sumário	- Homework correction - Reading and listening to the text "The Heffleys" - Watching a movie clip from the film "Diary of a Wimpy Kid – Dog Days" - Exercises		
Objetivos específicos	Reconhecer informação sobre membros da família e graus de parentesco		
Atividades	- Correção do trabalho de casa - Animação do texto: motivação e primeira abordagem do texto - Audição e leitura do texto - Realização dos exercícios de compreensão B e C - It's video time: como perguntas prévias ao visionamento, sugerem-se as perguntas na banda do professor - Realização do exercício de compreensão		
Recursos	- Manual: págs. 44 e 45 - Workbook: pág. 16 - Teacher's File: págs. 41, 42, 75 e 76 - What's up next?: pág. 14	- CD áudio 1: faixa 23 20 AULA DIGITAL - Animação de texto - Video	
TPC	Workbook: pág. 16	Avaliação	Observação direta

Lesson Plan 18

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 2: What are they like?

UNIT 2.1: Meet my family

Contents: Verb to have got

Sumário	- Homework correction - Verb to have got: affirmative, negative and interrogative - Gramática animada		
Objetivos específicos	Usar o verbo <i>to have got</i>, no <i>Present Simple</i>, na afirmativa, negativa e interrogativa		
Atividades	- Correção do trabalho de casa - Análise das frases que contextualizam a forma e uso do verbo <i>to have got</i> e do respetivo quadro	Realização e correção dos exercícios de aplicação	
Recursos	- Manual: págs. 46 e 47 - Student's Corner: págs. 4 e 5 - Teacher's File: págs. 159 a 162 - What's up next?: págs. 15 e 16 - BOX: Grammar Card 3; Spoken Production Cards 3 e 4	20 AULA DIGITAL - Gramática animada - Apresentação	
TPC	Workbook: pág. 17	Avaliação	Observação direta

Lesson Plan 19

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: What are they like?

UNIT 2.1: Meet my family

Contents: Verb to have got; Jobs

Sumário	- Homework correction - PowerPoint® – To have got: consolidation - Career day at school: vocabulary work	- Listening activity: A lesson about jobs - Comprehension exercises
Objetivos específicos	- Identificar algumas profissões - Identificar informação através da audição de um texto	
Atividades	- Correção do trabalho de casa - Visualização da apresentação em PowerPoint® explicativa do verbo <i>to have got</i> e realização das atividades propostas - Realização dos exercícios A e B sobre profissões, pág. 48	- Uso de <i>flashcards</i> sobre as profissões como consolidação - Realização da atividade de listening e dos exercícios propostos, pág. 49
Recursos	- Manual: págs. 48 e 49 - Student's Corner: págs 4 e 5 - Teacher's File: págs. 75, 76, 133 e 134 - What's up next?: págs. 15, 16 e 50 - BOX: Reading Cards 4 e 5; Poster – Jobs	- CD áudio 1: faixas 24 e 25 20 AULA DIGITAL - Video help - Apresentação
TPC	Workbook: pág. 18	Avaliação Observação direta

Lesson Plan 20

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: What are they like?

UNIT 2.1: Meet my family

Contents: Plurals; Members of the Royal Family; Family relationships

Sumário	- Homework correction - Plurals: exercises - Gramática animada	- Spoken production: describing a family - Writing: completing a text about the student's family
Objetivos específicos	- Reconhecer os plurais irregulares de alguns nomes - Identificar alguns membros da Família Real	
Atividades	- Correção do trabalho de casa - Análise do quadro sobre os plurais e realização dos exercícios, pág. 50 - Visualização da apresentação em PowerPoint® que explica a formação dos plurais e realização das atividades propostas	- Audição e leitura do texto sobre a Família Real inglesa, pág. 51 - Identificação das pessoas nas fotografias - Tendo como modelo o texto em A, preparação de uma produção oral – exercício B - Realização do exercício A (writing)
Recursos	- Manual: págs. 50 e 51 - Student's Corner: págs. 4 e 5 - Workbook: pág. 18 - Teacher's File: págs. 75, 76, 163 e 164 - BOX: Grammar Card 4; Reading Cards 6 e 7	- What's up next?: pág. 51 - CD áudio 1: faixa 27 20 AULA DIGITAL - Gramática animada - Apresentação
TPC	Workbook: pág. 19	Avaliação Observação direta

Lesson Plan 21

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 2: What are they like

UNIT 2.2: Looking good

Contents: Physical appearance; Personality traits; Adjectives

Sumário	- Parts of the body - Adjectives	
Objetivos específicos	- Rever/consolidar vocabulário relativo às partes do corpo e descrição física - Conhecer e aplicar o oposto dos adjetivos relacionados com a descrição física	
Atividades	- Realização do exercício A para rever e consolidar vocabulário relativo às partes do corpo já trabalhado em anos anteriores, pág. 52 - Realização do exercício B para apresentação dos adjetivos e os seus opostos com apoio do áudio e posterior repetição oral - Realização dos Exercício C e D (pág. 53) para aplicação do vocabulário trabalhado no exercício anterior	
Recursos	- Manual: págs. 52 e 53 - Student's Corner: págs. 22 e 23 - What's up next?: págs. 18, 19 e 52 - Teacher's File: págs. 135 e 136	- CD áudio 1: faixa 28 20 AULA DIGITAL Flashcards
TPC	Workbook: Ex. A (pág. 19)	Avaliação Observação direta

Lesson Plan 22

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 2: What are they like

UNIT 2.2: Looking good

Contents: Physical appearance; Personality traits; Adjectives

Sumário	- Homework correction - Vocabulary related to physical description - Reading activity: "A sports family"	
Objetivos específicos	- Alargar vocabulário relacionado com a descrição física com apoio áudio e posterior repetição - Consolidar o vocabulário relacionado com a descrição física	
Atividades	- Correção do trabalho de casa - Realização do exercício E (pág. 54) para apresentação de vocabulário com apoio áudio e posterior repetição oral - Realização do exercício F (pág. 54) para aplicação/consolidação do vocabulário trabalhado no exercício anterior através de um exercício de T/F a partir de uma imagem; - Audição e leitura do texto da página 55 e realização dos exercícios de compreensão (seguir as sugestões da banda lateral)	
Recursos	- Manual: págs. 54 e 55 - Student's Corner: pág. 23 - What's up next?: págs. 18 e 19 - BOX: Poster – Physical appearance	- CD áudio 1: faixas 29 e 30 20 AULA DIGITAL Animação de texto Flashcards
TPC	Workbook: Ex. B (pág. 19)	Avaliação Observação direta

Lesson Plan 23

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: What are they like

UNIT 2.2: Looking good

Contents: Physical appearance; Personality traits; Adjectives

Sumário	• Homework correction • Personality adjectives • Position of adjectives in the sentences		
Objetivos específicos	• Identificar os adjetivos de personalidade • Identificar a posição do adjetivo na frase		
Atividades	• Realização dos exercícios A e B para identificar adjetivos de personalidade e os seus opostos, pág. 56 • Apresentação do conteúdo gramatical: posição do adjetivo na frase (pág. 57). Análise dos exemplos e tabela e realização dos exercícios de aplicação		
Recursos	• Manual: págs. 56 e 57 • Teacher's File: págs. 135, 136, 165 e 166 • What's up next?: pág. 20 • BOX: Spoken Production Cards 5 e 6	• CD áudio 1: faixa 31 • 20 AULA DIGITAL Gramática animada	
TPC	• Student's Corner: pág. 22	Avaliação	• Observação direta

Lesson Plan 24

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: What are they like

UNIT 2.2: Looking good

Contents: Physical appearance; Personality traits; Adjectives

Sumário	• Homework correction • Listening activity: "Lost in the park" • Spoken interaction: Pair work		
Objetivos específicos	• Reconhecer informação através da audição de um texto • Participar num diálogo sobre a descrição física		
Atividades	• Correção do trabalho de casa • Audição do texto e realização dos exercícios de compreensão A, B, C e D, pág. 58 • Realização do exercício de pronúncia "Sounds right", exercício E, (pág. 58) para articulação correta de sons na língua inglesa • Interação oral: realização do diálogo sobre a descrição física a partir de um exemplo e apoiado por informação numa tabela (pág. 59)		
Recursos	• Manual: págs. 58 e 59 • Teacher's File: págs. 77 e 78	• CD áudio 1: faixas 32 a 35	
TPC	• Workbook: pág. 20	Avaliação	• Observação direta

Lesson Plan 25

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 2: What are they like

UNIT 2.2: Looking good

Contents: Physical appearance; Personality traits; Adjectives

Sumário	• Homework correction • Writing activity • Fun activity: Completing a board game		
Objetivos específicos	• Descrever a família física e psicologicamente • Rever/consolidar do vocabulário trabalhado ao longo da unidade		
Atividades	• Realização do exercício A (pág. 60). Os alunos leem o exemplo sobre a Mrs Gardner e escrevem, de seguida, as descrições dos outros 2 elementos da família a partir do vocabulário apresentado. • Realização da atividade A de Fun, pág. 61		
Recursos	• Manual: págs. 60 e 61 • Teacher's File: págs. 109 e 110	• 20 AULA DIGITAL	Video help
TPC	• Workbook: pág. 62	Avaliação	• Observação direta

Lesson Plan 26

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 2: What are they like?

UNIT 2.3: I like my clothes

Contents: Clothes and colours

Sumário	• PowerPoint® Presentation: Clothes, shoes and accessories • Clothes and colours • Completing a crossword		
Objetivos específicos	• Identificar roupas, cores, acessórios		
Atividades	• Visualização e realização das atividades propostas na apresentação em PowerPoint® • Realização dos exercícios propostos e das palavras cruzadas (Fun), págs. 62 e 63 • Sugestão: descrever as roupas e cores de alguns alunos na sala de aula		
Recursos	• Manual: págs. 62 e 63 • Student's Corner: págs. 24 e 25 • Workbook: págs. 21 e 69 • Teacher's File: págs. 137 e 138 • What's up next?: págs. 53 e 54 • BOX: Spoken Production Cards 7 e 8; Poster – I like my clothes	• CD áudio 1: faixas 36 a 38 • 20 AULA DIGITAL	Animação Flashcards
TPC	• Workbook: pág. 21	Avaliação	• Observação direta

Lesson Plan 27

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: What are they like?

UNIT 2.3: I like my clothes

Contents: Favourite clothes, colours, shoes and accessories

Sumário	- Homework correction - Reading the text: "Taylor Swift's clothes"		
Objetivos específicos	- Descrever uma imagem - Consolidar o vocabulário - Reconhecer a informação de um texto		
Atividades	- Correção do trabalho de casa - Descrição da imagem seguindo as sugestões apresentadas na banda do professor e realização do exercício A - Realização dos exercícios de compreensão do texto		
Recursos	- Manual: pág. 64 - Workbook: págs. 22 e 56 - CD áudio 1: faixa 39 20 AULA DIGITAL Animação do texto		
TPC	Workbook: pág. 22	Avaliação	Observação direta

Lesson Plan 28

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: What are they like?

UNIT 2.3: I like my clothes

Contents: Possessive case

Sumário	- Homework correction - Expressing possession: Whose song is this? It's Taylor's song.		
Objetivos específicos	Usar o caso possessivo para expressar a posse		
Atividades	- Visualização e realização das atividades propostas na apresentação em PowerPoint®: <i>Possessive case</i> - Leitura e análise do quadro gramatical e registo de frases tipo no caderno, pág. 65 (ver sugestões na banda lateral) - Realização dos exercícios de aplicação propostos, págs. 65 e 66 (ver sugestões na banda do professor)		
Recursos	- Manual: págs. 65 e 66 - Student's Corner: págs. 6 e 7 - What's up next?: pág. 21 - Teacher's File: págs. 167 e 168 20 AULA DIGITAL Apresentação Gramática animada		
TPC	- Workbook: pág. 22 - Manual: Fun!: Find the differences (pág. 66)	Avaliação	Observação direta

Lesson Plan 29

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 2: What are they like?

UNIT 2.3: I like my clothes

Contents: Clothes, colours shoes and accessories

Sumário	- Homework correction - Listening activity: Clothes and colours		
Objetivos específicos	- Identificar palavras ou expressões em textos áudio - Identificar informação através da audição de um texto - Rever e consolidar o vocabulário		
Atividades	- Correção do trabalho de casa - Audição do texto: exercícios de identificação de informação essencial, pág. 67 - Leitura do espaço "It's culture time!", pág. 67		
Recursos	- Manual: pág. 67 - Teacher's File: págs. 79 e 80 - CD áudio 1: faixas 40 e 41 20 AULA DIGITAL Video: Royal Guards and Buckingham Palace		
TPC	• Workbook: pág. 22	Avaliação	• Observação direta

Lesson Plan 30

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 2: What are they like?

UNIT 2.3: I like my clothes

Contents: Possessive pronouns

Sumário	- Homework correction - Possessive pronouns: It's my book. It's mine.		
Objetivos específicos	Usar pronomes possessivos		
Atividades	- Correção do trabalho de casa - Visualização da gramática animada - Leitura e análise do quadro gramatical e registo de frases tipo no caderno, pág. 68 - Realização dos exercícios de aplicação propostos		
Recursos	- Manual: pág. 68 - Student's Corner: págs. 6 e 7 - Teacher's File: págs. 169 e 170 - What's up next?: pág. 22 - BOX: Grammar Card 5: Reading Card 8 20 AULA DIGITAL Apresentação Gramática animada		
TPC	• Workbook: Exs. A a C (pág. 23)	Avaliação	• Observação direta

Lesson Plan 31

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: What are they like?

UNIT 2.3: I like my clothes

Contents: Clothes, colours, footwear and accessories

Sumário	- Homework correction - Writing activity: describing a friend - Listening to a song: Let me sing		
Objetivos específicos	- Consolidar o vocabulário relativo à temática - Elaborar um texto descritivo, pág. 69 - Identificar palavras e expressões em canções		
Atividades	- Correção do trabalho de casa - Leitura de uma descrição, pág. 69 - Escrita paralela: descrever um amigo - Audição da canção: "Let me sing"; preenchimento de espaços e exercício de correspondência		
Recursos	- Manual: pág. 69 - Student's Corner: pág. 25 - CD áudio 1: faixas 42 e 43	20 AULA DIGITAL Karaoke	
TPC	Workbook: Ex. D (pág. 23)	Avaliação	Observação direta

Lesson Plan 32

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: What are they like?

UNIT 2.3: I like my clothes

Contents: Family relationships; Physical and personality description; Clothes

Sumário	- Homework correction - Listening, reading and acting out a dialogue - Group work: writing a parallel dialogue - Acting it out		
Objetivos específicos	- Consolidar vocabulário, estruturas gramaticais, <i>language chunks</i> - Desenvolver a imaginação, a criatividade e a interação oral - Utilizar a entoação e o ritmo adequados - Pronunciar as palavras corretamente e de forma clara		
Atividades	- Correção do trabalho de casa - Audição e leitura do diálogo, pág. 70 - Representação do diálogo - Realização de trabalho de grupo: alunos escrevem um diálogo paralelo - Dramatização do diálogo elaborado em grupo		
Recursos	- Manual: pág. 70 - CD áudio: faixa 44	20 AULA DIGITAL Animação de texto	
TPC	Manual: Fun with words (pág. 71)	Avaliação	Observação direta

Lesson Plan 33

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min.

UNIT 2: What are they like?

UNIT 2.3: I like my clothes

Contents: Clothes, footwear and accessories; Family members; Jobs; Verb to have got; Possessive case; Possessive pronouns

Sumário

- Homework correction: Fun with words
- Formative test: Up to you!

Objetivos específicos

- Rever os conteúdos

Atividades

- Revisão do vocabulário: Fun with words, pág. 71
- Realização do teste formativo, págs. 72 e 73

Recursos

- Manual: págs. 71 a 73
- Student's Corner: págs. 4 e 5
- BOX: Festivity Card 1; Board Game 1; Smart Kids Challenge Cards
- **AULA DIGITAL**
Testes interativos
Jogo: Who wants to be a What's up master?

TPC

- Manual: Project: Today I am... (pág. 71)

Avaliação

- Observação direta

Unit 1.1 Hello, friends!

Reading A

Name _____ No. _____ Class _____ Date _____

A. Read the dialogue.

A new student

Anne: Ms Jones, may I come in? I'm the new student. My name is Anne.

Ms Jones: Oh! Yes, come in. What is your surname?

Anne: My surname is Watson.

Ms Jones: How old are you, Anne?

5 **Anne:** I'm ten years old.

Ms Jones: What's your address?

Anne: It's 77, Kingston Road, London.

Ms Jones: Great! And what's your phone number?

10 **Anne:** 020 4672 5433.

Ms Jones: And your email?

Anne: annewatson@myemail.com

Ms Jones: Thank you. Sit down, please.

Ok, children, let's write the date on the board.



B. Complete the information about Anne.

Student's card	
Name: _____	
Surname: _____	
Age: _____	
Address: _____	
Phone number: _____	
Email: _____	

C. Read and match.

- | | | |
|---------------------------------|---|---------------------|
| 1. Anne is | • | • a. her address. |
| 2. Her surname is | • | • b. a new student. |
| 3. 77, Kingston Road, London is | • | • c. Watson. |

D. Answer the questions.

1. Who's Ms Jones?

2. Who's Anne?

3. What's her surname?

4. What's her address?

5. What's her phone number?

6. What's her email?

E. Answer the questions about you.

1. What's your name?

2. What's your surname?

3. What's your address?

4. What's your phone number?

5. What's your email?

Unit 1.1 Hello, friends!

Reading B

Name _____ No. _____ Class _____ Date _____

A. Read the dialogue.

Lê o diálogo.

A new student

Anne: Ms Jones, may I come in? I'm the new student. My name is Anne.

Ms Jones: Oh! Yes, come in. What is your surname?

Anne: My surname is Watson.

Ms Jones: How old are you, Anne?

5 **Anne:** I'm ten years old.

Ms Jones: What's your address?

Anne: It's 77, Kingston Road, London.

Ms Jones: Great! And what's your phone number?

10 **Anne:** 020 4672 5433.

Ms Jones: And your email?

Anne: annewatson@myemail.com

Ms Jones: Thank you. Sit down, please.

Ok, children, let's write the date on the board.



B. Complete the information about Anne. Use the words in the box.

Completa a informação sobre a Anne. Usa as palavras da caixa.

020 4672 5433 Anne 77, Kingston Road, London 10 (ten)
annewatson@myemail.com Watson

Student's card

Name: _____

Surname: _____

Age: _____

Address: _____

Phone number: _____

Email: _____



C. Read and match.

Lê e liga.

- | | | |
|---------------------------------|---|---------------------|
| 1. Anne is | • | • a. her address. |
| 2. Her surname is | • | • b. a new student. |
| 3. 77, Kingston Road, London is | • | • c. Watson. |

D. Answer the questions.

Responde às perguntas.

1. Who's Ms Jones?

Ms Jones is the _____

2. Who's Anne?

Anne is the new _____

3. What's her surname?

Her surname is _____

4. What's her address?

Her address is _____

5. What's her phone number?

Her phone number is _____

6. What's her email?

Her email is _____

E. Answer the questions about you.

Responde às perguntas sobre ti.

1. What's your name?

My name is _____

2. What's your surname?

My surname is _____

3. What's your address?

My address is _____

4. What's your phone number?

My phone number is _____

5. What's your email?

My email is _____

Unit 1.2 Special Days

Reading A

Name _____ No. _____ Class _____ Date _____

A. Read the dialogue.

A birthday party!

Andy: Look! We've got an invitation to a birthday party!

Diane: Really? Oh, it's from Rachel! It's her 11th birthday.

5 **Andy:** When is her birthday?

Diane: It's on Thursday, 24th October.

Andy: On Thursday? But we have football practice on Thursday...

Diane: No, football practice is on Wednesday!

10 But her party is on Saturday, in the afternoon.

Andy: Oh, good! And where is it?

Diane: Let's see... It's at her home. Here's the address: 59, Wallace Street. And here's her phone number: 069 224 638.

Andy: I'm so excited! Let's call¹ her!



¹call: telefonar

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

- | | T | F | |
|--|--------------------------|--------------------------|-------|
| 1. The invitation is from Rachel. | ☐ | ☐ | _____ |
| 2. Her party is on 26 th October. | ☐ | ☐ | _____ |
| 3. The party is in the morning. | ☐ | ☐ | _____ |

C. Write the days of the week.

1. Rachel's birthday is on _____.
2. Her birthday party is on _____.
3. Andy and Diane's football practice is on _____.

D. Answer the questions.

1. Where is the party?

2. What is Rachel's address?

3. What is Rachel's phone number?

Unit 1.2 Special Days

Reading B

Name _____ No. _____ Class _____ Date _____

A. Read the dialogue.

Lê o diálogo.

A birthday party!

Andy: Look! We've got an invitation to a birthday party!

Diane: Really? Oh, it's from Rachel! It's her 11th birthday.

5 **Andy:** When is her birthday?

Diane: It's on Thursday, 24th October.

Andy: On Thursday? But we have football practice on Thursday...

Diane: No, football practice is on Wednesday!

10 But her party is on Saturday, in the afternoon.

Andy: Oh, good! And where is it?

Diane: Let's see... It's at her home. Here's the address: 59, Wallace Street. And here's her phone number: 069 224 638.

Andy: I'm so excited! Let's call¹ her!



¹call: telefonar

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

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

- | | T | F |
|--|--------------------------|--------------------------|
| 1. The invitation is from Rachel. | ☐ | ☐ |
| 2. Her party is on 26 th October. | ☐ | ☐ |
| 3. The party is in the morning. | ☐ | ☐ |

C. Choose the correct option.

Escolhe a opção correta.

1. Where is the party?

- a. It's at a restaurant. ☐ b. It's at her home. ☐ c. It's in the park. ☐

2. What is Rachel's address?

- a. It's 59, Wallace Road. ☐ b. It's 95, William Street. ☐ c. It's 59, Wallace Street. ☐

3. What is Rachel's phone number?

- a. It's 069 224 638. ☐ b. It's 069 225 639. ☐ c. It's 069 224 683. ☐

Unit 1.3 Where are you from?

Reading A

Name _____ No. _____ Class _____ Date _____

A. Read the dialogue.

The postcard collection

Lucy: Grandma... This is a beautiful box! What's in it?

Grandmother: Oh, it's my postcard collection. Look, postcards from many different countries!

Lucy: Wow! Where are they from?

5 **Grandmother:** Let's see... This is from my friend Enzo. He's Italian. And this is from my cousin Angus.

Lucy: Where is he from?

Grandmother: He is from Scotland. Oh, look! This is from Akiko.

Lucy: I know, I know! She's Chinese!

10 **Grandmother:** Well, no, she isn't... She is from Japan.

Lucy: And who is this postcard from?

Grandmother: Oh, this is very old! It's from your grandfather!

Lucy: I have a postcard too! It's from my friend Sophie. She is from France.

B. Match the postcards and the people.



1. Japan:



2. Italy:



3. France:



4. Scotland:

C. Answer the questions.

1. Where is Enzo from? _____

2. What nationality is he? _____

3. Where is Akiko from? _____

4. What nationality is she? _____

D. Complete the table.

Name	Country	Nationality
Enzo		
	Scotland	
Akiko		
	France	

Unit 1.3 Where are you from?

Reading B

Name _____ No. _____ Class _____ Date _____

A. Read the dialogue.

Lê o diálogo.

The postcard collection

Lucy: Grandma... This is a beautiful box! What's in it?

Grandmother: Oh, it's my postcard collection. Look, postcards from many different countries!

Lucy: Wow! Where are they from?

5 **Grandmother:** Let's see... This is from my friend Enzo. He's Italian. And this is from my cousin Angus.

Lucy: Where is he from?

Grandmother: He is from Scotland. Oh, look! This is from Akiko.

Lucy: I know, I know! She's Chinese!

10 **Grandmother:** Well, no, she isn't... She is from Japan.

Lucy: And who is this postcard from?

Grandmother: Oh, this is very old! It's from your grandfather!

Lucy: I have a postcard too! It's from my friend Sophie. She is from France.

B. Match the postcards and the people.

Faz a correspondência entre os postais e as pessoas.



1. Japan:



2. Italy:



3. France:



4. Scotland:

C. Complete the table.

Completa a tabela.

Name	Country	Nationality
Enzo		
	Scotland	
Akiko		
	France	

Unit 2.1 Meet my family

Reading A

Name _____ No. _____ Class _____ Date _____

A. Read the text.

Jaden Smith

Hi! My name is Jaden Smith, I'm nineteen years old and I'm an actor. My father is a famous actor. His name is Will Smith and he is forty-nine years old. My mother is Jada Pinkett Smith. She is an actress too and she is forty-six.

5 I have got a sister, she is seventeen. Her name is Willow and she is a singer. My father has got one brother and two sisters. His sister Pamela is fifty-three years old. Aunt Ellen and uncle Harry are twins and they are forty-six. My uncle is an accountant¹ and my aunt is a hairdresser². My

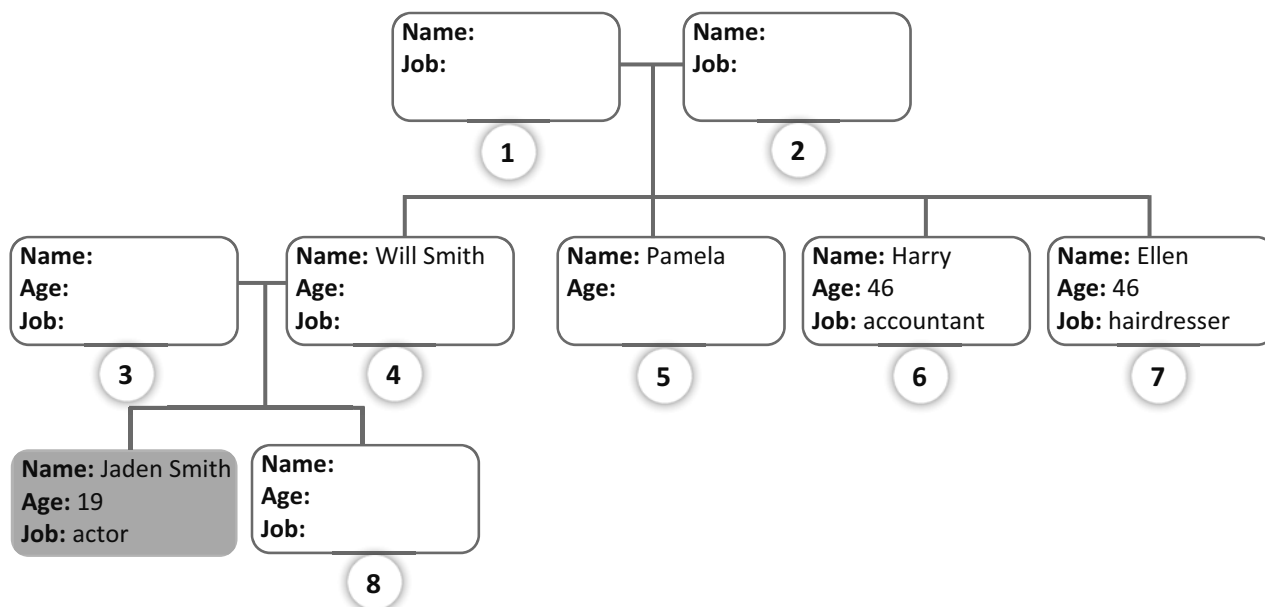
10 grandparents live in Philadelphia. My grandfather is Willard Smith and he is an engineer. My grandmother is Caroline Bright and she is a teacher. I love my family!



¹accountant: contabilista

²hairdresser: cabeleireira

B. Complete the family tree.



C. Who are they?

1. Willow _____ *sister*

2. Jada _____

3. Will _____

4. Harry _____

5. Pamela and Ellen _____

6. Caroline and Willard _____

Unit 2.1 Meet my family

Reading B

Name _____ No. _____ Class _____ Date _____

A. Read the text.

Lê o texto.

Jaden Smith

Hi! My name is Jaden Smith, I'm nineteen years old and I'm an actor. My father is a famous actor. His name is Will Smith and he is forty-nine years old. My mother is Jada Pinkett Smith. She is an actress too and she is forty-six.

5 I have got a sister, she is seventeen. Her name is Willow and she is a singer. My father has got one brother and two sisters. His sister Pamela is fifty-three years old. Aunt Ellen and uncle Harry are twins and they are forty-six. My uncle is an accountant¹ and my aunt is a hairdresser². My

10 grandparents live in Philadelphia. My grandfather is Willard Smith and he is an engineer. My grandmother is Caroline Bright and she is a teacher. I love my family!

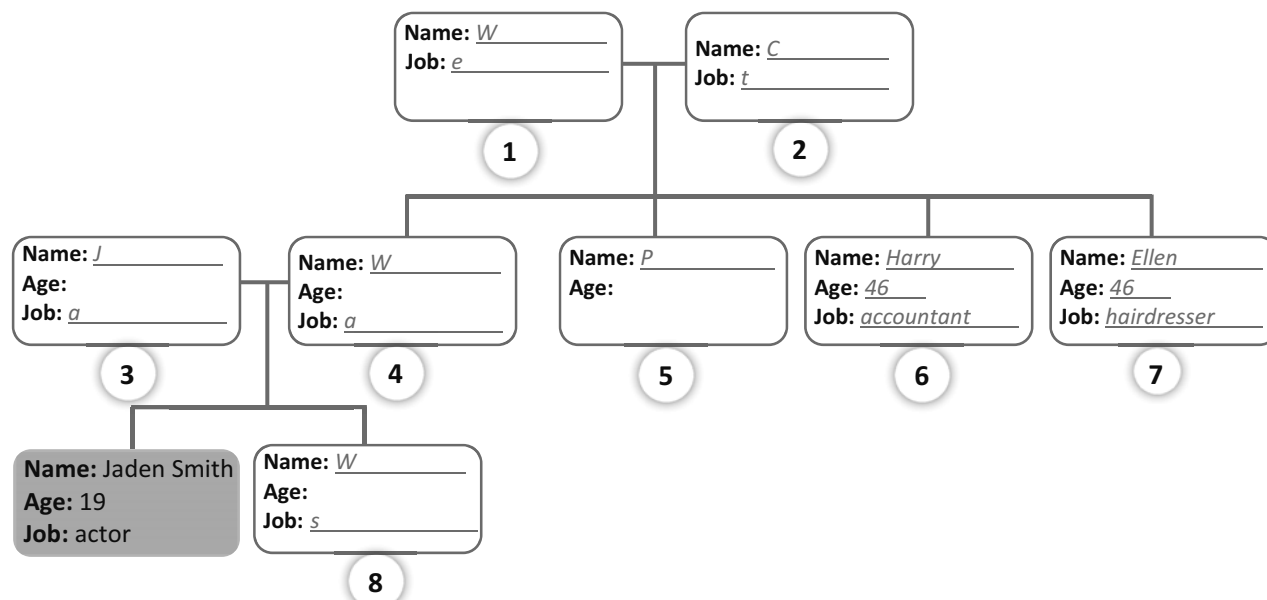


¹accountant: contabilista

²hairdresser: cabeleireira

B. Complete the family tree.

Completa a árvore genealógica.



C. Who are they?

Quem são?

1. Willow sister

2. Jada m

3. Will f

4. Harry u

5. Pamela and Ellen a

6. Caroline and Willard grandp

Unit 2.2 Looking good

Reading A

Name _____ No. _____ Class _____ Date _____

A. Read the text.

My favourites

My name is Jessie and these are my favourite artists and athletes.

This is my favourite singer. She is tall and pretty. She has got medium straight hair and green eyes. Her songs are calm and sad. My favourite song is “Hello”.

My favourite actor is thin and very handsome. He has got short straight hair, green
5 eyes and a beard. He is funny and polite. My favourite film is *Now You See Me 2*.

I love football! My favourite footballer is tall and very handsome. He has got short straight hair and brown eyes. He is very hard-working and happy. He is Portuguese.

B. Who is Jessie’s favourite...

1. singer?



a. Zara Larsson ☐



b. Ariana Grande ☐



c. Adele ☐

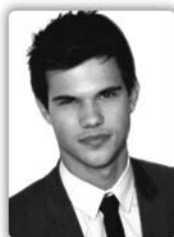
2. actor?



a. Orlando Bloom ☐



b. Daniel Radcliffe ☐



c. Taylor Lautner ☐

3. footballer?



a. Cristiano Ronaldo ☐



b. Gareth Bale ☐



c. Manuel Neuer ☐

C. Correct the sentences.

1. Zara Larsson has got short blonde hair.

2. Daniel Radcliffe is rude.

3. Taylor Lautner has got a moustache.

4. Gareth Bale has got long curly hair.

5. Cristiano Ronaldo is lazy.

D. Look at the pictures in B. Who...

1. ... has got long hair?

2. ... has got a beard?

3. ... has got short hair?

4. ... has got a moustache?

5. ... has got medium hair?

Unit 2.2 Looking good

Reading B

Name _____ No. _____ Class _____ Date _____

A. Read the text.

Lê o texto.

My favourites

My name is Jessie and these are my favourite artists and athletes.

This is my favourite singer. She is tall and pretty. She has got medium straight hair and green eyes. Her songs are calm and sad. My favourite song is “Hello”.

My favourite actor is thin and very handsome. He has got short straight hair, green
5 eyes and a beard. He is funny and polite. My favourite film is *Now You See Me 2*.

I love football! My favourite footballer is tall and very handsome. He has got short straight hair and brown eyes. He is very hard-working and happy. He is Portuguese.

B. Who is Jessie’s favourite...

Quem é a atriz / o ator / o futebolista preferido da Jessie?

1. singer?



a. Zara Larsson ☐

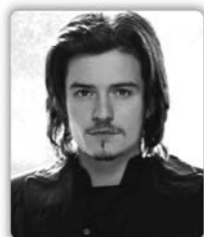


b. Ariana Grande ☐



c. Adele ☐

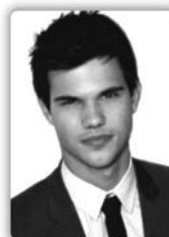
2. actor?



a. Orlando Bloom ☐



b. Daniel Radcliffe ☐



c. Taylor Lautner ☐

3. footballer?



a. Cristiano Ronaldo ☐



b. Gareth Bale ☐



c. Manuel Neuer ☐

C. Correct the sentences.

Corrige as frases.

1. Zara Larsson has got ~~short~~ blonde hair.

2. Daniel Radcliffe is ~~rude~~.

3. Taylor Lautner ~~has got~~ a moustache.

4. Gareth Bale has got long ~~curly~~ hair.

5. Cristiano Ronaldo is ~~lazy~~.

D. Look at the pictures in B. Who...

Observa as imagens em B. Quem...

1. ... has got long hair?

2. ... has got a beard?

3. ... has got short hair?

4. ... has got a moustache?

5. ... has got medium hair?

Remember this!

He/She is...

- thin – fat
- tall – short
- ugly – pretty / handsome
- old – young

He/She has got... hair

- straight / wavy / curly
- short / medium / long
- red / blonde / black / brown / ...

He/She has got...

- freckles
- moustache
- glasses

Unit 2.3 I like my clothes

Reading A

Name _____ No. _____ Class _____ Date _____

A. Read the text.

Our clothes

I'm Kim and I'm twenty years old. I'm Canadian and I'm a university student. Today I'm wearing brown boots, leopard trousers, a white sweater, a pink coat, gloves, a scarf and a beanie¹. These are my friends. Thomas is nineteen, he is from the USA and he's in my class. He is wearing black boots, jeans, a beanie and a black coat. My friend Zack is
5 from Germany and he loves sports. He's a footballer. He is twenty-three and he is wearing black trainers, red and white socks, black shorts and a red T-shirt. He has got a sister, Leah. She is my friend, too. She is thirteen and she is a student. She is wearing black and white boots, blue jeans, a red sweater, a scarf and a beanie.

¹beanie: gorro

B. Write their names.



1. _____



2. _____



3. _____



4. _____

C. Write the names. Who...

1. is Canadian? _____
2. is a student? _____
3. is American? _____
4. is German? _____
5. is wearing boots? _____
6. is wearing jeans? _____
7. loves sports? _____
8. is wearing winter clothes? _____
9. is wearing sports clothes? _____

D. Answer the questions.

1. Where is Kim from?

2. How old is she?

3. What is she wearing?

4. Who are her friends?

5. What nationality is Thomas?

6. What is he wearing?

7. What nationality is Zack?

8. What's his job?

9. Has he got any brothers or sisters?

10. How old is Leah?

11. What is Leah wearing?

Unit 2.3 I like my clothes

Reading B

Name _____ No. _____ Class _____ Date _____

A. Read the text.

Lê o texto.

Our clothes

I'm Kim and I'm twenty years old. I'm Canadian and I'm a university student. Today I'm wearing brown boots, leopard trousers, a white sweater, a pink coat, gloves, a scarf and a beanie¹. These are my friends. Thomas is nineteen, he is from the USA and he's in my class. He is wearing black boots, jeans, a beanie and a black coat. My friend Zack is
5 from Germany and he loves sports. He's a footballer. He is twenty-three and he is wearing black trainers, red and white socks, black shorts and a red T-shirt. He has got a sister, Leah. She is my friend, too. She is thirteen and she is a student. She is wearing black and white boots, blue jeans, a red sweater, a scarf and a beanie.

¹beanie: gorro

B. Write their names.

Escreve os nomes deles.



1. L _____



2. K _____



3. Z _____



4. T _____

C. Write the names. Who...

Escreve os nomes. Quem...

1. is Canadian? _____
2. is a student? _____
3. is American? _____
4. is German? _____
5. is wearing boots? _____
6. is wearing jeans? _____
7. loves sports? _____
8. is wearing winter clothes? _____
9. is wearing sports clothes? _____

D. Answer the questions. Use the words/expressions in the box.

Responde às perguntas. Usa as palavras/expressões da caixa.

boots, jeans, a sweater, a scarf and a beanie German he has
Thomas, Zack and Leah thirteen years old boots, jeans, a beanie and a black coat American
brown boots, leopard trousers, a sweater, a coat, gloves, a scarf and a beanie
twenty years old Canada footballer

1. Where is Kim from?

She is from _____

2. How old is she?

She is _____

3. What is she wearing?

She is wearing _____

4. Who are her friends?

Her friends are _____

5. What nationality is Thomas?

He is _____

6. What is he wearing?

He is wearing _____

7. What nationality is Zack?

He is _____

8. What's his job?

He is a _____

9. Has he got any brothers or sisters?

Yes, _____

10. How old is Leah?

Leah is _____

11. What is Leah wearing?

She is wearing _____

Unit 3.1 Our house

Reading A

Name _____ No. _____ Class _____ Date _____

A. Read the text.

Mark's house

My house isn't very big, but there is room for everybody. In my house there is a ground floor, an attic upstairs and a basement downstairs. In the basement, there is a
5 playroom, a small gym and a garage. In the attic, there is a study and my mother's studio. She is a painter. On the ground floor, there is a hall, a bathroom, a small kitchen and a dining room, a living room and two
10 bedrooms. My parents have got their bedroom and my brother and I share¹ a bedroom. Our bedroom is very cosy and modern.



¹share: partilhar

B. Answer the questions.

1. Is Mark's house big?

2. How many floors are there?

3. Is there an attic?

4. Is there a swimming pool?

5. Where is the playroom?

6. Where is his mother's studio?

7. What's his mother's job?

8. How many bathrooms are there?

Unit 3.1 Our house

Reading B

Name _____ No. _____ Class _____ Date _____

A. Read the text.

Lê o texto.

Mark's house

My house isn't very big, but there is room for everybody. In my house there is a ground floor, an attic upstairs and a basement downstairs. In the basement, there is a
5 playroom, a small gym and a garage. In the attic, there is a study and my mother's studio. She is a painter. On the ground floor, there is a hall, a bathroom, a small kitchen and a dining room, a living room and two
10 bedrooms. My parents have got their bedroom and my brother and I share¹ a bedroom. Our bedroom is very cosy and modern.



¹share: partilhar

B. Tick (✓) the correct answer.

Assinala a resposta correta.

1. Is Mark's house big?
a) Yes, it is. ☐ b) No, it isn't. ☐
2. How many floors are there?
a) There is one floor. ☐ b) There are two floors. ☐
3. Is there an attic?
a) Yes, there is. ☐ b) No, there isn't. ☐
4. Is there a swimming pool?
a) Yes, there is. ☐ b) No, there isn't. ☐
5. Where is the playroom?
a) It's in the attic. ☐ b) It's in the basement. ☐
6. Where is his mother's studio?
a) It's in the attic. ☐ b) It's on the ground floor. ☐
7. What's his mother's job?
a) She's an architect. ☐ b) She's a painter. ☐
8. How many bathrooms are there?
a) There is one bathroom. ☐ b) There are three bathrooms. ☐

Unit 3.2 There's no place like home!

Reading A

Name _____ No. _____ Class _____ Date _____

A. Read the first part of the text.

Tony Hawk's house

Tony Hawk is a famous skateboarder. He lives in California, in the USA and this is his house. In it, there are four bedrooms, three bathrooms and a big garage for three cars. His favourite object in the kitchen is the coffee machine. He loves coffee!
5 There are two living rooms. In the big living room, there is a picture on the wall. In the small living room, there is a big TV set on the wall and pictures of his four children.



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

	T	F	
1. Tony Hawk is a singer.	☐	☐	_____
2. He lives in America.	☐	☐	_____
3. His house is small.	☐	☐	_____
4. There are two living rooms.	☐	☐	_____
5. He hasn't got any children.	☐	☐	_____

C. Read the second part of the text.

He has got three sons: Keegan, Riley and Spencer. Their bedrooms are upstairs. In his bedroom Keegan plays computer games and basketball. Riley's bedroom is big and modern. There is a TV set on the wall above the desk and there are two beds. There are skateboards on the walls.

D. Choose Keegan's bedroom.



1 ☐



2 ☐



3 ☐

E. Read the third part of the text.

Tony's bedroom is very big. There is a big bed between two bedside tables. There are lamps on the bedside tables. There's also a fireplace and a mirror above it. In the bathroom, there are two washbasins, a big shower and a big bath.

F. Choose Tony's bedroom.



1 ☐



2 ☐



3 ☐

G. Label the picture. Use words from the text.



H. Read the fourth part of the text.

Outside there's a garden and a swimming pool. His wife likes relaxing here. There's a jacuzzi and a barbecue. There is also a skate park, of course!

I. Choose the outside of Tony's house.



1 ☐



2 ☐



3 ☐

Unit 3.2 There's no place like home!

Reading B

Name _____ No. _____ Class _____ Date _____

A. Read the first part of the text.

Lê a primeira parte do texto.

Tony Hawk's house

Tony Hawk is a famous skateboarder. He lives in California, in the USA and this is his house. In it, there are four bedrooms, three bathrooms and a big garage for three cars. His favourite object in the kitchen is the coffee machine. He loves coffee! There are two living rooms. In the big living room, there is a picture on the wall. In the small living room, there is a big TV set on the wall and pictures of his four children.



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

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

- | | T | F |
|--------------------------------|--------------------------|--------------------------|
| 1. Tony Hawk is a singer. | ☐ | ☐ |
| 2. He lives in America. | ☐ | ☐ |
| 3. His house is small. | ☐ | ☐ |
| 4. There are two living rooms. | ☐ | ☐ |
| 5. He hasn't got any children. | ☐ | ☐ |

C. Read the second part of the text.

Lê a segunda parte do texto.

He has got three sons: Keegan, Riley and Spencer. Their bedrooms are upstairs. In his bedroom Keegan plays computer games and basketball. Riley's bedroom is big and modern. There is a TV set on the wall above the desk and there are two beds. There are skateboards on the walls.

D. Choose Keegan's bedroom.

Escolhe o quarto do Keegan.



1 ☐



2 ☐



3 ☐

E. Read the third part of the text.

Lê a terceira parte do texto.

Tony's bedroom is very big. There is a big bed between two bedside tables. There are lamps on the bedside tables. There's also a fireplace and a mirror above it. In the bathroom, there are two washbasins, a big shower and a big bath.

F. Choose Tony's bedroom.

Escolhe o quarto do Tony.



1 ☐



2 ☐



3 ☐

G. Label the picture. Use words from the text.

Legenda a fotografia. Usa palavras do texto.



H. Read the fourth part of the text.

Lê a quarta parte do texto.

Outside there's a garden and a swimming pool. His wife likes relaxing here. There's a jacuzzi and a barbecue. There is also a skate park, of course!

I. Choose the outside of Tony's house.

Escolhe o exterior da casa do Tony.



1 ☐



2 ☐



3 ☐

Unit 3.3 Activities at home

Reading A

Name _____ No. _____ Class _____ Date _____

A. Read the text.

Caleb's family

It's Saturday and Caleb is at home with his family. Scarlett is his mother. She is cooking in the kitchen. Caleb's father is helping her. His name is Henry. They have
5 got three children: Caleb, Leah and Nathan. Caleb is very lazy. He is sleeping in his bedroom. Leah is watching TV in the living room and Nathan is listening to music in the basement. Their grandparents are Victoria
10 and Graham. They are in the garden. Victoria is reading the newspaper and Graham is watering the plants.



B. Complete the table.

Name	Who?	Where?	What?
	<i>mother</i>		<i>cooking</i>
			<i>helping</i>
<i>Caleb</i>			
	<i>daughter</i>		
		<i>basement</i>	
<i>Victoria</i>			
			<i>watering the plants</i>

C. Answer the questions.

1. Who is Scarlett? _____
2. What is she doing? _____
3. Where is Henry? _____
4. What is he doing? _____
5. Who is Leah? _____
6. Where is she? _____
7. What is Nathan doing? _____

Unit 3.3 Activities at home

Reading B

Name _____ No. _____ Class _____ Date _____

A. Read the text.

Lê o texto.

Caleb's family

It's Saturday and Caleb is at home with his family. Scarlett is his mother. She is cooking in the kitchen. Caleb's father is helping her. His name is Henry. They have
5 got three children: Caleb, Leah and Nathan. Caleb is very lazy. He is sleeping in his bedroom. Leah is watching TV in the living room and Nathan is listening to music in the basement. Their grandparents are Victoria
10 and Graham. They are in the garden. Victoria is reading the newspaper and Graham is watering the plants.



B. Complete the table.

Completa a tabela.

Name	Who?	Where?	What?
<u>S</u> _____	<i>mother</i>	<u>k</u> _____	<i>cooking</i>
<u>H</u> _____	<u>f</u> _____	<u>k</u> _____	<i>helping</i>
<i>Caleb</i>	<u>s</u> _____	<u>b</u> _____	<u>s</u> _____
<u>L</u> _____	<i>daughter</i>	<u>l</u> _____	<u>w</u> _____
<u>N</u> _____	<u>s</u> _____	<i>basement</i>	<u>l</u> _____
<i>Victoria</i>	<u>g</u> _____	<u>g</u> _____	<u>r</u> _____
<u>G</u> _____	<u>g</u> _____	<u>g</u> _____	<i>watering the plants</i>

C. Match the questions to the answers.

Liga as perguntas às respostas.

- | | | |
|-----------------------|---|------------------------------|
| 1. Who is Scarlett? | • | • a. He is in the kitchen. |
| 2. What is she doing? | • | • b. He is helping Scarlett. |
| 3. Where is Henry? | • | • c. She is Caleb's sister. |
| 4. What is he doing? | • | • d. She is Caleb's mother. |
| 5. Who is Leah? | • | • e. She is cooking. |

Unit 4.1 Food and drink

Reading A

Name _____ No. _____ Class _____ Date _____

A. Read the texts.



Hi! I'm Fabrice, I'm fifteen years old and I'm French. I can't cook very well. My favourite food is shrimp and pasta, but I don't like fish and chips.



Hello! My name is Anaya and I'm South African. I'm ten and I don't cook, but my mum can cook very well! I like roast chicken and rice, but I hate tomato salad.



Hello, my friends! I'm Priya, I'm seventeen and I'm Indian. I'm a vegetarian, so I don't eat meat and fish, but I love mushrooms and vegetables.



Hi, there! I'm Italian and my name is Lorenzo. I'm twelve and of course my favourite food is pizza! I like cheese and ham on my pizza, but not pineapple. Yuck!

B. Complete the table.

name	age	country	likes	doesn't like
Fabrice				
Anaya				
Priya				
Lorenzo				

C. Answer the questions.

1. Where is Fabrice from?

2. What is his favourite food?

3. Who can cook very well?

Unit 4.1 Food and drink

Reading B

Name _____ No. _____ Class _____ Date _____

A. Read the texts.

Lê os textos.



Hi! I'm Fabrice, I'm fifteen years old and I'm French. I can't cook very well. My favourite food is shrimp and pasta, but I don't like fish and chips.



Hello! My name is Anaya and I'm South African. I'm ten and I don't cook, but my mum can cook very well! I like roast chicken and rice, but I hate tomato salad.



Hello, my friends! I'm Priya, I'm seventeen and I'm Indian. I'm a vegetarian, so I don't eat meat and fish, but I love mushrooms and vegetables.



Hi, there! I'm Italian and my name is Lorenzo. I'm twelve and of course my favourite food is pizza! I like cheese and ham on my pizza, but not pineapple. Yuck!

B. Circle the correct option.

Faz um círculo na opção correta.

name	age	country	likes	doesn't like
Fabrice	14 / 15	France / India	shrimp and pasta / fish and chips	shrimp and pasta / fish and chips
Anaya	10 / 11	India / South Africa	tomato salad / roast chicken and rice	tomato salad / roast chicken and rice
Priya	16 / 17	India / Italy	meat and fish / mushrooms and vegetables	meat and fish / mushrooms and vegetables
Lorenzo	12 / 13	France / Italy	cheese and pineapple on his pizza / cheese and ham on his pizza	cheese and ham on his pizza / pineapple on his pizza

C. Answer the questions. Follow the example.

Responde às perguntas. Segue o exemplo.

- Where is Fabrice from? from / is / he He is from France.
- What is his favourite food? is / favourite food / his _____
- Who can cook very well? very well / Anaya / cook / can _____

Unit 4.2 Nice meals

Reading A

Name _____ No. _____ Class _____ Date _____

A. Read the dialogue.

A special dessert

Mrs Lin: I'm making apple crumble.

Jiaying: Oh, I love it!

Mrs Lin: Can you read the recipe, please?

Jiaying: The ingredients are: four apples...

5 **Mrs Lin:** Have we got any apples?

Mrs Lin: Yes, there are some in the kitchen.

Oh, wait. There are only two apples.

Jiaying: 100 grams of dark brown sugar.

Mrs Lin: We haven't got any dark brown sugar.

10 **Jiaying:** Have we got 125 grams of flour and 50 grams of butter?

Mrs Lin: We have got some flour, but we haven't got any butter.

Jiaying: And have we got an egg?

Mrs Lin: Yes, there are some eggs in the fridge.

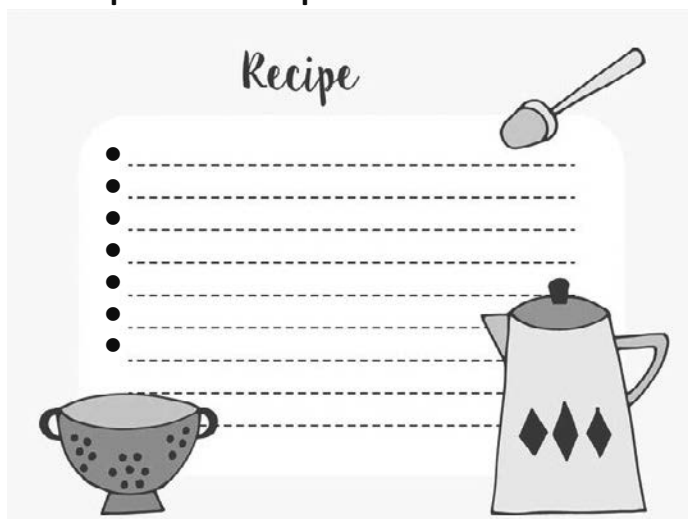
Jiaying: We need some salt and cinnamon¹, too.

15 **Mrs Lin:** We have got some salt, but we haven't got any cinnamon. Let's go to the supermarket!



¹cinnamon: canela

B. Complete the recipe.



C. Complete the shopping list.



Unit 4.2 Nice meals

Reading B

Name _____ No. _____ Class _____ Date _____

A. Read the dialogue.

Lê o diálogo.

A special dessert

Mrs Lin: I'm making apple crumble.

Jiaying: Oh, I love it!

Mrs Lin: Can you read the recipe, please?

Jiaying: The ingredients are: four apples...

5 Have we got any apples?

Mrs Lin: Yes, there are some in the kitchen.

Oh, wait. There are only two apples.

Jiaying: 100 grams of dark brown sugar.

Mrs Lin: We haven't got any dark brown sugar.

10 **Jiaying:** Have we got 125 grams of flour and 50 grams of butter?

Mrs Lin: We have got some flour, but we haven't got any butter.

Jiaying: And have we got an egg?

Mrs Lin: Yes, there are some eggs in the fridge.

Jiaying: We need some salt and cinnamon¹, too.

15 **Mrs Lin:** We have got some salt, but we haven't got any cinnamon. Let's go to the supermarket!

¹cinnamon: canela

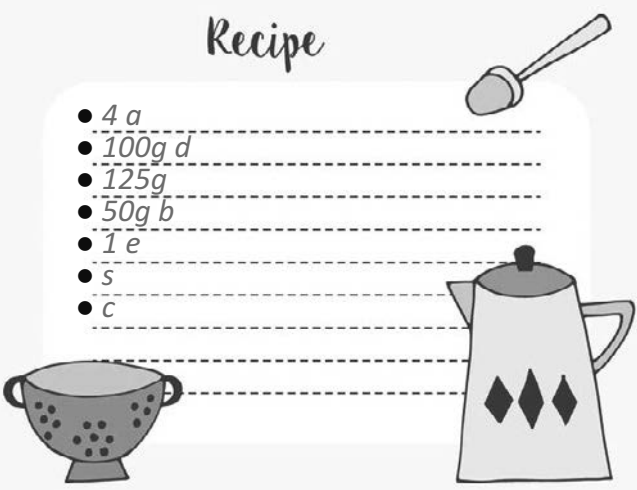


B. Complete the recipe.

Completa a receita.

Recipe

- 4 a
- 100g d
- 125g
- 50g b
- 1 e
- s
- c



C. Complete the shopping list.

Completa a lista de compras.

Shopping List



- 2 a
- d
- b
- c

Unit 5.1 My day

Reading A

Name _____ No. _____ Class _____ Date _____

A. Read the text.

Beyoncé's day

Beyoncé gets up very early every day because she is very busy. She gets up at six o'clock and she has a shower at ten past six. Then, she gets dressed and at quarter to seven she has a healthy breakfast. She eats
5 fresh fruit, milk and cereal, and some bread. She brushes her teeth and then she walks her dog. She goes to the studio by car and starts work at eight o'clock. In the afternoon, after work, she goes to the gym and at half past seven she goes home. In the evening, at eight
10 o'clock, she has dinner with her husband, Jay-Z, and their daughter, Blue Ivy. Her daughter goes to bed at nine o'clock and Beyoncé and her husband watch a film. Finally, she goes to bed at eleven o'clock. Of course, her day is very different when she has a concert!



B. What time does she...

- | | |
|--------------------------|---------------------------------------|
| 1. get up? _____ | 5. go home? _____ |
| 2. have a shower? _____ | 6. have dinner with her family? _____ |
| 3. have breakfast? _____ | 7. watch a film? _____ |
| 4. start work? _____ | 8. go to bed? _____ |

C. Answer the questions.

1. Where does Beyoncé work?

2. How does she go to the studio?

3. What does she do in the afternoon?

4. Who does Beyoncé live with?

5. When is her routine different?

Unit 5.1 My day

Reading B

Name _____ No. _____ Class _____ Date _____

A. Read the text.

Lê o texto.

Beyoncé's day

Beyoncé gets up very early every day because she is very busy. She gets up at six o'clock and she has a shower at ten past six. Then, she gets dressed and at quarter to seven she has a healthy breakfast. She eats fresh fruit, milk and cereal, and some bread. She brushes her teeth and then she walks her dog. She goes to the studio by car and starts work at eight o'clock. In the afternoon, after work, she goes to the gym and at half past seven she goes home. In the evening, at eight o'clock, she has dinner with her husband, Jay-Z, and their daughter, Blue Ivy. Her daughter goes to bed at nine o'clock and Beyoncé and her husband watch a film. Finally, she goes to bed at eleven o'clock. Of course, her day is very different when she has a concert!



B. What time does she...

A que horas é que ela...

- | | |
|--------------------------|---------------------------------------|
| 1. get up? _____ | 5. go home? _____ |
| 2. have a shower? _____ | 6. have dinner with her family? _____ |
| 3. have breakfast? _____ | 7. watch a film? _____ |
| 4. start work? _____ | 8. go to bed? _____ |

C. Match the questions to the answers. Then complete the answers.

Liga as perguntas às respostas. De seguida, completa as respostas.

- | | |
|---|--|
| 1. Where does she work? • | • a. She lives with her _____, Jay-Z, and their _____, Blue Ivy. |
| 2. What does she do in the afternoon? • | • b. Her routine is different when _____ concert. |
| 3. Who does Beyoncé live with? • | • c. She works at a _____. |
| 4. When is her routine different? • | • d. In the afternoon, she _____ gym and then she goes _____. |

Unit 5.2 Free time activities

Reading A

Name _____ No. _____ Class _____ Date _____

A. Read the text.

Mary's holidays

I usually have a very busy daily routine, but during the holidays I do what I like! I get up late, at 10:00 and then I ride my bike to the city centre and I go to the public swimming pool. My friends go there too and we have lots of fun! We like playing
5 cards and volleyball. In the afternoon, we sometimes go rollerblading or play at the park. In the evening, I like going to the cinema, playing computer games or talking to my friends and family.



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

	T	F	
1. Mary is usually busy.	☐	☐	_____
2. She always gets up late.	☐	☐	_____
3. She goes to the beach.	☐	☐	_____
4. She goes rollerblading in the afternoon with her friends.	☐	☐	_____

C. Answer the questions about Mary's holidays.

1. What time does she get up?

2. What does she do in the morning?

3. Who goes to the swimming pool with her?

4. What do they do in the afternoon?

5. When does she go to the cinema?

Unit 5.2 Free time activities

Reading B

Name _____ No. _____ Class _____ Date _____

A. Read the dialogue.

Lê o texto.

Mary's holidays

I usually have a very busy daily routine, but during the holidays I do what I like! I get up late, at 10:00 and then I ride my bike to the city centre and I go to the public swimming pool. My friends go there too and we have lots of fun! We like playing
5 cards and volleyball. In the afternoon, we sometimes go rollerblading or play at the park. In the evening, I like going to the cinema, playing computer games or talking to my friends and family.



B. Correct the false information.

Corrige a informação falsa.

1. Mary is always busy. _____
2. She gets up early during the holidays. _____
3. She goes to the beach. _____
4. She goes skateboarding in the afternoon with her friends. _____

C. Answer the questions about Mary's holidays.

Responde às perguntas sobre as férias da Mary.

1. What time does she get up?

She gets up at _____

2. What does she do in the morning?

In the morning, she _____

3. Who goes to the swimming pool with her?

go to the swimming pool with her. _____

4. What do they do in the afternoon?

In the afternoon, they _____

5. When does she go to the cinema?

She goes to the cinema in the _____

Unit 1.1 Hello, friends!

Listening / Speaking A

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen to Thomas. Complete the fact file about his mother.  CD 3 Track 1

Name	_____	
Surname	_____	
Age	_____	
Address	_____	
Phone number	_____	
Email	_____	

Speaking

A. Imagine you have a new friend. Complete the fact file.

Name	_____	
Surname	_____	
Age	_____	
Address	_____	
Phone number	_____	
Email	_____	

B. Tell your classmates about your new friend.

This is my new friend.
His/Her name is...

Unit 1.1 Hello, friends!

Listening / Speaking B

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen to Thomas. Complete the fact file about his mother.  CD 3 Track 1

Ouve o Thomas. Completa a informação sobre a sua mãe.

Name E _ i _ a
Surname H _ d _ o _
Age forty-____
Address 16, C _ y _ e Avenue, Gl _ sg _ w
Phone number 0 _ 4 _ 7 _ 2 _ 5 _ 9 _
Email _____@myemail.com



Speaking

A. Imagine you have a new friend. Complete the fact file.

Imagina que tens um/a novo/a amigo/a. Preenche a informação sobre ele/a.

Name _____
Surname _____
Age _____
Address _____
Phone number _____
Email _____



B. Tell your classmates about your new friend.

Apresenta o/a teu/tua novo/a amigo/a aos colegas.

This is my new friend.

His/Her name is... and his/her surname is...

He/She is... years old.

His/Her address is...

His/Her phone number is...

His/Her email is...

Grammar help:



He

His



She

Her

Unit 1.2 Special Days

Listening / Speaking A

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen. When are their birthdays? Match the name to the date.  CD 3 Track 2

1. Helen

2. Joshua

3. Dave

4. Fred

5. Charles

6. Kate

7. Pat

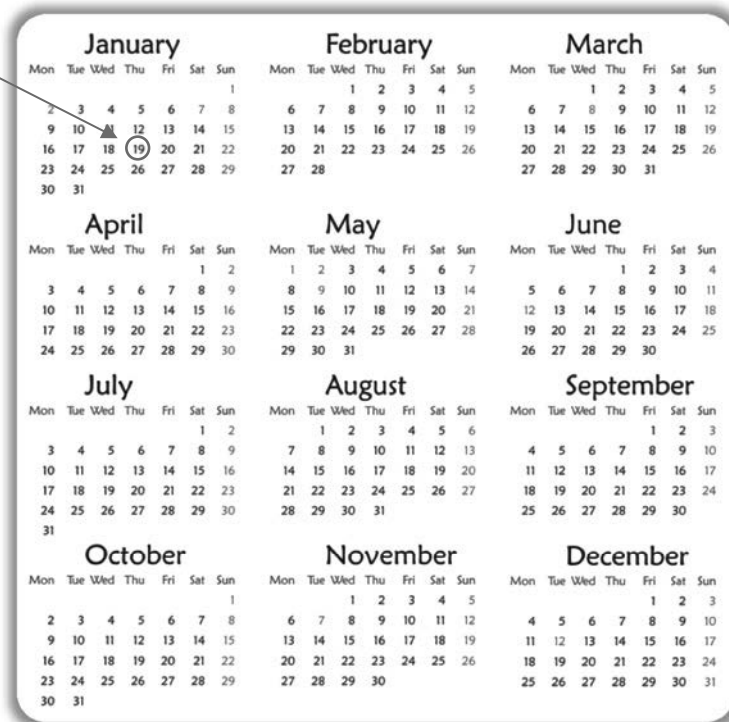
8. Laura

9. Elizabeth

10. Ian

11. Daryl

12. Kimberly



Speaking

A. Ask your classmates about their birthdays.

Follow the example.



Unit 1.2 Special Days

Listening / Speaking B

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen. When are their birthdays? Match the name to the date.  CD 3 Track 2

Ouve. Quando são os aniversários? Associa o nome à data.

1. Pat

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

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

5. Ian

2. Joshua

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

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

6. Laura

3. Dave

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

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

7. Elizabeth

4. Kate

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

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

8. Kimberly

Speaking

A. Ask your classmates about their birthdays.

Pergunta aos teus colegas os dias dos seus aniversários.

When is your birthday?

It's on the first of May.



Unit 1.3 Where are you from?

Listening / Speaking A

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen. Where are they from? What nationality are they?  CD 3 Track 3

My dream team!

 Jamie Vardy Country: _____ Nationality: _____	 Konstantinos Mitroglou Country: _____ Nationality: _____
 Cristiano Ronaldo Country: _____ Nationality: _____	 Lionel Messi Country: _____ Nationality: _____
 Gareth Bale Country: _____ Nationality: _____	 Paul Pogba Country: _____ Nationality: _____
 David Alaba Country: _____ Nationality: _____	 Matteo Darmian Country: _____ Nationality: _____
 Thiago Silva Country: _____ Nationality: _____	 Sergio Ramos Country: _____ Nationality: _____
 Manuel Neuer Country: _____ Nationality: _____	

Speaking

A. Choose one of the topics:

- Do you like football? Who are your three favourite players?
- Do you like music? Who are your three favourite singers/musicians?
- Do you like cinema? Who are your three favourite actors/directors?
- Do you like fashion? Who are your three favourite designers/models?

Tell your classmates. Use the information in the bubble to help.

Hello!

My name is _____ and I love
_____. My three favourite _____
are _____, _____ and _____.
_____ is from _____, so
he/she is _____. _____ is
from _____, so he/she is
_____ and _____ is from
_____. He/she is _____.



Unit 1.3 Where are you from?

Listening / Speaking B

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen. Where are they from? What nationality are they?  CD 3 Track 3

Ouve. De que país são? Qual é a nacionalidade deles?

My dream team!



Jamie Vardy
Country: E _____nd
Nationality: E _____sh



Konstantinos Mitroglou
Country: G _____ce
Nationality: G _____k



Cristiano Ronaldo
Country: P _____gal
Nationality: P _____e



Lionel Messi
Country: Arg _____na
Nationality: Argen _____an



Gareth Bale
Country: W _____es
Nationality: W _____h



Paul Pogba
Country: F _____ce
Nationality: F _____ch



David Alaba
Country: Au _____ia
Nationality: Au _____n



Matteo Darmian
Country: I _____ly
Nationality: I _____an



Thiago Silva
Country: B _____il
Nationality: Br _____an



Sergio Ramos
Country: S _____in
Nationality: S _____sh



Manuel Neuer
Country: G _____ny
Nationality: G _____n

Speaking

A. Choose one of the topics:

Escolhe um dos tópicos:

- Do you like football? Who is your favourite player?
- Do you like music? Who is your favourite singer/musician?
- Do you like cinema? Who is your favourite actor/director?
- Do you like fashion? Who is your favourite designer/model?

Complete the bubble. Then, tell your classmates.

Completa o balão. De seguida, faz a apresentação aos teus colegas.

Hello!

My name is _____ and I

love _____. He/She is my
favourite _____.

He/She is from _____, so
he/she is _____.



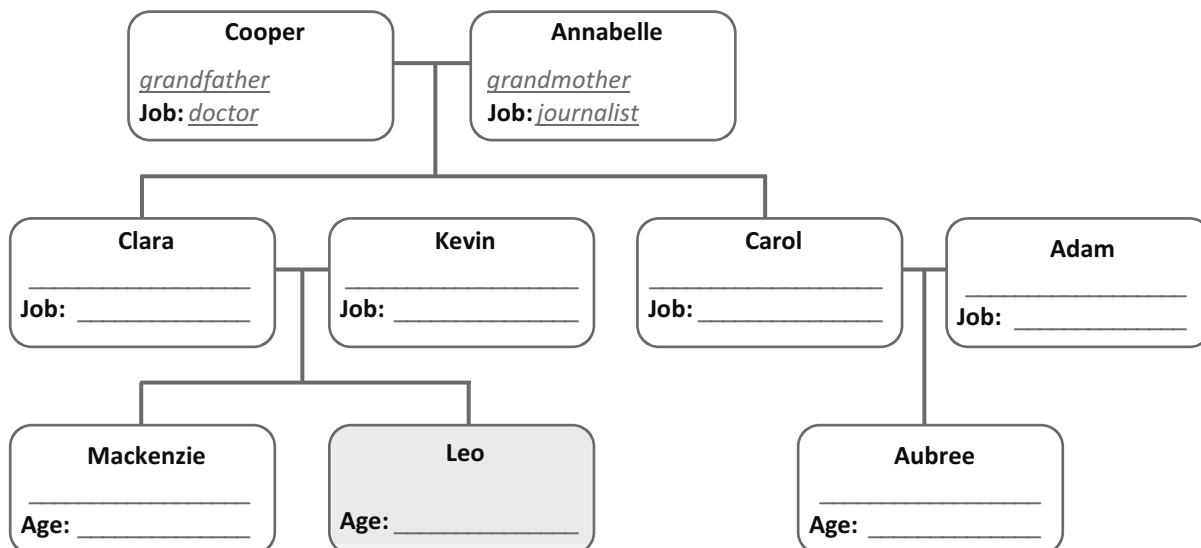
Unit 2.1 Meet my family

Listening / Speaking A

Name _____ No. _____ Class _____ Date _____

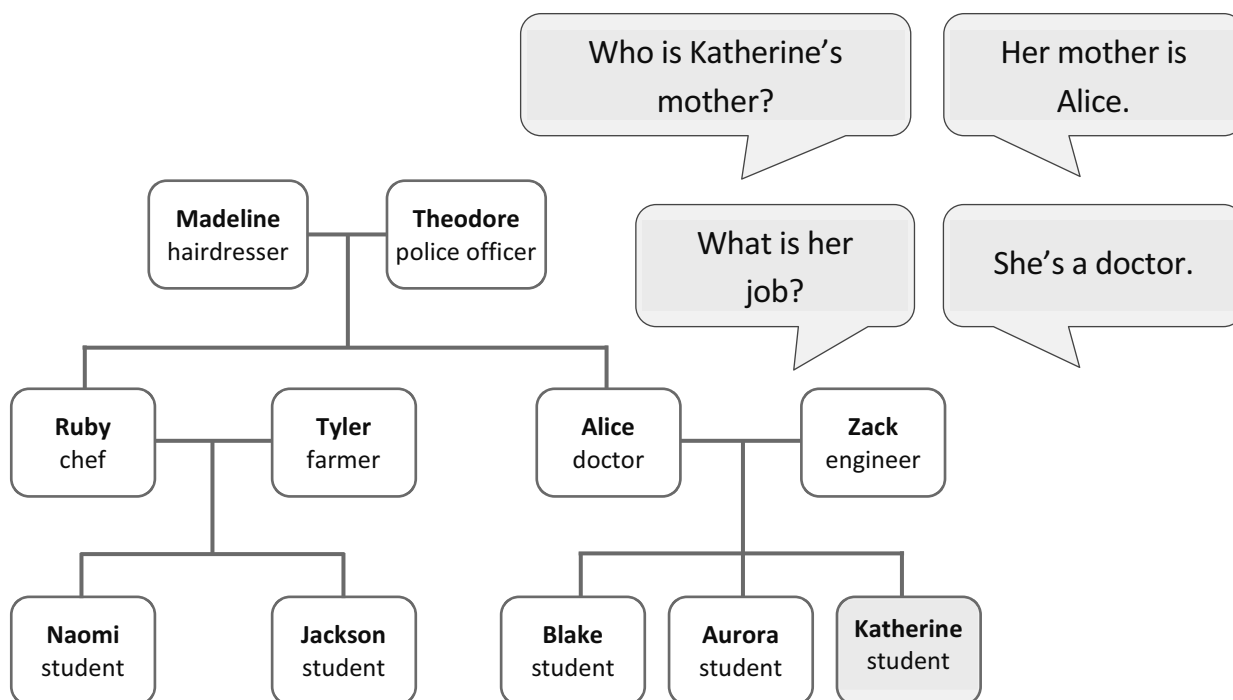
Listening

A. Listen to Leo. Complete the family tree.  CD 3 Track 4



Speaking

A. Look at Katherine's family tree. Work with a partner. Ask and answer.



Unit 2.1 Meet my family

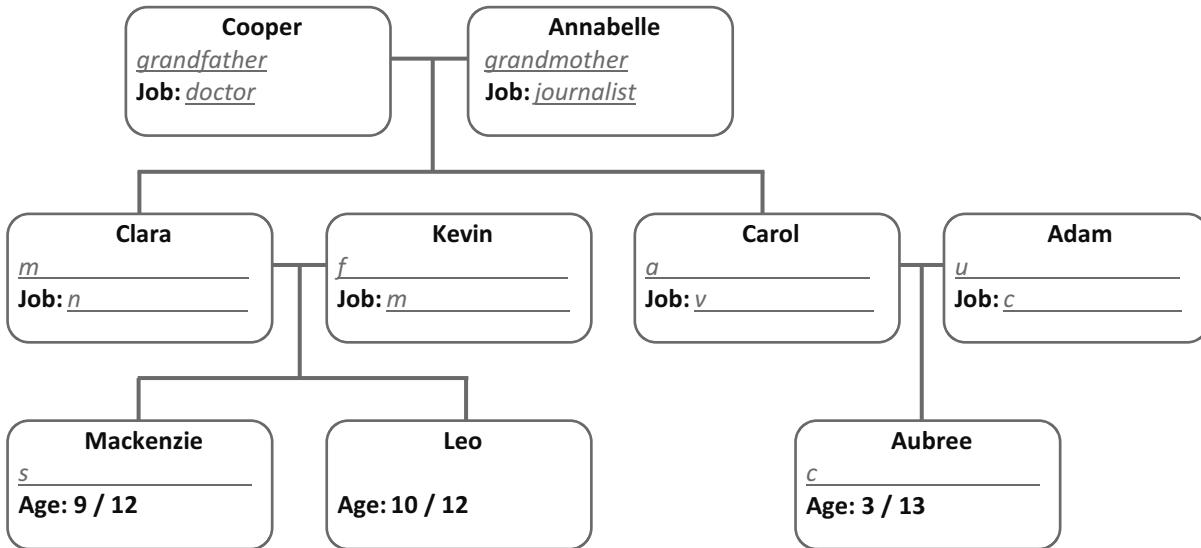
Listening / Speaking B

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen to Leo. Circle the ages and complete the jobs.  CD 3 Track 4

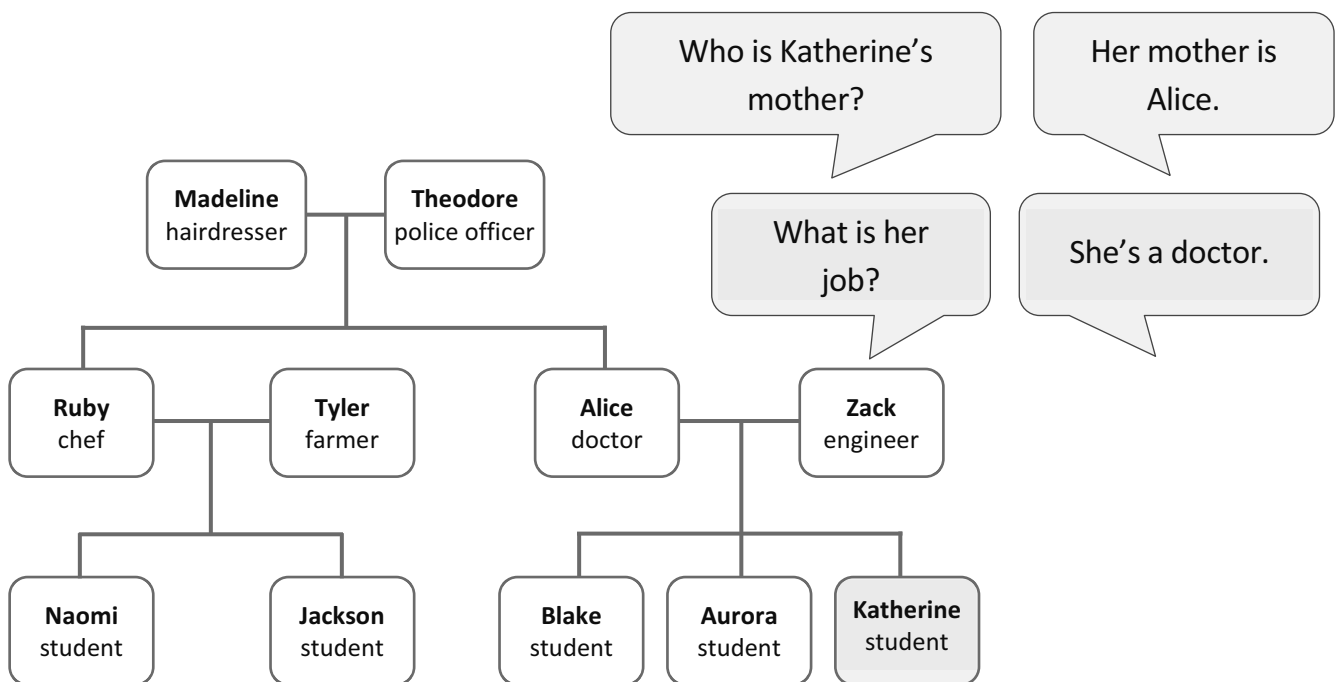
Ouve o Leo. Rodeia as idades e completa as profissões.



Speaking

A. Look at Katherine's family tree. Work with a partner. Ask and answer.

Observa a árvore genealógica da Katherine. Trabalha com um colega. Pergunta e responde.



Unit 2.2 Looking good

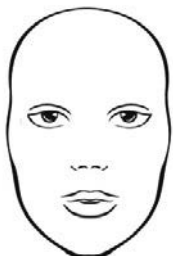
Listening / Speaking A

Name _____ No. _____ Class _____ Date _____

Listening

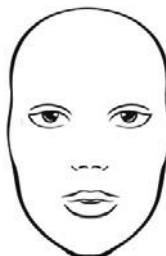
A. Listen. Draw and colour.  CD 3 Track 5

1.



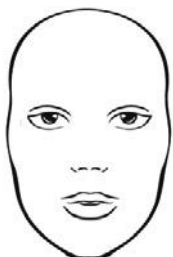
Charlie

2.



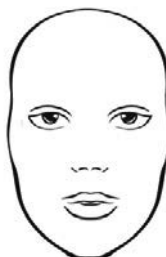
Olivia

3.



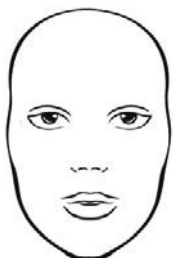
Oscar

4.



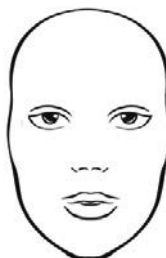
Grace

5.



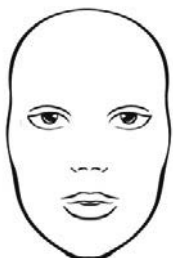
Freddie

6.



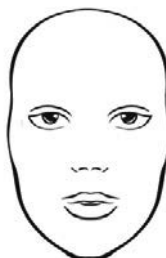
Harrison

7.



Megan

8.



Rose

Speaking

A. Choose a person from exercise A. Ask and answer yes/no questions to find out who your partner chose.

Has she got
long hair?

No, she hasn't.

Unit 2.2 Looking good

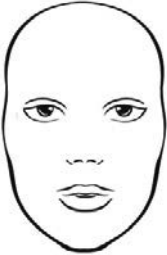
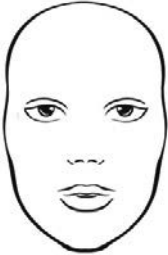
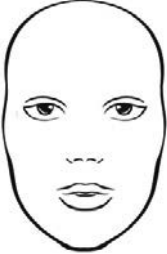
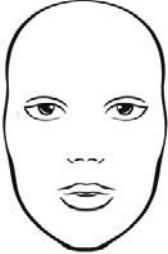
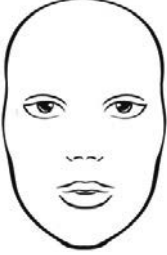
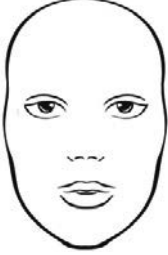
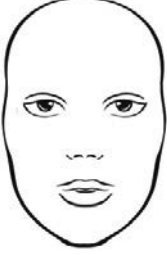
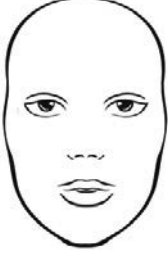
Listening / Speaking B

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen. Draw and colour.  CD 3 Track 5

Ouve. Desenha e pinta.

1.		Charlie	2.		Olivia
3.		Oscar	4.		Grace
5.		Freddie	6.		Harrison
7.		Megan	8.		Rose

Speaking

A. Choose a person from exercise A. Ask and answer yes/no questions to find out who your partner chose.

Escolhe uma pessoa do exercício A. Pergunta e responde sim/não para descobrires quem o teu colega escolheu.

Has she got long hair?

No, she hasn't.

Vocabulary help:

- hair: short / medium / long; straight / wavy / curly; brown / grey / blonde / black / red
- eyes: small / big; brown / green / blue
- other: beard / moustache / freckles / hat / glasses

Unit 2.3 I like my clothes

Listening / Speaking A

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen. Fill in the gaps. CD 3 Track 6

Anna: Hi, Rita! Wow, I love your clothes!

Rita: Thanks! This (1) _____ is new.

Anna: Is that (2) _____ new, too?

Rita: No, it's not. But I can see your (3) _____ are new.

Anna: Yes, they are. Do you like them?

Rita: Yes, I do. Oh, look! There's my brother Mike!

Anna: I can see (4) _____ boys. Has your brother got a grey (5) _____?

Rita: No, he hasn't. My brother has got brown (6) _____, a red (7) _____ and black (8) _____.

Anna: Has he got a blue (9) _____?

Rita: No, he hasn't. He has got a (10) _____ cap and (11) _____.



Speaking

A. Work in pairs. Describe a person in your class. Your partner closes his/her eyes and guesses who that person is.

She has got blue jeans, brown boots, a red T-shirt and a black and grey jacket.

Is she Rafaela?

No, she isn't. She has got long wavy brown hair.

Is she Mariana?

Yes, she is!

Unit 2.3 I like my clothes

Listening / Speaking B

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen. Fill in the gaps. Use the words in the box. 🎧 CD 3 Track 6

Ouve. Preenche os espaços. Usa as palavras da caixa.

jeans shorts sunglasses three hoodie
T-shirt shirt green cap trainers sweater

Anna: Hi, Rita! Wow, I love your clothes!

Rita: Thanks! This (1) _____ is new.

Anna: Is that (2) _____ new too?

Rita: No, it's not. But I can see your (3) _____ are new.

Anna: Yes, they are. Do you like them?

Rita: Yes, I do. Oh, look! There's my brother Mike!

Anna: I can see (4) _____ boys. Has your brother got a grey (5) _____?

Rita: No, he hasn't. My brother has got brown (6) _____, a red (7) _____ and black (8) _____.

Anna: Has he got a blue (9) _____?

Rita: No, he hasn't. He has got a (10) _____ cap and (11) _____.



Speaking

A. Work in pairs. Describe a person in your class. Your partner closes his/her eyes and guesses who that person is.

Trabalha a pares. Descreve uma pessoa da tua turma. O/A teu/tua colega fecha os olhos e tenta adivinhar de que se pessoa se trata.

She has got blue jeans, brown boots, a red T-shirt and a black and grey jacket.

Is she Rafaela?

No, she isn't. She has got long wavy brown hair.

Is she Mariana?

Yes, she is!

Unit 3.1 Our house

Listening / Speaking A

Name _____ No. _____ Class _____ Date _____

Listening CD 3 Track 7

A. Where are they? Write their names and who they are. Follow the example.



1. _____ *Tom* _____ – _____ *father* _____

2. _____ – _____

3. _____ – _____

4. _____ – _____

5. _____ – _____

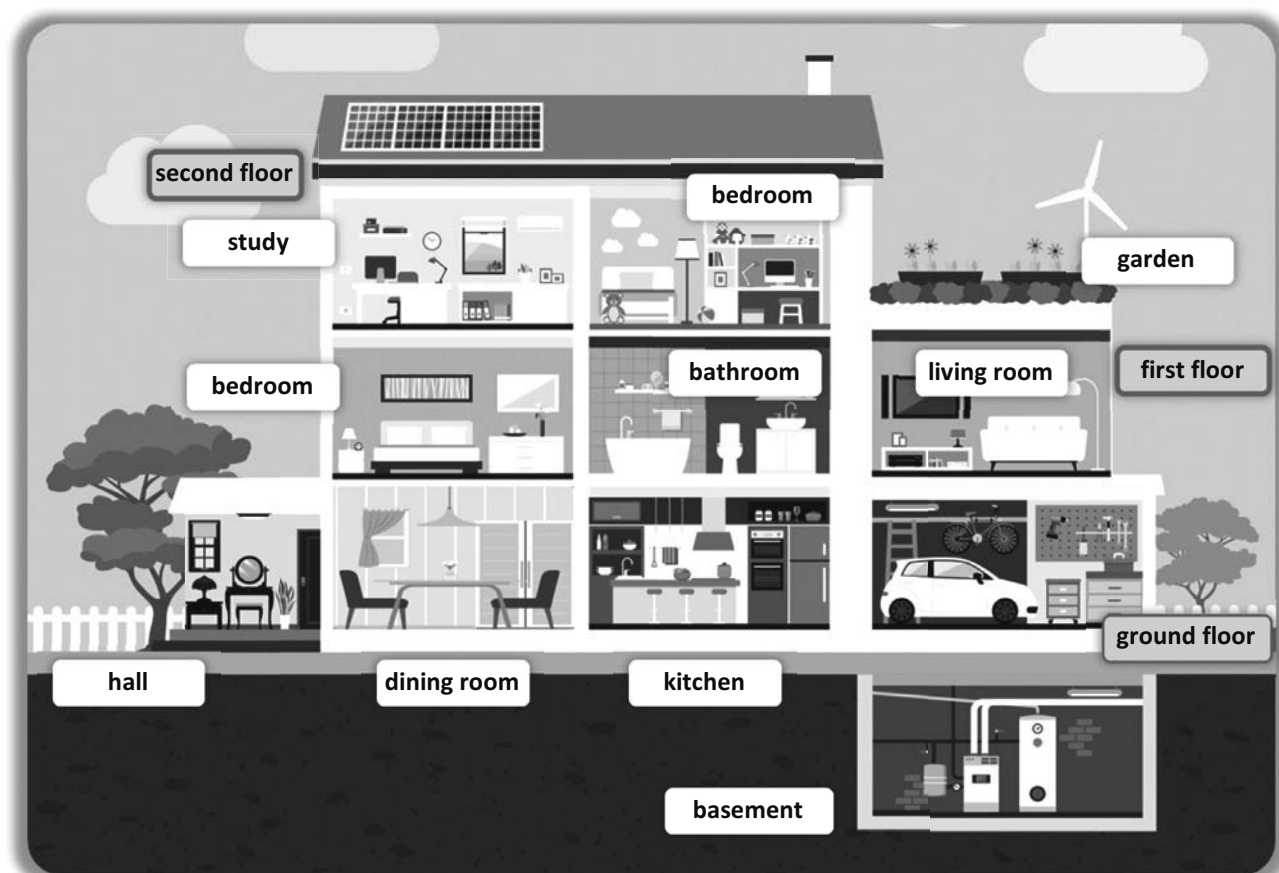
6. _____ – _____

7. _____ – _____

Speaking

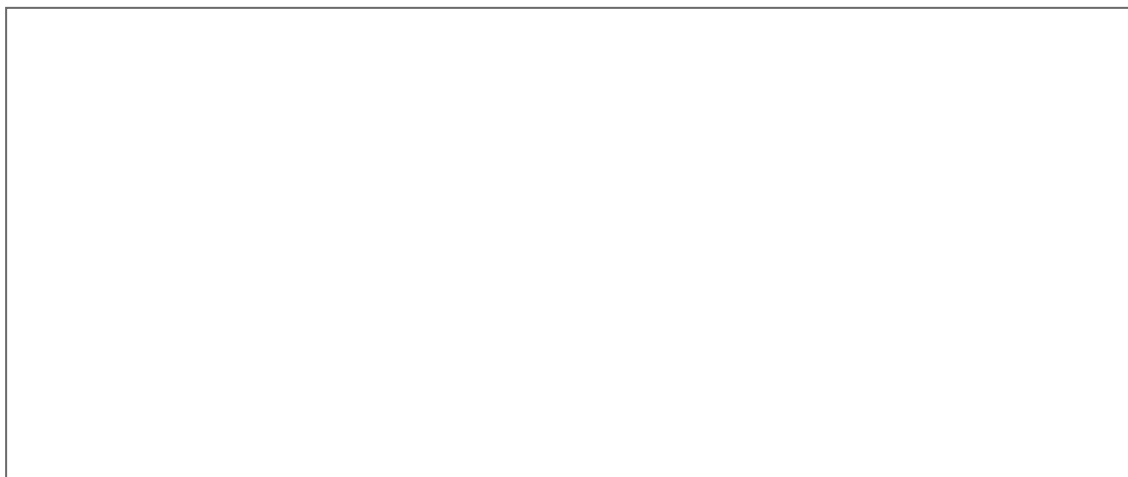
A. Look at the example.

This is my ideal house. There is a basement. On the ground floor, there is a hall, a dining room, a kitchen and a garage. On the first floor, there is a bedroom, a bathroom and a living room. On the second floor there is my bedroom and a study. There is also a garden next to my bedroom. My ideal house is very modern and cosy.



B. Draw the plan of your ideal house.

Tell the class about it.



Unit 3.1 Our house

Listening / Speaking B

Name _____ No. _____ Class _____ Date _____

Listening CD 3 Track 7

A. Where are they? Write their names and who they are. Follow the example.

Onde é que eles estão? Escreve os nomes e quem são. Segue o exemplo.



1. T _____ – father

2. J _____ – m

3. K _____ – d

4. P _____ – s

5. H _____ – d

6. M _____ – g

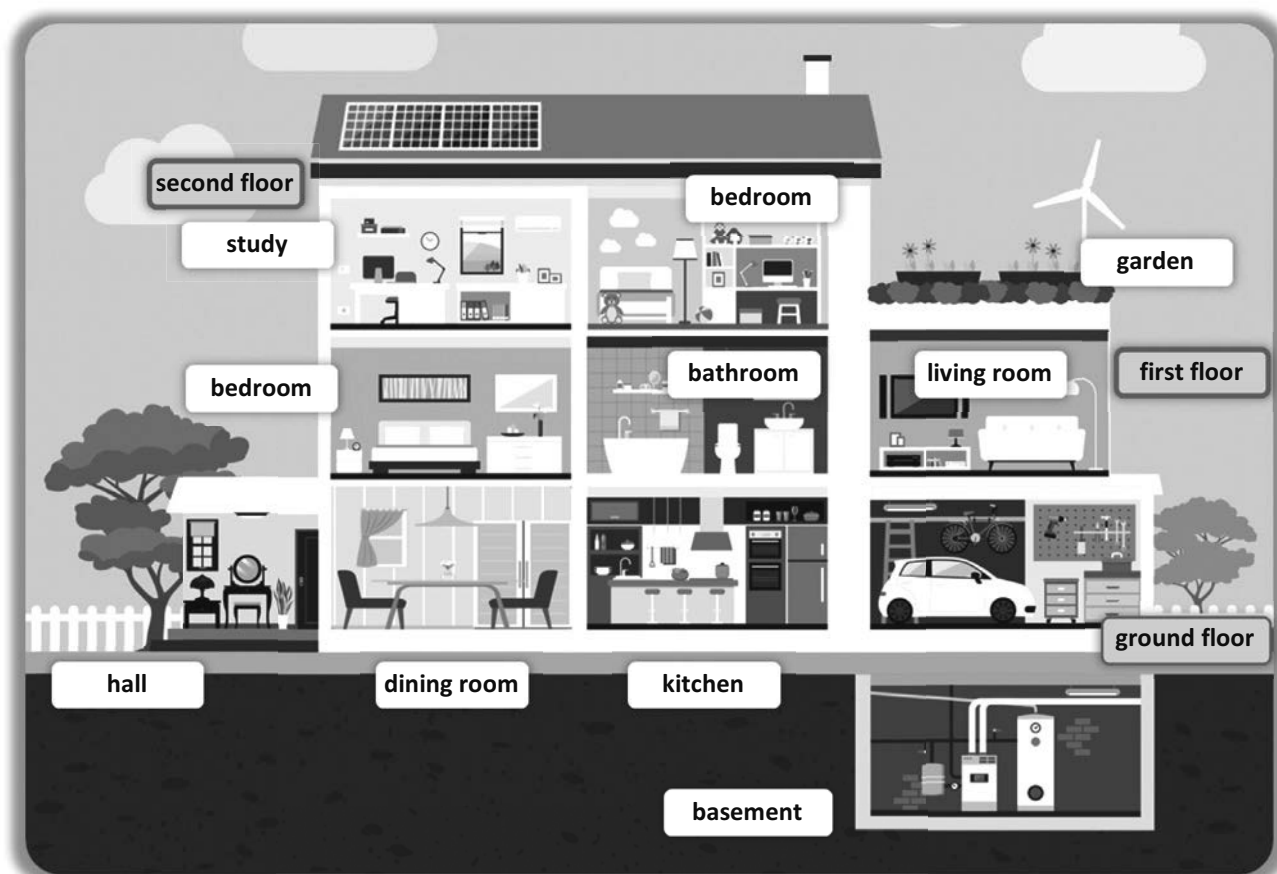
7. J _____ – g

Speaking

A. Look at the example.

Observa o exemplo.

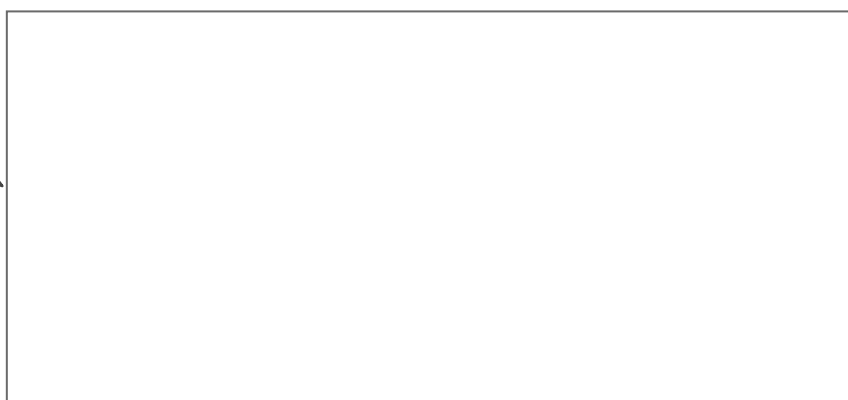
This is my ideal house. There is a basement. On the ground floor, there is a hall, a dining room, a kitchen and a garage. On the first floor, there is a bedroom, a bathroom and a living room. On the second floor there is my bedroom and a study. There is also a garden next to my bedroom. My ideal house is very modern and cosy.



B. Draw the plan of your ideal house. Tell the class about it.

Desenha a planta da casa dos teus sonhos. Apresenta-a à turma.

This is my ideal house.
On the ground floor, there is... and...
On the first floor, there is...



Unit 3.2 There's no place like home!

Listening / Speaking A

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen to Alice. Tick (✓) the correct option.  CD 3 Track 8

1. How many bedside tables are there?



a. ☐



b. ☐



c. ☐

2. Where is the desk?



a. ☐



b. ☐



c. ☐

3. Where is the lamp?



a. ☐



b. ☐



c. ☐

Speaking

A. Hide one of the pictures. Describe the other picture to your partner. Find the differences!

In picture 2 there is a pot plant on the window.



Unit 3.2 There's no place like home!

Listening / Speaking B

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen to Alice. Tick (✓) the correct option. CD 3 Track 8

Escuta a Alice. Assinala a opção correta.

1. How many
bedside
tables
are there?



a. 0 ☐



b. 1 ☐



c. 2 ☐

2. Where
is the
desk?



a. below the bookcase ☐



b. next to the bed ☐



c. below the window ☐

3. Where
is the
lamp?



a. on the bedside table ☐



b. above the desk ☐



c. on the floor ☐

Speaking

A. Hide one of the pictures. Describe the other picture to your partner. Find the differences!

Tapa uma das imagens. Descreve a outra ao teu/à tua colega. Descobre as diferenças!

In picture 2 there is a pot plant on the window.



Vocabulary help:

- pot plant – vaso
- toy – brinquedo
- picture – fotografia/quadro
- ball – bola

Unit 3.3 Activities at home

Listening / Speaking A

Name _____ No. _____ Class _____ Date _____

Listening

A. What are they doing? Where are they? Listen and match.  CD 3 Track 9



1. Jack ☐

2. Sophia ☐

3. Isabella ☐

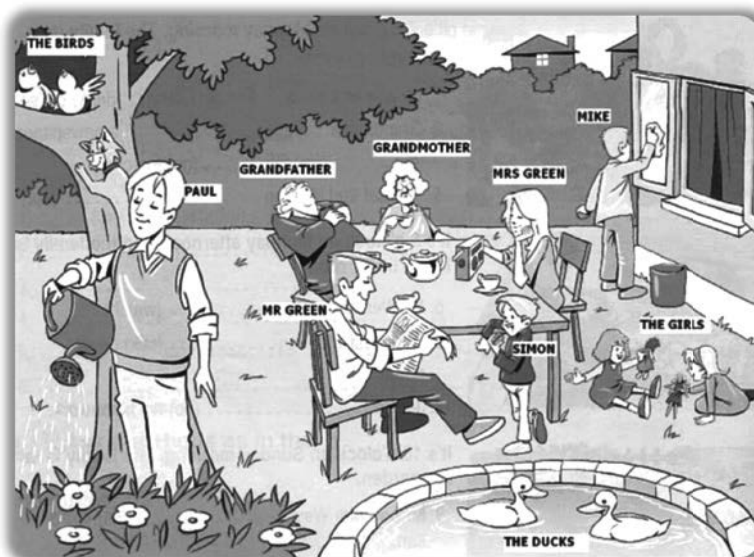
4. Ethan ☐

5. Charlotte ☐

6. Matthew ☐

Speaking

A. Look at the picture. Talk to your partner.



What are the men doing?

What are the women doing?

What are the animals doing?

Unit 3.3 Activities at home

Listening / Speaking B

Name _____ No. _____ Class _____ Date _____

Listening

A. What are they doing? Where are they? Listen and match.  CD 3 Track 9

O que estão a fazer? Onde se encontram? Ouve e liga.



1. Jack (father) ☐

4. Ethan (brother) ☐

2. Sophia (mother) ☐

5. Charlotte (grandmother) ☐

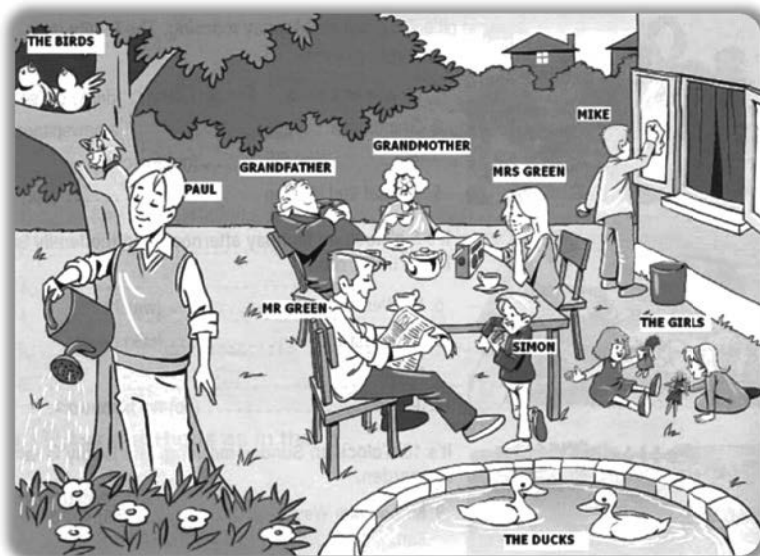
3. Isabella (sister) ☐

6. Matthew (grandfather) ☐

Speaking

A. Look at the picture. Talk to your partner.

Observa a imagem. Conversa com o teu colega.



What are the men doing?

What are the women doing?

What are the animals doing?

Vocabulary help:

water the plants / read the newspaper /
eat / sleep / wash the windows / drink tea
listen to the radio / play
climb the tree / sing / swim

Unit 4.1 Food and drink

Listening / Speaking A

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen. Tick (✓) the items you hear.  CD 3 Track 10



1. ☐



2. ☐



3. ☐



4. ☐



5. ☐



6. ☐



7. ☐



8. ☐

B. Listen. What do they like? Tick (✓) the correct option.  CD 3 Track 11

1. Carter



a. ☐



b. ☐



c. ☐

3. Ted



a. ☐



b. ☐



c. ☐

2. Tina



a. ☐



b. ☐

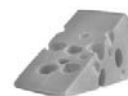


c. ☐

4. Alex



a. ☐



b. ☐



c. ☐

Speaking

A. Spot the differences. Tell your partner.

1



2



Unit 4.1 Food and drink

Listening / Speaking B

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen. Tick (✓) the items you hear.  CD 3 Track 10

Ouve. Assinala os alimentos referidos.



1. ☐



2. ☐



3. ☐



4. ☐



5. ☐



6. ☐



7. ☐



8. ☐

B. Listen. What do they like? Tick (✓) the correct option.  CD 3 Track 11

Ouve. De que é que eles/as gostam? Assinala a opção correta.

1. Carter



a. ☐



b. ☐



c. ☐

3. Ted



a. ☐



b. ☐



c. ☐

2. Tina



a. ☐



b. ☐

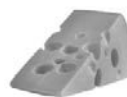


c. ☐

4. Alex



a. ☐



b. ☐



c. ☐

Speaking

A. Spot the differences. Tell your partner.

Descobre as diferenças. Apresenta-as ao teu colega.

1



2



In picture 1
there is...

Vocabulary help:

- fish / sausages
- potatoes / vegetables
- apple / orange
- water / juice

Unit 4.2 Nice meals

Listening / Speaking A

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen. Tick (✓) the food they like and cross (X) the food they don't like.  CD 3 Track 12

Mrs Sterling



1. ☐



2. ☐



3. ☐



4. ☐



5. ☐



6. ☐



7. ☐



8. ☐



9. ☐

Mr Sterling



12. ☐



11. ☐



10. ☐



B. What do they have? Tick (✓) the correct answer.

1. Mr Sterling has...



a. ☐



b. ☐



c. ☐



2. Mrs Sterling has...



a. ☐



b. ☐



c. ☐

Speaking

A. Make a menu for the school canteen. Show it to the class. Say what you like and what you don't like.



Monday
Meal: roast chicken and chips
Drink: orange juice
Dessert: apple

Tuesday
Meal: _____
Drink: _____
Dessert: _____

Wednesday
Meal: _____
Drink: _____
Dessert: _____

Thursday
Meal: _____
Drink: _____
Dessert: _____

Friday
Meal: _____
Drink: _____
Dessert: _____

Unit 4.2 Nice meals

Listening / Speaking B

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen. Tick (✓) the food they like and cross (X) the food they don't like.  CD 3 Track 12

Ouve. Assinala os alimentos de que gostam com um ✓ e de que não gostam com um X.

Mrs Sterling



1. roast chicken ☐



2. grilled fish ☐



3. tomato ☐



4. lettuce ☐



5. orange juice ☐



6. water ☐



7. red wine ☐



8. mushrooms ☐



9. cheese ☐



10. sausages ☐



11. pasta ☐



12. grilled fish ☐



B. What do they have? Tick (✓) the correct option.

O que é que vão comer e/ou beber? Assinala a resposta correta.

1. Mr Sterling has...



a. roast chicken, potatoes ☐



b. grilled fish, red wine ☐



c. pasta, mushrooms, red wine ☐



2. Mrs Sterling has...



a. grilled fish, orange juice ☐



b. grilled fish, water ☐



c. roast chicken, potatoes ☐

Speaking

A. Make a menu for the school canteen. Show it to the class. Say what you like and what you don't like.

Cria um menu para a cantina da escola. Apresenta-o à turma. Fala daquilo de que gostas e daquilo de que não gostas.



Monday Meal: <u>roast chicken and chips</u> Drink: <u>orange juice</u> Dessert: <u>apple</u>	Thursday Meal: _____ Drink: _____ Dessert: _____
Tuesday Meal: _____ Drink: _____ Dessert: _____	Friday Meal: _____ Drink: _____ Dessert: _____
Wednesday Meal: _____ Drink: _____ Dessert: _____	

Unit 5.1 My day

Listening / Speaking A

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen. Fill in the gaps. 🎧 CD 3 Track 13

Cristiano Ronaldo's daily routine

- Cristiano Ronaldo (1) _____ gets up at half past seven. He has a shower and (2) _____ dressed. He has breakfast at eight o'clock. He (3) _____ has some fruit, milk and cereal.
- 5 At half past eight, he goes to the training camp. The first practice session starts at (4) _____ past ten. At two o'clock, he has (5) _____ with the other footballers. They usually have some soup and some pasta or a (6) _____ salad. The second training session starts at half
- 10 past three. At (7) _____ to seven he has a shower and he goes home. Before dinner he swims in his (8) _____ pool. He has dinner at eight o'clock. He usually has some beef, vegetables, rice and (9) _____ for dessert. He always goes to bed at half past (10) _____.



Speaking

A. What is your daily routine like? Complete the table. Tell the class.

6.00	13.00	20.00
7.00	14.00	21.00
8.00	15.00	22.00
9.00	16.00	23.00
10.00	17.00	00.00
11.00	18.00	
12.00	19.00	

Unit 5.1 My day

Listening / Speaking B

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen. Fill in the gaps. Use the words in the box. 🎧 CD 3 Track 13

Ouve. Completa os espaços. Usa as palavras da caixa.

usually lunch fruit quarter always ten
swimming chicken half gets

Cristiano Ronaldo's daily routine



- Cristiano Ronaldo (1) _____ gets up at half past seven. He has a shower and (2) _____ dressed. He has breakfast at eight o'clock. He (3) _____ has some fruit, milk and cereal.
- 5 At half past eight, he goes to the training camp. The first practice session starts at (4) _____ past ten. At two o'clock, he has (5) _____ with the other footballers. They usually have some soup and some pasta or a (6) _____ salad. The second training session starts at half
- 10 past three. At (7) _____ to seven he has a shower and he goes home. Before dinner he swims in his (8) _____ pool. He has dinner at eight o'clock. He usually has some beef, vegetables, rice and (9) _____ for dessert. He always goes to bed at half past (10) _____.

Speaking

A. What is your daily routine like? Complete the table. Tell the class.

Como é a tua rotina diária? Completa a tabela. Apresenta-a à turma.

6.00	13.00	20.00
7.00	14.00	21.00
8.00	15.00	22.00
9.00	16.00	23.00
10.00	17.00	00.00
11.00	18.00	
12.00	19.00	

Unit 5.2 Free time activities

Listening / Speaking A

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen. Write their names.  CD 3 Track 14

Mackenzie Martin Emma Thomas Allyson Katya Chris Noah



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Speaking

A. Talk to your partner about what you do during the summer holidays.

Ideas:

- go to the beach / swimming pool
- go surfing / running / swimming / skateboarding
- read a book / the newspaper / a magazine
- ride my bike
- play football / volleyball / rugby
- watch TV
- play videogames / computer games
- go to the cinema / to a summer camp
- spend time with my family / friends

Unit 5.2 Free time activities

Listening / Speaking B

Name _____ No. _____ Class _____ Date _____

Listening

A. Listen. Circle the right name.  CD 3 Track 14

Ouve. Faz um círculo no nome certo.



1. Thomas / Noah

2. Mackenzie / Allyson

3. Katya / Allyson

4. Emma / Katya

5. Chris / Martin

6. Katya / Emma

7. Chris / Noah

8. Martin / Thomas

Speaking

A. Talk to your partner about what you do during the summer holidays. Ideas:

Conversa com o teu/a tua colega sobre o que fazes durante as férias de verão. Ideias:

- go to the beach / swimming pool
- go surfing / running / swimming / skateboarding
- read a book / the newspaper / a magazine
- ride my bike
- play football / volleyball / rugby
- watch TV
- play videogames / computer games
- go to the cinema / to a summer camp
- spend time with my family / friends

In the summer
I go to the beach.
Do you go to the
beach?

No, I don't.
I go to the
swimming
pool.

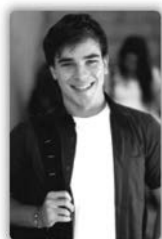
Unit 1.1 Hello, friends!

Writing A

Name _____ No. _____ Class _____ Date _____

A. Complete the fact file with the information from the box. Then complete the text about Robert.

14, Oak Street, New York robertmiller@myemail.com 212 699 5603 17 Robert Miller



Name _____
Surname _____
Age _____
Address _____
Phone number _____
Email _____

His (1) _____ is Robert and his surname is (2) _____. He is (3) _____ years old. His (4) _____ is 14, Oak Street, New York. His phone (5) _____ is 212 699 5603 and (6) _____ email is robertmiller@myemail.com.

B. Complete the text about Kate.



Name Kate
Surname Walker
Age 15
Address 35, Ocean Road, Sydney
Phone number 028 4778 4590
Email katewalker@myemail.com

Her name (1) _____ and her (2) _____ Walker. She (3) _____ old. Her (4) _____, Sydney. (5) _____ 028 4778 4590 and (6) _____ katewalker@myemail.com.

C. Write a text about Matt.



Name Matt
Surname Young
Age 11
Address 46, Western Bay, Cape Town
Phone number 084 765 7588
Email mattyoung@myemail.com

Unit 1.1 Hello, friends!

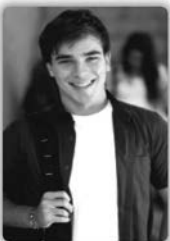
Writing B

Name _____ No. _____ Class _____ Date _____

A. Complete the fact file with the information from the box. Then circle the correct option.

Completa os dados com a informação da caixa. Depois, faz um círculo na opção correta.

14, Oak Street, New York robertmiller@myemail.com 212 699 5603 17 Robert Miller

	Name	_____
	Surname	_____
	Age	_____
	Address	_____
	Phone number	_____
	Email	_____

His **(1) name / surname** is Robert and his surname is **(2) Dylan / Miller**. He is **(3) seven / seventeen** years old. His **(4) address / phone number** is 14, Oak Street, New York. His phone **(5) address / number** is 212 699 5603 and **(6) his / my** email is robertmiller@myemail.com.

B. Complete the text about Kate.

Completa o texto sobre a Kate.

	Name	Kate
	Surname	Walker
	Age	15
	Address	35, Ocean Road, Sydney
	Phone number	028 4778 4590
	Email	katewalker@myemail.com

Her name is **(1)** _____ and her surname is **(2)** _____. She is **(3)** _____ years old. Her address is **(4)** _____. Her phone number is **(5)** _____ and her email is **(6)** _____.

C. Complete the text about Matt.

Completa o texto sobre o Matt.

	Name	Matt
	Surname	Young
	Age	11
	Address	46, Western Bay, Cape Town
	Phone number	084 765 7588
	Email	mattyoung@myemail.com

His name **(1)** _____ and his **(2)** _____ Young. He **(3)** _____ old. His **(4)** _____, Cape Town. **(5)** _____ 084 765 7588 and **(6)** _____ mattyoung@myemail.com.

Unit 1.2 Special Days

Writing A

Name _____ No. _____ Class _____ Date _____

A. Read the invitation. Complete the information.

1. When?

Birthday:

Party:

Time:

2. Where?

3. Phone number



B. Read the information. Complete the invitation.

When?

Birthday:

Thursday, 6th October

Party: Saturday, 8th

October

Time:

In the afternoon / 5 p.m.

Where?

Peter's restaurant, on

32, Gordon Terrace,

London

Phone number

020 3792 6175



C. Read the information. Write the invitation.

When?

Birthday:

Tuesday, 31st January

Party:

Saturday, 4th February

Time: In the

afternoon / 4 p.m.

Where?

My house, on 3,

Evergreen Avenue,

London

Phone number

020 7319 6146

You're invited to my birthday party!

Hello!

My birthday is (1) _____.

I'm 10! My birthday party (2) _____.

It's (3) _____.

The (4) _____.

Can (5) _____?

My (6) _____.

Alan

D. Write the information and the invitation for your birthday party.

When?

Birthday:

_____.

Party:

_____.

Time:

_____.

Where?

_____.

Phone number

_____.

You're invited to my birthday party!

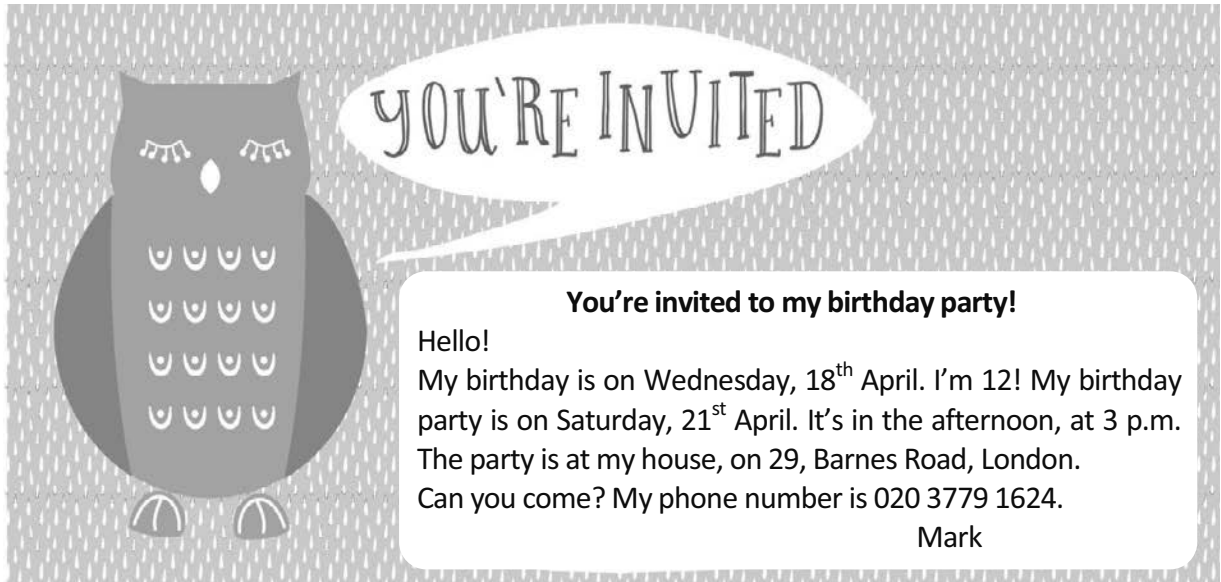
Unit 1.2 Special Days

Writing B

Name _____ No. _____ Class _____ Date _____

A. Read the invitation. Choose the correct answer.

Lê o convite. Escolhe a resposta correta.



1. When is Mark's birthday?

a) Wednesday, 18th April

☐

b) Saturday, 21st April

☐

2. When is the party?

a) Wednesday, 18th April

☐

b) Saturday, 21st April

☐

3. What time is the party?

a) In the afternoon, at 3 p.m.

☐

b) In the morning, at 10 a.m.

☐

4. What's his phone number?

a) 020 3779 1534

☐

b) 020 3779 1624

☐

B. Read the information. Complete the invitation.

Lê a informação. Completa o convite.

When?

Birthday:

Thursday, 6th October

Party:

Saturday, 8th October

Time:

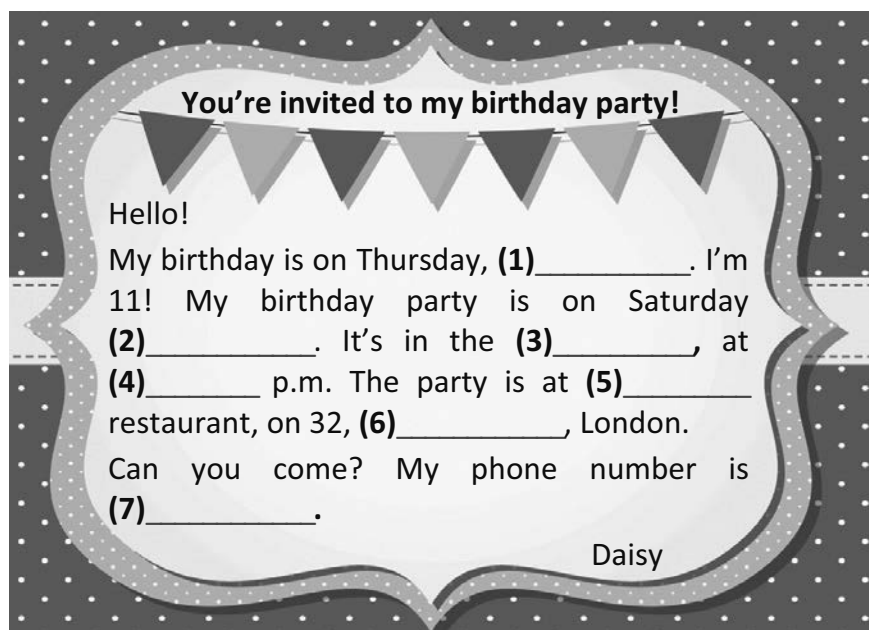
In the afternoon / 5 p.m.

Where?

Peter's restaurant,
on 32, Gordon Terrace,
London

Phone number

020 3792 6175



C. Read the information. Write the invitation.

Lê a informação. Escreve o convite.

When?

Birthday:

Tuesday, 31st January

Party: Saturday, 4th

February

Time: In the

afternoon /

4 p.m.

Where?

My house, on 3,

Evergreen Avenue,

London

Phone number

020 7319 6146



D. Write the information and the invitation for your birthday party.

Escreve a informação e o convite para a tua festa de anos.

When?

Birthday:

_____.

Party:

_____.

Time:

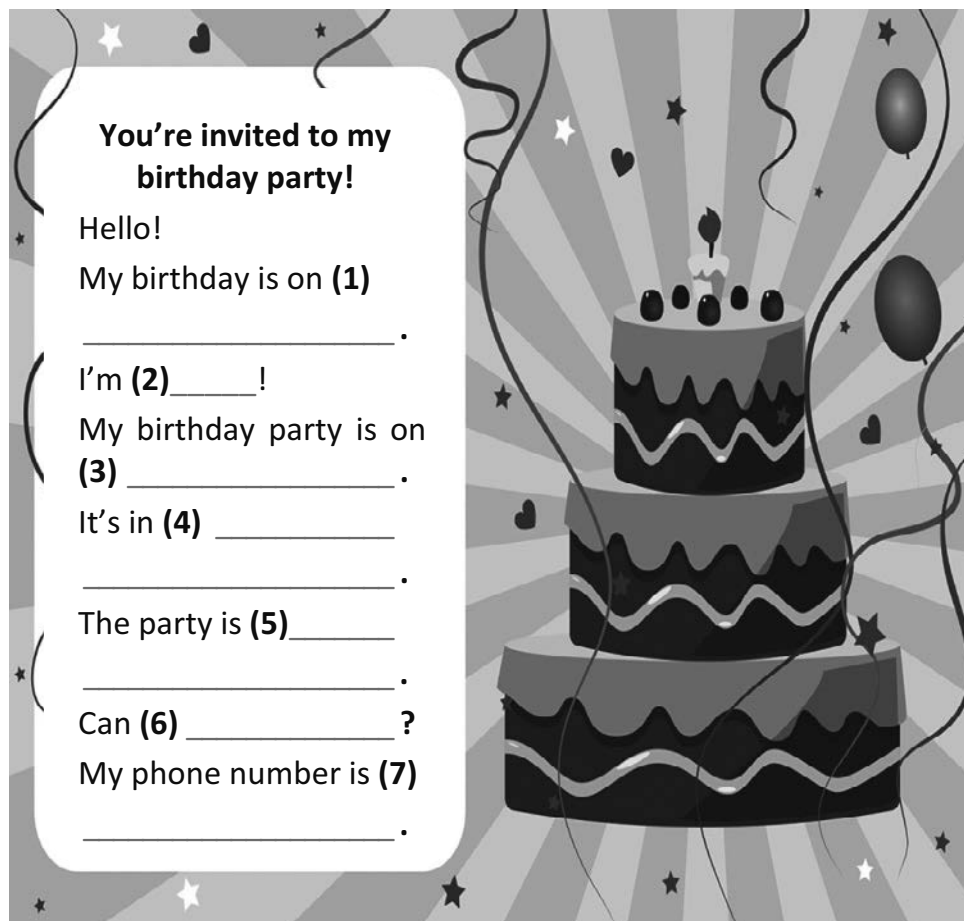
_____.

Where?

_____.

Phone number

_____.



Unit 1.3 Where are you from?

Writing A

Name _____ No. _____ Class _____ Date _____

A. Write the words in the correct order.



Full name: Dwayne Douglas Johnson
Nickname: The Rock
From: California, USA
Birthday: 2nd May

1. full name / his / Dwayne Douglas Johnson / is / .

2. "The Rock" / nickname / his / is / . _____
3. from / he / in / California / is / the United States of America / .

4. is / American / he / . _____
5. on / is / birthday / 2nd May / his / . _____

B. Complete the sentences about Zayn Malik.



Full name: Zain Javadd Malik
Nickname: Zayn
From: Bradford, England
Birthday: 12th January

1. His _____ Zain Javadd Malik.
2. His nickname _____.
3. He _____, in England.
4. He is _____.
5. His birthday _____.

C. Write a text about Bruno Mars.

Full name: Peter Gene Hernandez
Artistic name: Bruno Mars
From: Hawaii, USA
Birthday: 8th October



His full name is... _____

Unit 1.3 Where are you from?

Writing B

Name _____ No. _____ Class _____ Date _____

A. Write the words in the correct order.

Escreve as palavras na ordem correta.



Full name: Dwayne Douglas Johnson
Nickname: The Rock
From: California, USA
Birthday: 2nd May

1. His full name / Dwayne Douglas Johnson / is / . _____
2. "The Rock" / His nickname / is / . _____
3. from California / He / is / in the United States of America / .

4. is / American / He / . _____
5. on / is / His birthday / 2nd May / . _____

B. Complete the sentences about Zayn Malik.

Completa as frases sobre o Zayn Malik.



Full name: Zain Javadd Malik
Nickname: Zayn
From: Bradford, England
Birthday: 12th January

1. His full name is _____.
2. His nickname is _____.
3. He is from _____, in England.
4. He is _____.
5. His birthday is on _____.

C. Complete the text about Bruno Mars.

Completa o texto sobre o Bruno Mars.

Full name: Peter Gene Hernandez
Artistic name: Bruno Mars
From: Hawaii, USA
Birthday: 8th October



His (1) _____ Peter Gene Hernandez. (2) _____ Bruno Mars. (3) _____ Hawaii, in the United States of America. (4) _____ American. (5) _____ 8th October.

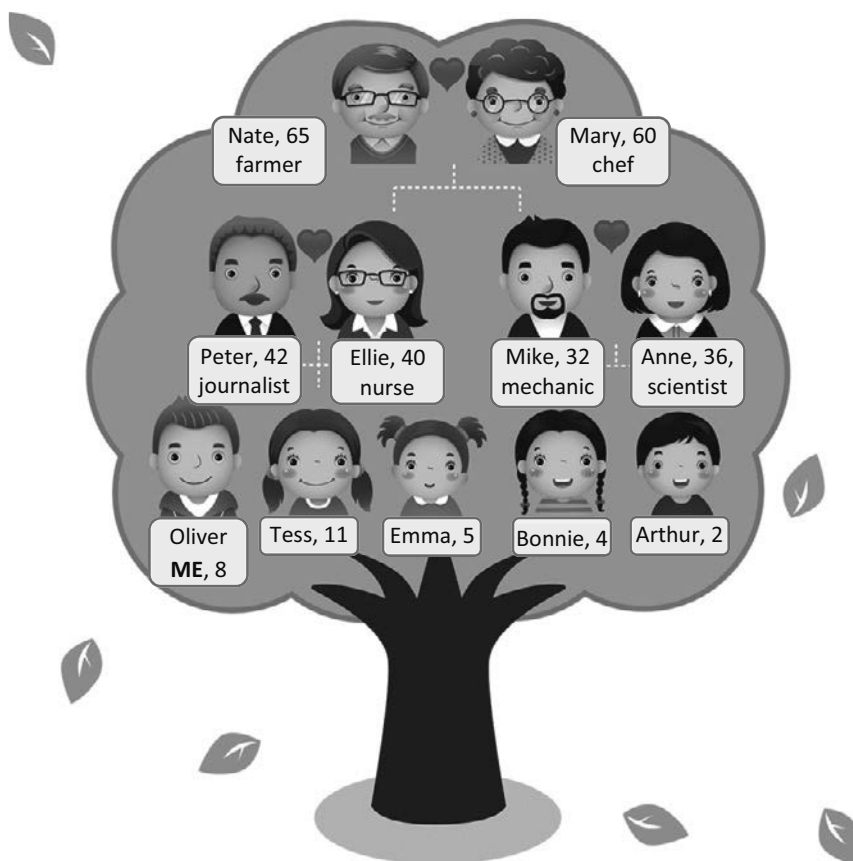
Unit 2.1 Meet my family

Writing A

Name _____ No. _____ Class _____ Date _____

A. Look at the family tree. Complete the text with the words in the box.

journalist father grandparents 32 aunt mother nurse chef
36 sisters cousins uncle mechanic grandmother farmer
grandfather scientist



Hi! My name is Oliver and this is my family. Tess and Emma are my (1)_____. Ellie is my (2)_____. She is 40 years old and she is a (3)_____. Peter is my (4)_____. He is 42 years old and he is a (5)_____. Arthur and Bonnie are my (6)_____. My (7)_____ is Anne. She is a (8)_____ and she is (9)_____ years old. My (10)_____ is Mike. He is a (11)_____ and he is (12)_____ years old. My (13)_____ are Nate and Mary. Nate, my (14)_____, is a (15)_____. Mary, my (16)_____, is a (17)_____.

B. Draw your family tree. Write a text.

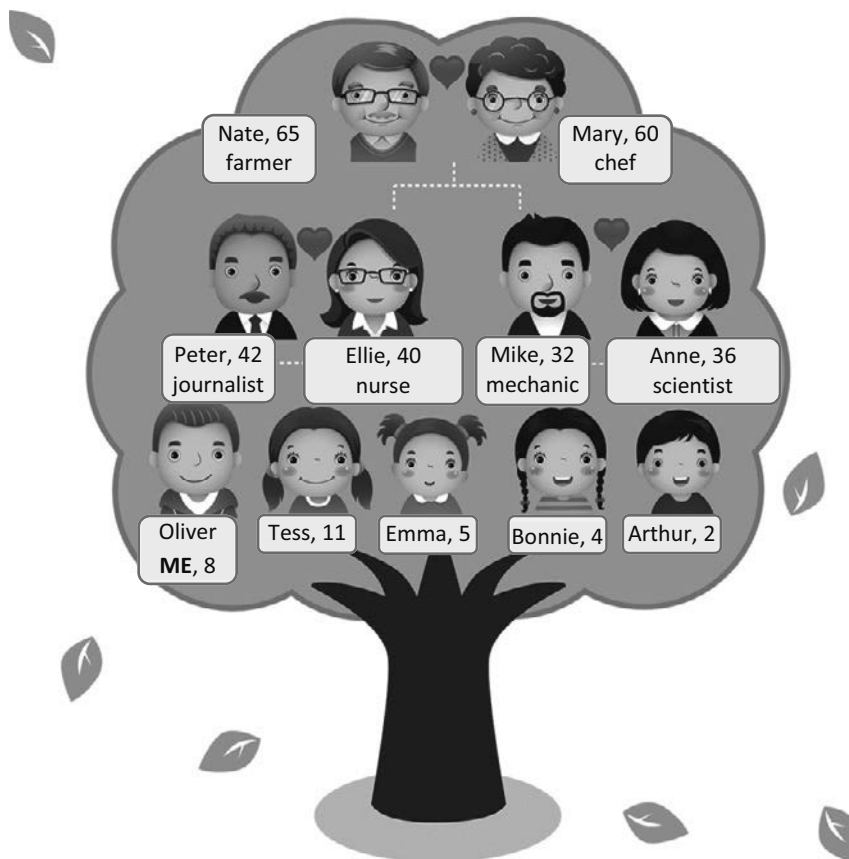
Unit 2.1 Meet my family

Writing B

Name _____ No. _____ Class _____ Date _____

A. Look at the family tree. Circle the correct option.

Observa a árvore genealógica. Faz um círculo na opção correta.



Hi! My name is Oliver and this is my family. Tess and Emma are my **(1) sisters / cousins**. Ellie is my **(2) mother / sister**. She is 40 years old and she is a **(3) nurse / doctor**. Peter is my **(4) father / brother**. He is 42 years old and he is a **(5) mechanic / journalist**. Arthur and Bonnie are my **(6) brothers / cousins**. My **(7) aunt / uncle** is Anne. She is a **(8) nurse / scientist** and she is **(9) 36 / 46** years old. My **(10) aunt / uncle** is Mike. He is a **(11) farmer / mechanic** and he is **(12) 36 / 32** years old. My **(13) parents / grandparents** are Nate and Mary. Nate, my **(14) grandfather / father**, is a **(15) journalist / farmer**. Mary, my **(16) grandmother / grandfather**, is a **(17) teacher / chef**.

B. Draw your family tree. Write a text.

Unit 2.2 Good looks

Writing A

Name _____ No. _____ Class _____ Date _____

A. Can you help the detective? Complete the description of the suspects with words from the boxes.



Cruella de Vil is (1)_____ (height). She is (2)_____ (weight) and (3)_____ (appearance). She has got big green (4)_____ and an ugly (5)_____. Her hair is (6)_____ (length) (7)_____ (style) and (8)_____ (colours). She is very rude.

Height:

- tall
- short

Weight:

- thin
- fat

Appearance:

- ugly
- pretty
- handsome

Eyes:

- big / small
- blue / green / brown / black...

Hair:

- short / medium / long
- straight / wavy / curly
- brown / blonde / black / white...



Captain Hook is (9)_____ (height) and (10)_____ (weight). He has got (11)_____ (size) (12)_____ (colour) eyes, a big nose and a (13)_____. He has got (14)_____ (length) (15)_____ (style) (16)_____ (colour) hair.

B. Describe the Queen of Hearts. Use the words in the box.

big brown noisy short big head small mouth small nose thin long wavy red



The Queen of Hearts is (1)_____ and (2)_____. She has got a (3)_____. She has got (4)_____ hair and (5)_____ eyes. She has got a (6)_____ and a (7)_____. She is very (8)_____.

Unit 2.2 Good looks

Writing B

Name _____ No. _____ Class _____ Date _____

A. Can you help the detective? Circle the correct option.

Consegues ajudar o detetive? Faz um círculo na opção correta.



Cruella de Vil is **(1) tall / short**. She is **(2) fat / thin** and **(3) pretty / ugly**. She has got big green **(4) eyes / hair** and an ugly **(5) nose / eyes**. Her hair is **(6) long / medium** and **(7) curly / straight**. She is very rude.



Captain Hook is **(8) tall / short** and **(9) fat / thin**. He has got **(10) big / small** black eyes, a **(11) big / small** nose and **(12) a moustache / glasses**. He has got **(13) long / medium** **(14) wavy / straight** hair.

B. Describe the Queen of Hearts. Use the words in the box.

Descreve a Rainha de Copas. Usa as palavras da caixa.

short big head big brown small nose thin wavy red small mouth noisy



The Queen of Hearts is **(1)**_____ and **(2)**_____. She has got a **(3)**_____. She has got **(4)**_____ hair and **(5)**_____ eyes. She has got a **(6)**_____ and a **(7)**_____. She is very **(8)**_____.

Unit 2.3 I like my clothes

Writing A

Name _____ No. _____ Class _____ Date _____

A. Read the fact file and the text about Ed Sheeran.



Name:	Ed Sheeran
Nationality:	British
Job:	singer
Hair colour:	red
Eyes:	green
Height:	1.73 m
Weight:	80 kg

This is Ed Sheeran. He is a British singer. He has got short straight red hair and green eyes. He is tall and thin.

Ed is wearing grey trainers, black trousers, a black T-shirt and a red and black shirt. He has got a watch.

B. Colour the picture. Complete the text.



Name:	Sarah Smith
Nationality:	Australian
Job:	student
Hair colour:	brown
Glasses	
Height:	1.10 m
Weight:	20 kg

This is (1)_____.
She is an (2)_____.
She has got (3)_____ hair and she has got (4)_____. She is (5)_____ and (6)_____. Sarah is wearing (7)_____ boots, (8)_____ trousers and a (9)_____ hoodie.

C. Colour the picture. Complete the fact file. Write a text.



Name:	_____
Nationality:	_____
Job:	_____
Hair colour:	_____
Eyes:	_____
Height:	_____
Weight:	_____

Unit 2.3 I like my clothes

Writing B

Name _____ No. _____ Class _____ Date _____

A. Read the fact file and the text about Ed Sheeran.

Lê a informação e o texto sobre o Ed Sheeran.



Name:	Ed Sheeran
Nationality:	British
Job:	singer
Hair colour:	red
Eyes:	green
Height:	1.73 m
Weight:	80 kg

This is Ed Sheeran. He is a British singer. He has got short straight red hair and green eyes. He is tall and thin.

Ed is wearing grey trainers, black trousers, a black T-shirt and a red and black shirt. He has got a watch.

B. Colour the picture. Complete the text.

Pinta o desenho. Completa o texto.



Name:	Sarah Smith
Nationality:	Australian
Job:	student
Hair colour:	brown
Glasses	
Height:	1.10 m
Weight:	20 kg

This is (1)_____. She is an (2)_____. She has got (3)_____ (colour) hair and she has got (4)_____. She is (5)_____ (height) and (6)_____ (weight). Sarah is wearing (7)_____ (colour) boots, (8)_____ (colour) trousers and a (9)_____ (colour) hoodie.

C. Colour the picture. Complete the fact file. Write a text.

Pinta o desenho. Completa a informação. Escreve um texto.



Name:	_____
Nationality:	_____
Job:	_____
Hair colour:	_____
Eyes:	_____
Height:	_____
Weight:	_____

This is _____.
He is _____.
_____.
He has got _____
_____ hair
and _____ eyes. He is _____
and _____.

He is wearing _____

Unit 3.1 Our house

Writing A

Name _____ No. _____ Class _____ Date _____

A. Look at the house. Complete the text.



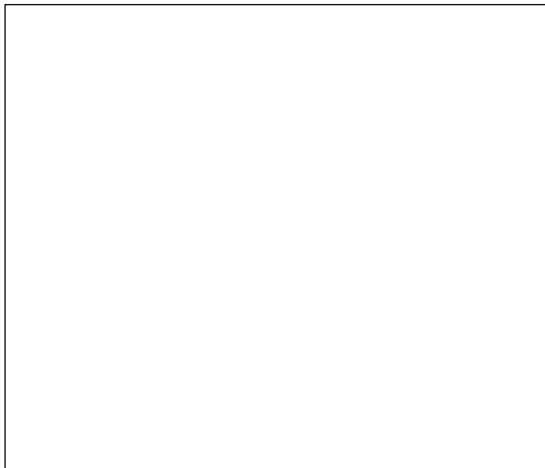
There are two floors in my house. On the ground floor there is a (1) _____ and a (2) _____. On the first floor there is a (3) _____ and a (4) _____. In the attic, there is a (5) _____. My house is small but it's very cosy!

B. Look at the house. Complete the text.



(1) _____ two floors in my house. (2) _____, there is (3) _____, (4) _____ and (5) _____. On the first floor, there is (6) _____ and (7) _____. In the attic, there is (8) _____. My house is very comfortable and I love it!

C. Draw a house. Then write a text about it.



Unit 3.1 Our house

Writing B

Name _____ No. _____ Class _____ Date _____

A. Look at the house. Circle the correct option.

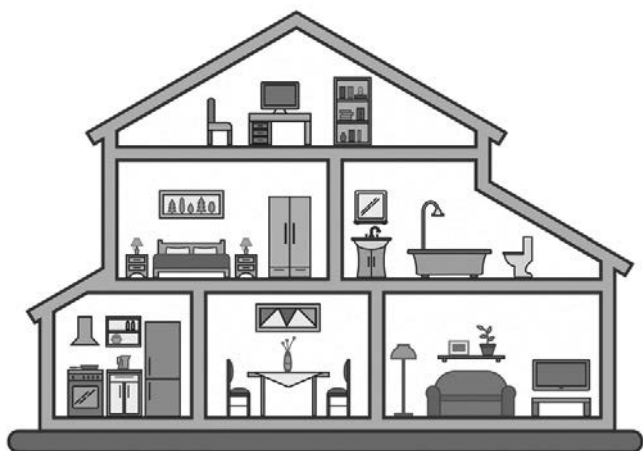
Olha para a casa. Faz um círculo na opção correta.



There are two floors in my house. On the ground floor, there is a **(1) study / living room** and a **(2) kitchen / bedroom**. On the first floor, there is a **(3) bedroom / study** and a **(4) bathroom / dining room**. In the attic, there is a **(5) living room / bedroom**. My house is small but it's very cosy!

B. Look at the house. Circle the correct option.

Olha para a casa. Faz um círculo na opção correta.



There are **(1) two / four** floors in my house. On the ground floor, there is a **(2) toilet / kitchen**, a **(3) dining room / bedroom** and a **(4) study / living room**. On the first floor, there is a **(5) garden / bedroom** and a **(6) bathroom / kitchen**. In the attic, there is a **(7) bathroom / study**. My house is very comfortable and I love it!

C. Draw a house. Then write a text about it.

Desenha uma casa. Depois, escreve um texto sobre ela.



Unit 3.2 There's no place like home!

Writing A

Name _____ No. _____ Class _____ Date _____

A. Read the text and complete the second column.

What?	Where?	
1 big bed	_____	Welcome to my bedroom! This is my favourite place in the house. There is a big bed between two bedside tables. On the bedside table, there is a lamp. There are two rugs next to the bed. There's a wardrobe near the window and there's a bookcase opposite the bed.  Otto, 15, Germany
1 lamp	_____	
2 rugs	_____	
1 wardrobe	_____	
1 bookcase	_____	

B. Read the information on the left. Write the text.

What?	Where?	
1 small bed	between the wall and the bedside table	 Ginny, 12, Australia
1 desk	opposite the bed	
1 chair	near the desk	
books	on the desk	
1 wardrobe	next to the desk	
1 rug	under the desk	
toys	in the wardrobe	
1 lamp	above the desk	

C. What is there in your bedroom? Complete the information on the left. Then write a text.

What?	Where?	
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Unit 3.2 There's no place like home!

Writing B

Name _____ No. _____ Class _____ Date _____

A. Read the text and underline the information from the columns on the left.

Lê o texto e sublinha a informação das colunas da esquerda.

What?	Where?	Welcome to my bedroom! This is my favourite place in the house. There is a big bed between two bedside tables. On the bedside table, there is a lamp. There are two rugs next to the bed. There's a wardrobe near the window and there's a bookcase opposite the bed. 
1 big bed	between 2 bedside tables	
1 lamp	on the bedside table	
2 rugs	next to the bed	
1 wardrobe	near the window	
1 bookcase	opposite the bed	
		Otto, 15, Germany

B. Read the information on the left. Complete the text.

Lê a informação do lado esquerdo. Completa o texto.

What?	Where?	This is my bedroom. I like it very much! There is a (1) _____ between (2) _____. Opposite (3) _____ there's a (4) _____ and (5) _____ the desk there's (6) _____. There are some (7) _____ the desk. The (8) _____ is next to the desk and there's a rug (9) _____. I have got some (10) _____ in (11) _____. There's a lamp (12) _____. 
1 small bed	between the wall and the bedside table	
1 desk	opposite the bed	
1 chair	near the desk	
books	on the desk	
1 wardrobe	next to the desk	
1 rug	under the desk	
toys	in the wardrobe	
1 lamp	above the desk	
		Ginny, 12, Australia

C. What have you got in your bedroom? Complete the information on the left. Then write a text.

O que tens no teu quarto? Completa a informação do lado esquerdo. Depois, escreve um texto.

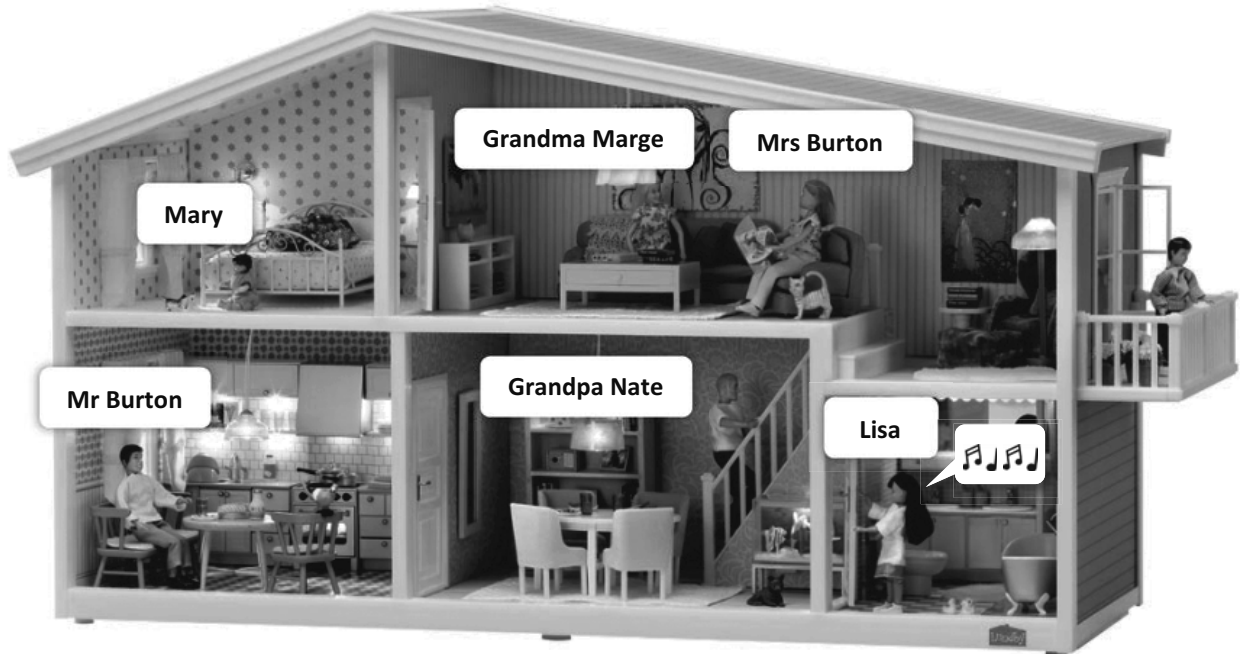
What?	Where?	
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Unit 3.3 Activities at home

Writing A

Name _____ No. _____ Class _____ Date _____

A. Look at the picture. What are they doing? Where are they? Write a text.



It's Sunday! The Burtons are at home. Lisa is singing in the bathroom.

Unit 3.3 Activities at home

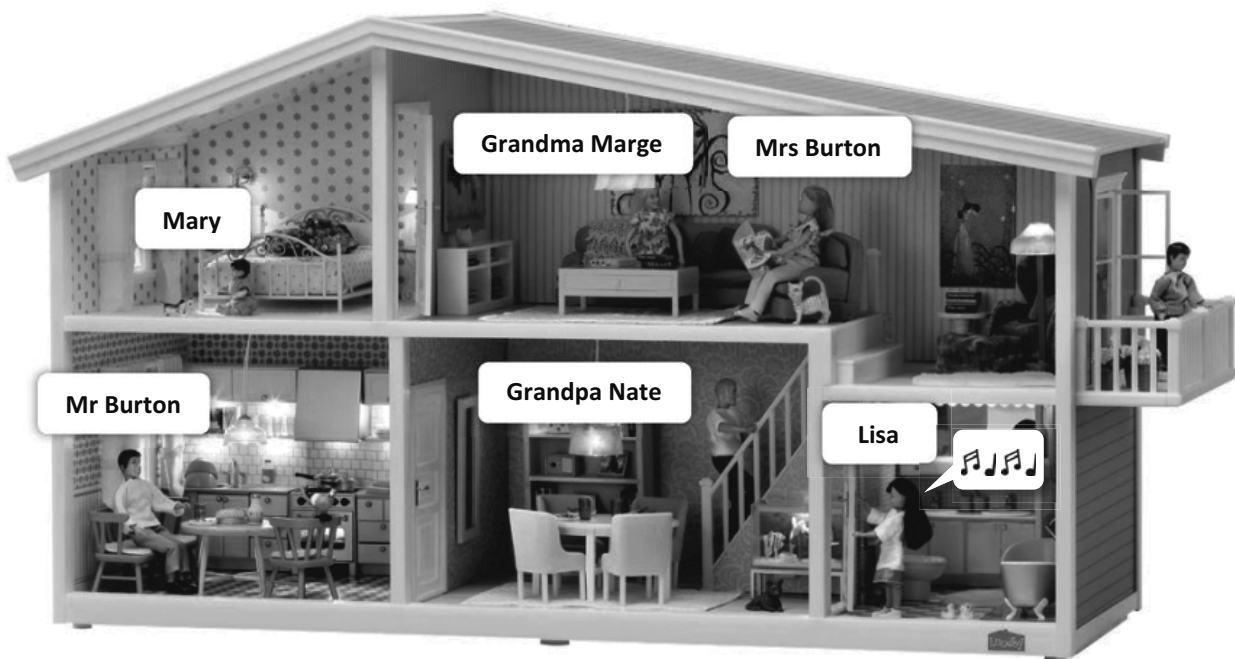
Writing B

Name _____ No. _____ Class _____ Date _____

A. Look at the picture. What are they doing? Where are they? Write a text. Use the verbs in the box.

Observa a ilustração. O que estão a fazer? Onde estão? Escreve um texto. Usa os verbos da caixa.

singing eating reading going upstairs playing with the dog sitting on the sofa



It's Sunday! The Burtons are at home. Lisa is singing in the bathroom.

Unit 4.1 Food and drink

Writing A

Name _____ No. _____ Class _____ Date _____

A. Complete the text.

Mary's favourite food is (1) _____  , her favourite drink is

(2) _____  and her favourite fruit is (3) _____ .

She doesn't like (4) _____   or (5) _____ 

but she likes (6) _____ .

B. Complete the text.

Tom's favourite food is (1) _____  and (2) _____ 

and his favourite dessert is (3) _____ .

He likes (4) _____  and (5) _____  but

he doesn't like (6) _____  or (7) _____ .

C. And you? Write a text about your food preferences.

Unit 4.1 Food and drink

Writing B

Name _____ No. _____ Class _____ Date _____

A. Complete the text. Use the words in the box. One word is not necessary.

Completa o texto. Usa as palavras da caixa. Uma palavra não é necessária.

orange juice hamburgers pineapple chips fish melon chocolate

Mary's favourite food is (1) _____ , her favourite drink is (2) _____  and her favourite fruit is (3) _____ . She doesn't like (4) _____  or (5) _____  but she likes (6) _____ .

B. Complete the text. Use the words in the box. One word is not necessary.

Completa o texto. Usa as palavras da caixa. Uma palavra não é necessária.

cake yoghurt onion eggs peaches peas bacon cauliflower

Tom's favourite food is (1) _____  and (2) _____  and his favourite dessert is (3) _____ . He likes (4) _____  and (5) _____  but he doesn't like (6) _____  or (7) _____ .

C. And you? Write a text about your food preferences.

E tu? Escreve um texto sobre as tuas preferências alimentares.

My favourite food is _____, my favourite drink is _____, my favourite fruit is _____ and my favourite dessert is _____. I don't like _____ or _____ but I like _____.

Unit 4.2 Nice meals

Writing A

Name _____ No. _____ Class _____ Date _____

A. Choose food from the box to complete the table.

vegetable soup orange juice rice carrot soup apple strawberries
ham sandwich roast chicken potatoes ~~grilled fish~~ cheesecake
jam on toast tomato salad lemonade broccoli

breakfast	lunch	snack	dinner
_____	_____	_____	_____
_____	_____	_____	<i>grilled fish</i>
	_____		_____
	_____		_____
	_____		_____
	_____		_____

B. Complete the text about Michelle. Use the information in A.

Michelle is a student. She has breakfast before she goes to school. She eats (1)_____ and she drinks (2)_____. She has lunch at school. Today, lunch is (3)_____, (4)_____ with (5)_____ and (6)_____. She drinks (7)_____ and for dessert she eats an (8)_____. In the afternoon she has a snack. She eats a (9)_____ and drinks (10)_____. She has dinner at home. Dinner today is (11)_____ and (12)_____ with (13)_____ and (14)_____. The dessert is (15)_____.

C. Complete the table about you. Write a text.

breakfast	lunch	snack	dinner
_____	_____	_____	_____
_____	_____	_____	_____
	_____		_____
	_____		_____

Unit 4.2 Nice meals

Writing B

Name _____ No. _____ Class _____ Date _____

A. Choose food from the box to complete the table.

Escolhe comida da caixa para completar a tabela.

vegetable soup orange juice rice carrot soup apple strawberries ham sandwich roast chicken
potatoes ~~grilled fish~~ cheesecake jam on toast tomato salad lemonade broccoli chips

breakfast	lunch	snack	dinner
_____	_____	_____	_____
_____	_____	_____	<i>grilled fish</i>
	_____		_____
	_____		_____
	_____		_____
	_____		_____

B. Complete the text about Michelle. Use the information in A.

Completa o texto sobre a Michelle. Usa a informação em A.

Michelle is a student. She has breakfast before she goes to school. She eats (1)_____ and she drinks (2)_____. She has lunch at school. Today, lunch is (3)_____, (4)_____ with (5)_____ and (6)_____. She drinks (7)_____ and for dessert, she eats (8)_____. In the afternoon she has a snack. She eats (9)_____ and drinks (10)_____. She has dinner at home. Dinner today is (11)_____ and (12)_____ with (13)_____ and (14)_____. The dessert is (15)_____.

C. First complete the table about you. Then complete the text.

Primeiro completa a tabela sobre ti. Depois, completa o texto.

breakfast	lunch	snack	dinner
_____	_____	_____	_____
_____	_____	_____	_____
	_____		_____
	_____		_____

I'm a student. I have breakfast _____. I eat _____ and I drink _____. I have lunch at _____. Today, lunch is _____. I drink _____ and for dessert I eat _____. In the afternoon I have a snack. I eat _____ and drink _____. I have dinner at home, at _____. Dinner today is _____. The dessert is _____.

Writing A

Name _____ No. _____ Class _____ Date _____

today's plan

7.00	get up, have shower, get dressed, have breakfast, brush his teeth
8.00	go to school by bus
8.30	lessons start
10.00	
11.00	
12.00	
13.15	have lunch in the canteen
14.45	lessons start
15.00	
16.00	
17.30	go home, do the homework
18.00	
19.30	have dinner
20.30	put on pyjamas, watch TV
21.00	go to bed

today's plan

7.00	
8.00	
8.30	
10.00	
11.00	
12.00	
13.15	
14.45	
15.00	
16.00	
17.30	
18.00	
19.30	
20.30	
21.00	

[illegible]

Writing B

Name _____ No. _____ Class _____ Date _____

A. Read Mark's daily planner. Complete the information.

Lê o horário do Mark. Completa a informação.

has start (2x) does his past eight (2x) quarter past gets dressed has lunch puts on his
gets up goes home has dinner watches breakfast goes to bed nine o'clock brushes
past five goes to school quarter to half past canteen

today's plan

7.00	get up, have shower, get dressed, have breakfast, brush teeth
8.00	go to school by bus
8.30	lessons start
10.00	
11.00	
12.00	
13.15	have lunch in the canteen
14.45	lessons start
15.00	
16.00	
17.30	go home, do the homework
18.00	
19.30	have dinner
20.30	put on pyjamas, watch TV
21.00	go to bed

Mark (1)_____ at seven o'clock. He (2)_____ a shower, (3)_____ and has (4)_____. He eats cereal and milk and butter on toast. He (5)_____ his teeth and (6)_____ by bus at eight o'clock. Lessons (7)_____ at half (8)_____. At (9)_____ one, he (10)_____ in the school (11)_____ with Max and Harry. In the afternoon, lessons (12)_____ at (13)_____ three. He (14)_____ at half (15)_____ and he (16)_____ homework. He (17)_____ at (18)_____ seven. At half (19)_____, he (20)_____ pyjamas and he (21)_____ TV. He (22)_____ at (23)_____.

B. Complete the daily planner with your daily routine. Write a text about you.

Completa o horário com a tua rotina diária. Escreve um texto sobre ti.

today's plan

7.00	
8.00	
8.30	
10.00	
11.00	
12.00	
13.15	
14.45	
15.00	
16.00	
17.30	
18.00	
19.30	
20.30	
21.00	

[illegible]

Unit 5.2 Free time activities

Writing A

Name _____ No. _____ Class _____ Date _____

A. Look at the pictures about Mark's holidays. Complete the text.

Mark is a very active teenager. Even when he doesn't have school, he's still very busy.

He gets up early, at (1) _____



and he goes to the beach. He likes

(2) _____



. At the beach, he (3) _____



with

his friends. In the afternoon, he goes (4) _____



in the park, then

he goes home and he plays (5) _____



. In the evening, he spends

time with his family and he (6) _____ TV



.

B. What do you do during the summer holidays?

Write a text about a perfect summer day to you.

Ideas:

- go to the beach / swimming pool
- go surfing / running / swimming / skateboarding
- read a book / the newspaper / a magazine
- ride my bike
- play football / volleyball
- watch TV
- play video games / computer games
- go to the cinema / to a summer camp
- spend time with my family / friends

On a perfect summer day I get up

at _____

I love the summer holidays!

Unit 5.2 Free time activities

Writing B

Name _____ No. _____ Class _____ Date _____

A. Look at the pictures about Mark's holidays. Complete the text. Use the words in the box. One is not necessary.

Observa as fotografias das férias do Mark. Completa o texto. Usa as palavras da caixa. Uma não é necessária.

skateboarding surfing rides his bike watches eight o'clock
video games plays volleyball

Mark is a very active teenager. Even when he doesn't have school, he's still very busy.

He gets up early, at (1) _____  and he goes to the beach. He likes

(2) _____  . At the beach, he (3) _____  with

his friends. In the afternoon, he goes (4) _____  in the park, then

he goes home and he plays (5) _____  . In the evening, he spends

time with his family and he (6) _____  TV .

B. What do you do during the summer holidays? Write a text about a perfect summer day to you.

O que fazes nas férias de verão? Escreve um texto sobre um dia de verão perfeito para ti.

Ideas:

- go to the beach / swimming pool
- go surfing / running / swimming / skateboarding
- read a book / the newspaper / a magazine
- ride my bike
- play football / volleyball
- watch TV
- play videogames / computer games
- go to the cinema / to a summer camp
- spend time with my family / friends

On a perfect summer day I get up

at _____

Then, I _____

In the afternoon, I _____

In the evening, I _____

I love the summer holidays! _____

Unit 1.1 Hello, friends!

Vocabulary A

Name _____ No. _____ Class _____ Date _____

A. Write the greetings below the pictures.



1. _____



2. _____



3. _____

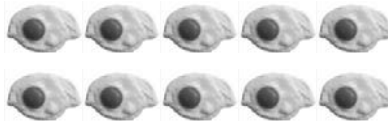


4. _____

B. Write the numbers.



1. _____ cats



2. _____ eggs



3. _____ clocks

C. Write the numbers as words.



1. _____



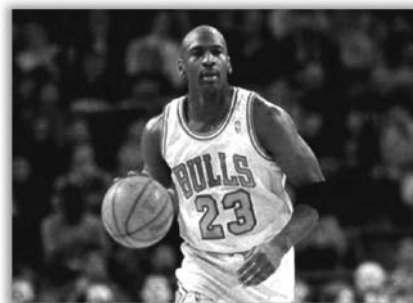
2. _____



3. _____



4. _____



5. _____



6. _____

Unit 1.1 Hello, friends!

Vocabulary B

Name _____ No. _____ Class _____ Date _____

A. Write the greetings below the pictures. Use the expressions in the box.

Escreve as saudações por baixo das imagens. Usa as expressões da caixa.

Good evening!

Good morning!

Good night!

Good afternoon!



1. _____



2. _____



3. _____



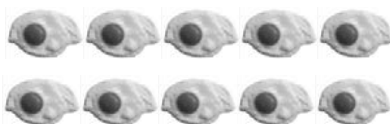
4. _____

B. Choose the correct numbers.

Escolhe os números corretos.



1. three / two cats



2. eight / ten eggs



3. five / fifteen clocks

C. Circle the correct words for the numbers.

Faz um círculo nas palavras correspondentes aos números.



1. ten / one hundred



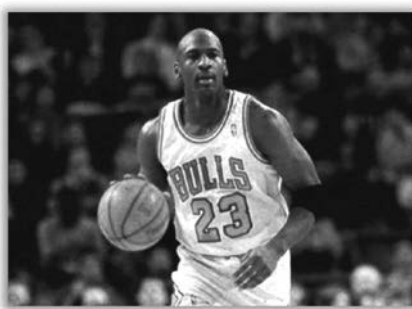
2. forty-nine / fifty-five



3. fifteen / forty-two



4. fifty-three / thirty-five



5. twenty-three / twenty-five



6. twenty-six / sixty-two

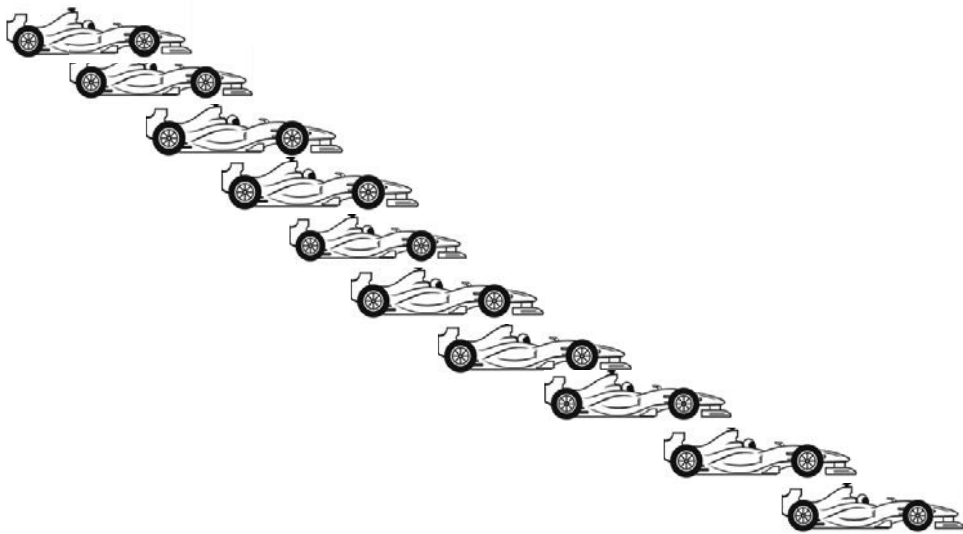
Unit 1.2 Special Days

Vocabulary A

Name _____ No. _____ Class _____ Date _____

A. Read and colour. Then complete the sentences.

- 1st – red
- 2nd – black
- 3rd – blue
- 4th – white
- 5th – grey
- 6th – purple
- 7th – pink
- 8th – yellow
- 9th – green
- 10th – orange



1. The first car is red.
2. The _____ car is _____.
3. The _____ car is _____.
4. The _____ car is _____.
5. The _____ car is _____.
6. The _____ car is _____.
7. The _____ car is _____.
8. The _____ car is _____.
9. The _____ car is _____.
10. The _____ car is _____.

B. Write the days of the week in full.



M _____ → _____ ↓
 _____ ← _____
 ↓ _____ → _____ ↓
 _____ S _____

C. Answer the questions. Write one word answers.

1. What is the first month?

2. What is the twelfth month?

3. What is the seventh month?

4. What is the sixth month?

5. What is the tenth month?

6. What is the eighth month?

7. What is the second month?

8. What is the eleventh month?

Unit 1.2 Special Days

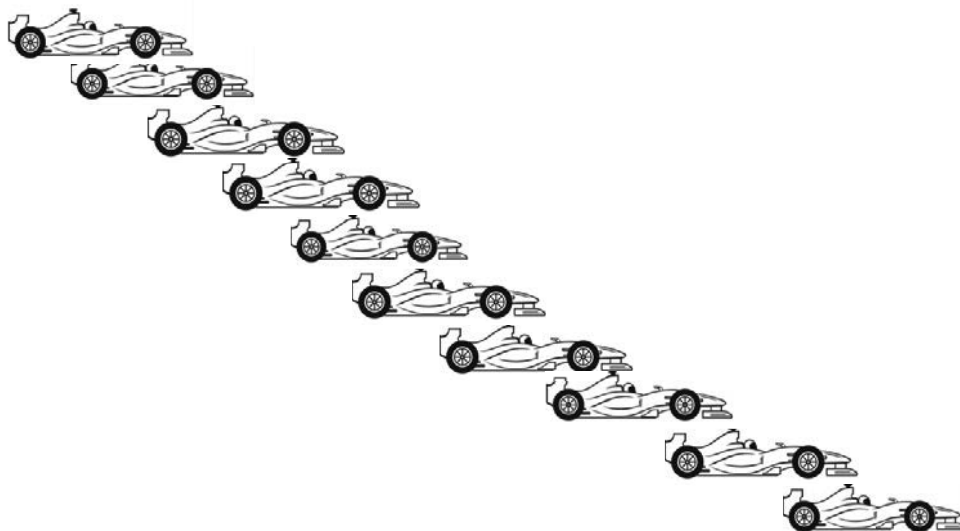
Vocabulary B

Name _____ No. _____ Class _____ Date _____

A. Read and colour. Then complete the sentences.

Lê e pinta. Depois, completa as frases.

- 1st – red
- 2nd – black
- 3rd – blue
- 4th – white
- 5th – grey
- 6th – purple
- 7th – pink
- 8th – yellow
- 9th – green
- 10th – orange



- | | |
|---|-----------------------------|
| 1. The <u>first</u> car is <u>red</u> . | 6. The _____ car is _____. |
| 2. The _____ car is _____. | 7. The _____ car is _____. |
| 3. The _____ car is _____. | 8. The _____ car is _____. |
| 4. The _____ car is _____. | 9. The _____ car is _____. |
| 5. The _____ car is _____. | 10. The _____ car is _____. |

B. Complete the days of the week.

Completa os dias da semana.



o _a_ → _u_ _e_ _a_ ↓
 _ _u_ _ _a_ ← _e_ _e_ _a_ ↓
 ↓
 _ _i_ _a_ → _a_ _u_ _a_ ↓
 u _a_

C. Answer the questions. Write one word answers.

Responde às perguntas. Escreve respostas de uma palavra.

- | | |
|---|--|
| 1. What is the first month?
<u>J</u> | 5. What is the tenth month?
<u>O</u> |
| 2. What is the twelfth month?
<u>D</u> | 6. What is the eighth month?
<u>A</u> |
| 3. What is the seventh month?
<u>J</u> | 7. What is the second month?
<u>F</u> |
| 4. What is the sixth month?
<u>J</u> | 8. What is the eleventh month?
<u>N</u> |

Unit 1.3 Where are you from?

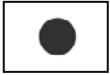
Vocabulary A

Name _____ No. _____ Class _____ Date _____

A. Find 10 nationalities in the word search.

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

B. Write the countries and the nationalities. Use the nationalities in exercise A.

	Country	Nationality
1. 	E _____	_____
2. 	C _____	_____
3. 	C _____	_____
4. 	B _____	_____
5. 	J _____	_____
6. 	P _____	_____
7. 	S _____	_____
8. 	The U _____	_____
9. 	The U _____	_____
10. 	W _____	_____

Unit 1.3 Where are you from?

Vocabulary B

Name _____ No. _____ Class _____ Date _____

- A. Find 10 nationalities in the word search. The first letter of each nationality is indicated.**
 Encontra 10 nacionalidades na sopa de letras. A primeira letra de cada nacionalidade está indicada.



- B. Write the countries and the nationalities. Use the nationalities in exercise A.**
 Escreve os países e as nacionalidades. Usa as nacionalidades do exercício A.

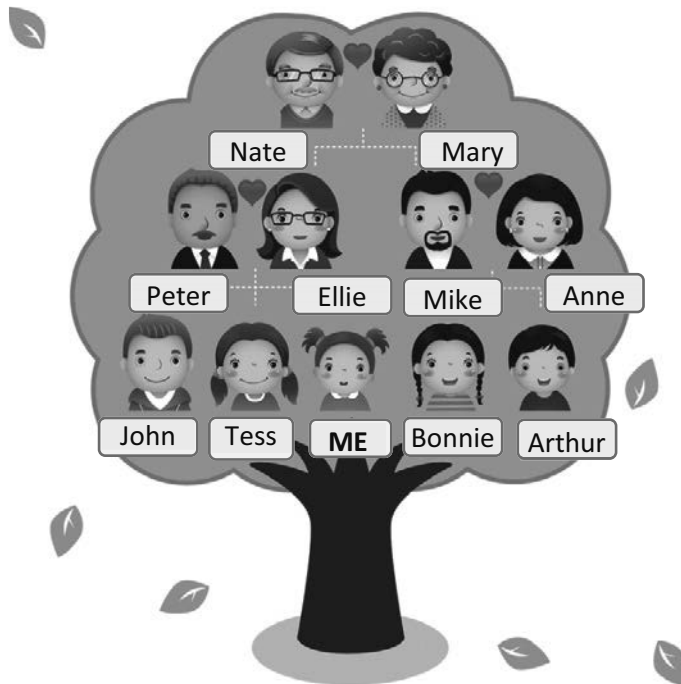
	Country	Nationality
1. 	E_g_a_d	_____
2. 	C_n_d__	_____
3. 	C__ _ _a	_____
4. 	B__ _z _l	_____
5. 	J_p_n	_____
6. 	P_r_u_a__	_____
7. 	S_a_n	_____
8. 	The U_i_e_ K_n_d_m	_____
9. 	The U_i_e_ S_a_e_ o_ A__r_c__	_____
10. 	W_l_s	_____

Unit 2.1 Meet my family

Vocabulary A

Name _____ No. _____ Class _____ Date _____

A. Look at the family tree. Complete the sentences.



1. John is my _____.
2. Tess is my _____.
3. Ellie is my _____.
4. Peter is my _____.
5. Ellie and Peter are my _____.
6. Arthur is my _____.
7. Bonnie is my _____.
8. Anne is my _____.
9. Mike is my _____.
10. Nate is my _____.
11. Mary is my _____.
12. Mary and Nate are my _____.

B. What's the job? Follow the example.



1. a bus driver



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

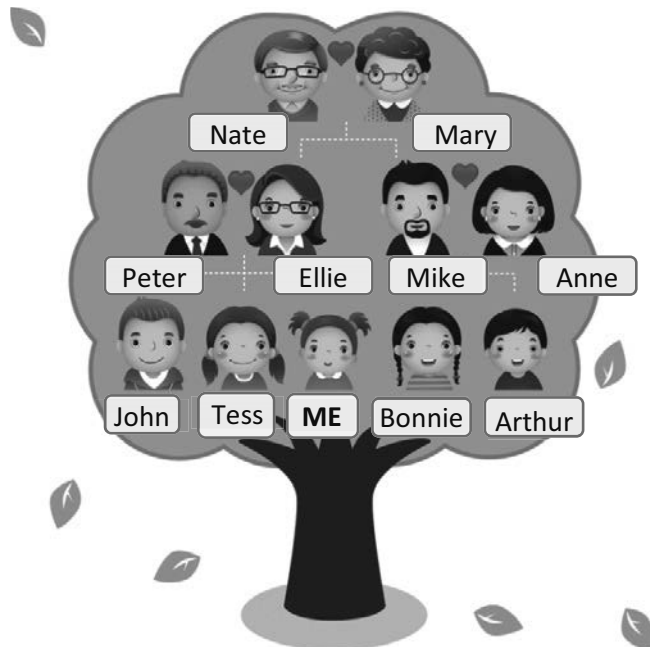
Unit 2.1 Meet my family

Vocabulary B

Name _____ No. _____ Class _____ Date _____

A. Look at the family tree. Complete the sentences.

Observa a árvore genealógica. Completa as frases.



1. John is my b _____.
2. Tess is my s _____.
3. Ellie is my m _____.
4. Peter is my f _____.
5. Ellie and Peter are my p _____.
6. Arthur is my c _____.
7. Bonnie is my c _____.
8. Anne is my a _____.
9. Mike is my u _____.
10. Nate is my g _____.
11. Mary is my g _____.
12. Mary and Nate are my g _____.

B. What's the job?

Qual é a profissão?



1. a b d



2. a c



3. a s



4. an e



5. a f



6. a m



7. an a



8. a j



9. a t

Unit 2.2 Looking good

Vocabulary A

Name _____ No. _____ Class _____ Date _____

A. Unscramble the words. Match them to the pictures.

1. tofo _____

☐

2. rae _____

☐

3. mar _____

☐

4. neso _____

☐

5. dahn _____

☐

6. uhmt _____

☐

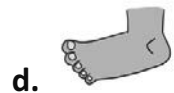
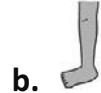
7. yee _____

☐

8. riah _____

☐

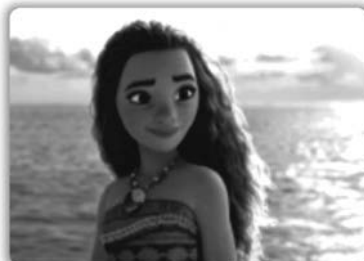
9. gle _____

☐


B. Choose the words to describe their hair.



1. Merida



2. Moana



3. Pocahontas

a. curly red ☐

a. short blonde ☐

a. medium black ☐

b. wavy blonde ☐

b. long brown ☐

b. curly black ☐

c. straight red ☐

c. medium red ☐

c. long black ☐

C. Write sentences about these princesses' hair.

Unit 2.2 Looking good

Vocabulary B

Name _____ No. _____ Class _____ Date _____

A. Unscramble the words. Match them to the pictures.

Ordena as letras. Liga as palavras às imagens.

1. tofo f_____ ☐

2. rae e_____ ☐

3. mar a_____ ☐

4. neso n_____ ☐

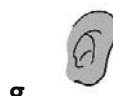
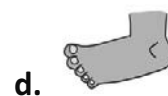
5. dahn h_____ ☐

6. uhmta m_____ ☐

7. yee e_____ ☐

8. riah h_____ ☐

9. gle l_____ ☐



B. Choose the words to describe their hair.

Escolhe as palavras para descrever o seu cabelo.

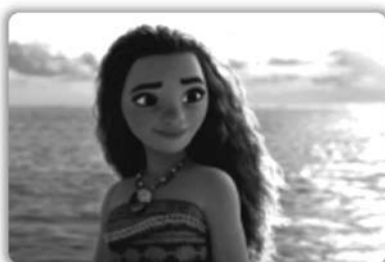


1. Merida

a. curly red ☐

b. wavy blonde ☐

c. straight red ☐



2. Moana

a. short blonde ☐

b. long brown ☐

c. medium red ☐



3. Pocahontas

a. medium black ☐

b. curly black ☐

c. long black ☐

C. Write sentences about these princesses' hair. Follow the example.

Escreve frases sobre o cabelo destas princesas. Segue o exemplo.

1. Merida has got curly red hair.

Unit 2.3 I like my clothes

Vocabulary A

Name _____ No. _____ Class _____ Date _____

A. Find the words in the word search and label the pictures.



1. _____



2. _____



3. _____



4. _____



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



15. _____



5. _____



6. _____



7. _____



8. _____

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

Unit 2.3 I like my clothes

Vocabulary B

Name _____ No. _____ Class _____ Date _____

A. Find the words in the word search. Then complete the words.

Encontra as palavras na sopa de letras. Depois, completa as palavras.



1. t _ o _ s _ r _



2. t _ a _ n _ r _



3. h _ o _ i _



4. b _ o _ s _



9. d _ e _ s _



10. a _ o _ a _



11. s _ o _ t _



12. c _ p _



13. s _ c _ s _



14. g _ o _ e _



15. s _ e _ t _ r _



5. s _ a _ f _



6. s _ i _ t _



7. s _ i _ t _



8. j _ c _ e _

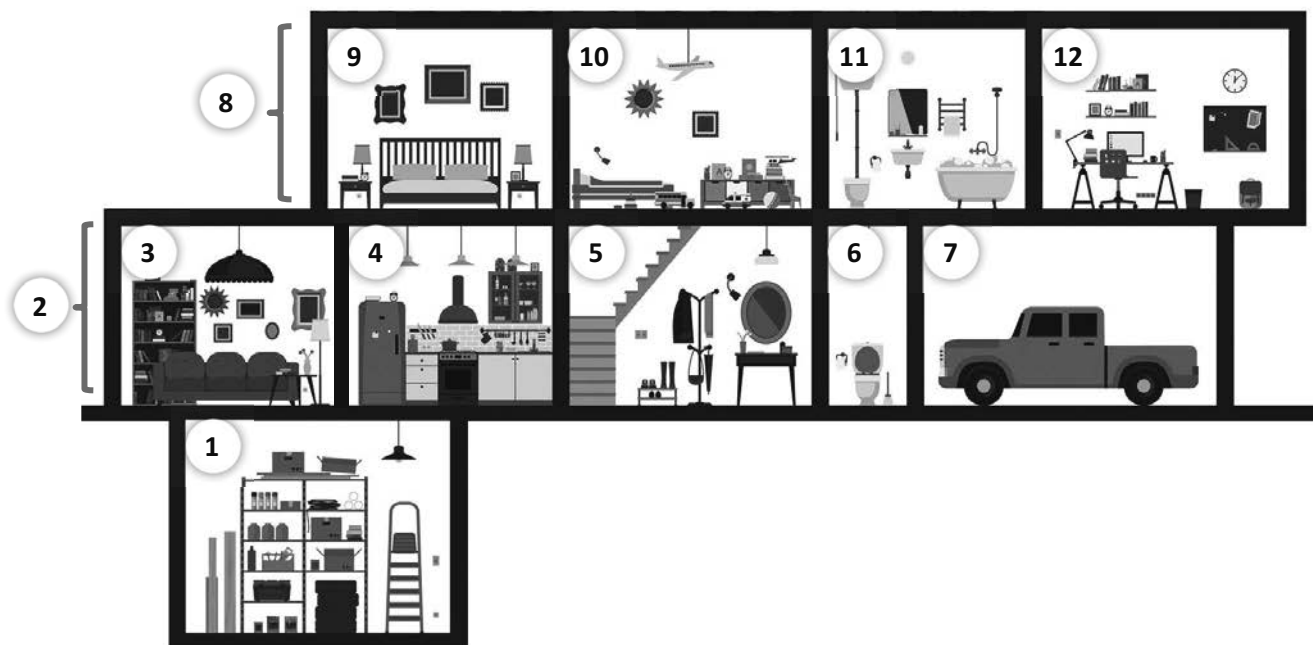
S	S	A	E	T	D	R	E	S	S	B	U	Y	I	P
E	H	M	T	I	E	T	O	L	S	R	J	T	S	O
I	O	H	R	G	L	O	V	E	S	N	A	M	K	L
A	R	H	O	M	T	I	C	D	A	H	C	I	I	P
T	T	P	U	R	R	T	A	H	O	A	K	E	R	G
P	S	D	S	T	U	T	P	W	P	A	E	W	T	D
B	N	E	E	J	S	H	I	R	T	O	T	E	N	K
O	N	L	R	A	W	E	T	R	A	I	N	E	R	S
O	E	R	S	A	E	M	I	P	L	K	F	A	F	C
T	M	F	S	W	A	L	P	S	O	C	K	S	S	A
S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

Unit 3.1 Our house

Vocabulary A

Name _____ No. _____ Class _____ Date _____

A. Label the picture.



- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

B. Answer the questions.

1. How many floors are there?

2. Are the bedrooms downstairs?

3. How many bedrooms are there?

4. Is there a garage?

Unit 3.1 Our house

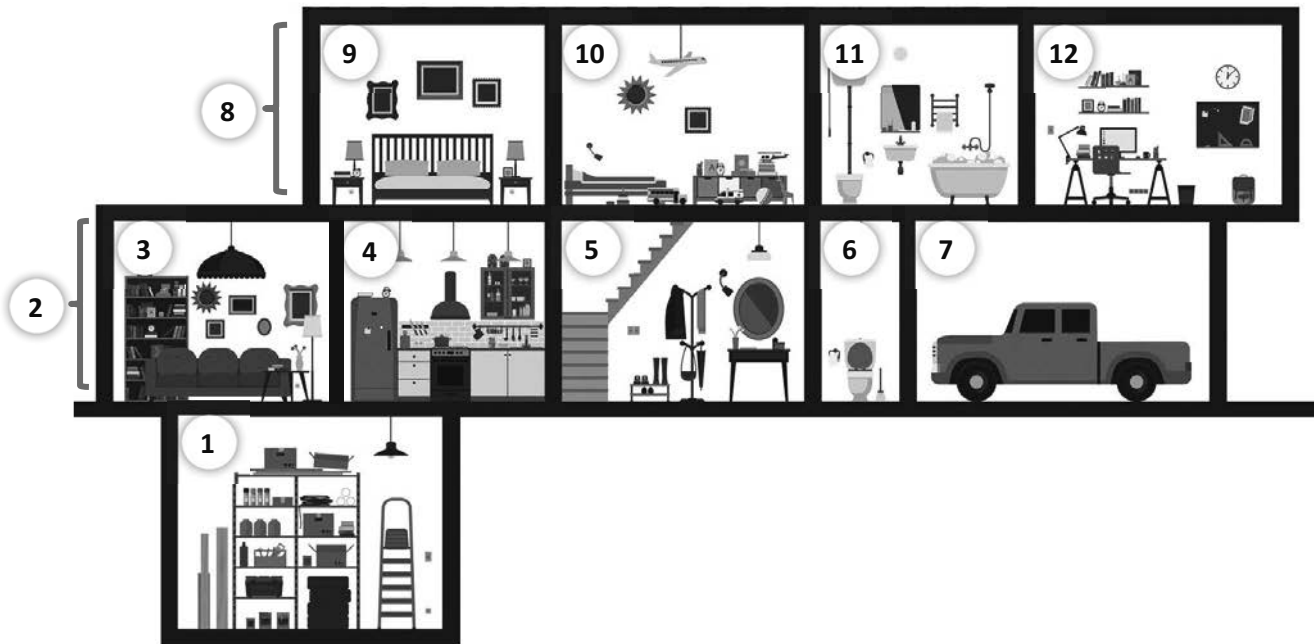
Vocabulary B

Name _____ No. _____ Class _____ Date _____

A. Label the picture. Use the words in the box.

Legenda a imagem. Usa as palavras na caixa.

bathroom study basement kitchen ground floor living room
bedroom toilet garage first floor hall bedroom



- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

B. Tick (✓) the correct option to answer the questions.

Selecione a opção correta para responder às perguntas.

1. How many floors are there?

a. There are two floors.

☐

b. There are three floors.

☐

2. Are the bedrooms downstairs?

a. Yes, they are.

☐

b. No, they aren't.

☐

3. How many bedrooms are there?

a. There are two bedrooms.

☐

b. There are four bedrooms.

☐

4. Is there a garage?

a. Yes, there is.

☐

b. No, there isn't.

☐

Unit 3.2 There's no place like home!

Vocabulary A

Name _____ No. _____ Class _____ Date _____

A. Label the picture with the furniture and the objects.



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

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

Unit 3.2 There's no place like home!

Vocabulary B

Name _____ No. _____ Class _____ Date _____

A. Match the furniture and the objects to the picture.

Liga a mobília e os objetos à imagem.



1. washbasin

☐

2. toilet

☐

3. bedside table

☐

4. rug

☐

5. chest of drawers

☐

6. lamp

☐

7. wardrobe

☐

8. bed

☐

9. bookcase

☐

10. cooker

☐

11. chair

☐

12. armchair

☐

13. desk

☐

14. cupboard

☐

15. coffee table

☐

16. shower

☐

17. fridge

☐

18. pot plant

☐

Unit 3.3 Activities at home

Vocabulary A

Name _____ No. _____ Class _____ Date _____

A. What are they doing? Where are they? Write sentences. Follow the example.



1. She is swimming in the swimming pool.
2. They
3. They
4. He
5. They
6. She

Unit 3.3 Activities at home

Vocabulary B

Name _____ No. _____ Class _____ Date _____

A. What are they doing? Where are they? Follow the example.

O que estão a fazer? Onde estão? Segue o exemplo.

swimming running listening to music eating playing video games writing an email
living room garden dining room study swimming pool bedroom



1. swimming / swimming pool



2. _____



3. _____



4. _____



5. _____



6. _____

B. Write sentences. Follow the example.

Escreve frases. Segue o exemplo.

1. She is swimming in the swimming pool.

2. They

3. They

4. He

5. They

6. She

Unit 4.1 Food and drink

Vocabulary A

Name _____ No. _____ Class _____ Date _____

A. Match the two halves and the pictures. Follow the example.

1. but	•	a.atoes	•	1.	
2. or	•	b.ce	•	2.	
3. pot	•	c.ter	•	3.	
4. let	•	d.flower	•	4.	
5. ri	•	e.urt	•	5.	
6. cauli	•	f.tuce	•	6.	
7. cup	•	g.cakes	•	7.	
8. yogh	•	h.ange	•	8.	

Note: In the original image, a line connects 'but' to 'flower' and another line connects 'cup' to 'cakes'.

B. Find the odd one out. Follow the example.

1. ham / chicken / bacon / sausages / grapes
2. wine / mushrooms / tea / water / coffee
3. sugar / peas / lettuce / broccoli / carrot
4. orange / pear / strawberry / rice / pineapple
5. pie / milk / biscuits / cake / cupcakes

Unit 4.1 Food and drink

Vocabulary B

Name _____ No. _____ Class _____ Date _____

A. Match the two halves and the pictures. Follow the example.

Liga as duas metades e as imagens. Segue o exemplo.

1. but	•	a.atoes	•	1.	
2. or	•	b.ce	•	2.	
3. pot	•	c.ter	•	3.	
4. let	•	d.flower	•	4.	
5. ri	•	e.urt	•	5.	
6. cauli	•	f.tuce	•	6.	
7. cup	•	g.cakes	•	7.	
8. yogh	•	h.ange	•	8.	

B. Find the odd one out. Follow the example.

Encontra o intruso. Segue o exemplo.

1.				
	ham	chicken	sausages	grapes
2.				
	mushrooms	tea	water	coffee
3.				
	sugar	peas	lettuce	carrot
4.				
	oranges	pear	strawberries	rice

Unit 4.2 Nice meals

Vocabulary A

Name _____ No. _____ Class _____ Date _____

A. Write the names. Match the pictures and the names.

1. f_____

☐

2. p_____

☐

3. b_____ o_____ t_____

☐

4. br_____

☐

5. i_____

☐

6. m_____

☐

7. o_____ i_____

☐

8. r_____ c_____

☐

9. b_____

☐

10. c_____

☐

a.



b.



c.



d.



e.



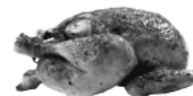
f.



g.



h.



i.



j.



B. Write the names in the correct column.

breakfast

lunch

dinner

Unit 4.2 Nice meals

Vocabulary B

Name _____ No. _____ Class _____ Date _____

A. Match the pictures and the names.

Liga as imagens e os nomes.

1. fish

☐

a.



b.



6. roast chicken

☐

2. bacon

☐

c.



d.



7. milk

☐

3. bread

☐

e.



f.



8. carrot

☐

4. jam

☐

g.



h.



9. orange juice

☐

5. pancakes

☐

i.



j.



10. butter on toast

☐

B. Write the names in the correct column.

Escreve os nomes na coluna correta.

breakfast	lunch	dinner

Unit 5.1 My day

Vocabulary A

Name _____ No. _____ Class _____ Date _____

A. Look for daily routine activities in the word search and label the pictures.

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



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

B. What time is it?



1. *It's* _____



2. _____



3. _____



4. _____



5. _____



6. _____

Unit 5.1 My day

Vocabulary B

Name _____ No. _____ Class _____ Date _____

A. Look for these daily routine activities in the word search and label the pictures.

Procura estas atividades do dia-a-dia na sopa de letras e legenda as imagens.

start lessons
get up
brush my teeth
go to bed
have a shower
go to school
get dressed
have breakfast

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



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

B. What time is it?

Que horas são?



1. It's _____ o' _____.



2. _____ past _____.



3. _____ half _____ seven.



4. _____ to _____.



5. It's _____ past _____.



6. It's _____ o' _____.

Unit 5.2 Free time activities

Vocabulary A

Name _____ No. _____ Class _____ Date _____

A. Match the two halves. Write the words.

- | | | | | |
|----------|---|---|---------------|-------|
| 1. dan | • | • | a. nastics | _____ |
| 2. rol | • | • | b. boarding | _____ |
| 3. skate | • | • | c. ding | _____ |
| 4. te | • | • | d. cing | _____ |
| 5. rea | • | • | e. lerblading | _____ |
| 6. gym | • | • | f. nnis | _____ |

B. Label the pictures.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Unit 5.2 Free time activities

Vocabulary B

Name _____ No. _____ Class _____ Date _____

A. Match the two halves. Write the words.

Liga as duas partes. Escreve as palavras.



1. dan • • a. nastics _____



2. rol • • b. boarding _____



3. skate • • c. ding _____



4. te • • d. cing _____



5. rea • • e. lerblading _____



6. gym • • f. nnis _____

Unit 1.1 Hello, friends!

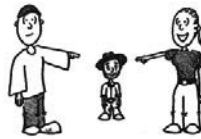
Grammar A – Personal pronouns

Name _____ No. _____ Class _____ Date _____

A. Write the personal pronouns *I, you, he, she, it, we, you, they*.



1. _____



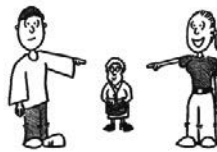
2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

B. Replace the words with personal pronouns.

- | | | |
|-----------------|-------------------------|------------------------|
| 1. Mary _____ | 3. Mr Robinson _____ | 5. Tim and I _____ |
| 2. my car _____ | 4. Maggie and Sam _____ | 6. Sally and you _____ |

C. Circle the correct option.

- | | |
|---|--|
| 1. How are you / I? | 4. Tim is at school. He / She is a student. |
| 2. This is my friend Joanna.
He / She is eleven years old. | 5. Rachel and I like playing football. He / We play at school. |
| 3. This is my dog. They / It is brown. | 6. Mary and Joel are friends. They / He are in my class. |

D. Complete the sentences. Use personal pronouns.

- Mark is American. _____ is my friend.
- The cars are red. _____ are fast.
- You and Julie like English. _____ are good students.
- Look at the horse! _____ is beautiful!



Unit 1.1 Hello, friends!

Grammar B – Personal pronouns

Name _____ No. _____ Class _____ Date _____

A. Circle the correct personal pronoun: *I, you, he, she, it, we, you, they.*

Faz um círculo no pronome pessoal correto: *I, you, he, she, it, we, you, they.*



1. she / I



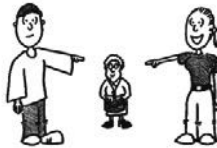
2. he / they



3. he / they



4. it / we



5. it / she



6. you / they



7. they / it



8. he / we



9. I / you

B. Replace the words with personal pronouns.

Substitui as palavras por pronomes pessoais.

Singular

1. Mary _____
2. my car _____
3. Mr Robinson _____

Plural

4. Maggie and Sam _____
5. Tim and I _____
6. Sally and you _____

Remember this!

Singular	Plural
I	we
you	you
he	they
she	
it	

C. Circle the correct option.

Faz um círculo na opção correta.

1. How are **you** / I?
2. This is Joanna. **He** / **She** is eleven.
3. This is my dog. **They** / **It** is brown.
4. Rachel and I like football. **He** / **We** play at school.
5. Mary and Joel are friends. **They** / **He** are in my class.

D. Complete the sentences. Use personal pronouns.

Completa as frases. Usa pronomes pessoais.

1. **Mark** is American. _____ is my friend.
2. **Julie and you** like English. _____ are good students.
3. **The cars** are red. _____ are fast.
4. Look at **the horse**! _____ is beautiful!

Unit 1.2 Special Days

Grammar A – Possessive determiners / Prepositions of time

Name _____ No. _____ Class _____ Date _____

A. Match the sentences.

- | | | |
|----------------------------|---|--|
| 1. I like football. | • | • a. Her favourite flavour is chocolate. |
| 2. You are 11 years old. | • | • b. Its bed is comfortable. |
| 3. Mike has got a brother. | • | • c. My favourite player is Cristiano Ronaldo. |
| 4. Susan likes ice cream. | • | • d. His name is Tom. |
| 5. The cat is asleep. | • | • e. Your birthday is in April. |

B. Complete with a possessive determiner. Then match the sentences to the pictures.

- I'm a teacher.
I like _____ students very much!
- You and Tom like music.
_____ favourite singer is Bruno Mars.
- I live with my parents.
_____ address is 25, Saint John Street, London.
- Susy is at a birthday party.
_____ grandmother is 65.
- Are you the new student?
What's _____ name?
- Tom likes animals.
_____ pet is a hamster.

☐


a

☐


b

☐


c

☐


d

☐


e

☐


f

C. Complete the sentences. Use possessive determiners.

- | | |
|---|---------------------------------------|
| 1. He's my friend. _____ name is Vince. | 3. _____ name is Sue. She's a doctor. |
| 2. They're in the park. _____ T-shirts are red. | 4. It's my pet. _____ name is Roxy. |

D. Match the two parts of the sentence.

- | | | |
|-------------------------------|---|------------------------------|
| 1. My birthday is on | • | • a. winter. |
| 2. We have English lessons on | • | • b. the afternoon. |
| 3. I go to the park in | • | • c. Mondays and Wednesdays. |
| 4. Christmas is in | • | • d. 17 th June. |

Unit 1.2 Special Days

Grammar B – Possessive determiners / Prepositions of time

Name _____ No. _____ Class _____ Date _____

A. Match the sentences.

Liga as frases.

- | | | |
|----------------------------|---|--|
| 1. I like football. | • | • a. Her favourite flavour is chocolate. |
| 2. You are 11 years old. | • | • b. Its bed is comfortable. |
| 3. Mike has got a brother. | • | • c. My favourite player is Cristiano Ronaldo. |
| 4. Susan likes ice cream. | • | • d. His name is Tom. |
| 5. The cat is asleep. | • | • e. Your birthday is in April. |

B. Circle the correct personal pronoun. Then match the sentences to the pictures.

Faz um círculo no pronome pessoal correto. De seguida, liga as frases às imagens.

- | | | | |
|---|--------------------------|--|---|
| 1. I'm a teacher.
I like my / her students very much! | ☐ |  |  |
| 2. You and Tom like music.
Your / Our favourite singer is Bruno Mars. | ☐ | | |
| 3. I live with my parents.
Your / Our address is 25, Saint John Street, London. | ☐ |  |  |
| 4. Susy is at a birthday party.
Her / Their grandmother is 65. | ☐ | | |
| 5. Are you the new student?
What's your / my name? | ☐ |  |  |
| 6. Tom likes animals.
His / Its pet is a hamster. | ☐ | | |

C. Circle the correct option.

Faz um círculo na opção correta.

- | | |
|--|--|
| 1. His / He's my friend.
His / He's name is Vince. | 3. Her / She's name is Sue.
Her / She's a doctor. |
| 2. Their / They're in the park.
Their / They're T-shirts are red. | 4. Its / It's my pet.
Its / It's name is Roxy. |

D. Match the two parts of the sentence.

Liga as duas partes da frase.

- | | | |
|-------------------------------|---|------------------------------|
| 1. My birthday is on | • | • a. winter. |
| 2. We have English lessons on | • | • b. the afternoon. |
| 3. I go to the park in | • | • c. Mondays and Wednesdays. |
| 4. Christmas is in | • | • d. 17 th June. |

Unit 1.3 Where are you from?

Grammar A – Verb to be

Name _____ No. _____ Class _____ Date _____

A. Complete the sentences. Use the affirmative of the verb *to be*.

1. I _____ from Canada.
2. My father _____ 42 years old.
3. My parents _____ teachers.
4. We have a pet. It _____ a dog.
5. We _____ a happy family.



B. Complete the sentences. Use the negative of the verb *to be*.

1. You _____ home.
2. She _____ German.
3. I _____ 13 years old.
4. They _____ at school.
5. He _____ from Washington.



C. Put the words in the correct order to write questions.

1. students / are / you / ? _____
2. she / happy / is / ? _____
3. are / Greek / they / ? _____
4. it / is / sunny / ? _____
5. Mr Morris / your teacher / is / ? _____

D. Write questions and answers. Follow the example.

1. Thaís / Angolan (X) / Brazilian (✓) – Is Thaís Angolan? No, she isn't. She's Brazilian.

2. Alice / American (X) / Portuguese (✓)

3. Louise and Jacques / Canadian (X) / French (✓)

4. You and Walter / English (X) / German (✓)

5. Bruce / Welsh (X) / Scottish (✓)

Unit 1.3 Where are you from?

Grammar B – Verb to be

Name _____ No. _____ Class _____ Date _____

A. Circle the correct option.

Faz um círculo na opção correta.

1. I **is** / **am** from Canada.
2. My father **am** / **is** 42 years old.
3. My parents **is** / **are** teachers.
4. We have a pet. It **am** / **is** a dog.
5. We **are** / **is** a happy family.



B. Complete the sentences. Use the negative of the verb to be.

Completa as frases. Usa a negativa do verbo to be.

1. You _____ home.
2. She _____ German.
3. I _____ 13 years old.
4. They _____ at school.
5. He _____ from Washington.

am not
isn't (2x)
aren't (2x)



C. Put the words in the correct order to complete the questions.

Põe as palavras na ordem correta para completar as perguntas.

1. students / ~~are~~ / you / ? Are _____
2. she / happy / ~~is~~ / ? Is _____
3. ~~are~~ / Greek / they / ? Are _____
4. Mr Morris / your teacher / ~~is~~ / ? Is _____

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

Completa as perguntas e as respostas. Segue o exemplo.

1. Thaís / Angolan (X) / Brazilian (✓)

Is Thaís Angolan? No, she isn't. She's Brazilian.

2. Alice / American (X) / Portuguese (✓)

_____ Alice American? No, she _____. _____ Portuguese.

3. Louise and Jacques / Canadian (X) / French (✓)

_____ Louise and Jacques Canadian? No, they _____. _____ French.

4. You and Walter / English (X) / German (✓)

_____ you and Walter English? No, we _____. _____ German.

Unit 2.1 Meet my family

Grammar A – Verb to have got

Name _____ No. _____ Class _____ Date _____

A. Complete the sentences with the verb *to have got* in the affirmative.

1. Jane _____ a big family.
2. Her mother _____ two sisters.
She _____ two brothers, too.
3. Her father _____ three brothers.
He _____ a sister, too.
4. I _____ a small family.
5. We _____ a pet dog, Rex.
6. Rex _____ a small house in the garden.
7. You _____ a big family, too.



B. Complete the sentences with the verb *to have got* in the negative.

1. Mary _____ a Japanese friend.
2. My mother _____ a brother.
3. My school _____ a swimming pool.
4. I _____ a car.
5. We _____ a big family.
6. They _____ green eyes.
7. My parents _____ a daughter.

C. Complete the questions and give short answers.

1. _____ you _____ a fish? Yes, _____.
2. _____ he _____ two aunts? No, _____.
3. _____ your parents _____ any brothers or sisters? Yes, _____.
4. _____ your school _____ a library? Yes, _____.
5. _____ your city _____ an airport? No, _____.
6. _____ your pet _____ a name? Yes, _____.

D. Look at the table. Follow the example.

			
 Peter	✓	✓	X
 Paul	X	✓	✓
 Mary	X	X	✓

1. (Peter/cat) *Has Peter got a cat? Yes, he has.* _____
2. (Peter / skateboard) _____
3. (Peter / football) _____
4. (Paul / skateboard) _____
5. (Paul and Mary / cat) _____
6. (Mary / skateboard) _____
7. (Paul and Mary / football) _____

E. Write sentences. Follow the example.

1. *Peter has got a cat and a skateboard but he hasn't got a football.* _____
2. *Paul* _____
3. *Mary* _____

F. Make sentences.

1. Jane / have got / five uncles / .

2. Mark / not have got / a dog / .

3. you / have got / a big house / ?

4. we / have got / a computer / .

Unit 2.1 Meet my family

Grammar B – Verb to have got

Name _____ No. _____ Class _____ Date _____

A. Circle the correct form of the verb *to have got* in the affirmative.

Faz um círculo na forma correta to verbo *to have got* na afirmativa.

1. Jane **has got** / **have got** a big family.
2. Her mother **have got** / **has got** two sisters.
She **has got** / **have got** two brothers, too.
3. Her father **has got** / **have got** three brothers.
He **have got** / **has got** a sister, too.
4. I **has got** / **have got** a small family.
5. We **has got** / **have got** a pet dog, Rex.
6. You **has got** / **have got** a big family, too.



B. Circle the correct form of the verb *to have got* in the negative.

Faz um círculo na forma correta to verbo *to have got* na negativa.

1. Mary **haven't got** / **hasn't got** a Japanese friend.
2. My mother **haven't got** / **hasn't got** a brother.
3. My school **haven't got** / **hasn't got** a swimming pool.
4. I **haven't got** / **hasn't got** a car.
5. We **haven't got** / **hasn't got** a big family.
6. They **haven't got** / **hasn't got** green eyes.

C. Complete the questions and give short answers. Use *have, has, haven't, hasn't*.

Completa as perguntas e dá respostas curtas. Usa *have, has, haven't, hasn't*.

1. _____ you got a fish? Yes, I _____.
2. _____ he got two aunts? No, he _____.
3. _____ your parents got any brothers or sisters? Yes, they _____.
4. _____ your school got a library? Yes, it _____.
5. _____ your city got an airport? No, it _____.
6. _____ your pet got a name? Yes, it _____.

D. Look at the table. Follow the example.

Observa a tabela. Segue o exemplo.

			
 Peter	✓	✓	X
 Paul	X	✓	✓
 Mary	X	X	✓

1. Has Peter got a cat? Yes, he has.
2. _____ Peter _____ a skateboard? _____, he _____.
3. _____ Peter _____ a football? _____, he _____.
4. _____ Paul _____ a skateboard? _____, he _____.
5. _____ Paul and Mary _____ a cat? _____, they _____.
6. _____ Mary _____ a skateboard? _____, she _____.
7. _____ Paul and Mary _____ a football? _____, they _____.

E. Complete the sentences. Follow the example.

Completa as frases. Segue o exemplo.

1. Peter has got a cat and a skateboard but he hasn't got a football.
2. Paul _____ and a _____ but he _____.
3. Mary _____ but she _____ or _____.

F. Make sentences. Follow the example.

Faz frases. Segue o exemplo.

1. Jane / have got / five uncles / .
Jane has got five uncles.
2. Mark / not have got / a dog / .

3. you / have got / a big house / ?

4. we / have got / a computer / .

Unit 2.1 Meet my family

Grammar A – Plurals

Name _____ No. _____ Class _____ Date _____

A. Write the singular and the plural. Follow the example.

child fox potato **girl** baby box foot man bus



1. one girl

four girls



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

B. Write in the plural.

1. I am a child. We

2. You are a teacher. _____

3. It is a sandwich. _____

4. He is a student. _____

5. She is a woman. _____

Unit 2.1 Meet my family

Grammar B – Plurals

Name _____ No. _____ Class _____ Date _____

A. Write the plural. Follow the example.

Escreve o plural. Segue o exemplo.



1. one girl

four girls



2. one man



3. one bus



4. one potato



5. one child



6. one foot



7. one baby



8. one box



9. one fox

B. Write in the plural.

Escreve no plural.

1. I am a child. We are

2. You are a teacher. You are

3. It is a sandwich. They are

4. He is a student. They

5. She is a woman. They

Unit 2.2 Looking good

Grammar A – Adjectives

Name _____ No. _____ Class _____ Date _____

A. Write in the correct order. Match the sentences to the pictures.

1. beautiful / It's / a / day / .

_____ ☐

2. teacher / nice / She / is / a / .

_____ ☐

3. good / I / a / student / am / .

_____ ☐

4. hair / got / I / have / straight / .

_____ ☐

5. eyes / My / are / big / .

_____ ☐

6. curly / Her / is / hair / and / long / .

_____ ☐



a



b



c



d



e



f

B. Put the adjective in the right place. Match the sentences to the pictures.

1. This is a pencil. **(new)**

_____ ☐

2. He is a boy. **(hard-working)**

_____ ☐

3. We are students. **(happy)**

_____ ☐

4. They are people. **(noisy)**

_____ ☐

5. He is a footballer. **(very active)**

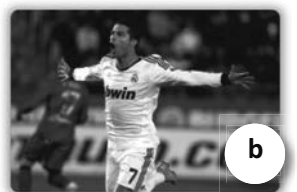
_____ ☐

6. She has got a dog. **(brown)**

_____ ☐



a



b



c



d



e



f

Unit 2.2 Looking good

Grammar B – Adjectives

Name _____ No. _____ Class _____ Date _____

A. Write in the correct order. Match the sentences to the pictures.

Escreve na ordem correta. Liga as frases às imagens.

1. beautiful / It's / a / day / .

It's ☐

2. teacher / nice / She / is / a / .

She ☐

3. good / I / a / student / am / .

I ☐

4. hair / got / I / have / straight / .

I ☐

5. eyes / My / are / big / .

My ☐

6. curly / Her / is / hair / and / .

Her ☐



a



b



c



d



e



f

B. Tick (✓) the sentence with the adjective in the right place.

Assinala a frase com o adjetivo no sítio certo.



1

1. ☐ a. This is a new pencil.

☐ b. This is a pencil new.



2

2. ☐ a. He is a hard-working boy.

☐ b. He is a boy hard-working.



3

3. ☐ a. We are happy students.

☐ b. We are students happy.



4

4. ☐ a. She has got a dog brown.

☐ b. She has got a brown dog.



5

5. ☐ a. He is a very active footballer.

☐ b. He is a very footballer active.



6

6. ☐ a. They are people noisy.

☐ b. They are noisy people.

Unit 2.3 I like my clothes

Grammar A – Possessive case

Name _____ No. _____ Class _____ Date _____

A. Complete with 's or '.

1. It's Melanie _____ dog.
2. It's Charlotte _____ tank top.
3. They are the kid _____ parents.
4. They're the men _____ trousers.
5. They're Thomas _____ shorts.
6. They're my parents _____ cars.

B. Look at the pictures and follow the example.

	1. trainers	•	•	Chloe
	2. dress	•	•	Mr Brown
	3. raincoat	•	•	Tom
	4. umbrella	•	•	James
	5. gloves	•	•	the children

1. Whose trainers are these?

They're Tom's trainers.

2. _____

3. _____

4. _____

5. _____

Unit 2.3 I like my clothes

Grammar B – Possessive case

Name _____ No. _____ Class _____ Date _____

A. Complete with 's or '.

Completa com 's ou '.

1. It's Melanie _____ dog.
2. It's Charlotte _____ tank top.
3. He's Sarah and Oliver _____ brother.
4. They're the men _____ trousers.
5. They're Thomas _____ shorts.
6. They're my parents _____ cars.

Remember this!

Singular > 's

Irregular
plural > 's

Plural
ending in s > '

B. Look at the pictures and follow the example.

Observa as imagens e segue o exemplo.

1. Whose trainers are these?
They're Tom's trainers.
2. Whose _____ is this?
It's _____ dress.
3. Whose _____ is this?
It's _____ raincoat.
4. Whose _____ is this?
It's _____ umbrella.
5. Whose _____ are these?
They're _____ gloves.



1. trainers
 2. dress
 3. raincoat
 4. umbrella
 5. gloves
- Chloe
Mr Brown
Tom
James
the children

Unit 2.3 I like my clothes

Grammar A – Possessive pronouns

Name _____ No. _____ Class _____ Date _____

A. Complete the sentences. Use a possessive pronoun. Follow the example.

1. This is **Nick's** cap. It's *his* _____.
2. I have got a nice dress. It's _____.
3. These are **your** socks. They're _____.
4. **My mother** has got a new car. It's _____.
5. **The students** have got new books. They are _____.
6. **Amy and I** have got colourful umbrellas. They're _____.



B. Write sentences. Follow the example.

1. My coat and **your coat** are black.
My coat and yours are black. _____
2. Alice's watch and **my watch** are new.

3. The boys have got new shirts. They are **their shirts**.

4. Jack's scarf is long but **her scarf** is short.

5. Your parents and you have got a big house. It is **your house**.

6. My sister and I have got a dog. It is **our dog**.

7. Emma's sweater and **his sweater** are warm.

8. Is this my jacket or **your jacket**?

C. Write sentences. Follow the example.

1. (Jonah / watch) *Whose watch is this? It's Jonah's watch. It's his.* _____
2. (Peter / anorak) _____
3. (William / belt) _____
4. (Susy / necklace) _____

Unit 2.3 I like my clothes

Grammar B – Possessive pronouns

Name _____ No. _____ Class _____ Date _____

A. Circle the correct possessive pronoun.

Faz um círculo no pronome possessivo correto.

1. This is Nick's cap. It's **hers** / **his**.
2. I have got a nice dress. It's **mine** / **ours**.
3. These are your socks. They're **yours** / **theirs**.
4. My mother has got a new car. It's **his** / **hers**.
5. The students have got new books. They are **theirs** / **yours**.
6. Amy and I have got colourful umbrellas. They're **hers** / **ours**.



B. Write sentences. Follow the example.

Escreve frases. Segue o exemplo.

1. My coat and **your coat** are black. (**mine** / **yours**)

My coat and yours are black.

2. Alice's watch and **my watch** are new. (**hers** / **mine**)

3. The boys have got new shirts. They are **their shirts**. (**theirs** / **his**)

4. Jack's scarf is long but **her scarf** is short. (**his** / **hers**)

5. Your parents and you have got a big house. It is **your house**. (**mine** / **yours**)

6. My sister and I have got a dog. It is **our dog**. (**ours** / **hers**)

7. Emma's sweater and **his sweater** are warm. (**his** / **hers**)

8. Is this my jacket or **your jacket**? (**mine** / **yours**)

C. Write sentences. Follow the example.

Escreve frases. Segue o exemplo.

1. (**Jonah** / **watch**) Whose watch is this? It's Jonah's watch. It's his.

2. (**Peter** / **anorak**) _____ is this? It's _____. It's _____.

3. (**William** / **belt**) _____ is this? It's _____.
It's _____.

4. (**Susy** / **necklace**) _____ is this? It's _____. It's _____.

Unit 3.1 Our house

Grammar A – There to be

Name _____ No. _____ Class _____ Date _____

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

- _____ a garage next to the house.
- _____ two floors.
- Upstairs, _____ one bathroom.
- Downstairs, _____ one living room.
- _____ a kitchen on the ground floor.



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

- _____ a swimming pool.
- _____ flowers in the garden.
- _____ a bath in the bathroom upstairs.
- _____ two bedrooms downstairs.
- _____ two cars in the garage.

C. Complete the questions with *Is there* or *Are there*. Then, give short answers.

In your house...

- | | |
|-----------------------------|---------------------------------|
| 1. _____ a garden?
_____ | 3. _____ two bedrooms?
_____ |
| 2. _____ a hall?
_____ | 4. _____ stairs?
_____ |

D. Complete the sentences. Use the verb *there to be*.

Mary: Hi, Lucy! Welcome to my house!

Lucy: Your house is beautiful and very big!

Mary: Yes, (1)_____ two bedrooms downstairs and (2)_____ four bedrooms upstairs.

Lucy: Wow! Six bedrooms... (3)_____ a study?

Mary: Yes, (4)_____. It's on the first floor. On the ground floor (5)_____ a kitchen and a living room, but (6)_____ a dining room.

Lucy: (7)_____ a swimming pool?

Mary: No, (8)_____. But (9)_____ a lovely garden.

Unit 3.1 Our house

Grammar B – There to be

Name _____ No. _____ Class _____ Date _____

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

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

- _____ a garage next to the house.
- _____ two floors.
- Upstairs, _____ one bathroom.
- Downstairs, _____ one living room.
- _____ a kitchen on the ground floor.

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

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

- _____ a swimming pool.
- _____ flowers in the garden.
- _____ a bath in the bathroom upstairs.
- _____ two bedrooms downstairs.
- _____ two cars in the garage.

C. Complete the sentences with *Is there* or *Are there*. Then give short answers.

Completa as frases com *Is there* ou *Are there*. De seguida, dá respostas curtas.

In your house...

- _____ a garden? _____
- _____ a hall? _____
- _____ two bedrooms? _____
- _____ stairs? _____

Remember this!

- there is / there isn't / is there > **singular**
- there are / there aren't / are there > **plural**

D. Complete the sentences. Use the verb *there to be*.

Completa as frases. Usa o verbo *there to be*.

Mary: Hi, Lucy! Welcome to my house!

Lucy: Your house is beautiful and very big!

Mary: Yes, (1)_____ two bedrooms downstairs and (2)_____ four bedrooms upstairs.

Lucy: Wow! Six bedrooms... (3)_____ a study?

Mary: Yes, (4)_____. It's on the first floor. On the ground floor (5)_____ a kitchen and a living room, but (6)_____ a dining room.

Lucy: (7)_____ a swimming pool?

Mary: No, (8)_____. But (9)_____ a lovely garden.



Unit 3.2 There's no place like home!

Grammar A – Definite and indefinite articles

Name _____ No. _____ Class _____ Date _____

A. Use *a* or *an*.



1. _____ armchair



2. _____ fridge



3. _____ cap



4. _____ umbrella



5. _____ astronaut



6. _____ table



7. _____ anorak



8. _____ bath



9. _____ cooker



10. _____ apple



11. _____ sofa



12. _____ elephant

B. Use *a*, *an* or *the*. Match the sentences and the pictures.

1. What's this? It's _____ pen.

☐

4. _____ children are very happy.

☐

2. _____ name of my cat is Whiskers.

☐

5. In my bedroom there is _____ desk.

☐

3. There is _____ attic in my house.

☐

6. She is _____ active girl.

☐


a



b



c



d



e



f

Unit 3.2 There's no place like home!

Grammar B – Definite and indefinite articles

Name _____ No. _____ Class _____ Date _____

A. Use *a* or *an*.

Usa *a* ou *an*.

Remember
this!
a + consonant
an + vowel



1. _____ armchair



2. _____ fridge



3. _____ cap



4. _____ umbrella



5. _____ astronaut



6. _____ table



7. _____ anorak



8. _____ bath



9. _____ cooker



10. _____ apple



11. _____ sofa



12. _____ elephant

B. Circle the best option. Match the sentences to the pictures.

Faz um círculo na melhor opção. Liga as frases às imagens.

1. What's this? It's **the** / **a** pen.

☐

4. **A** / **The** children are very happy.

☐

2. **The** / **An** name of my cat is Whiskers.

☐

5. In my bedroom there is **a** / **an** desk.

☐

3. There is **a** / **an** attic in my house.

☐

6. She is **the** / **an** active girl.

☐

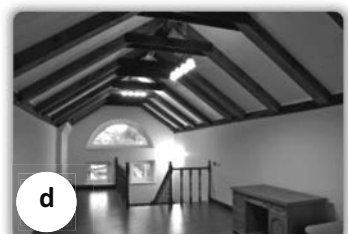

a



b



c



d



e



f

Unit 3.2 There's no place like home!

Grammar A – Prepositions of place and movement

Name _____ No. _____ Class _____ Date _____

A. Look at the picture. Complete the sentences. Use the words in the box.

on (x3) below between above next to

1. The bed is _____ the windows.
2. The bedside table is _____ the bed.
3. The boxes are _____ the wardrobe.
4. The lamp is _____ the bedside table.
5. The bookshelves are _____ the bed.
6. The bed is _____ the bookshelves.
7. The bookshelves are _____ the wall.



B. Look at the picture. Complete the sentences. Use prepositions of place.

1. The bed is _____ the bedside table.
2. The poster is _____ the wall.
3. The bed is _____ the poster.
4. The toys are _____ the bookcase.
5. The table is _____ the chairs.
6. The radio is _____ the chest of drawers.



C. Complete the sentences. Use the prepositions of movement in the box.

into onto to

My father is going (1) _____ work. He gets (2) _____ the car but the dog jumps (3) _____ his seat!



Unit 3.2 There's no place like home!

Grammar B – Prepositions of place and movement

Name _____ No. _____ Class _____ Date _____

A. Look at the picture. Circle the correct option.

Observe a imagem. Faz um círculo na opção correta.

1. The bed is **between** / **opposite** the windows.
2. The bedside table is **in front of** / **next to** the bed.
3. The boxes are **in** / **on** the wardrobe.
4. The lamp is **on** / **above** the bedside table.
5. The bookshelves are **below** / **above** the bed.
6. The bed is **below** / **above** the bookshelves.
7. The bookshelves are **in** / **on** the wall.



B. Look at the picture. Complete the sentences. Use the words in the box.

Observe a imagem. Completa as frases. Usa as palavras na caixa.

below between next to in on (x2)

1. The bed is _____ the bedside table.
2. The poster is _____ the wall.
3. The bed is _____ the poster.
4. The toys are _____ the bookcase.
5. The table is _____ the chairs.
6. The radio is _____ the chest of drawers.



C. Circle the correct preposition of movement.

Faz um círculo na preposição de movimento correta.

My father is going (1) **into** / **to** work. He gets
(2) **into** / **onto** the car but the dog jumps (3) **into** /
onto his seat!



Unit 3.3 Activities at home

Grammar A – Present Continuous

Name _____ No. _____ Class _____ Date _____

A. Complete the sentences. Use the Present Continuous.

1. Anne _____ (ride) her bike.
2. We _____ (visit) the museum today.
3. Sarah and Noah _____ (eat) hamburgers in the dining room.
4. I _____ (study) English now.
5. You _____ (not watch) a film on TV.
6. Alicia and I _____ (read) a Harry Potter book.
7. This party is great! I _____ (have) a great time!
8. You _____ (not do) the dishes.

B. Look at the pictures. Ask and answer questions.



1. (ride her bike)

Is she riding
her bike?

No, she isn't. She's
walking her dog.



2. (study)



3. (write an email)



4. (swim)

C. Complete the text. Use the Present Continuous.

The Simpsons are a Canadian family. Tom and Sam (1) _____ (play) football in the garden. Mark (2) _____ (help) his father. They (3) _____ (cook). Susan is the mother. She (4) _____ (read) the newspaper in the living room. Bob is the grandfather. He (5) _____ (wash) the car. Look! What (6) _____ the grandmother _____ (do)? (7) _____ she _____ (sing)? No, she (8) _____. She (9) _____ (listen) to music and she (10) _____ (dance), too! And you? What (11) _____ you _____ (do)?

Unit 3.3 Activities at home

Grammar B – Present Continuous

Name _____ No. _____ Class _____ Date _____

A. Complete the sentences. Use the Present Continuous.

Completa as frases. Usa o *Present Continuous*.

1. Anne _____ (ride) her bike.
2. We _____ (visit) the museum today.
3. Sarah and Noah _____ (eat) hamburgers in the dining room.
4. I _____ (study) English now.
5. You _____ (not watch) a film on TV.
6. Alicia and I _____ (read) a Harry Potter book.
7. This party is great! I _____ (have) a great time!
8. You _____ (not do) the dishes.

B. Look at the pictures. Ask and answer questions.

Observa as imagens. Pergunta e responde.



1. (ride her bike)

Is she riding
her bike?

No, she isn't. She's
walking her dog.



2. (study)



3. (write an email)



4. (swim)

C. Complete the text. Use the Present Continuous.

Completa o texto. Usa o *Present Continuous*.

The Simpsons are a Canadian family. Tom and Sam (1) _____ (play) football in the garden. Mark (2) _____ (help) his father. They (3) _____ (cook). Susan is the mother. She (4) _____ (read) the newspaper in the living room. Bob is the grandfather. He (5) _____ (wash) the car. Look! What (6) _____ the grandmother _____ (do)? (7) _____ she _____ (sing)? No, she (8) _____. She (9) _____ (listen) to music and she (10) _____ (dance), too! And you? What (11) _____ you _____ (do)?

Unit 4.1 Food and drink

Grammar A – To like (Present Simple)

Name _____ No. _____ Class _____ Date _____

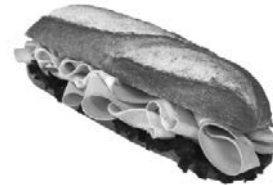
A. Write *like* or *likes*.

1. My sister _____ chocolate cake.
2. I _____ broccoli very much.
3. My parents _____ fish and chips.
4. Sam and I _____ pineapple on our pizza.
5. I _____ lettuce, but my sister
_____ tomato salad.



B. Write *don't like* or *doesn't like*.

1. Kelly and I _____ strawberries.
2. She _____ carrots in her salad.
3. They _____ having toast for breakfast.
4. I _____ spinach soup.
5. Peter _____ cheese and ham sandwiches.



C. Complete the questions. Use *do* or *does*. Match the questions to the answers.

- | | | |
|------------------------------------|---|----------------------|
| 1. _____ you like mushrooms? | • | • a. Yes, we do. |
| 2. _____ Mary like apples? | • | • b. Yes, it does. |
| 3. _____ you and Ted like tea? | • | • c. No, they don't. |
| 4. _____ your parents like coffee? | • | • d. No, I don't. |
| 5. _____ your turtle like lettuce? | • | • e. Yes, she does. |

D. Ask questions. Follow the example.

1. Bob likes pasta. *Does Bob like pasta?* _____
2. My uncle likes bread and butter. _____
3. Amy and Henry like tea and cupcakes. _____
4. My hamster likes biscuits. _____
5. Sylvia and Martha like fruit salad. _____
6. Thomas likes chips. _____

E. Look at the table. Complete the sentences.

				
Daniel	✓	X	✓	X
Sue	X	X	✓	✓
Polly	✓	✓	X	X
John	X	✓	X	✓

1. Daniel and Polly _____ chips, but they _____ tea.
2. Sue and John _____ chips, but they _____ tea.
3. Daniel and Sue _____ cherries, but they _____ strawberry jam.
4. John _____ chips and strawberry jam, but he _____ cherries and tea.
5. Sue _____ strawberry jam and tea, but she _____ cherries and chips.

F. Look at the table again. Follow the example.

1. Daniel / tea *Does Daniel like tea? No, he doesn't.* _____
2. Sue / cherries _____
3. Polly / chips _____
4. John / strawberry jam _____
5. Daniel and Sue / cherries _____
6. Polly and John / cherries _____

G. Complete using the verb *to like* in the Present Simple.

Delphine is a French girl. She (1) _____ melon and she (2) _____ grapes. She (3) _____ orange juice too, but she (4) _____ (not) lemonade. Her brother Pierre (5) _____ cake and he (6) _____ biscuits, but he (7) _____ (not) cauliflower, carrots and peas. (8) _____ he _____ any vegetables? Yes, he (9) _____. He (10) _____ broccoli very much. And you? What (11) _____ you _____?



Unit 4.1 Food and drink

Grammar B – To like (Present Simple)

Name _____ No. _____ Class _____ Date _____

A. Circle the correct option.

Faz um círculo na opção correta.

1. My sister **like** / **likes** chocolate cake.
2. I **like** / **likes** broccoli very much.
3. My parents **like** / **likes** fish and chips.
4. Sam and I **like** / **likes** pineapple on our pizza.
5. I **like** / **likes** lettuce, but my sister **like** / **likes** tomato salad.



B. Circle the correct option.

Faz um círculo na opção correta.

1. Kelly and I **don't like** / **doesn't like** hamburgers.
2. She **don't like** / **doesn't like** carrots in her salad.
3. They **don't like** / **doesn't like** having toast for breakfast.
4. I **don't like** / **doesn't like** spinach soup.
5. Peter **don't like** / **doesn't like** cheese and ham sandwiches.



C. Circle the correct option. Match the questions to the answers.

Faz um círculo na opção correta. Liga as perguntas às respostas.

- | | | |
|---|---|-----------------------------|
| 1. Do / Does you like mushrooms? | • | • a. Yes, we do. |
| 2. Do / Does Mary like apples? | • | • b. Yes, it does. |
| 3. Do / Does you and Ted like tea? | • | • c. No, they don't. |
| 4. Do / Does your parents like coffee? | • | • d. No, I don't. |
| 5. Do / Does your turtle like lettuce? | • | • e. Yes, she does. |

D. Ask questions. Follow the example.

Faz perguntas. Segue o exemplo.

1. Bob likes pasta. Does Bob like pasta?
2. My uncle likes bread and butter. _____ my uncle _____ bread and butter?
3. Amy and Henry like tea and cupcakes. _____ Amy and Henry _____ tea and cupcakes?
4. My hamster likes biscuits. _____ my hamster _____ biscuits?
5. Sylvia and Martha like fruit salad. _____ Sylvia and Martha _____ fruit salad?
6. Thomas likes chips. _____ Thomas _____ chips?

E. Look at the table. Choose the correct option.

Observa a tabela. Escolhe a opção correta.

				
Daniel	✓	X	✓	X
Sue	X	X	✓	✓
Polly	✓	✓	X	X
John	X	✓	X	✓

1. Daniel and Polly **like / don't like** chips, but they **like / don't like** tea.
2. Sue and John **don't like / doesn't like** chips, but they **like / likes** tea.
3. Daniel and Sue **don't like / doesn't like** cherries, but they **like / likes** strawberry jam.
4. John **don't like / doesn't like** chips and strawberry jam, but he **like / likes** cherries and tea.
5. Sue **likes / doesn't like** strawberry jam and tea, but she **likes / doesn't like** cherries and chips.

F. Look at the table again. Follow the example.

Observa a tabela novamente. Segue o exemplo.

1. Daniel / tea Does Daniel like tea? No, he doesn't.
2. Sue / cherries _____ Sue _____ cherries? _____, she _____.
3. Polly / chips _____ Polly _____ chips? _____, she _____.
4. John / strawberry jam _____ John _____ strawberry jam? _____, he _____.
5. Daniel and Sue / cherries _____ Daniel and Sue _____ cherries? _____, they _____.
6. Polly and John / cherries _____ Polly and John _____ cherries? _____, they _____.

G. Circle the correct option.

Faz um círculo na opção correta.

Delphine is a French girl. She (1) **like / likes** melon and she (2) **like / likes** grapes. She (3) **like / likes** orange juice too, but she (4) **don't like / doesn't like** lemonade. Her brother Pierre (5) **like / likes** cake and he (6) **like / likes** biscuits, but he (7) **don't like / doesn't like** cauliflower, carrots and peas. (8) **Do / Does** he **like / likes** any vegetables? Yes, he (9) **do / does**. He (10) **like / likes** broccoli very much. And you? What (11) **do / does** you **like / likes**?



Unit 4.2 Nice meals

Grammar A – some / any

Name _____ No. _____ Class _____ Date _____

A. Circle the correct option.

1. There is **some / any** lemonade in the fridge, but there isn't **some / any** water.
2. Are there **some / any** pancakes on the table? Yes, there are.
3. There are **some / any** apples, but there aren't **some / any** oranges.
4. Are there **some / any** mushrooms in the fridge? No, there aren't.
5. I am making **some / any** toast. Is there **some / any** butter in the fridge?
6. I have got **some / any** pizza and **some / any** orange juice, too!

B. Look at the picture. What is there in the fridge? Complete the sentences.

1. There _____ eggs.
2. There _____ yoghurts.
3. There _____ fish.
4. There _____ apples.
5. There _____ bread.
6. There _____ sausages.
7. There _____ pizza.
8. There _____ milk.
9. There _____ vegetables.
10. There _____ roast chicken.
11. There _____ hamburgers.



Unit 4.2 Nice meals

Grammar B – some / any

Name _____ No. _____ Class _____ Date _____

A. Circle the correct option.

Faz um círculo na opção correta.

1. There is **some / any** lemonade in the fridge, but there isn't **some / any** water.
2. Are there **some / any** pancakes on the table? Yes, there are.
3. There are **some / any** apples, but there aren't **some / any** oranges.
4. Are there **some / any** mushrooms in the fridge? No, there aren't.
5. I am making **some / any** toast. Is there **some / any** butter in the fridge?
6. I have got **some / any** pizza and **some / any** orange juice, too!

Remember this!
some – affirmative
any – negative and
interrogative

B. Look at the picture. What is there in the fridge? Complete the sentences. Use *some*, *any*.

Observa a imagem. O que há no frigorífico? Completa as frases. Usa *some*, *any*.

1. There are _____ eggs.
2. There are _____ yoghurts.
3. There isn't _____ fish.
4. There are _____ apples.
5. There isn't _____ bread.
6. There aren't _____ sausages.
7. There isn't _____ pizza.
8. There is _____ milk.
9. There is _____ water.
10. There isn't _____ roast chicken.
11. There aren't _____ hamburgers.



Unit 5.1 My day

Grammar A – Present Simple

Name _____ No. _____ Class _____ Date _____

A. Write the third person singular of the verbs.

- | | | |
|----------------|----------------|-----------------|
| 1. like _____ | 4. study _____ | 7. play _____ |
| 2. brush _____ | 5. pass _____ | 8. watch _____ |
| 3. start _____ | 6. go _____ | 9. get up _____ |

B. Complete the sentences. Use the verbs in brackets.

1. I usually _____ (**have**) breakfast in the kitchen.
2. Mark _____ (**brush**) his teeth before he _____ (**have**) a shower.
3. Lessons _____ (**start**) at 8:30 every day.
4. On Tuesday, our English lesson _____ (**start**) at 10:00.

C. Complete the sentences. Use *do*, *don't*, *does*, *doesn't*.

1. Mary _____ go to school on Saturdays.
2. _____ you like chocolate ice cream?
3. I _____ get up early at the weekend.
4. _____ Sam play football? Yes, he _____.



D. Write the sentences in the negative (X) or in the interrogative (?).

1. You watch TV in the evening. (?)

2. She goes to bed at 9.30. (X)

3. Susan has lunch in the school canteen. (?)

4. They play volleyball at school. (X)

E. Complete the text. Use the Present Simple of the verbs in brackets.

Every day I (1) _____ (**get up**) at 7 o'clock. I (2) _____ (**go**) downstairs and help my mother. She (3) _____ (**prepare**) the toast and I (4) _____ (**prepare**) the milk and cereal. After breakfast, she (5) _____ (**take**) me to school and (6) _____ (**go**) to work. She (7) _____ (**not have**) lunch at home, she (8) _____ (**eat**) at work. I (9) _____ (**have**) lunch at school. After school, I (10) _____ (**not go**) home because I (11) _____ (**have**) guitar lessons. At 10 o'clock I (12) _____ (**go**) to bed and she (13) _____ (**read**) a book. She (14) _____ (**go**) to bed at 11.30.

Unit 5.1 My day

Grammar B – Present Simple

Name _____ No. _____ Class _____ Date _____

A. Write the third person singular of the verbs. Add **-s, -es, -ies**.

Escreve a terceira pessoa do singular dos verbos. Acrescenta **-s, -es, -ies**.

- | | | |
|----------------|----------------|-----------------|
| 1. like _____ | 4. study _____ | 7. play _____ |
| 2. brush _____ | 5. pass _____ | 8. watch _____ |
| 3. start _____ | 6. go _____ | 9. get up _____ |

B. Circle the correct option.

Faz um círculo na opção correta.

- | | |
|--|---|
| 1. I usually have / has breakfast in the kitchen. | 3. Lessons start / starts at 8:30 every day. |
| 2. Mark brush / brushes his teeth before he have / has a shower. | 4. On Tuesday, our English lesson start / starts at 10. |

C. Circle the correct option.

Faz um círculo na opção correta.

- | | |
|--|---|
| 1. Mary don't / doesn't go to school on Saturdays. | 3. I don't / doesn't get up early at the weekend. |
| 2. Do / Does you like chocolate ice cream? | 4. Do / Does Sam play football? Yes, he do / does . |

D. Put the verbs in brackets in the negative.

Põe os verbos entre parênteses na negativa.

- You _____ (**watch**) TV in the evening.
- She _____ (**go**) to bed at 9:30.
- Susan _____ (**have**) lunch in the school canteen.
- They _____ (**play**) volleyball at school.



E. Complete the text. Use the Present Simple of the verbs in brackets.

Completa o texto. Usa o *Present Simple* dos verbos entre parênteses.

Every day I (1) _____ (**get up**) at 7 o'clock. I (2) _____ (**go**) downstairs and help my mother. She (3) _____ (**prepare**) the toast and I (4) _____ (**prepare**) the milk and cereal. After breakfast, she (5) _____ (**take**) me to school and (6) _____ (**go**) to work. She (7) _____ (**not have**) lunch at home, she (8) _____ (**eat**) at work. I (9) _____ (**have**) lunch at school. After school, I (10) _____ (**not go**) home because I (11) _____ (**have**) guitar lessons. At 10 o'clock I (12) _____ (**go**) to bed and she (13) _____ (**read**) a book. She (14) _____ (**go**) to bed at 11.30.

Unit 5.1 My day

Grammar A – Connectors / Adverbs of frequency

Name _____ No. _____ Class _____ Date _____

A. Connect the two halves.

- | | | |
|---------------------------------|---|---|
| 1. He usually drinks milk | • | • a. or chocolate ice cream? |
| 2. Peter sometimes gets up late | • | • b. and listens to music in the evening. |
| 3. He watches TV | • | • c. but today he is drinking juice. |
| 4. He goes to bed early | • | • d. so he misses the bus. |
| 5. Do you prefer strawberry | • | • e. because he gets up at 6:00. |

B. Complete the sentences. Use the connectors *and, but, so, or, because*.

1. He doesn't sleep eight hours every night _____ he is always sleepy.
2. I'm eating a sandwich _____ I'm hungry.
3. I like orange juice _____ I don't like lemonade.
4. My mother is tall _____ thin.
5. Before I go to bed, I like to watch TV _____ read a book.

C. Put the adverbs of frequency in the right place.

1. I get up late during the week. (**never**)

2. I watch TV before I go to bed. (**sometimes**)

3. Lessons start at 8:30. (**usually**)

4. My family is together at Christmas. (**always**)



D. Write the words in the correct order.

1. usually / milk / cereal / breakfast / I / have / for / and / .
I _____
2. evening / sometimes / Jane / video games / and / Danny / play / in / the / .
Jane and Danny. _____
3. bus / she / by / never / school / goes / to / .
She _____
4. writes / my / always / English / board / teacher / the / summary / on / the / .
My English _____

E. Look at the table. Write sentences.

	play football after school	go to bed after 9 o'clock	go to school by bus	get up before 7 o'clock
Daniel	never	sometimes	always	usually
Sue	sometimes	never	usually	sometimes
Polly and Jack	usually	always	never	sometimes
You				

1. Daniel never plays football after school.

He sometimes goes to bed after 9 o'clock.

He always goes to school by bus.

He usually gets up before 7 o'clock.

2. Sue _____

3. Polly and Jack _____

4. I _____

Unit 5.1 My day

Grammar B – Connectors / Adverbs of frequency

Name _____ No. _____ Class _____ Date _____

A. Connect the two halves.

Liga as duas metades.

- | | | |
|---------------------------------|---|---|
| 1. He usually drinks milk | • | • a. or chocolate ice cream? |
| 2. Peter sometimes gets up late | • | • b. and listens to music in the evening. |
| 3. He watches TV | • | • c. but today he is drinking juice. |
| 4. He goes to bed early | • | • d. so he misses the bus. |
| 5. Do you prefer strawberry | • | • e. because he gets up at 6 o'clock. |

B. Choose the correct option.

Escolhe a opção correta.

1. He doesn't sleep eight hours every night **because / so** he is always sleepy.
2. I'm eating a sandwich **or / because** I'm hungry.
3. I like orange juice **or / but** I don't like lemonade.
4. My mother is tall **so / and** thin.
5. Before I go to bed, I like to watch TV **or / but** read a book.



C. Choose the right place for the adverbs of frequency.

Escolhe o sítio certo para os advérbios de frequência.

1. I * get up * late during the week. (**never**) _____
2. I * watch * TV before I go to bed. (**sometimes**) _____
3. Lessons * start * at 8:30. (**usually**) _____
4. My family * is * together at Christmas. (**always**) _____

D. Write the words in the correct order.

Escreve as palavras na ordem correta.

1. usually / milk and cereal / for breakfast / I / have / .

2. in the evening / sometimes / Jane and Danny / play video games / .
_____ *Jane and Danny.*
3. by bus / She / never / to school / goes / .
_____ *She*
4. writes / always / My English teacher / on the board / the summary / .
_____ *My English teacher*

E. Look at the table. Complete the sentences.

Observa a tabela. Completa as frases.

	play football after school	go to bed after 9 o'clock	go to school by bus	get up before 7 o'clock
Daniel	never	sometimes	always	usually
Sue	sometimes	never	usually	sometimes
Polly and Jack	usually	always	never	sometimes
You				

1. Daniel never plays football after school.

He sometimes goes to bed after 9 o'clock.

He always goes to school by bus.

He usually gets up before 7 o'clock.

2. Sue _____ football after school.

She _____ to bed after 9 o'clock.

She _____ to school by bus.

She _____ before 7 o'clock.

3. Polly and Jack _____ football after school.

They _____ to bed after 9 o'clock.

They _____ to school by bus.

They _____ before 7 o'clock.

4. I _____ football after school.

I _____ to bed after 9 o'clock.

I _____ to school by bus.

I _____ before 7 o'clock.

Unit 5.2 Free time activities

Grammar A – Like or hate + -ing / Imperative

Name _____ No. _____ Class _____ Date _____

A. Complete the sentences. Use *like* (✓) or *hate* (X) + -ing. Use the verbs in the box. Match the sentences and the pictures.

do help play ride watch

1. I _____ football. ✓
2. You _____ the dishes, don't you? X
3. Mary _____ her bike. ✓
4. They _____ around the house. X
5. George and Linda _____ TV. ✓



A ☐



B ☐



C ☐



D ☐



E ☐

B. Complete the sentences. Use the imperative of the verbs in the box.
Completa as frases. Usa o imperativo dos verbos da caixa.

not take stop not go take not do

1. _____ outside! It's too cold!
2. _____ talking! I can't hear the teacher.
3. _____ that! It's dangerous.
4. _____ the lift, _____ the stairs.

Unit 5.2 Free time activities

Grammar B – Like or hate + -ing / Imperative

Name _____ No. _____ Class _____ Date _____

A. Complete the sentences. Use *like* (✓) or *hate* (X) + -ing and the verbs in brackets. Match the sentences to the pictures.

Completa as frases. Usa *like* (✓) ou *hate* (X) + -ing e os verbos entre parênteses. Liga as frases às imagens.

1. I _____ (play) football. ✓
2. You _____ (do) the dishes, don't you? X
3. Mary _____ (ride) her bike. ✓
4. They _____ (help) around the house. X
5. George and Linda _____ (watch) TV. ✓



A ☐



B ☐



C ☐



D ☐



E ☐

B. Complete the sentences. Use the imperative of the verbs in brackets.

1. _____ (not go) outside! It's too cold!
2. _____ (stop) talking! I can't hear the teacher.
3. _____ (not do) that! It's dangerous.
4. _____ (not take) the lift, _____ (take) the stairs.

Unit 5.2 Free time activities

Grammar A – Personal Pronouns (object)

Name _____ No. _____ Class _____ Date _____

A. Complete the table.

	Personal pronouns	
	Subject	Object
Singular	I	_____
	you	_____
	he	_____
	she	_____
	it	_____
Plural	we	_____
	you	_____
	they	_____

B. Complete the sentences. Use a personal pronoun (object)

1. **Jack and Jill** are my cousins. I live near _____.
2. It's **my friend Kelly's** birthday! This present is for _____.
3. **Joan**: "Do you want to go skateboarding with _____?"
4. **We** like videogames. These games are for _____.
5. Where is **my bike**? I can't see _____.
6. **You** are doing the dishes and I am helping _____.
7. **Mr Stevenson** is my teacher. I like _____ very much.
8. **Jamie and Mark**, can I watch TV with _____?



C. Replace the words in bold with a personal pronoun (subject or object). Follow the example.

1. **Julia** is playing tennis with **John**.

She is playing tennis with him.

2. **Cameron** is flying a kite with **Amy**.

3. **Jake and Matt** are walking **their dog**.

4. **Sam and you** are playing football with **Jill and me**.

5. **Karl and I** like playing volleyball with **our friends**.

Unit 5.2 Free time activities

Grammar B – Personal Pronouns (object)

Name _____ No. _____ Class _____ Date _____

A. Complete the table. Use the pronouns on the right.

Completa a tabela. Usa os pronomes à direita.

Personal pronouns		
	Subject	Object
Singular	I	_____
	you	_____
	he	_____
	she	_____
	it	_____
Plural	we	_____
	you	_____
	they	_____

them

it

you

me

him

her

us

you

B. Circle the correct personal pronoun (object).

Faz um círculo no pronome pessoal correto (objeto).

1. Jack and Jill are my cousins. I live near **him** / **them**.
2. It's **my friend Kelly's** birthday! This present is for **her** / **it**.
3. Joan: "Do you want to go skateboarding with **me** / **you**?"
4. **We** like videogames. These games are for **me** / **us**.
5. Where is **my bike**? I can't see **them** / **it**.
6. **You** are doing the dishes and I am helping **you** / **her**.
7. **Mr Stevenson** is my teacher. I like **her** / **him** very much.



C. Replace the words in bold with a personal pronoun (object). Follow the example.

Substitui as palavras a negrito por um pronome pessoal (objeto). Segue o exemplo.

1. She is playing tennis with **John**.

She is playing tennis with him.

2. He is flying a kite with **Amy**.

3. They are walking **their dog**.

4. You are playing football with **Jill and me**.

5. We like playing volleyball with **our friends**.

Answer Keys

Reading

Unit – 1.1 – A

B. Name: Anne

Surname: Watson

Age: 10 (ten)

Address: 77, Kingston Road, London

Phone number: 020 4672 5433

Email: annewatson@myemail.com

C. 1 b 2. c 3. a

D. 1. Ms Jones is the teacher. **2.** Anne is the new student. **3.** Her surname is Watson. **4.** Her address is 77, Kingston Road, London. **5.** Her phone number is 020 4672 5433. **6.** Her email is annewatson@myemail.com.

E. 1. My name is (personal answer). **2.** My surname is (personal answer). **3.** My address is (personal answer). **4.** My phone number is (personal answer). **5.** My email is (personal answer).

Unit – 1.1 – B

B. Name: Anne

Surname: Watson

Age: 10 (ten)

Address: 77, Kingston Road, London

Phone number: 020 4672 5433

Email: annewatson@myemail.com

C. 1 b 2. c 3. a

D. 1. Ms Jones is the teacher. **2.** Anne is the new student. **3.** Her surname is Watson. **4.** Her address is 77, Kingston Road, London. **5.** Her phone number is 020 4672 5433. **6.** Her email is annewatson@myemail.com.

E. 1. My name is (personal answer). **2.** My surname is (personal answer). **3.** My address is (personal answer). **4.** My phone number is (personal answer). **5.** My email is (personal answer).

Unit – 1.2 – A

B. 1. T 2. T 3. F – The party is in the afternoon.

C. 1 Thursday **2.** Saturday **3.** Wednesday

D. 1. The party is at her home. **2.** Her address is 59, Wallace Street. **3.** Her phone number is 069 224 638.

Unit – 1.2 – B

B. 1. T 2. T 3. F

C. 1. b 2. c 3. a

Unit – 1.3 – A

B. 1. Akiko **2.** Enzo **3.** Sophie **4.** Angus

C. 1. Enzo is from Italy. **2.** He's Italian. **3.** Akiko is from Japan. **4.** She's Japanese.

D. Enzo – Italy – Italian

Angus – Scotland – Scottish

Akiko – Japan – Japanese

Sophie – France – French

Unit – 1.3 – B

B. 1. Akiko **2.** Enzo **3.** Sophie **4.** Angus

C. Enzo – Italy – Italian

Angus – Scotland – Scottish

Akiko – Japan – Japanese

Sophie – France – French

Unit – 2.1 – A

B. 1. Name: Willard Smith / Job: engineer **2.** Name: Caroline Bright / Job: teacher **3.** Name: Jada Pinkett Smith / Age: 46 / Job: actress **4.** Name: Will Smith / Age: 49 / Job: actor **5.** Name: Pamela Smith / Age: 53 **8.** Name: Willow Smith / Age: 17 / Job: singer

C. 2. mother **3.** father **4.** uncle **5.** aunts **6.** grandparents

Unit – 2.1 – B

B. 1. Name: Willard Smith / Job: engineer **2.** Name: Caroline Bright / Job: teacher **3.** Name: Jada Pinkett Smith / Age: 46 / Job: actress **4.** Name: Will Smith / Age: 49 / Job: actor **5.** Name: Pamela Smith / Age: 53 **8.** Name: Willow Smith / Age: 17 / Job: singer

C. 2. mother **3.** father **4.** uncle **5.** aunts **6.** grandparents

Unit – 2.2 – A

B. 1. c 2. b 3. a

C. 1. Zara Larsson has got long blonde hair. **2.** Daniel Radcliffe is polite. **3.** Taylor Lautner hasn't got a moustache. **4.** Gareth Bale has got long straight hair. **5.** Cristiano Ronaldo is hard-working.

D. D. 1. Zara Larsson, Ariana Grande **2.** Daniel Radcliffe, Gareth Bale **3.** Daniel Radcliffe, Taylor Lautner, Cristiano Ronaldo, Manuel Neuer **4.** Orlando Bloom **5.** Adele, Orlando Bloom, Gareth Bale

Unit – 2.2 – B

B. 1. c 2. b 3. a

C. 1. Zara Larsson has got long blonde hair. **2.** Daniel Radcliffe is polite. **3.** Taylor Lautner hasn't got a moustache. **4.** Gareth Bale has got long straight hair. **5.** Cristiano Ronaldo is hard-working.

D. 1. Zara Larsson, Ariana Grande **2.** Daniel Radcliffe, Gareth Bale **3.** Daniel Radcliffe, Taylor Lautner, Cristiano Ronaldo, Manuel Neuer **4.** Orlando Bloom **5.** Adele, Orlando Bloom, Gareth Bale

Unit – 2.3 – A

B. 1. Leah **2.** Kim **3.** Zack **4.** Thomas

C. 1. Kim **2.** Kim, Thomas, Leah **3.** Thomas **4.** Zack, Leah **5.** Kim, Thomas, Leah **6.** Thomas, Leah **7.** Zack **8.** Kim, Thomas, Leah **9.** Zack

D. 1. She is from Canada. **2.** She is twenty years old. **3.** She is wearing brown boots, leopard trousers, a white sweater, a pink coat, gloves, a scarf and a beanie. **4.** Her friends are Thomas, Zack and Leah. **5.** He is American. **6.** He is wearing black boots, jeans, a beanie and a black coat. **7.** He is German. **8.** He is a footballer. **9.** Yes, he has. He has got a sister. **10.** Leah is thirteen years old. **11.** She is wearing black and white boots, blue jeans, a red sweater, a scarf and a beanie.

Unit – 2.3 – B

B. 1. Leah **2.** Kim **3.** Zack **4.** Thomas

C. 1. Kim **2.** Kim, Thomas, Leah **3.** Thomas **4.** Zack, Leah **5.** Kim, Thomas, Leah **6.** Thomas, Leah **7.** Zack **8.** Kim, Thomas, Leah **9.** Zack

D. 1. She is from Canada. **2.** She is twenty years old. **3.** She is wearing brown boots, leopard trousers, a sweater, a coat, gloves, a scarf and a beanie. **4.** Her friends are Thomas, Zack and Leah. **5.** He is American. **6.** He is wearing boots, jeans, a beanie and a black coat. **7.** He is German. **8.** He is a footballer. **9.** Yes, he has. **10.** Leah is thirteen years old. **11.** She is wearing boots, jeans, a sweater, a scarf and a beanie.

Unit – 3.1 – A

B. 1. No, it isn't. 2. There is one floor. 3. Yes, there is. 4. No, there isn't. 5. The playroom is in the basement. 6. His mother's studio is in the attic. 7. His mother is a painter. 8. There is one bathroom.

Unit – 3.1 – B

B. 1. b 2. a 3. a 4. b 5. b 6. a 7. b 8. a

Unit – 3.2 – A

B. 1. F – Tony Hawk is a skateboarder. 2. T 3. F – His house is big. 4. T 5. F – He has got four children.

D. 2

F. 3

G. 1. shower 2. bath 3. washbasins

I. 1

Unit – 3.2 – B

B. 1. F 2. T 3. F 4. T 5. F

D. 2

F. 3

G. 1. shower 2. bath 3. washbasins

I. 1

Unit – 3.3 – A

B.

Name	Who?	Where?	What?
Scarlett	mother	kitchen	cooking
Henry	father	kitchen	helping
Caleb	son	bedroom	sleeping
Leah	daughter	living room	watching TV
Nathan	son	basement	listening to music
Victoria	grandmother	garden	reading the newspaper
Graham	grandfather	garden	watering the plants

C. 1. Scarlett is Caleb's mother. 2. She is cooking. 3. Henry is in the kitchen. 4. He is helping Scarlett. 5. Leah is Caleb's sister. 6. She is in the living room. 7. He is listening to music.

Unit – 3.3 – B

B.

Name	Who?	Where?	What?
Scarlett	mother	kitchen	cooking
Henry	father	kitchen	helping
Caleb	son	bedroom	sleeping
Leah	daughter	living room	watching TV
Nathan	son	basement	listening to music
Victoria	grandmother	garden	reading the newspaper
Graham	grandfather	garden	watering the plants

C. 1. d 2. e 3. a 4. b 5. c

Unit – 4.1 – A

B. 1. Fabrice – 15 – France – shrimp and pasta – fish and chips
2. Anaya – 10 – South Africa – roast chicken and rice – tomato salad
3. Priya – 17 – India – mushrooms and vegetables – meat and fish
4. Lorenzo – 12 – Italy – cheese and ham on his pizza – pineapple on his pizza

C. 1. He is from France. 2. His favourite food is shrimp and pasta. 3. Anaya's mother can cook very well.

Unit – 4.1 – B

B. 1. Fabrice – 15 – France – shrimp and pasta – fish and chips
2. Anaya – 10 – South Africa – roast chicken and rice – tomato salad
3. Priya – 17 – India – mushrooms and vegetables – meat and fish
4. Lorenzo – 12 – Italy – cheese and ham on his pizza – pineapple on his pizza

C. 1. He is from France. 2. His favourite food is shrimp and pasta. 3. Anaya's mother can cook very well.

Unit – 4.2 – A

B. 4 apples; 100g dark brown sugar; 125g flour; 50g butter; 1 egg; salt; cinnamon.

C. 2 apples; dark brown sugar; butter; cinnamon.

Unit – 4.2 – B

B. 4 apples; 100g dark brown sugar; 125g flour; 50g butter; 1 egg; salt; cinnamon.

C. 2 apples; dark brown sugar; butter; cinnamon.

Unit – 5.1 – A

B. 1. 6.00 2. 6.10 3. 6.45 4. 8.00 5. 7.30 6. 8.00 7. 9.00 8. 11.00

C. 1. She works at a studio. 2. She goes to the studio by car. 3. In the afternoon, she goes to the gym and then she goes home. 4. She lives with her husband, Jay-Z, and their daughter, Blue Ivy. 5. Her routine is different when she has a concert.

Unit – 5.1 – B

B. 1. 6.00 2. 6.10 3. 6.45 4. 8.00 5. 7.30 6. 8.00 7. 9.00 8. 11:00

C. 1. c – She works at a studio. 2. d – In the afternoon, she goes to the gym and then she goes home. 3. a – She lives with her husband, Jay-Z, and their daughter, Blue Ivy. 4. b – Her routine is different when she has a concert.

Unit – 5.2 – A

B. 1. T 2. F – She gets up late during the holidays. 3. F – She goes to the swimming pool. 4. T

C. 1. She gets up at 10.00. 2. In the morning, she rides her bike and goes swimming in the swimming pool. 3. Her friends go to the swimming pool with her. 4. In the afternoon, they go rollerblading or play at the park. 5. She goes to the cinema in the evening.

Unit – 5.2 – B

B. 1. Mary is **usually** busy. 2. She gets up **late** during the holidays. 3. She goes to the **swimming pool**. 4. She goes **rollerblading** in the afternoon with her friends.

C. 1. She gets up at 10.00. 2. In the morning, she rides her bike and goes swimming in the swimming pool. 3. Her friends go to the swimming pool with her. 4. In the afternoon, they go rollerblading or play at the park. 5. She goes to the cinema in the evening.

Listening/Speaking

Unit – 1.1 – A

A. Name: Elisa **Surname:** Hudson **Age:** 42 **Address:** 16, Clyde Avenue, Glasgow **Phone number:** 0141 7320 5596 **Email:** elisahudson@myemail.com

Unit – 1.1 – B

A. Name: Elisa **Surname:** Hudson **Age:** forty-two (42) **Address:** 16, Clyde Avenue, Glasgow **Phone number:** 0141 7320 5596 **Email:** elisahudson@myemail.com

Unit – 1.2 – A

A. 2. Joshua – 21/05 **3.** Dave – 03/04 **4.** Fred – 11/10
5. Charles – 15/02 **6.** Kate – 31/08 **7.** Pat – 30/06 **8.** Laura – 12/11
9. Elizabeth – 23/03 **10.** Ian – 16/09 **11.** Daryl – 22/07
12. Kimberly – 25/12

Unit – 1.2 – B

A. 2. Joshua – 21/05 **3.** Dave – 03/04 **4.** Kate – 31/08 **5.** Ian – 16/09
6. Laura – 12/11 **7.** Elizabeth – 23/03 **8.** Kimberly – 25/12

Unit – 1.3 – A

A. Manuel Neuer – Germany – German; Thiago Silva – Brazil – Brazilian; Sergio Ramos – Spain – Spanish; David Alaba – Austria – Austrian; Matteo Darmian – Italy – Italian; Gareth Bale – Wales – Welsh; Paul Pogba – France – French; Cristiano Ronaldo – Portugal – Portuguese; Lionel Messi – Argentina – Argentinian; Jamie Vardy – England – English; Konstantinos Mitroglou – Greece – Greek

Unit – 1.3 – B

A. Manuel Neuer – Germany – German; Thiago Silva – Brazil – Brazilian; Sergio Ramos – Spain – Spanish; David Alaba – Austria – Austrian; Matteo Darmian – Italy – Italian; Gareth Bale – Wales – Welsh; Paul Pogba – France – French; Cristiano Ronaldo – Portugal – Portuguese; Lionel Messi – Argentina – Argentinian; Jamie Vardy – England – English; Konstantinos Mitroglou – Greece – Greek

Unit – 2.1 – A

A. Clara – mother – nurse / Kevin – father – mechanic / Carol – aunt – vet / Adam – uncle – chef / Mackenzie – sister – 9 / Leo – 12 / Aubree – cousin – 3

Unit – 2.1 – B

A. Clara – mother – nurse / Kevin – father – mechanic / Carol – aunt – vet / Adam – uncle – chef / Mackenzie – sister – 9 / Leo – 12 / Aubree – cousin – 3

Unit – 2.3 – A

A. 1. T-shirt **2.** shirt **3.** jeans **4.** three **5.** hoodie **6.** shorts
7. sweater **8.** trainers **9.** cap **10.** green **11.** sunglasses

Unit – 2.3 – B

A. 1. T-shirt **2.** shirt **3.** jeans **4.** three **5.** hoodie **6.** shorts
7. sweater **8.** trainers **9.** cap **10.** green **11.** sunglasses

Unit – 3.1 – A

A. 1. Tom – father **2.** Johanne – mother **3.** Kayla – daughter
4. Paul – son **5.** Helen – daughter **6.** Melanie – grandmother
7. Jack – grandfather

Unit – 3.1 – B

A. 1. Tom – father **2.** Johanne – mother **3.** Kayla – daughter
4. Paul – son **5.** Helen – daughter **6.** Melanie – grandmother
7. Jack – grandfather

Unit – 3.2 – A/B

A. 1. b **2.** c **3.** b

Unit – 3.3 – A

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

B. Paul is watering the plants; Mr Green is reading the newspaper; Simon is eating; Grandfather is sleeping; Mike is washing the windows. Grandmother is drinking tea; Mrs Green is listening to the radio; the girls are playing; the cat is climbing the tree; the birds are singing; the ducks are swimming.

Unit – 3.3 – B

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

B. Paul is watering the plants; Mr Green is reading the newspaper; Simon is eating; Grandfather is sleeping; Mike is washing the windows. Grandmother is drinking tea; Mrs Green is listening to the radio; the girls are playing. The cat is climbing the tree; the birds are singing; the ducks are swimming.

Unit – 4.1 – A

A. 2, 3, 5, 6, 8

B. 1. b **2.** c **3.** b **4.** a

Unit – 4.1 – B

A. 2, 3, 5, 6, 8

B. 1. b **2.** c **3.** b **4.** a

Unit – 4.2 – A

A. Mrs Sterling: ✓ 1, 2, 4, 5, 6; ✗ 3; Mr Sterling: ✓ 7, 8, 11; ✗ 9, 10, 12

B. 1. c **2.** a

Unit – 4.2 – B

A. Mrs Sterling: ✓ 1, 2, 4, 5, 6; ✗ 3; Mr Sterling: ✓ 7, 8, 11; ✗ 9, 10, 12

B. 1. c **2.** a

Unit – 5.1 – A

1. always **2.** gets **3.** usually **4.** half **5.** lunch **6.** chicken
7. quarter **8.** swimming **9.** fruit **10.** ten

Unit – 5.1 – B

1. always **2.** gets **3.** usually **4.** half **5.** lunch **6.** chicken
7. quarter **8.** swimming **9.** fruit **10.** ten

Unit – 5.2 – A

A. 1. Thomas **2.** Mackenzie **3.** Allyson **4.** Katya **5.** Chris
6. Emma **7.** Noah **8.** Martin

Unit – 5.2 – B

A. 1. Thomas **2.** Mackenzie **3.** Allyson **4.** Katya **5.** Chris
6. Emma **7.** Noah **8.** Martin

Writing

Unit – 1.1 – A

A. Name: Robert **Surname:** Miller **Age:** 17 **Address:** 14, Oak Street, New York **Phone number:** 212 699 5603 **Email:** robertmiller@myemail.com

1. name **2.** Miller **3.** seventeen **4.** address **5.** number **6.** his
B. 1. is Kate **2.** surname is **3.** is fifteen years **4.** address is 35, Ocean Road **5.** Her phone number is **6.** her email is
C. His name is Matt and his surname is Young. He is eleven years old. His address is 46, Western Bay, Cape Town. His phone number is 084 765 7588 and his email is mattyoung@myemail.com.

Unit – 1.1 – B

A. Name: Robert **Surname:** Miller **Age:** 17 **Address:** 14, Oak Street, New York **Phone number:** 212 699 5603 **Email:** robertmiller@myemail.com

1. name **2.** Miller **3.** seventeen **4.** address **5.** number **6.** his
B. 1. Kate **2.** Walker **3.** fifteen **4.** 35, Ocean Road, Sydney **5.** 028 4778 4590 **6.** katewalker@myemail.com
C. 1. is Matt **2.** surname is **3.** is eleven years **4.** address is 46, Western Bay **5.** His phone number is **6.** mattyoung@myemail.com.

Unit – 1.2 – A

A. 1. Birthday: Wednesday, 18th April **Party:** Saturday, 21st April **Time:** in the afternoon, at 3 p.m. **2.** At Mark's house, on 29, Barnes Road, London **3.** 020 3779 1624

B. 1. Thursday, 6th October **2.** Saturday, 8th October **3.** afternoon **4.** 5 **5.** Peter's restaurant **6.** 32, Gordon Terrace **7.** 020 3792 6175

C. 1. on Tuesday, 31st January **2.** is on Saturday, 4th February **3.** in the afternoon, at 4 p.m. **4.** party is at my house, on 3, Evergreen Avenue, London **5.** you come **6.** phone number is 020 7319 6146.

D. Personal answer

Unit – 1.2 – B

A. 1. a **2.** b **3.** a **4.** b

B. 1. 6th October **2.** 8th October **3.** afternoon **4.** 5 **5.** Peter's **6.** Gordon Terrace **7.** 020 3792 6175

C. 1. Tuesday, 31st January **2.** Saturday, 4th February **3.** the afternoon, at 4 pm **4.** house, on 3, Evergreen Avenue, London **5.** you come **6.** 020 7319 6146

D. Personal answer.

Unit – 1.3 – A

A. 1. His full name is Dwayne Douglas Johnson. **2.** His nickname is "The Rock". **3.** He is from California, in the United States of America. **4.** He is American. **5.** His birthday is on 2nd May.

B. 1. full name is **2.** is Zayn **3.** is from Bradford **4.** English **5.** is on 12th January

C. His full name is Peter Gene Hernandez. His artistic name is Bruno Mars. He is from Hawaii, in the United States of America. He is American. His birthday is on 8th October.

Unit – 1.3 – B

A. 1. His full name is Dwayne Douglas Johnson. **2.** His nickname is "The Rock". **3.** He is from California, in the United States of America. **4.** He is American. **5.** His birthday is on 2nd May.

B. 1. Zain Javadd Malik **2.** Zayn **3.** Bradford **4.** English **5.** 12th January

C. 1. His full name is **2.** His artistic name is **3.** He is from **4.** He is **5.** His birthday is on

Unit – 2.1 – A

A. 1. sisters **2.** mother **3.** nurse **4.** father **5.** journalist **6.** cousins **7.** aunt **8.** scientist **9.** 36 **10.** uncle **11.** mechanic **12.** 32 **13.** grandparents **14.** grandfather **15.** farmer **16.** grandmother **17.** chef

B. Personal answer.

Unit – 2.1 – B

A. 1. sisters **2.** mother **3.** nurse **4.** father **5.** journalist **6.** cousins **7.** aunt **8.** scientist **9.** 36 **10.** uncle **11.** mechanic **12.** 32 **13.** grandparents **14.** grandfather **15.** farmer **16.** grandmother **17.** chef

B. Personal answer.

Unit – 2.2 – A

A. 1. tall **2.** thin **3.** ugly **4.** eyes **5.** nose **6.** medium **7.** straight **8.** black and white **9.** short **10.** thin **11.** big **12.** black **13.** moustache **14.** long **15.** wavy **16.** black

B. 1. short **2.** thin. **3.** big head **4.** long wavy red **5.** big brown **6.** small mouth **7.** small nose **8.** noisy

Unit – 2.2 – B

A. 1. tall **2.** thin **3.** ugly **4.** eyes **5.** nose **6.** medium **7.** straight **8.** short **9.** thin **10.** big **11.** big **12.** moustache **13.** long **14.** wavy

B. 1. short **2.** thin. **3.** big head **4.** wavy red **5.** big brown **6.** small mouth **7.** small nose **8.** noisy

Unit – 2.3 – A

B. 1. Sarah Smith **2.** Australian student **3.** brown **4.** glasses **5.** short **6.** thin **7.** personal answer **8.** personal answer **9.** personal answer

C. Personal answer.

Unit – 2.3 – B

B. 1. Sarah Smith **2.** Australian student **3.** brown **4.** glasses **5.** short **6.** thin **7.** personal answer **8.** personal answer **9.** personal answer

C. Personal answer.

Unit – 3.1 – A

A. 1. kitchen **2.** living room **3.** study **4.** bathroom **5.** bedroom

B. 1. There are **2.** On the ground floor **3.** a kitchen **4.** a dining room **5.** a living room **6.** a bedroom **7.** a bathroom **8.** a study

C. Personal answer.

Unit – 3.1 – B

A. 1. living room **2.** kitchen **3.** study **4.** bathroom **5.** bedroom

B. 1. two **2.** kitchen **3.** dining room **4.** living room **5.** bedroom **6.** bathroom **7.** study

C. Personal answer.

Unit – 3.2 – A

A.

Where?
between 2 bedside tables
on the bedside table
next to the bed
near the window
opposite the bed

B. This is my bedroom. I like it very much! There is a small bed between the wall and the bedside table. Opposite the bed, there's a desk and near the desk there's a chair. There are some books on the desk. The wardrobe is next to the desk and there's a rug under the desk. I have got some toys in the wardrobe. There's a lamp above the desk.

C. Personal answer.

Unit – 3.2 – B

A.

Welcome to my bedroom! This is my favourite place in the house. There is a big bed between two bedside tables. On the bedside table, there is a lamp. There are two rugs next to the bed. There's a wardrobe near the window and there's a bookcase opposite the bed.

B. 1. small bed 2. the wall and the bedside table 3. the bed 4. desk 5. near 6. a chair 7. books on 8. wardrobe 9. under the desk 10. toys 11. the wardrobe 12. above the desk

C. Personal answer.

Unit – 3.3 – A

A. Grandpa Nate is going upstairs and Grandma Marge is sitting on the sofa in the living room. Mrs Burton is reading in the living room and Mary is playing with the dog in the bedroom. Mr Burton is eating in the kitchen.

Unit – 3.3 – B

A. Grandpa Nate is going upstairs and Grandma Marge is sitting on the sofa in the living room. Mrs Burton is reading in the living room and Mary is playing with the dog in the bedroom. Mr Burton is eating in the kitchen.

Unit – 4.1 – A

A. 1. fish 2. orange juice 3. pineapple 4. hamburgers 5. chips 6. chocolate

B. 1. bacon 2. eggs 3. cake 4. cauliflower 5. peas 6. peaches 7. yoghurt

C. Personal answer.

Unit – 4.1 – B

A. 1. fish 2. orange juice 3. pineapple 4. hamburgers 5. chips 6. chocolate

B. 1. bacon 2. eggs 3. cake 4. cauliflower 5. peas 6. peaches 7. yoghurt

C. Personal answer.

Unit – 4.2 – A

A. Answers may vary.

B. Answers may vary.

C. Personal answer.

Unit – 4.2 – B

A. Answers may vary.

B. Answers may vary.

C. Personal answer.

Unit – 5.1 – A

A. 1. gets up 2. has 3. gets dressed 4. breakfast 5. brushes 6. goes to school 7. start 8. past eight 9. quarter past 10. has lunch 11. canteen 12. start 13. quarter to 14. goes home 15. past five 16. does his 17. has dinner 18. half past 19. past eight 20. puts on his 21. watches 22. goes to bed 23. nine o'clock

B. Personal answer.

Unit – 5.1 – B

A. 1. gets up 2. has 3. gets dressed 4. breakfast 5. brushes 6. goes to school 7. start 8. past eight 9. quarter past 10. has lunch 11. canteen 12. start 13. quarter to 14. goes home 15. past five 16. does his 17. has dinner 18. half past 19. past eight 20. puts on his 21. watches 22. goes to bed 23. nine o'clock

B. Personal answer.

Unit – 5.2 – A

A. 1. 8 o'clock 2. surfing 3. plays volleyball 4. skateboarding 5. video games 6. watches

B. Personal answer.

Unit – 5.2 – B

A. 1. 8 o'clock 2. surfing 3. plays volleyball 4. skateboarding 5. video games 6. watches

B. Personal answer.

Vocabulary

Unit – 1.1 – A

- A.** 1. Good morning! 2. Good afternoon! 3. Good evening!
4. Good night!
B. 1. three 2. ten 3. five
C. 1. a/one hundred 2. fifty-five 3. forty-two 4. thirty-five
5. twenty-three 6. twenty-six

Unit – 1.1 – B

- A.** 1. Good morning! 2. Good afternoon! 3. Good evening!
4. Good night!
B. 1. three 2. ten 3. five
C. 1. a/one hundred 2. fifty-five 3. forty-two 4. thirty-five
5. twenty-three 6. twenty-six

Unit – 1.2 – A

- A.** 2. The second car is black. 3. The third car is blue.
4. The fourth car is white. 5. The fifth car is grey. 6. The sixth car is purple. 7. The seventh car is pink. 8. The eighth car is yellow. 9. The ninth car is green. 10. The tenth car is orange.
B. 2. Monday 3. Tuesday 4. Wednesday 5. Thursday 6. Friday
7. Saturday 8. Sunday
C. 1. January 2. December 3. July 4. June 5. October 6. August
7. February 8. November

Unit – 1.2 – B

- A.** 2. The second car is black. 3. The third car is blue.
4. The fourth car is white. 5. The fifth car is grey. 6. The sixth car is purple. 7. The seventh car is pink. 8. The eighth car is yellow. 9. The ninth car is green. 10. The tenth car is orange.
B. 2. Monday 3. Tuesday 4. Wednesday 5. Thursday 6. Friday
7. Saturday 8. Sunday
C. 1. January 2. December 3. July 4. June 5. October 6. August
7. February 8. November

Unit – 1.3 – A

A.

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

- B.** 1. England – English 2. Canada – Canadian 3. China – Chinese 4. Brazil – Brazilian 5. Japan – Japanese 6. Portugal – Portuguese 7. Spain – Spanish 8. The United Kingdom – British 9. The United States of America – American 10. Wales – Welsh

Unit – 1.3 – B

A.

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

- B.** 1. England – English 2. Canada – Canadian 3. China – Chinese 4. Brazil – Brazilian 5. Japan – Japanese 6. Portugal – Portuguese 7. Spain – Spanish 8. The United Kingdom – British 9. The United States of America – American 10. Wales – Welsh

Unit – 2.1 – A

- A.** 1. brother 2. sister 3. mother 4. father 5. parents 6. cousin
7. cousin 8. aunt 9. uncle 10. grandfather 11. grandmother
12. grandparents
B. 1. a bus driver 2. a chef 3. a scientist 4. an engineer 5. a farmer 6. a mechanic 7. an astronaut 8. a journalist 9. a teacher

Unit – 2.1 – B

- A.** 1. brother 2. sister 3. mother 4. father 5. parents 6. cousin
7. cousin 8. aunt 9. uncle 10. grandfather 11. grandmother
12. grandparents
B. 1. a bus driver 2. a chef 3. a scientist 4. an engineer 5. a farmer 6. a mechanic 7. an astronaut 8. a journalist 9. a teacher

Unit – 2.2 – A

- A.** 1. foot d. 2. ear g. 3. arm h. 4. nose c. 5. hand f. 6. mouth
e. 7. eye a. 8. hair i. 9. leg b.
B. 1. a 2. b 3. c

- C.** 1. Merida has got curly red hair. 2. Moana has got long brown hair. 3. Pocahontas has got long black hair.

Unit – 2.2 – B

- A.** 1. foot d. 2. ear g. 3. arm h. 4. nose c. 5. hand f. 6. mouth
e. 7. eye a. 8. hair i. 9. leg b.
B. 1. a 2. b 3. c
C. 1. Merida has got curly red hair. 2. Moana has got long brown hair. 3. Pocahontas has got long black hair.

Unit – 2.3 – A

- A.** 1. trousers 2. trainers 3. hoodie 4. boots 5. scarf 6. skirt
7. shirt 8. jacket 9. dress 10. anorak 11. shorts 12. cap
13. socks 14. gloves 15. sweater

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

Unit – 2.3 – B

- A. 1. trousers 2. trainers 3. hoodie 4. boots
5. scarf 6. skirt 7. shirt 8. jacket 9. dress 10. anorak 11. shorts
12. cap 13. socks 14. gloves 15. sweater

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

Unit – 3.1 – A

- A. 1. basement 2. ground floor 3. living room 4. kitchen
5. hall 6. toilet 7. garage 8. first floor 9. bedroom
10. bedroom 11. bathroom. 12. study
B. 1. There are two floors. 2. No, they aren't. 3. There are two bedrooms. 4. Yes, there is.

Unit – 3.1 – B

- A. 1. basement 2. ground floor 3. living room 4. kitchen
5. hall 6. toilet 7. garage 8. first floor 9. bedroom
10. bedroom 11. bathroom. 12. study.
B. 1. a 2. b 3. a 4. a

Unit – 3.2 – A

- A. 1. wardrobe 2. shower 3. pot plant 4. desk 5. armchair
6. coffee table 7. bookcase 8. lamp 9. rug 10. bed 11. bedside
table 12. toilet 13. washbasin 14. chair 15. cupboard
16. fridge 17. cooker. 18. chest of drawers

Unit – 3.2 – B

- A. 1. wardrobe 2. shower 3. pot plant 4. desk 5. armchair
6. coffee table 7. bookcase 8. lamp 9. rug 10. bed 11. bedside
table 12. toilet 13. washbasin 14. chair 15. cupboard
16. fridge 17. cooker 18. chest of drawers

Unit – 3.3 – A

- A. 2. They are playing video games in the living room. 3. They
are running in the garden. 4. He is writing an email in the
study. 5. They are eating in the dining room. 6. She is listening
to music in the bedroom.

Unit – 3.3 – B

- A. 2. playing video games / living room 3. running / garden
4. writing an email / study 5. eating / dining room 6. listening
to music / bedroom
B. 2. They are playing video games in the living room. 3. They
are running in the garden. 4. He is writing an email in the
study. 5. They are eating in the dining room. 6. She is listening
to music in the bedroom.

Unit – 4.1 – A

- A. 1. c – 7 2. h – 2 3. a – 6 4. f – 3 5. b – 4 6. d – 1 7. g – 8
8. e – 5
B. 2. mushrooms 3. sugar 4. rice 5. milk

Unit – 4.1 – B

- A. 1. c – 7 2. h – 2 3. a – 6 4. f – 3 5. b – 4 6. d – 1 7. g – 8
8. e – 5
B. 2. mushrooms 3. sugar 4. rice

Unit – 4.2 – A

- A. 1. fish – g 2. pancakes – e 3. butter on toast – f 4. bread – b
5. jam – d 6. milk – a 7. orange juice – c 8. roast chicken – h
9. bacon – j 10. carrot – i
B. Personal answer.

Unit – 4.2 – B

- A. 1. j 2. f 3. d 4. e 5. h 6. g 7. a 8. i 9. c 10. b
B. Personal answer.

Unit – 5.1 – A

- A. 1. get up 2. have a shower 3. get dressed 4. have breakfast
5. brush my teeth 6. go to school 7. start lessons
8. go to bed

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

- B. 1. It's seven o'clock. 2. It's twenty past seven. 3. It's half
past seven. 4. It's quarter to eight. 5. It's quarter past five.
6. It's nine o'clock.

Unit – 5.1 – B

- A. 1. get up. 2. have a shower 3. get dressed 4. have
breakfast 5. brush my teeth 6. go to school 7. start
lessons 8. go to bed

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

- B. 1. It's seven o'clock. 2. It's twenty past seven. 3. It's half
past seven. 4. It's quarter to eight. 5. It's quarter past five.
6. It's nine o'clock.

Unit – 5.2 – A

- A. 1. d – dancing 2. e – rollerblading 3. b – skateboarding 4. f
– tennis 5. c – reading 6. a – gymnastics
B. 1. skateboarding 2. rollerblading 3. reading 4. dancing
5. gymnastics 6. tennis

Unit – 5.2 – B

- A. 1. d – dancing 2. e – rollerblading 3. b – skateboarding 4. f
– tennis 5. c – reading 6. a – gymnastics

Grammar

Unit – 1.1 – A

- A. 1. I 2. he 3. they 4. it 5. she 6. you 7. they 8. we 9. you
B. 1. she 2. it 3. he 4. they 5. we 6. you
C. 1. you 2. She 3. It 4. It 5. He 6. We 7. They
D. 1. He 2. They 3. You 4. It

Unit – 1.1 – B

- A. 1. I 2. he 3. they 4. it 5. she 6. you 7. they 8. we 9. you
B. 1. she 2. it 3. he 4. they 5. we 6. you
C. 1. you 2. She 3. It 4. We 5. They
D. 1. He 2. You 3. They 4. It

Unit – 1.2 – A

- A. 1. c 2. e 3. d 4. a 5. b
B. 1. my – a 2. Your – b 3. Our – c 4. Her – e 5. your – f
6. His – d
C. 1. His 2. Their 3. Her 4. His / Her / Its
D. 1. d 2. c 3. b 4. a

Unit – 1.2 – B

- A. 1. c 2. e 3. d 4. a 5. b
B. 1. my – a 2. Your – b 3. Our – c 4. Her – e 5. your – f
6. His – d
C. 1. He's / His 2. They're / Their 3. Her / She's 4. It's / Its
D. 1. d 2. c 3. b 4. a

Unit – 1.3 – A

- A. 1. am 2. is 3. are 4. is 5. are
B. 1. aren't 2. isn't 3. am not 4. aren't 5. isn't
C. 1. Are you students? 2. Is she happy? 3. Are they Greek?
4. Is it sunny? 5. Is Mr Morris your teacher?
D. 2. Is Alice American? No, she isn't. She's Portuguese. 3. Are Louise and Jacques Canadian? No, they aren't. They're French. 4. Are you and Walter English? No, we aren't. We're German. 5. Is Bruce Welsh? No, he isn't. He's Scottish.

Unit – 1.3 – B

- A. 1. am 2. is 3. are 4. is 5. are
B. 1. aren't 2. isn't 3. am not 4. aren't 5. isn't
C. 1. Are you students? 2. Is she happy? 3. Are they Greek?
4. Is Mr Morris your teacher?
D. 2. Is Alice American? No, she isn't. She's Portuguese. 3. Are Louise and Jacques Canadian? No, they aren't. They're French. 4. Are you and Walter English? No, we aren't. We're German.

Unit – 2.1 – A – Verb to have got

- A. 1. has got 2. has got / has got 3. has got / has got 4. have got 5. have got 6. has got 7. have got
B. 1. hasn't got 2. hasn't got 3. hasn't got 4. haven't got 5. haven't got 6. haven't got 7. haven't got
C. 1. Have / got / I have 2. Has / got / he hasn't 3. Have / got / they have 4. Has / got / it has 5. Has / got / it hasn't 6. Has / got / it has
D. 2. Has Peter got a skateboard? Yes, he has. 3. Has Peter got a football? No, he hasn't. 4. Has Paul got a skateboard? Yes, he has. 5. Have Paul and Mary got a cat? No, they haven't. 6. Has Mary got a skateboard? No, she hasn't. 7. Have Paul and Mary got a football? Yes, they have.
E. 2. Paul has got a skateboard and a football but he hasn't got a cat. 3. Mary has got a football but she hasn't got a skateboard or a cat.
F. 1. Jane has got five uncles. 2. Mark hasn't got a dog.

3. Have you got a big house? 4. We have got a computer.

Unit – 2.1 – B – Verb to have got

- A. 1. has got 2. has got; has got 3. has got; has got 4. have got 5. have got 6. have got
B. 1. hasn't got 2. hasn't got 3. hasn't got 4. haven't got 5. haven't got 6. haven't got
C. 1. Have / have 2. Has / hasn't 3. Have / have 4. Has / has 5. Has / hasn't 6. Has / has
D. 2. Has / got; Yes, he has. 3. Has / got; No, he hasn't. 4. Has / got; Yes, he has. 5. Have / got; No, they haven't. 6. Has / got; No, she hasn't. 7. Have / got; Yes, they have.
E. 2. has got a skateboard and a football / hasn't got a cat. 3. has got a football / hasn't got a skateboard or a cat.
F. 2. Mark hasn't got a dog. 3. Have you got a big house? 4. We have got a computer.

Unit – 2.1 – A – Plurals

- A. 2. one man / eleven men 3. one bus / three buses 4. one potato / five potatoes 5. one child / eight children 6. one foot / eight feet 7. one baby / two babies 8. one box / ten boxes 9. one fox / three foxes
B. 1. We are children. 2. You are teachers. 3. They are sandwiches. 4. They are students. 5. They are women.

Unit – 2.1 – B – Plurals

- A. 2. eleven men 3. three buses 4. five potatoes 5. eight children 6. eight feet 7. two babies 8. ten boxes 9. three foxes
B. 1. We are children. 2. You are teachers. 3. They are sandwiches. 4. They are students. 5. They are women.

Unit – 2.2 – A

- A. 1. It's a beautiful day. – d 2. She is a nice teacher. – c 3. I am a good student. – f 4. I have got straight hair. – b 5. My eyes are big. – a 6. Her hair is long and curly. – e
B. 1. This is a new pencil. – a 2. He is a hard-working boy. – e 3. We are happy students. – c 4. They are noisy people. – f 5. He is a very active footballer. – b 6. She has got a brown dog. – d

Unit – 2.2 – B

- A. 1. It's a beautiful day. – d 2. She is a nice teacher. – c 3. I am a good student. – f 4. I have got straight hair. – b 5. My eyes are big. – a 6. Her hair is long and curly. – e
B. 1. a 2. a 3. a 4. b 5. a 6. b

Unit – 2.3 – A – Possessive case

- A. 1. 's 2. 's 3. 's 4. 's 5. 's 6. 's
B. 2. Whose dress is this? It's Chloe's dress. 3. Whose raincoat is this? It's James's raincoat. 4. Whose umbrella is this? It's Mr Brown's umbrella. 5. Whose gloves are these? They're the children's gloves.

Unit – 2.3 – B – Possessive case

- A. 1. 's 2. 's 3. 's 4. 's 5. 's 6. 's
B. 2. dress / Chloe's 3. raincoat / James's 4. umbrella / Mr Brown's 5. gloves / the children's

Unit – 2.3 – A – Possessive pronouns

- A. 2. mine 3. yours 4. hers 5. theirs 6. ours
B. 2. Alice's watch and mine are new. 3. The boys have got new shirts. They are theirs. 4. Jack's scarf is long but hers is short. 5. Your parents and you have got a big house. It is yours. 6. My sister and I have got a dog. It is ours. 7. Emma's sweater and his are warm. 8. Is this my jacket or yours?

C. 2. Whose anorak is this? It's Peter's anorak. It's his.
3. Whose belt is this? It's William's belt. It's his. 4. Whose necklace is this? It's Susy's necklace. It's hers.

Unit – 2.3 – B – Possessive pronouns

A. 1. his 2. mine 3. yours 4. hers 5. theirs 6. ours
B. 2. Alice's watch and mine are new. 3. The boys have got new shirts. They are theirs. 4. Jack's scarf is long but hers is short. 5. Your parents and you have got a big house. It is yours. 6. My sister and I have got a dog. It is ours. 7. Emma's sweater and his are warm. 8. Is this my jacket or yours?
C. 2. Whose anorak / Peter's anorak / his. 3. Whose belt / William's belt / his 4. Whose necklace / Susy's necklace / hers

Unit – 3.1 – A

A. 1. There is 2. There are 3. there is 4. there is 5. There is
B. 1. There isn't 2. There aren't 3. There isn't 4. There aren't 5. There aren't
C. 1. Is there... Yes, there is. / No, there isn't. 2. Is there... Yes, there is. / No, there isn't. 3. Are there... Yes, there are. / No, there aren't. 4. Are there... Yes, there are. / No, there aren't.
D. 1. there are 2. there are 3. Is there 4. there is 5. there is 6. there isn't 7. Is there 8. there isn't 9. there is

Unit – 3.1 – B

A. 1. There is 2. There are 3. there is 4. there is 5. There is
B. 1. There isn't 2. There aren't 3. There isn't 4. There aren't 5. There aren't
C. 1. Is there... Yes, there is. / No, there isn't. 2. Is there... Yes, there is. / No, there isn't. 3. Are there... Yes, there are. / No, there aren't. 4. Are there... Yes, there are. / No, there aren't.
D. 1. there are 2. there are 3. Is there 4. there is 5. there is 6. there isn't 7. Is there 8. there isn't 9. there is

Unit – 3.2 – A – Definite and indefinite articles

A. 1. an 2. a 3. a 4. an 5. an 6. a 7. an 8. a 9. a 10. an 11. a 12. an
B. 1. a – e 2. The – c 3. an – d 4. The – a 5. a – f 6. an – b

Unit – 3.2 – B – Definite and indefinite articles

A. 1. an 2. a 3. a 4. an 5. an 6. a 7. an 8. a 9. a 10. an 11. a 12. an
B. 1. a – e 2. The – c 3. an – d 4. The – a 5. a – f 6. an – b

Unit – 3.2 – A – Prepositions of place and movement

A. 1. between 2. next to 3. on 4. on 5. above 6. below 7. on
B. 1. next to 2. on 3. below 4. in 5. between 6. on
C. 1. to 2. into 3. onto

Unit – 3.2 – B – Prepositions of place and movement

A. 1. between 2. next to 3. on 4. on 5. above 6. below 7. on
B. 1. next to 2. on 3. below 4. in 5. between 6. on
C. 1. to 2. into 3. onto

Unit – 3.3 – A

A. 1. is riding 2. are visiting 3. are eating 4. am studying 5. aren't watching 6. are reading 7. am having 8. aren't doing
B. 2. Is she studying? No, she isn't. She is sleeping. 3. Is he writing an email? No, he isn't. He is watching TV. 4. Is he swimming? No, he isn't. He is running.

C. 1. are playing 2. is helping 3. are cooking 4. is reading 5. is washing 6. is / doing 7. Is / singing 8. isn't 9. is listening 10. is dancing 11. are / doing

Unit – 3.3 – B

A. 1. is riding 2. are visiting 3. are eating 4. am studying 5. aren't watching 6. are reading 7. am having 8. aren't doing
B. 2. Is she studying? No, she isn't. She is sleeping. 3. Is he writing an email? No, he isn't. He is watching TV. 4. Is he swimming? No, he isn't. He is running.
C. 1. are playing 2. is helping 3. are cooking 4. is reading 5. is washing 6. is / doing 7. Is / singing 8. isn't 9. is listening 10. is dancing 11. are / doing

Unit – 4.1 – A

A. 1. likes 2. like 3. like 4. like 5. like / likes
B. 1. don't like 2. doesn't like 3. don't like 4. don't like 5. doesn't like
C. 1. Do – d 2. Does – e 3. Do – a 4. Do – c 5. Does – b
D. 2. Does my uncle like bread and butter? 3. Do Amy and Henry like tea and cupcakes? 4. Does my hamster like biscuits? 5. Do Sylvia and Martha like fruit salad? 6. Does Thomas like chips?
E. 1. like / don't like 2. don't like / like 3. don't like / like 4. doesn't like / likes 5. likes / doesn't like
F. 2. Does Sue like cherries? No, she doesn't. 3. Does Polly like chips? Yes, she does. 4. Does John like strawberry jam? No, he doesn't. 5. Do Daniel and Sue like cherries? No, they don't. 6. Do Polly and John like cherries? Yes, they do.
G. 1. likes 2. likes 3. likes 4. doesn't like 5. likes 6. likes 7. doesn't like 8. Does / like 9. does 10. likes 11. do / like

Unit – 4.1 – B

A. 1. likes 2. like 3. like 4. like 5. like / likes
B. 1. don't like 2. doesn't like 3. don't like 4. don't like 5. doesn't like
C. 1. Do – d 2. Does – e 3. Do – a 4. Do – c 5. Does – b
D. 2. Does / like 3. Do / like 4. Does / like 5. Do / like 6. Does / like
E. 1. like / don't like 2. don't like / like 3. don't like / like 4. doesn't like / likes 5. likes / doesn't like
F. 2. Does / like / No / doesn't. 3. Does / like / Yes / does. 4. Does / like / No / doesn't. 5. Do / like / No / don't. 6. Do / like / Yes / do
G. 1. likes 2. likes 3. likes 4. doesn't like 5. likes 6. likes 7. doesn't like 8. Does / like 9. does 10. likes 11. do / like

Unit – 4.2 – A

A. 1. some / any 2. any 3. some / any 4. any 5. some / any 6. some / some
B. 1. are some 2. are some 3. isn't any 4. are some 5. isn't any 6. aren't any 7. isn't any 8. is some 9. are some 10. isn't any 11. aren't any

Unit – 4.2 – B

A. 1. some / any 2. any 3. some / any 4. any 5. some / any 6. some / some
B. 1. some 2. some 3. any 4. some 5. any 6. any 7. any 8. some 9. some 10. any 11. any

Unit – 5.1 – A – Present Simple

A. 1. likes 2. brushes 3. starts 4. studies 5. passes 6. goes 7. plays 8. watches 9. gets up
B. 1. have 2. brushes / has 3. start 4. starts

C. 1. doesn't 2. Do 3. don't 4. Does / does
 D. 1. Do you watch TV in the evening? 2. She doesn't go to bed at 9.30. 3. Does Susan have lunch in the school canteen? 4. They don't play volleyball at school.
 F. 1. get up 2. go 3. prepares 4. prepare 5. takes 6. goes 7. doesn't have 8. eats 9. have 10. don't go 11. have 12. go 13. reads 14. goes

Unit – 5.1 – B – Present Simple

A. 1. likes 2. brushes 3. starts 4. studies 5. passes 6. goes 7. plays 8. watches 9. gets up
 B. 1. have 2. brushes / has 3. start 4. starts
 C. 1. doesn't 2. Do 3. don't 4. Does / does
 D. 1. don't watch 2. doesn't go 3. doesn't have 4. don't play
 E. 1. get up 2. go 3. prepares 4. prepare 5. takes 6. goes 7. doesn't have 8. eats 9. have 10. don't go 11. have 12. go 13. reads 14. goes

Unit – 5.1 – A – Connectors / Adverbs of frequency

A. 1. c 2. d 3. b 4. e 5. a
 B. 1. so 2. because 3. but 4. and 5. or
 C. 1. I never get up late during the week. 2. I sometimes watch TV before I go to bed. 3. Lessons usually start at 8:30. 4. My family is always together at Christmas.
 D. 1. I usually have milk and cereal for breakfast. 2. Jane and Danny sometimes play video games in the evening. 3. She never goes to school by bus. 4. My English teacher always writes the summary on the board.
 E. 2. Sue sometimes plays football after school. She never goes to bed after 9 o'clock. She usually goes to school by bus. She sometimes gets up before 7 o'clock. 3. Polly and Jack usually play football after school. They always go to bed after 9 o'clock. They never go to school by bus. They sometimes get up before 7 o'clock. 4. Personal answer.

Unit – 5.1 – B – Connectors / Adverbs of frequency

A. 1. c 2. d 3. b 4. e 5. a
 B. 1. so 2. because 3. but 4. and 5. or
 C. 1. I never get up late during the week. 2. I sometimes watch TV before I go to bed. 3. Lessons usually start at 8:30.

4. My family is always together at Christmas.
 D. 1. I usually have milk and cereal for breakfast. 2. Jane and Danny sometimes play video games in the evening. 3. She never goes to school by bus. 4. My English teacher always writes the summary on the board.
 E. 2. Sue sometimes plays football after school. She never goes to bed after 9 o'clock. She usually goes to school by bus. She sometimes gets up before 7 o'clock. 3. Polly and Jack usually play football after school. They always go to bed after 9 o'clock. They never go to school by bus. They sometimes get up before 7 o'clock. 4. Personal answer.

Unit – 5.2 – A – Like or hate + -ing / Imperative

A. 1. like playing – C 2. hate doing – E 3. likes riding – A 4. hate helping – B 5. like watching – D
 B. 1. Don't go 2. Stop 3. Don't do 4. Don't take / take

Unit – 5.2 – B – Like or hate + -ing / Imperative

A. 1. like playing – C 2. hate doing – E 3. likes riding – A 4. hate helping – B 5. like watching – D
 B. 1. Don't go 2. Stop 3. Don't do 4. Don't take / take

Unit – 5.2 – A – Personal pronouns (object)

A. me / you / him / her / it / us / you / them
 B. 1. them 2. her 3. me 4. us 5. it 6. you 7. him 8. you
 C. 2. He is flying a kite with her. 3. They are walking it. 4. You are playing football with us. 5. We like playing volleyball with them.

Unit – 5.2 – B – Personal pronouns

A. me / you / him / her / it / us / you / them
 B. 1. them 2. her 3. me 4. us 5. it 6. you 7. him
 C. 2. He is flying a kite with her. 3. They are walking it. 4. You are playing football with us. 5. We like playing volleyball with them.

Unit 1

CLIL

Name _____ No. _____ Class _____ Date _____

Maths

A. Do the math. Find the answers in the word search.

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

1. $5 \times 15 =$ seventy-five

2. $18 + 43 =$ _____

3. $3 \times 5 =$ _____

4. $96 : 2 =$ _____

5. $31 \times 3 =$ _____

6. $16 + 11 =$ _____

7. $122 - 90 =$ _____

8. $6 \times 9 =$ _____

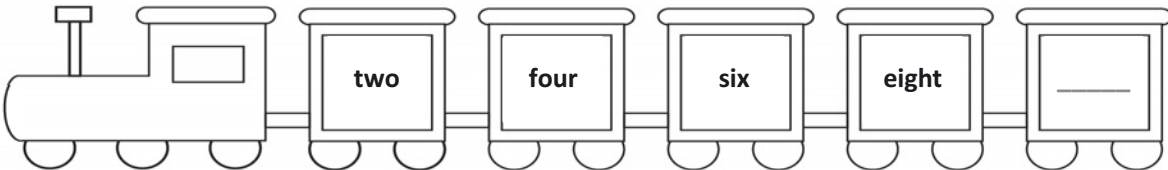
9. $77 - 66 =$ _____

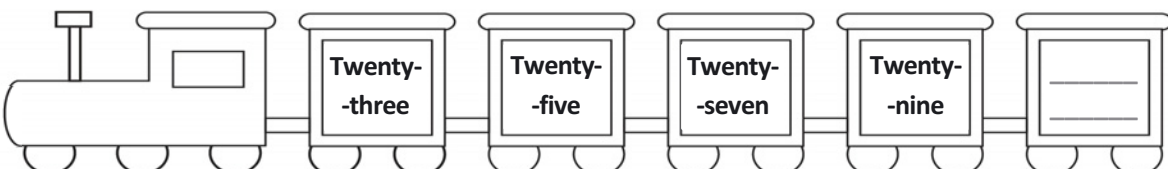
10. $38 + 62 =$ _____

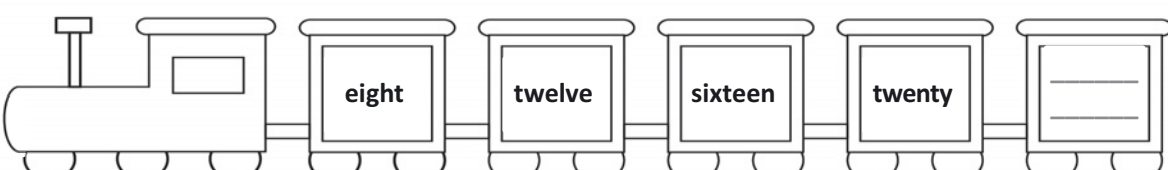
11. $172 : 2 =$ _____

12. $112 - 100 =$ _____

B. What's next?

1. 

2. 

3. 

Unit 2

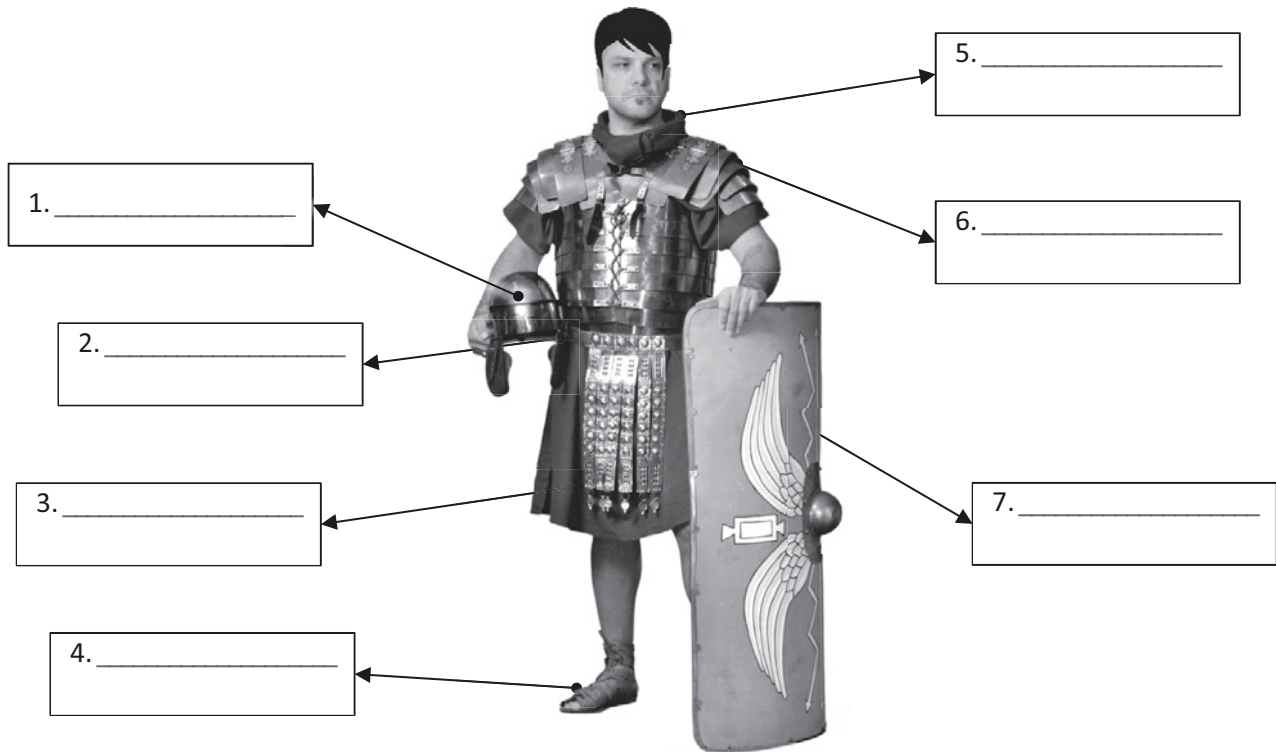
CLIL

Name _____ No. _____ Class _____ Date _____

History

A. Label the picture of a Roman soldier. Use the words in the box.

shield sandals scarf helmet belt metal jacket tunic



B. Write a text describing the Roman soldier. Mention:

- physical appearance (height, weight, hair, eyes, ...)
- clothes

General description:

tall / thin

Hair:

short / straight / black

Eyes:

small / brown

Clothes:

helmet, shield...

This is a Roman soldier.

He is _____.

He has got _____.

He has got _____.

He is wearing _____.

Unit 3

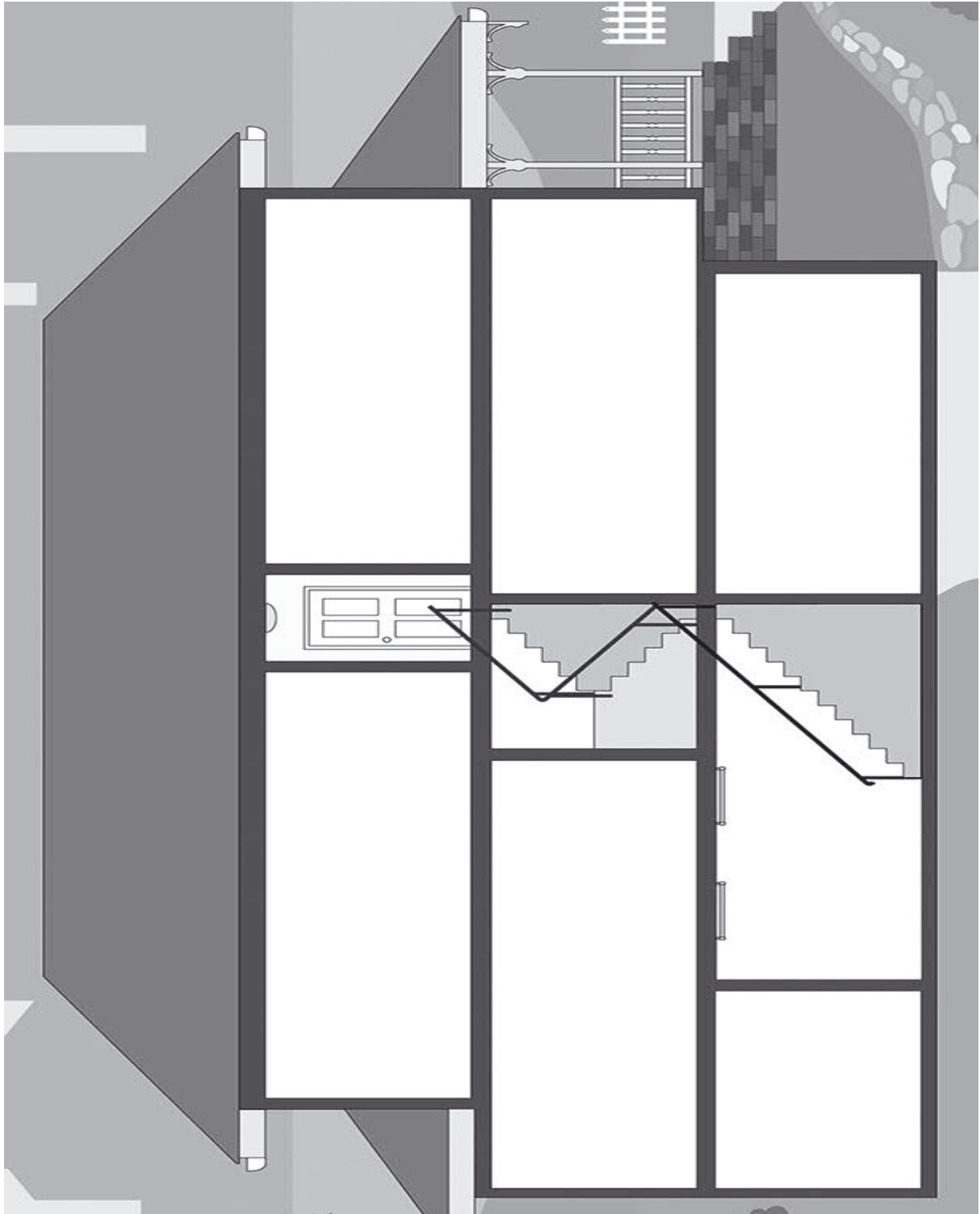
CLIL

Name _____ No. _____ Class _____ Date _____

Arts

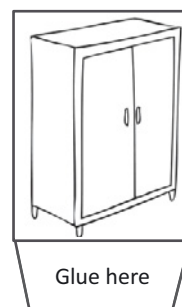
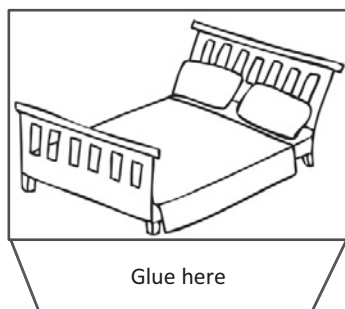
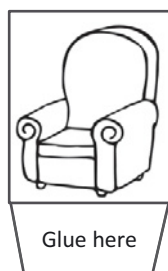
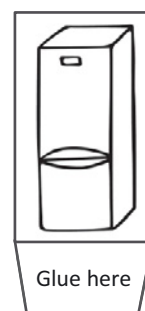
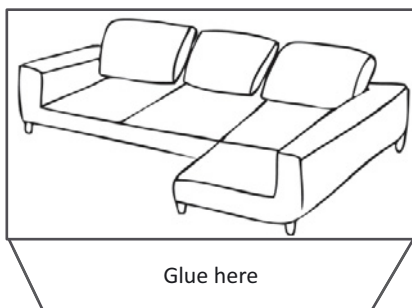
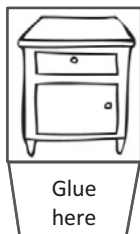
- A. Look at the plan of the house. Colour and cut out the furniture on the next page and stick it in the house.

My house



B. Show it to the rest of the class.

This is my house. There is a brown table in the kitchen...



Unit 4

CLIL

Name _____ No. _____ Class _____ Date _____

Science

A. Match the groups with what they eat.

carnivores { insectivores 1. •
piscivores 2. •
scavengers 3. •

herbivores { granivores 4. •
frugivores 5. •

omnivores 6. •

• a.



• b.



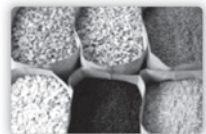
• c.



• d.



• e.



• f.



B. What are they?

1.



I'm a toucan. I eat grapes, bananas and other fruit. I'm a frugivore.

2.



I'm a dolphin. I eat fish I find in the ocean. I'm a _____.

3.



I'm a frog. I eat ants, flies, crickets and other insects. I'm an _____.

4.



I'm a chicken. I eat corn and other seeds. I'm a _____.

5.



I'm a vulture. I eat the meat of dead animals. I'm a _____.

6.



I'm a bear. I eat meat, fish, fruit... I eat everything! I'm an _____.

Unit 5

CLIL

Name _____ No. _____ Class _____ Date _____

Arts/Portuguese

A. Draw comics about a day in the life of a superhero / a singer / an actor/actress / a footballer / ... Use speech bubbles . Show the class.

A day in the life of _____

7.00	8.00	9.00
10.00	11.00	12.00
13.00	14.00	15.00
16.00	17.00	18.00
19.00	20.00	21.00
22.00	23.00	24.00

Answer key

Unit 1 – CLIL

A. 2. sixty-one 3. fifteen 4. forty-eight 5. ninety-three
6. twenty-seven 7. thirty-two 8. fifty-four 9. eleven
10. one hundred 11. eighty-six 12. twelve



B. 1. ten 2. thirty-one 3. twenty-four

Unit 2 – CLIL

A. 1. helmet 2. belt 3. tunic 4. sandals 5. scarf 6. metal jacket
7. shield

B. He is tall and thin. He has got short straight hair and small eyes. He has got a helmet and a shield. He is wearing a tunic, a metal jacket, a belt, sandals and a scarf.

Unit 3 – CLIL

A. Personal answer

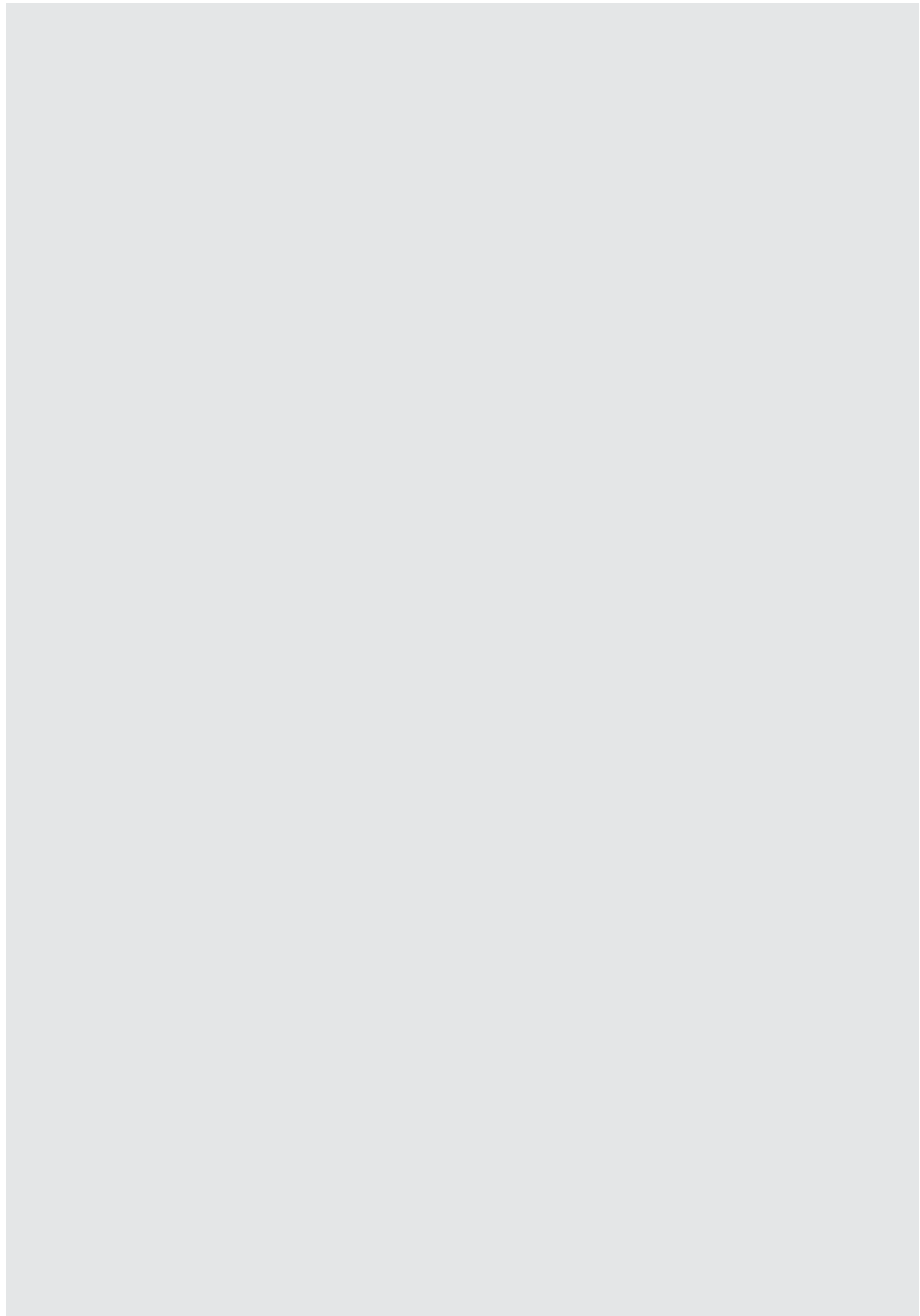
Unit 4 – CLIL

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

B. 2. piscivore 3. insectivore 4. granivore 5. scavenger
6. omnivore

Unit 5 – CLIL

A. Personal answer



Unit 1 – Reading

Name _____ No. _____ Class _____ Date _____

A. Read the text and tick (✓) the correct option.

Lê o texto e assinala a opção correta.

Sarah Carter

My name is Sarah and my surname is Carter. I'm ten years old and my birthday is on 10th October. I'm from Canada.

My family and I are in London. I am in a new
5 school in London: Parkgate House School. I am in year 5. My address is 65, Canford Road, London. My phone number is 020 5536 2091. My email is sarahcarter@mymail.com.



- | | Yes | No |
|------------------------------|--------------------------|--------------------------|
| 1. Her surname is Sarah. | ☐ | ☐ |
| 2. She's English. | ☐ | ☐ |
| 3. Her address is in London. | ☐ | ☐ |

Today it's Friday and I'm in the classroom with my friends Maria and Grace. Maria is Spanish and Grace is English. Grace is ten years old and Maria is eleven years old today. It's her birthday. Her birthday party is on Sunday.

- | | Yes | No |
|----------------------------------|--------------------------|--------------------------|
| 4. Maria and Grace are students. | ☐ | ☐ |
| 5. Maria is from England. | ☐ | ☐ |

B. Complete the student card with the information in the box.

Completa o cartão de estudante com a informação da caixa.

Student Card	
Name: _____	A black and white portrait of a young girl with long hair, wearing a plaid shirt, looking directly at the camera.
Surname: _____	
Age: _____	
Address: _____	
Phone number: _____	
Email: _____	

- 10
- Carter
- 65, Canford Road, London
- sarahcarter@mymail.com
- Sarah
- 020 5536 2091

Unit 2 – Reading

Name _____ No. _____ Class _____ Date _____

A. Read the text about Tom.

Lê o texto sobre o Tom.

Tom Clark's family

Hi! I'm Tom Clark. I'm 38 years old and I'm a police officer. I have got a nice family!

My wife Helen is 35 years old. She's tall and thin. She's got long black hair. She's a teacher.

- 5 I have got two children: Ricky and Jane. Ricky is 10 years old. He has got short black hair and brown eyes. He is very active and funny. His favourite clothes are shorts and T-shirts. He loves football. Jane is 8 years old. She has got beautiful brown eyes and long brown hair. She
10 is very quiet. Today is her birthday. She has got new clothes: a skirt, a sweater and trainers.

We have got a pet. It's a cat called Tiger.



B. Tick (✓) the correct option.

Assinala a opção correta.

1. Helen is

a. Tom's wife.

☐

b. Tom's daughter.

☐

c. Tom's sister.

☐

2. Helen's hair is

a. brown.

☐

b. black.

☐

c. blonde.

☐

3. Jane is

a. very funny.

☐

b. very active.

☐

c. very quiet.

☐

C. Match the columns.

Liga as colunas.

1. Tom is a

•

• a. son.

2. Ricky is Tom and Helen's

•

• b. Ricky's favourite clothes.

3. He is very active

•

• c. a skirt, a sweater and trainers.

4. Shorts and T-shirts are

•

• d. police officer.

5. Jane has got

•

• e. and funny.

6. Jane's new clothes are

•

• f. brown eyes and long hair.

Unit 3 – Reading

Name _____ No. _____ Class _____ Date _____

A. Read the text.

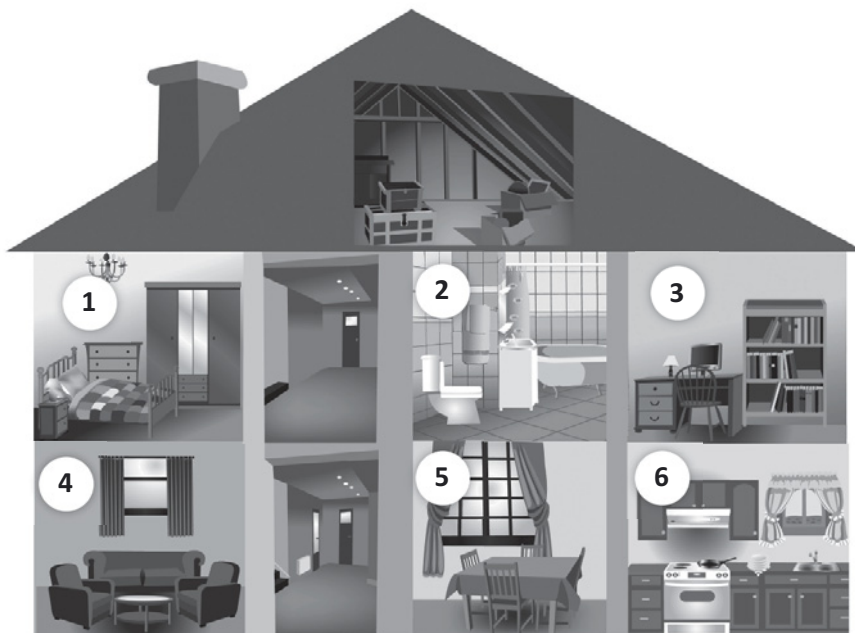
Lê o texto.

Patrick's house

My house is nice.
There are two floors (the ground floor and the first floor).

5 Downstairs there is a hall, a kitchen, a living room and a dining room.

Upstairs there is a bedroom, a study and a
10 large bathroom. There's also an attic.



B. Identify the rooms in the picture. The words are underlined in the text.

Identifica as divisões da imagem. As palavras estão sublinhadas no texto.

1. _____
2. _____
3. _____

4. _____
5. _____
6. _____

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

As frases são verdadeiras ou falsas?

	T	F
1. There is a toilet on the ground floor.	☐	☐
2. The bathroom is on the first floor.	☐	☐
3. There is a study downstairs.	☐	☐
4. There is an attic in Patrick's house.	☐	☐
5. Patrick has got a garden.	☐	☐

Unit 4 – Reading

Name _____ No. _____ Class _____ Date _____

A. Read the text.

Lê o texto.

Julia and Craig

Julia is 12 years old. She lives in Cambridge with her parents and her brother Craig. They are English.

She likes apple juice and toast with jam for breakfast but her brother likes cereal and fruit. He doesn't like apple juice.

For lunch Julia likes tuna sandwich. Her favourite dessert is strawberry ice cream but Craig prefers chocolate cake. Craig likes pasta and his favourite drink is orange juice.

For dinner they like vegetable soup and roast chicken. They don't like coffee.



B. Circle the correct option.

Faz um círculo na opção correta.

1. Julia is **twelve** / **thirteen** years old.
2. Julia lives with her parents and her **brother** / **sister**.
3. Craig doesn't like **cereal and fruit** / **apple juice**.
4. **Ice cream** / **Chocolate cake** is Julia's favourite dessert.
5. They don't like **orange juice** / **coffee** for dinner.

C. Read the questions and tick (✓) the correct answers.

Lê as perguntas e assinala as respostas corretas.

- | | | | |
|--|--------------------------|------------------------------------|--------------------------|
| 1. Are they American? | | 3. What dessert does Craig prefer? | |
| a. No, they don't. | ☐ | a. Ice cream. | ☐ |
| b. No, they aren't. | ☐ | b. Chocolate cake. | ☐ |
| 2. What does Julia like for breakfast? | | 4. Do they like vegetable soup? | |
| a. Cereal and fruit. | ☐ | a. Yes, they do. | ☐ |
| b. Apple juice and toast with jam. | ☐ | b. No, they don't. | ☐ |

Unit 5 – Reading

Name _____ No. _____ Class _____ Date _____

A. Read the text.

Lê o texto.

Claire's daily routine

My name is Claire Mouche. I am 11 years old and I live with my mum and dad in Paris, the capital of France.

I get up at half past seven, have a shower and get dressed. I usually have orange juice and toast with butter and jam for breakfast. Next I brush my teeth and I go to school by bus. I have lunch in the school canteen and in the afternoon I play basketball. I do my homework before dinner and I have dinner with my parents at eight o'clock. I go to bed at half past nine.



B. Complete the table.

Completa a tabela.

1. name	2. surname	3. age	4. city	5. country

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

As frases são verdadeiras ou falsas?

	T	F
1. She gets up at seven o'clock.	☐	☐
2. She has orange juice for breakfast.	☐	☐
3. She has lunch at home.	☐	☐
4. She does her homework after dinner.	☐	☐

D. Match the questions to the answers.

Liga as perguntas às respostas.

- | | | |
|---------------------------------------|---|----------------------------|
| 1. Does she live with her parents? | • | • a. No, she doesn't. |
| 2. How does she go to school? | • | • b. She plays basketball. |
| 3. What does she do in the afternoon? | • | • c. Yes, she does. |
| 4. Does she go to bed at ten o'clock? | • | • d. By bus. |

Unit 1 – Writing

Name _____ No. _____ Class _____ Date _____

A. Match the words in the box below to the sentences. Follow the example.

Liga as palavras da caixa às frases. Segue o exemplo.

nationality brothers and sisters age ~~first name/surname~~ parents
birthday friends country

1. *first name/surname*

My first name is Sean and my surname is Mendes.

2.

I am from Canada.

3.

I am Canadian.

4.

I am 19 years old.

5.

My birthday is in August.

6.

My father is Manuel and my mother is Karen.

7.

My sister is Aaliyah.

8.

My best friends are Camila and Aaron.

B. Now write a text about Sonia.

Agora escreve um texto sobre a Sonia.

First name/surname: Sonia
Watson

Her first name is (1) _____ and her (2) _____ is (3) _____.

country: England

She is (4) _____.

nationality: English

She is (5) _____.

age: 16

She is (6) _____.

birthday: September

Her (7) _____ is in (8) _____.

parents: John / Emma

Her (9) _____ is (10) _____
and her (11) _____ is Emma.

brothers and sisters: Rob

Her (12) _____ is (13) _____.

friends: Tommy

Her best (14) _____ is (15) _____.

Unit 2 – Writing

Name _____ No. _____ Class _____ Date _____

A. Read the text.

Lê o texto.

My name is Jenny.
I'm eleven years old.
I have got green eyes and blonde hair.
I am friendly.
My favourite clothes are shorts.
I am a student.
I have got a small family.



Name: Jenny
Age: 11
Physical appearance: green eyes / blonde hair
Personality: friendly
Favourite clothes: shorts
Occupation: student
Family: small

B. Complete the texts. Follow the example in A.

Completa os textos. Segue o exemplo em A.



Name: Tom
Age: 39
Physical appearance: tall, brown eyes / short hair
Personality: hard-working
Favourite clothes: T-shirts and jeans
Job: vet

My father's (1) _____ is (2) _____.
He is (3) _____ old.
He is (4) _____ and he has got (5) _____ eyes and (6) _____ hair.
He is (7) _____.
His favourite clothes are (8) _____ and (9) _____.
He is a (10) _____.

My mother's (1) _____ is (2) _____.
She is (3) _____ old.
She is (4) _____ and she has got (5) _____ eyes and (6) _____ hair.
She is (7) _____.
Her favourite clothes are (8) _____.
She (9) _____ a (10) _____.



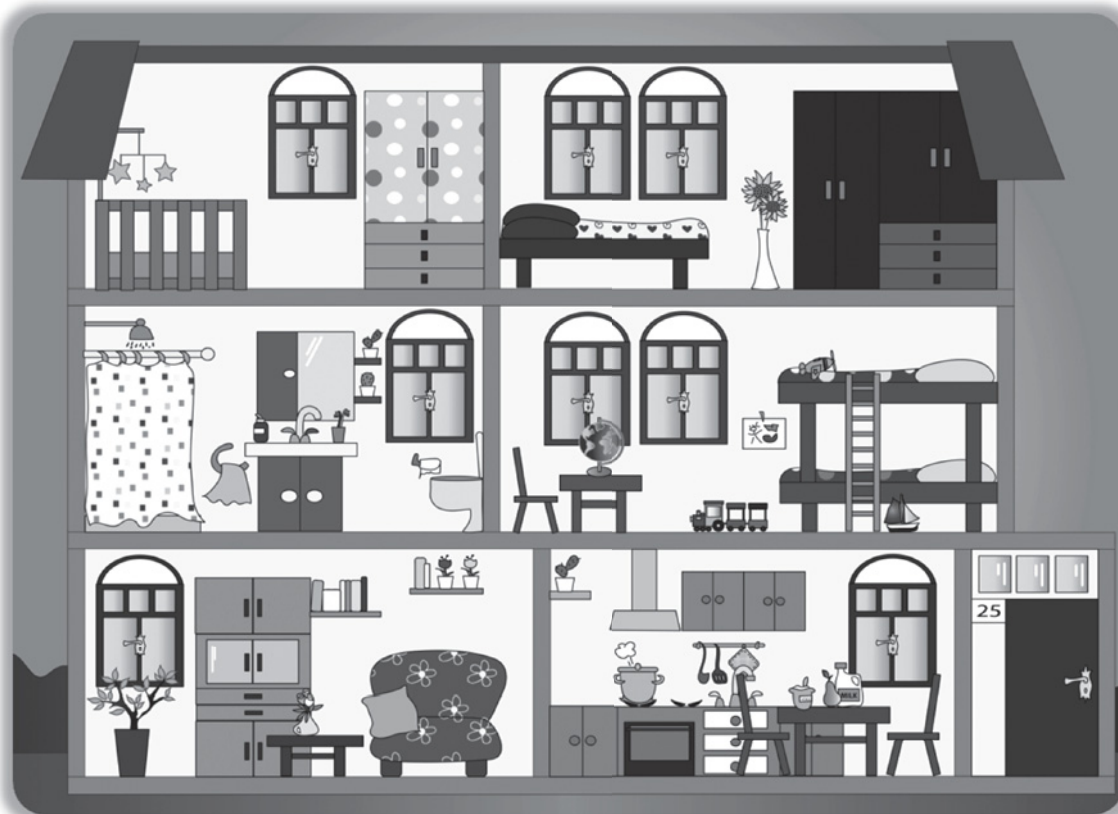
Name: Claire
Age: 35
Physical appearance: tall, brown eyes / straight hair
Personality: calm
Favourite clothes: jackets
Job: teacher

Unit 3 – Writing

Name _____ No. _____ Class _____ Date _____

A. Circle the words to complete the text.

Faz um círculo à volta das palavras para completar o texto.



There are three **(1) doors / floors** in my house. On the ground floor, there is a **(2) dining room / living room** next to the kitchen. There is a very small **(3) basement / hall**. Upstairs there is a **(4) bathroom / study** and a bedroom. On the second **(5) upstairs / floor** there are two bedrooms. There is a small **(6) swimming pool / garden**.

B. Rewrite the text below with the correct words.

Reescreve o texto abaixo com as palavras corretas.

In my bedroom there is a big  near the window. There is a  between the  and the . On the wall there are two  . There is a  opposite the .

Unit 4 – Writing

Name _____ No. _____ Class _____ Date _____

A. Read the table and the text about Michael.

Lê a tabela e o texto sobre o Michael.

		
breakfast	 cereal and milk (delicious)	 orange juice (yucky)
lunch	 chicken and vegetables (yummy)	 rice (not very good)
dinner	 soup and fruit	 fish and chips



For breakfast I like cereal and milk.
It's delicious. I don't like orange juice.
It's yucky!

For lunch I like chicken and
vegetables. It's yummy! I don't like
rice. It's not very good.

For dinner I like soup and fruit but I
don't like fish and chips.

B. Complete the text about Jackie.

Completa o texto sobre a Jackie.



For breakfast I like (1) _____.
_____. It's (2) _____.

I don't (3) _____. It's (4) _____!

For lunch I (5) _____ tuna sandwich
and banana. I (6) _____
hamburger. It's (7) _____!

For dinner (8) _____ but
I (9) _____.

		
breakfast	 orange juice and toast (yummy)	 coffee (yucky)
lunch	 tuna sandwich and banana	 hamburger (horrible)
dinner	 grilled fish	 pasta

Unit 5 – Writing

Name _____ No. _____ Class _____ Date _____

A. Put these sentences about Jack's daily routine in the correct order.

Põe as frases relativas à rotina diária do Jack na ordem correta.

a. I go to bed at half past nine.

b. I get up at half past seven and I have a shower.

c. After school I don't go home. I always have tennis practice.

d. I ride my bike to school after breakfast.

e. I have yoghurt and fruit for breakfast.

f. I go back home at six o'clock and I do my homework.

g. I have dinner at quarter to eight.

h. I always have lunch at home.

i. After dinner I usually read or listen to music.

B. Write the sentences about Jack's daily routine in the correct order.

Escreve as frases relativas à rotina diária do Jack na ordem correta.

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



Unit 1 – Vocabulary

Colours / Days of the week / Months

Name _____ No. _____ Class _____ Date _____

A. Read and colour the pictures.

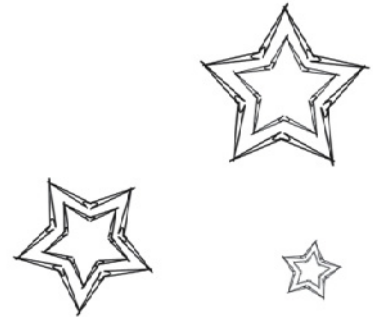
Lê e pinta os desenhos.



1. red car



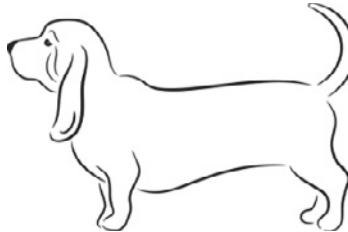
2. pink flowers



3. yellow stars



4. blue bike



5. brown dog



6. green crocodile

B. Complete the days of the week.

Completa os dias da semana.

1. M _ _ d a _
2. T _ e s _ a y
3. W _ _ n _ _ d _ y
4. T _ u r _ _ a y
5. F _ _ _ _ y
6. S _ _ _ u r _ _ y
7. S _ _ _ _ y

C. Find the months in the word search.

Encontra os meses na sopa de letras.

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

D. Write the correct numbers.

Escreve os números corretos.

twelve	
thirty	
thirteen	

ninety	
nineteen	
eight	

eighteen	
eighty-three	
a hundred	

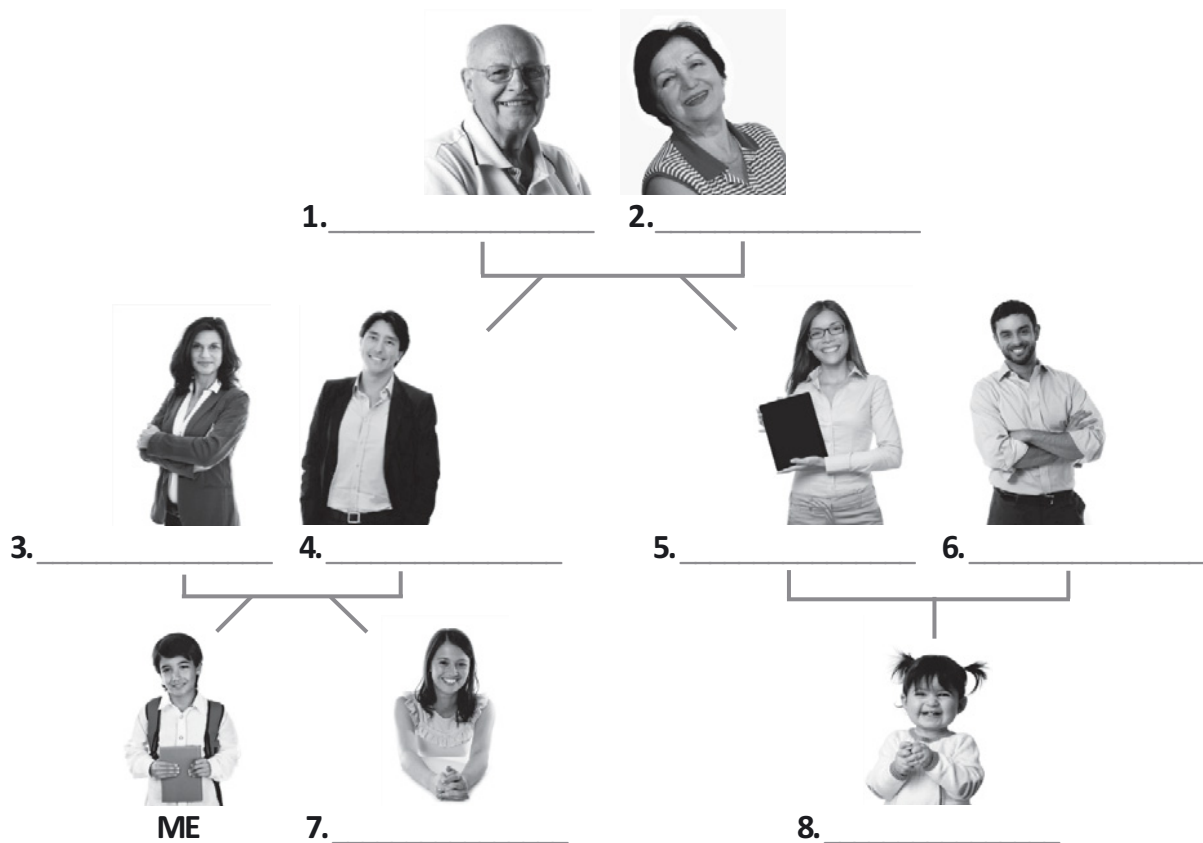
Unit 2 – Vocabulary

Family members / Clothes, footwear and accessories

Name _____ No. _____ Class _____ Date _____

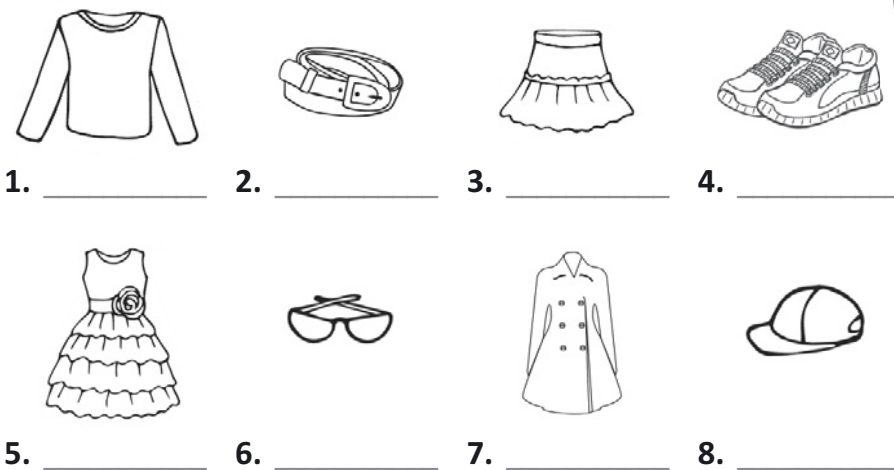
A. Fill in the family tree with the words *uncle, cousin, grandfather, sister, father, aunt, grandmother, mother*.

Preenche a árvore genealógica com as palavras *uncle, cousin, grandfather, sister, father, aunt, grandmother, mother*.



B. Label the pictures. Choose the words on the T-shirt.

Legenda as imagens. Escolhe as palavras da T-shirt.



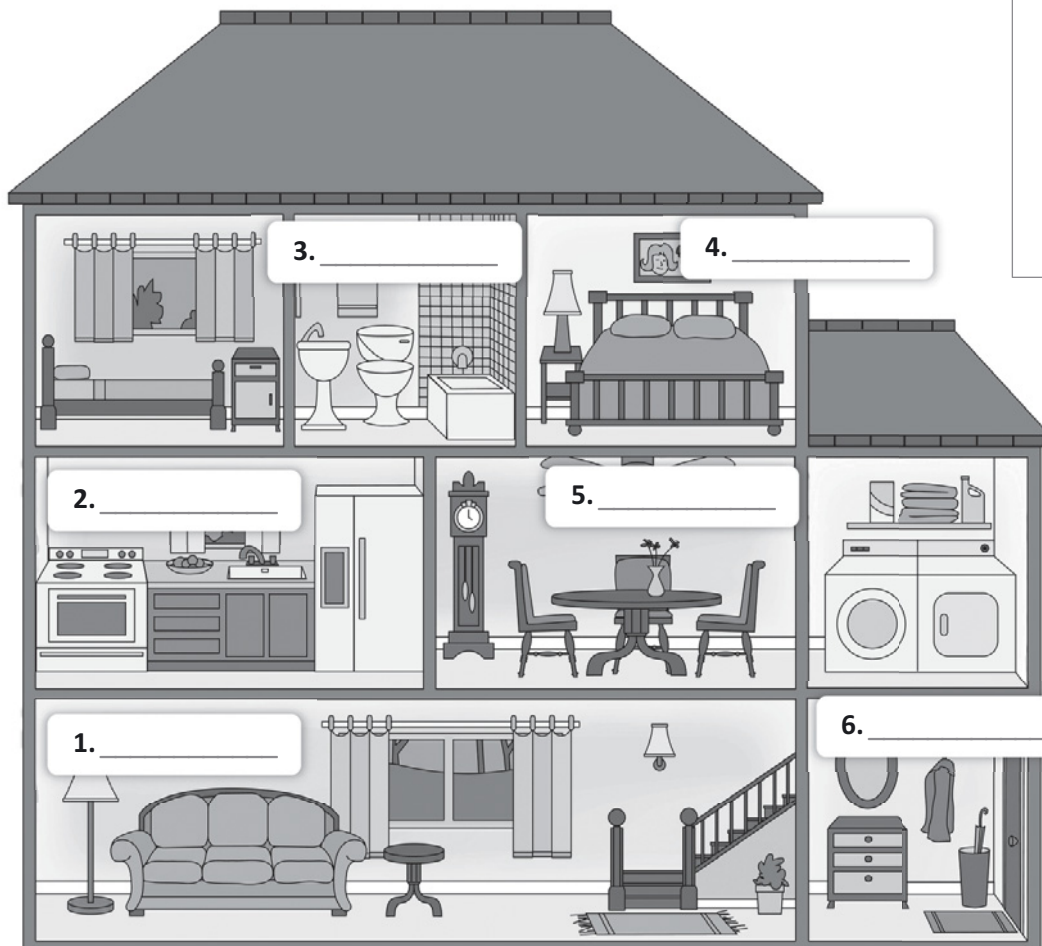
Unit 3 – Vocabulary

Parts of the house / Furniture

Name _____ No. _____ Class _____ Date _____

A. Write the words in the correct boxes.

Escreve as palavras nas caixas corretas.



bedroom
kitchen
living room
bathroom
hall
dining room

B. Look at the pictures. Circle the correct word.

Observa as imagens. Faz um círculo na palavra correta.



1. sink / washbasin



2. sofa / armchair



3. cooker /
dishwasher



4. cupboard /
bookcase



5. cooker /
fridge



6. toilet /
bath



7. chest of drawers /
wardrobe



8. bathroom /
shower

Unit 4 – Vocabulary

Food and drinks / Meals

Name _____ No. _____ Class _____ Date _____

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

Legenda as imagens. Usa as palavras da caixa.

tomatoes hamburger pears orange juice eggs fish and chips
pasta broccoli jam on toast water carrots strawberries



1. w



2. s



3. t



4. f



5. p



6. c



7. h



8. b



9. t



10. e



11. o



12. p

B. Unscramble the letters to find the name of meals.

Ordena as letras para encontrares o nome das refeições.



1. /



2. d



3. b

Unit 5 – Vocabulary

Daily routine / Telling the time

Name _____ No. _____ Class _____ Date _____

A. Look at the pictures and identify the daily routines. Use the words in the box.

Observe as imagens e identifica as rotinas diárias. Use as palavras da caixa.

have breakfast get up do the homework have a shower
have dinner brush your teeth go to bed watch TV



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

B. What time is it? Choose the correct option.

Que horas são? Escolhe a opção correta.



1. a. It's half past seven.
b. It's half past five.



3. a. It's quarter past four.
b. It's quarter to four.



2. a. It's two o'clock.
b. It's ten past two.



4. a. It's twenty-five to two.
b. It's ten past ten.

Unit 1 – Grammar

Personal pronouns / Possessive determiners

Name _____ No. _____ Class _____ Date _____

A. Look at the pictures and read the personal pronouns.

Observe as imagens e lê os pronomes pessoais.



I



you



he



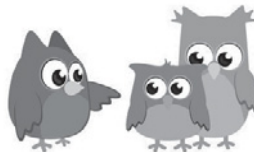
she



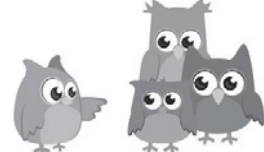
it



we



you



they

B. Circle the correct option.

Faz um círculo na opção correta.

1. He / We is very nice.
2. We / She are friends.
3. You / He are students.
4. I / you am Brian Simons.
5. They / She is a teacher.
6. He / It is a book.

C. Complete the table. Follow the example.

Completa a tabela. Segue o exemplo.

I	you	he	she	it	we	you	they
my							

D. Circle the correct option.

Faz um círculo na opção correta.

1. It's Mr Martin and his / her dog.
2. They are students. Their / His names are David and Tom.
3. She's the teacher. Her / His name is Helen Olsen.
4. This is a book. It is my / its dictionary.
5. This is a dog and your / its ball.



Unit 1 – Grammar

To be

Name _____ No. _____ Class _____ Date _____

A. Complete the table with *am, is, are / am not, is not, are not*.

Completa a tabela com *am, is, are / am not, is not, are not*.

Affirmative	Negative	Interrogative
I _____	I _____	_____ I?
You _____	You _____	_____ you?
He _____	He _____	_____ he?
She _____	She _____	_____ she?
It _____	It _____	_____ is?
We _____	We _____	_____ we?
You _____	You _____	_____ you?
They _____	They _____	_____ they?

B. Circle the correct option.

Faz um círculo na opção correta.

1. They _____ very good students.

a. am b. is c. are

3. He _____ Italian.

a. am b. is c. are

2. My mother _____ 38 years old.

a. am b. is c. are

4. I _____ from France.

a. am b. is c. are

C. Fill in the blanks with *'m not, isn't, aren't*.

Preenche os espaços com *'m not, isn't, aren't*.

1. We _____ students.

4. My parents _____ American.

2. Andrew _____ twelve years old.

5. Christine _____ a teacher.

3. The students _____ in year 5.

6. I _____ from Spain.

D. Put the words in the correct order. Follow the example.

Põe as palavras na ordem correta. Segue o exemplo.

1. the teacher / in / Is / the classroom / ? Is the teacher in the classroom?

2. surname / Is / his / Smith / ? _____

3. years / fifteen / Are / you / old / ? _____

Unit 2 – Grammar

To have got

Name _____ No. _____ Class _____ Date _____

A. Write the short form ('ve / 's). Follow the examples.

Escreve a forma abreviada ('ve / 's). Segue os exemplos.

1. He has got a sister.

He's got a sister.

2. They have got a pet.

They've got a pet.

3. I have got a good friend.

4. She has got a dictionary.

5. We have got a little brother.

6. You have got a cousin.

B. Complete with *have* or *has*.

Completa com *have* ou *has*.

1. You _____ got a cousin.

2. Zack _____ got two sisters.

3. They _____ got a new teacher.

4. Brian _____ got a blue pencil.

5. Peter and Jack _____ got a dog.

6. Dennis _____ got a big family.

7. We _____ got a new house.

8. She _____ got a baby.

C. Write in the negative. Use *haven't* or *hasn't*.

Escreve na negativa. Usa *haven't* ou *hasn't*.

1. They have got red bikes.

2. We have got a lesson.

3. John has got a skateboard.



D. Write in the interrogative.

Escreve na interrogativa.

1. She has got old grandparents. _____

2. They have got three children. _____

3. We have got a tennis racket. _____

Unit 2 – Grammar

Possessive case / Possessive pronouns

Name _____ No. _____ Class _____ Date _____

A. Look at the pictures. Whose things are these? Emma's or Peter's? Follow the example.

Observa as imagens. De quem são estas coisas? Da Emma ou do Peter? Segue o exemplo.



1. They're Emma's blue jeans.
2. They're _____ books.
3. They're _____ glasses.
4. It's _____ umbrella.
5. It's _____ mobile phone.
6. It's _____ sweater.



B. Complete with ', 's or of.

Completa com ', 's ou of.

- | | |
|---------------------------------|----------------------------------|
| 1. Kelly _____ brother is cool. | 4. The men _____ sunglasses. |
| 2. The boys _____ dog is black. | 5. Charles _____ jeans. |
| 3. The children _____ caps. | 6. The colour _____ the T-shirt. |

C. Circle the correct option.

Faz um círculo na opção correta.

1. I have got a necklace. It's **her** / mine.
2. We have got new gloves. They are **yours** / ours.
3. They have got new clothes. They are **hers** / theirs.

D. Complete with the correct possessive pronoun. Choose from the box.

Completa com o pronome possessivo correto. Escolhe a partir da caixa.

hers theirs yours his

1. Susan has got a nice dress. It's _____.
2. It's their school. It's _____.
3. Those sunglasses are John's. They are _____.
4. You have got a modern car. It's _____.

Unit 3 – Grammar

There to be / Prepositions of place

Name _____ No. _____ Class _____ Date _____

A. Circle the correct option.

Faz um círculo na opção correta.

1. **There is / There are** three bedrooms upstairs.
2. **There is / There are** a nice garden behind the house.
3. **There is / There are** two bookcases in the living room.

B. Look at the pictures and answer the questions. Follow the example.

Observa as imagens e responde às questões. Segue o exemplo.

1. How many flowers are there?

There are three flowers.

2. How many chairs are there?

3. How many books are there?



C. Answer the questions. Follow the example.

Responde às questões. Segue o exemplo.

1. Is there a toilet? (**yes / downstairs**) Yes, there is. There is a toilet downstairs.
2. Is there a study in the attic? (**No**) _____
3. Is there a garage? (**Yes / behind the house**) _____

D. Look at the picture and circle the correct option.

Observa a imagem e faz um círculo na opção correta.



1. The bookcase is **between / behind** the bed and the window.
2. The bed is **opposite / between** the bedside table and the bookcase.
3. There is a lamp **in / on** the bedside table.
4. The desk is **next to / on** the window.
5. The chair is **near / in** the desk.

Unit 3 – Grammar

Present Continuous

Name _____ No. _____ Class _____ Date _____

A. Complete the table. Follow the example.

Completa a tabela. Segue o exemplo.

Affirmative	Negative	Interrogative
1. (I / write / a text) <i>I am writing a text.</i>	<i>I am not writing a text.</i>	<i>Am I writing a text?</i>
2. (She / wash / the dishes) _____	_____	_____
3. (You / make / dinner) _____	_____	_____
4. (He / study) _____	_____	_____
5. (They / play / games) _____	_____	_____

B. Look at the pictures and circle the correct option.

Observa as imagens e faz um círculo na opção correta.



1. Joana **is / are** reading a book.



2. The children **is / are** having ice cream.



3. The boys **is / are** washing the car.



4. Mr Collins **is / are** doing the dishes.

C. Write the sentences in the negative.

Escreve as frases na negativa.

- I'm listening to music at the moment. _____
- Matt and Lucas are playing football now. _____
- Mary is walking her dog in the park. _____

Unit 4 – Grammar

To like

Name _____ No. _____ Class _____ Date _____

A. Circle the correct option.

Faz um círculo na opção correta.

1. My parents **like / likes** grilled fish.
2. Our grandmother **like / likes** tea and biscuits.
3. My brother **like / likes** hamburger very much.
4. Alice and her brother **like / likes** lemonade.
5. I **like / likes** cereal for breakfast.

Remember this!

Affirmative

I / you / we / they + **like**

He / she / it + **likes**

B. Write *don't* or *doesn't*.

Escreve *don't* ou *doesn't*.

1. I _____ like fruit very much.
2. The kids _____ like fish and chips.
3. Jack _____ like Chinese food.
4. We _____ like coffee for breakfast.
5. My mother _____ like wine.

Remember this!

Negative

I / you / we / they + **don't + like**

He / she / it + **doesn't + like**

C. Write *do* or *does*.

Escreve *do* ou *does*.

1. _____ your grandfather like pizza?
No, he _____.
2. _____ Ann like broccoli for lunch?
Yes, she _____.
3. _____ they like mushrooms?
Yes, they _____.
4. _____ you like sausages?
No, I _____.
5. _____ your dog like chocolate?
No, it _____.

Remember this!

Interrogative

Do + I / you / we / they + like?

Does + he / she / it + like?

Remember this!

Short answers

Yes, I / you / we / they do.

No, I / you / we / they don't.

Yes, he / she / it does.

No, he / she / it doesn't.

Unit 5 – Grammar

Present Simple / Adverbs of frequency

Name _____ No. _____ Class _____ Date _____

A. Circle the correct option.

Faz um círculo na opção correta.

1. She **have** / **has** breakfast in the kitchen.
2. We **go** / **goes** to school by bus.
3. You **play** / **plays** football after school.
4. Jessica **do** / **does** her homework before dinner.
5. He **watch** / **watches** TV after dinner.
6. You **go** / **goes** to bed at 10 o'clock.

Remember this!

3rd person singular (he, she, it)

- verb: + **-s**
- verbs ending in -s, -o, -x, -ch, -sh: + **-es**
- Verbs ending in vowel + y: + **-s**
- Verbs ending in consonant + y: (we replace the letter y) + **-ies**

B. Write *don't* or *doesn't*.

Escreve *don't* ou *doesn't*.

1. I _____ go to school on Saturday.
2. He _____ have yoghurt for breakfast.
3. You _____ ride your bike to school.
4. We _____ listen to music after dinner.
5. My sister _____ swim in the afternoon.
6. They _____ drink orange juice at night.

Remember this!

Negative

I / you / we / they + **don't** + verb
He / she / it + **doesn't** + verb

C. Write the sentences in the negative.

Escreve as frases na negativa.

1. I **listen** to music in the evening.

2. She **drinks** water.

3. They **have** cereal for breakfast.

4. We **play** tennis at school.

5. He **watches** TV in the afternoon.

6. You **swim** in the morning.

D. Write *do* or *does*.

Escreve *do* ou *does*.

1. _____ your parents go to work by car?
2. _____ Jessica have lunch at school?
3. _____ they play basketball on Tuesdays?
4. _____ he go back home at half past three?
5. _____ you walk to school?

Remember this!
Interrogative
Do + I / you / we / they + verb
Does + he / she / it + verb

E. Write the answers to these questions. Follow the examples.

Escreve respostas para as perguntas seguintes. Segue os exemplos.

1. Do **you** have classes at 8 o'clock? ✓ Yes, I do.
2. Does **she** get up at seven o'clock? X No, *she* doesn't.
3. Does **he** watch TV before dinner? ✓ _____
4. Do **they** have milk for breakfast? ✓ _____
5. Does **it** sleep on the sofa? X _____

Remember this!
Short answers
Yes, I / you / we / they do.
No, I / you / we / they don't.

Yes, he / she / it does.
No, he / she / it doesn't.

F. Match the questions to the answers.

Liga as perguntas às respostas.

- | | | |
|---|---|-----------------------------|
| 1. What time does he get up? | • | • a. Yes, she does. |
| 2. Where do you have lunch? | • | • b. By bus. |
| 3. Does she play basketball after school? | • | • c. No, I don't. |
| 4. How do they go to school? | • | • d. At 7.30. |
| 5. Do you listen to music in the evening? | • | • e. In the school canteen. |

G. Put the adverbs in the correct place.

Escreve os advérbios no lugar correto.

1. I go to school by car. (**never**)

2. He has football practice after school. (**usually**)

3. They are at home after 6 o'clock. (**always**)

Unit 5 – Grammar

Some and any

Name _____ No. _____ Class _____ Date _____

A. Complete the dialogue with *some* and *any*.

Completa o diálogo com *some* e *any*.

Tulip: There isn't (1) _____ fruit. Let's go shopping.

Nate: Great idea! Have we got (2) _____ milk?

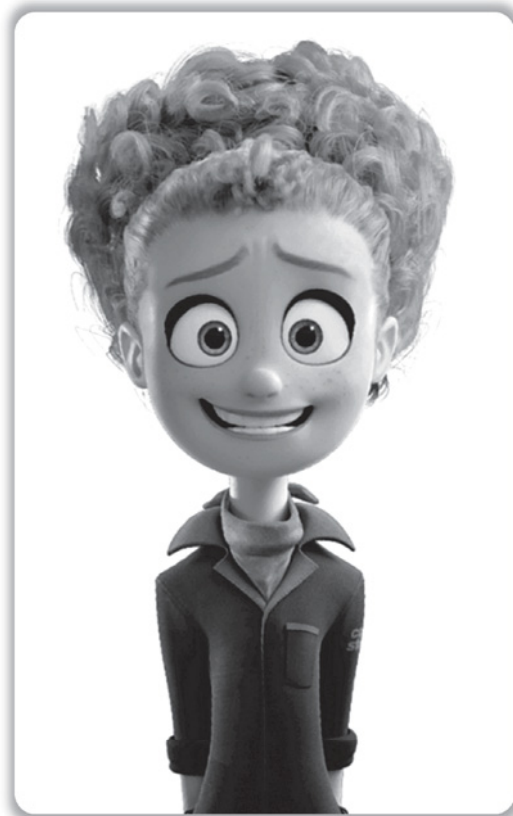
Tulip: No, we haven't but we have (3) _____ yoghurts.

Nate: Have we got any eggs? I want to make a chocolate cake.

Tulip: Yummy! I love chocolate cake. Eggs?
Yes, we have got (4) _____ eggs but we haven't got (5) _____ carrots.

Nate: Our shopping list is ready now.

Tulip: Yes, it is. Let's go to the supermarket.



B. Look at the bag. Are the sentences True (T) or False (F)?

Observa o saco. As frases são verdadeiras ou falsas?

1. There is some bread in the shopping bag.
2. There is an apple.
3. There aren't any strawberries.
4. There is some pasta.
5. There aren't any eggs.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Unit 1 – Listening Test

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

A. Part 1. Listen and tick (✓) the correct option. CD 3 Track 15

1. This is class

a. 5A. ☐ b. 5B. ☐

2. His name is

a. Alice. ☐ b. Oliver. ☐

3. His surname is

a. Brown. ☐ b. Grant. ☐

4. He is

a. English. ☐ b. American. ☐

5. His birthday is on

a. 4th July. ☐ b. 31st October. ☐

B. Part 1. Listen again. True (T) or False (F)? CD 3 Track 15

	T	F
1. The teacher is Alice Grant.	☐	☐
2. This is an English lesson.	☐	☐
3. The boy is from England.	☐	☐
4. His parents are American.	☐	☐
5. He is ten years old.	☐	☐

C. Part 2. Listen and complete. CD 3 Track 16

At the library

Teacher: What's (1) _____ (2) _____?

Tessa: Tessa, Tessa Wilson.

Teacher: What's your (3) _____?

Tessa: It's (4) _____, Park Avenue, (5) _____.

Teacher: And (6) _____ your (7) _____ number?

Tessa: It's (8) _____.

Unit 1 – Progress Test

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

Simon Bell

Hello! My name is Simon Bell. I'm eleven years old and my birthday is in June. I'm from England. My address is 13, Preston St, London. My phone number is 020 2448 7408.

- 5 This is my friend, Susan Smith. She's eleven. She's Irish. Her address is 5, Knights St, London. Her birthday is on 15th October. Her birthday party is on 19th October.



B. Match the columns.

- | | | | |
|------------------------|---|---|----------------------------|
| 1. His name is | • | • | a. Bell. |
| 2. His surname is | • | • | b. eleven years old. |
| 3. His address is | • | • | c. 020 2448 7408. |
| 4. His phone number is | • | • | d. in June. |
| 5. He is | • | • | e. Simon. |
| 6. His birthday is | • | • | f. 13, Preston St, London. |

C. This is Susan Smith. Complete her student card.

Student Card	
Name: <u>Susan</u>	
Surname: _____	
Age: _____	
Nationality: _____	
Address: _____	

II – Vocabulary

A. Complete the numbers.

4 – f ____ r

13 – th ____ t ____ n

22 – t ____ y – t ____

B. Complete with the words in the box.

Thursday March February Sunday August Wednesday July Monday



III – Grammar

A. Circle the correct option.

1. **Her / His** name is Simon. Simon and **her / his** friend Susan are students.
2. These are my sisters. **Your / Their** names are Ann and Jenny.
3. You are ten years old and **our / your** birthday is in May. I am eleven years old and **your / my** birthday is in June.

B. Circle the correct form of the verb to be.

1. **Is / Are** Jenny and Ann American?
No, they **isn't / aren't**. They **is / are** English.
2. We **isn't / aren't** eleven. I **am / is** ten years old and my sister **is / are** twelve years old.
3. When **is / are** your birthday, Ann? **Is / Are** it in April?

IV – Writing

Complete the sentences about Lilly.

Name: Lilly	
Surname: Collins	
Nationality: American	
Age: 11	
Birthday: 12 th June	
Address: 34, Hillis St, Boston	

Her (1) _____ is (2) _____.
Her (3) _____ is (4) _____.
She (5) _____.
She (6) _____ eleven (7) _____ old.
Her birthday is on (8) _____.
Her (9) _____ is 34, Hillis St,
(10) _____.

Teste Unit 1 – Special Needs

Instrumento de Avaliação – Compreensão Oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender discursos simples, articulados de forma clara e pausada	Conhecer-se a si e ao outro; Identificar-se a si e ao outro	I A. Seleção de informação B. Verdadeiro / falso C. Completamento de espaços	5 x 6 = 30	Certo / Errado
			5 x 6 = 30	Certo / Errado
			8 x 5 = 40	Certo / Errado
			Total: 100	

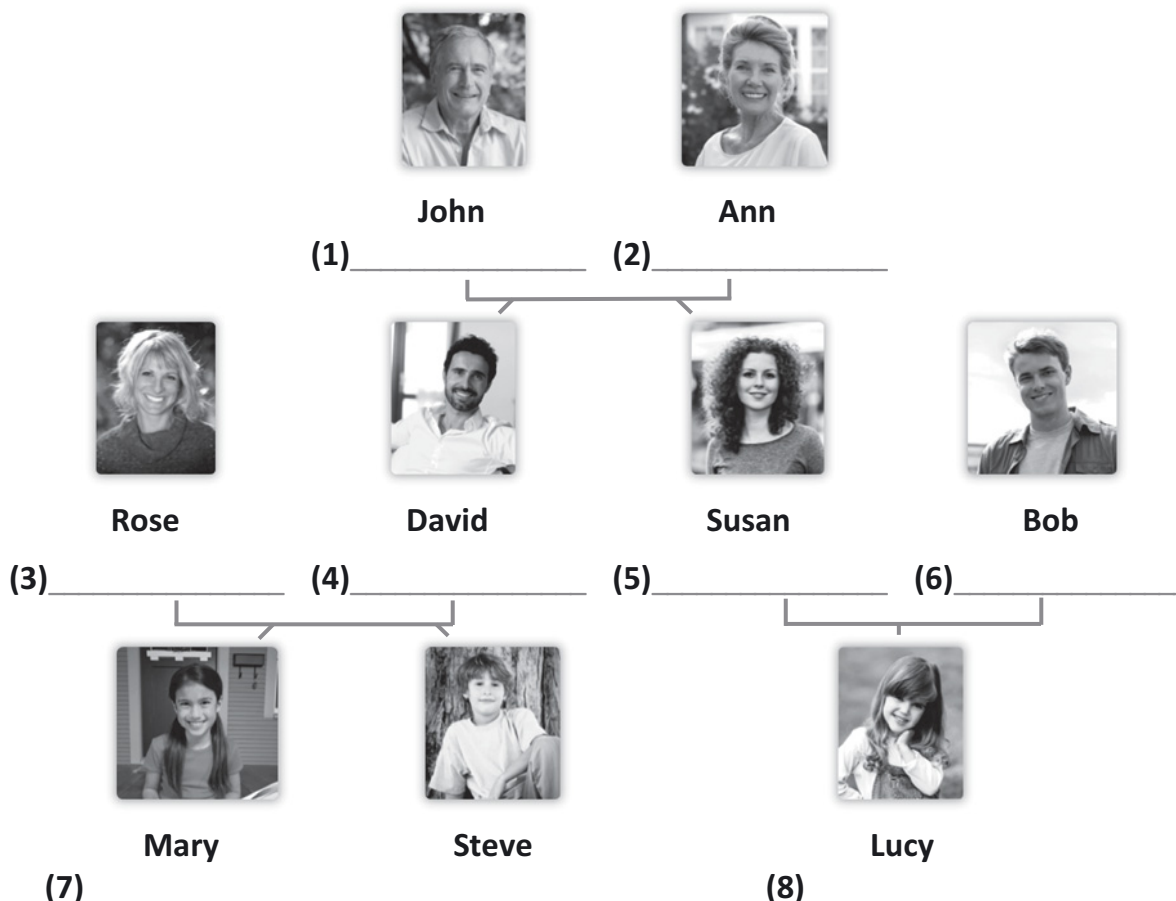
Instrumento de Avaliação – Leitura, Léxico, Gramática e Escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer-se a si e ao outro; identificar-se a si e ao outro	I B. Associação C. Preenchimento de tabela	6 x 3 = 18	Certo / Errado
			4 x 4 = 16	Certo / Errado
Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (identificação pessoal)		II A. Completamento de espaços B. Preenchimento de uma tabela	3 x 4 = 12	Certo / Errado
			8 x 1 = 8	Certo / Errado
Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>possessive determiners; to be</i>)		III A. Seleção de informação B. Seleção de informação	5 x 2 = 10	Certo / Errado
			8 x 2 = 16	Certo / Errado
Produzir um texto simples (completar frases a partir de informação dada)		IV Produção de texto	20 (10 x 2)	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)
			Total: 100	

Unit 2 – Listening Test

Name _____ No. _____ Class _____

Date _____ Mark _____ Teacher _____

A. Part 1. Listen to Steve. Fill in the family tree. CD 3 Track 17



B. Part 2. Listen to Jenny and fill in the blanks. Choose the words in the box. CD 3 Track 18

straight engineer jacket father shirt curly watch chef hair round

Meet my family. My (1) _____, Mark Parker, has got short (2) _____ and a (3) _____ face. He's an (4) _____. My mum has got long (5) _____ hair and green eyes. She has got new clothes: a yellow (6) _____ and a brown (7) _____. She is a (8) _____ at a hotel. I have got (9) _____ brown hair and an oval face. I am happy because I have got a new (10) _____.

C. Part 3. Listen to Meg and Zack. Tick (✓) the correct option. CD 3 Track 19

1. Meg likes

a. skirts and tops.

☐

b. shorts and skirts.

☐

2. Zack and his brother don't like

a. sunglasses.

☐

b. watches.

☐

Unit 2 – Progress Test

Name _____ No. _____ Class _____
 Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

Simon's family

My name is Simon. I'm 10. This is my family.
 My father is Jack Stuart. He's 39 years old. He's a
 taxi driver. He's got brown eyes and brown hair.
 My mum is nice. Her name is Julie. She's a nurse.
 5 She's 37 years old. She has got long blonde hair
 and blue eyes. My sister Lucy is 11 years old.
 She's got long hair and brown eyes. She's a
 student like me. She has got a new pink dress. I
 am tall and I have got blonde hair.
 10 We have got a dog. His name is Lucky.



B. Fill in the table about Simon's family with information from the text.

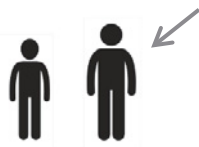
	name	age	physical appearance	job/occupation
father				
mother				
sister				

C. True (T) or False (F)?

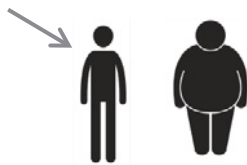
- | | T | F |
|----------------------------------|--------------------------|--------------------------|
| 1. Simon is eleven years old. | ☐ | ☐ |
| 2. He has got a big family. | ☐ | ☐ |
| 3. Simon's mother is unfriendly. | ☐ | ☐ |
| 4. Lucy has got a new dress. | ☐ | ☐ |
| 5. Simon's hair is brown. | ☐ | ☐ |
| 6. They have got a pet. | ☐ | ☐ |

II – Vocabulary

A. Tick (✓) the correct option.



a. tall ☐ b. short ☐



a. fat ☐ b. thin ☐



a. long wavy ☐ b. long straight ☐

B. Write your 3 favourite clothes.

III – Grammar

A. Complete with *have*, *haven't*, *has*, *hasn't*.

1. Simon _____ got a new cap.
2. He _____ (not) got a new T-shirt.
3. They _____ (not) got a dog.
4. I _____ got new clothes.

B. Complete with *ours*, *yours*, *hers*, *his*, *theirs*.

1. Mary has got a dog. That dog is _____.
2. The boys have got new trainers. They are _____.
3. We have got blue caps. They are _____.
4. James has got a bike. That bike is _____.
5. You have got a new car. That car is _____.

IV – Writing

Complete the text about Mike's family with the words in the box.

family – small
father – tall / thin
35 years old
firefighter
mother – brown hair / blue eyes
nurse
favourite clothes: dresses
pet – dog (Astro)

Mike has got (1) _____.
His father is (2) _____ and (3) _____.
He (4) _____ years old. He (5) _____.
His mother (6) _____
and (7) _____.
She is (8) _____. Her (9) _____.
Mike has got
(10) _____. Its name is Astro.

Teste Unit 2 – Special Needs

Instrumento de Avaliação – Compreensão Oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender discursos simples, articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar laços de parentesco	I		
		A. Preenchimento de diagrama	8 x 5 = 40	Certo / Errado
		B. Preenchimento de espaços	10 x 4 = 40	Certo / Errado
		C. Seleção de informação	2 x 10 = 20	Certo / Errado
			Total: 100	

Instrumento de Avaliação – Leitura, Léxico, Gramática e Escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar laços de parentesco; profissões; características elementares, de personalidade e físicas; identificar peças de vestuário	II		
		B. Preenchimento de tabela	12 x 1 = 12	Certo / Errado
		A. Verdadeiro / falso	6 x 4 = 24	Certo / Errado
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (características elementares, de personalidade e físicas; peças de vestuário)		III		
		A. Seleção de itens	3 x 2 = 6	Certo / Errado
		B. Completamento de espaços	3 x 4 = 12	Certo / Errado
• Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>to have got; possessive pronouns</i>)		IV		
		A. Preenchimento de espaços	4 x 4 = 16	Certo / Errado
		B. Preenchimento de espaços	5 x 2 = 10	Certo / Errado
• Produzir um texto simples (completar frases a partir da informação dada)		V		
		Produção de texto	20 (10 x 2)	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)
			Total: 100	

Unit 3 – Listening Test

Name _____ No. _____ Class _____

Date _____ Mark _____ Teacher _____

A. Part 1. Listen to Logan and tick (✓) the correct answer. CD 3 Track 20

1. Logan's garage is

a. next to the garden. ☐

b. next to the house. ☐

2. Logan's favourite room is

a. the bedroom. ☐

b. the study. ☐

3. His favourite room is

a. upstairs. ☐

b. next to the kitchen. ☐

4. The sofa is

a. white. ☐

b. brown. ☐

5. The TV is on

a. a table. ☐

b. the desk. ☐



B. Part 2. Listen to Emily and circle the correct option. CD 3 Track 21

This is my house. There are **(1) two / three** rooms on the ground floor. There is the **(2) living / dining** room, the kitchen and the toilet. The living room is a comfortable room with a sofa and **(3) one / two** armchairs. The kitchen is next to the living room. I really like the kitchen in my house because it's nice and big. There is a large window and I can see my dog in the **(4) kitchen / garden**. The toilet is **(5) between / behind** the living room and the kitchen. On the first **(6) door / floor** there are two bedrooms. There is a bathroom between my bedroom and the study.

Unit 3 – Progress Test

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

I love my house

I'm Diego Torres and I'm from Spain. I love my house because it's not very big, but it's very comfortable. My house is yellow and there are two
5 floors.

On the ground floor there is a kitchen with two big windows. My mother is in the kitchen at the moment. She is cooking. There is a living room next to the kitchen.
10 There is a dining room, too.

On the first floor there are two bedrooms, a bathroom and a study.

There is a small garden with a tree and flowers. I play with my dog, Scottie, in the garden. There isn't a garage.



B. Complete the table.

1. Number of floors	2. Rooms downstairs	3. Rooms upstairs

C. Match the columns.

- | | | |
|--------------------------------|---|------------------------------|
| 1. Diego is | • | • a. small house. |
| 2. His house is | • | • b. windows in the kitchen. |
| 3. He has got a | • | • c. a bathroom upstairs. |
| 4. There are two | • | • d. a study. |
| 5. There is | • | • e. from Spain. |
| 6. On the first floor there is | • | • f. yellow. |

II – Vocabulary

A. Match the numbers and the words.



- chest of drawers ☐
- bedside table ☐
- bed ☐
- wardrobe ☐

III – Grammar

A. Look at the picture and circle the correct option.



1. The coffee table is **next to** / **between** the sofa.
2. The pot plant is **on** / **in** the bookcase.
3. There is a rug **in front of** / **behind** the sofa.
4. The lamp is **next to** / **in** the coffee table.
5. The sofa is **below** / **behind** the window.

B. Circle the correct option.

1. Diego's mother is in the kitchen. She **is** / **are** doing the dishes.
2. Diego and his best friend **is** / **are** playing in the garden.
3. They **isn't** / **aren't** watching TV at the moment.
4. His grandfather **is** / **are** walking the dog, Scottie.

IV – Writing

Describe this room. Use *there is* / *there are* and the name of the furniture: *bed*, *bedside table*, *desk*, *chair*,...

This is a nice b _____

There is _____



Teste Unit 3 – Special Needs

Instrumento de Avaliação – Compreensão Oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender discursos simples, articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar as divisões da casa e o mobiliário	I A. Seleção de informação B. Seleção de informação	5 x 8 = 40	Certo / Errado
			6 x 10 = 60	Certo / Errado
			Total: 100	

Instrumento de Avaliação – Leitura, Léxico, Gramática e Escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar as divisões da casa e o mobiliário	II B. Preenchimento de tabela	7 x 2 = 14	Certo / Errado
		A. Associação	6 x 4 = 24	Certo / Errado
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (divisões da casa e o mobiliário)		III A. Associação	4 x 4 = 16	Certo / Errado
• Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>prepositions of place; Present Continuous</i>)		IV A. Seleção de itens	5 x 2 = 10	Certo / Errado
		B. Seleção de itens	4 x 4 = 16	Certo / Errado
• Produzir um texto simples (descrever uma imagem)		V Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)
			Total: 100	

Unit 4 – Listening Test

Name _____ No. _____ Class _____

Date _____ Mark _____ Teacher _____

A. Listen to Megan. Put a tick (✓) in the food she likes and a cross (X) in the food she doesn't like.  CD 3 Track 22


☐

1. melon


☐

2. water


☐

3. roast chicken


☐

4. pasta with tomato


☐

5. peaches


☐

6. fish and chips


☐

7. orange juice


☐

8. sausages


☐

9. strawberry pudding


☐

10. sandwiches

B. Listen again and circle the correct word.  CD 3 Track 22

1. She has lunch **in the school canteen / at home** every day.

2. She **doesn't like / likes** sandwiches.

3. Her favourite food is **pasta / pizza** with tomato.

4. She sometimes has **fruit / pudding** for dessert.

5. She likes bananas and **peaches / melon**.



C. Complete with the words in the box.

apple dessert doesn't like sausages chicken

1. She doesn't like fish and chips and she doesn't like _____.

2. She likes roast _____.

3. She likes water and _____ juice but she _____ orange juice.

4. She usually has fruit for _____.

Unit 4 – Progress Test

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

A surprise party!

Today is mum's birthday and we are preparing a surprise party for her. Dad is in the kitchen with me and my sister and we are making a cake.

5 **Jimmy:** There is some flour, sugar...
Oh, no! There aren't any eggs.

Dad: Yes, there are. They're on the table.

Beatrice: Is there any butter?

10 **Dad:** Yes, there is. It's in the fridge. And there is some chocolate for the cake.

Beatrice: I love chocolate cake. It's my favourite dessert.

Jimmy: I like chocolate cake too, but my favourite dessert is strawberry ice cream.

Dad: Let's make some strawberry ice cream, too.



B. Match the columns.

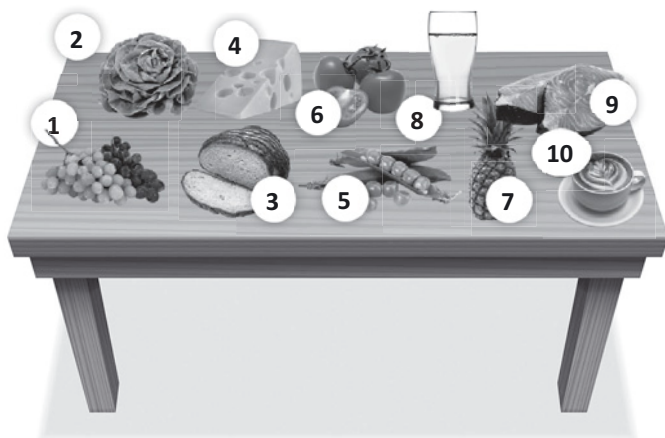
- | | | |
|------------------------------|---|---|
| 1. Jimmy and his sister | • | • a. in the fridge. |
| 2. There are some | • | • b. are in the kitchen with their dad. |
| 3. The butter is | • | • c. is strawberry ice cream. |
| 4. Jimmy's favourite dessert | • | • d. eggs on the table. |

C. True (T) or False (F)?

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Today is dad's birthday. | ☐ | ☐ |
| 2. They are preparing a surprise party for their mum. | ☐ | ☐ |
| 3. Jimmy doesn't like chocolate cake. | ☐ | ☐ |
| 4. Beatrice loves chocolate cake. | ☐ | ☐ |
| 5. They are cooking strawberry ice cream, too. | ☐ | ☐ |

II – Vocabulary

A. Write the correct words for the numbers.



1.	G			P					
2.			T	T					
3.	B			A	D				
4.					S	E			
5.	P								
6.	T				T	O	E	S	
7.	P				A				E
8.	W		T						
9.	F								
10.			F	F					

III – Grammar

A. Circle the correct option.

1. Jimmy **like** / **likes** cereal for breakfast.
2. Beatrice **don't** / **doesn't** like cake.
3. **Do** / **Does** they like vegetables?
Yes, they **do** / **does**.
4. My mother **like** / **likes** pizza but she **don't** / **doesn't** like hamburgers.
5. Some children **don't** / **doesn't** like soup very much.

IV – Writing

Complete the sentences with the information on the table.

Meals	I like	I don't like
breakfast	yoghurt with fruit	cereal (horrible)
lunch	pasta (yummy) bananas	fish melon
dinner	chicken and chips (delicious) strawberry ice cream (delicious)	hamburgers (not very good) cupcakes

For breakfast I like (1) _____ but I don't like (2) _____. It's (3) _____!

For lunch I (4) _____ because it's yummy but I (5) _____ fish.

For dessert I like (6) _____, but I don't like (7) _____.

For dinner I (8) _____. It's delicious! I (9) _____ hamburgers. It's not very good.

For dessert, I like strawberry ice cream because it's delicious, but I (10) _____.

Teste Unit 4 – Special Needs

Instrumento de Avaliação – Compreensão Oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender discursos simples, articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar diferentes tipos de alimentos e bebidas	I A. Identificação de informação; B. Seleção de informação C. Completamento de espaços	10 x 5 = 50	Certo / Errado
			5 x 5 = 25	Certo / Errado
			5 x 5 = 25	
			Total: 100	

Instrumento de Avaliação – Leitura, Léxico, Gramática e Escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar diferentes tipos de alimentos e bebidas	II B. Associação A. Verdadeiro / falso (sem referência e correção das afirmações falsas)	4 x 5 = 20	Certo / Errado
			5 x 4 = 20	Certo / Errado
Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (alimentos e bebidas)		III A. Identificação de imagens	10 x 2 = 20	Certo / Errado
Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>to like</i>)		IV A. Seleção de informação	5 x 4 = 20	Certo / Errado
Produzir um texto simples (completar frases a partir de informação dada)		V Produção de texto	20 (10 x 2)	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)
			Total: 100	

Unit 5 – Listening Test

Name _____ No. _____ Class _____ Date _____

A. Part 1. Listen to Jake. Tick (✓) the correct answer. CD 3 Track 23

1. Jake gets up at

a. quarter to eight. ☐ b. quarter past seven. ☐

2. His lessons begin at

a. quarter to seven. ☐ b. quarter past eight. ☐

3. He has lunch at

a. school. ☐ b. home. ☐



B. Part 1. Listen again. Fill in the table with Jake's daily actions in the box. CD 3 Track 23

do homework go to school go to bed have lunch have breakfast play computer games

in the morning	in the afternoon	in the evening
<i>get up</i>		<i>have dinner</i>
	<i>have football practice</i>	
	<i>go back home</i>	
<i>have lessons</i>		

C. Part 2. Listen and circle the correct option. CD 3 Track 24

Jason (1) **likes / hates** sports very much. In his (2) **nice / free** time he plays volleyball and he (3) **practises / does** gymnastics. On Tuesdays and (4) **Thursdays / Fridays** he goes (5) **skateboarding / surfing**. His best friend, Ryan, likes (6) **listening / dancing** to music. He has (7) **piano / guitar** lessons because he likes music very much. At the weekend they (8) **usually / sometimes** go to concerts.

Unit 5 – Progress Test

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

Emma's daily routine

Emma Campbell is eleven years old and she is Canadian. She usually gets up at seven o'clock and she goes jogging with her father. At half past seven she has a shower, gets dressed and she has breakfast. After breakfast she always
5 brushes her teeth and makes her bed.

Emma and her brother always go to school by bus. They have lunch in the school canteen every day and they go back home at half past three. Emma has a quick snack and goes swimming. At half past six she does her homework and she
10 sometimes watches TV. She has dinner at eight o'clock and after dinner she listens to music. She goes to bed at ten o'clock.



B. Circle the correct option.

1. Emma is **American / Canadian**.
2. Emma goes jogging with her **father / brother**.
3. Emma and her brother go to school by **bus / car**.
4. Emma has **a quick snack / dinner** at half past three.

C. Match the questions to the answers.

- | | | | |
|--|---|---|--|
| 1. What time does Emma get up? | • | • | a. No, she doesn't. She goes to bed at ten o'clock. |
| 2. Does she make her bed after breakfast? | • | • | b. She does her homework and she sometimes watches TV. |
| 3. Where do Emma and her brother have lunch every day? | • | • | c. She gets up at seven o'clock. |
| 4. What does Emma do at half past six? | • | • | d. Yes, she does. |
| 5. Does she go to bed at half past ten? | • | • | e. They have lunch in the school canteen. |

II – Vocabulary

A. Match the pictures with the activities.

1. listen to music 2. do the homework 3. eat cereal 4. brush teeth



III – Grammar

A. Circle the correct option.

1. My parents **don't** / **doesn't** go to bed at 9 o'clock.
2. Henry **don't** / **doesn't** have cereal for breakfast.
3. They **go** / **goes** to school by car.
4. **Do** / **Does** your brother have lunch at school?
5. Julie **get** / **gets** up at half past seven.
6. **Do** / **Does** the boys have football practice after school?

B. Complete with the correct personal pronoun (object) *him, it, us, them*.

1. Emma plays with her cat. She plays with _____!
2. We go to the cinema. Come with _____!
3. She goes jogging with her father and her friends. She goes jogging with _____!
4. Emma goes to school with her brother. She plays with _____.

IV – Writing

Write sentences with the words given.

1. usually / at / I / seven / get up / o'clock / .

2. dressed / a / shower / have / then / I / and / get / .

3. bread / I / breakfast / and / have / milk / for / .

4. lunch / I / at / always / have / home / .

Teste Unit 5 - Special Needs

Instrumento de Avaliação – Compreensão Oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	Critérios de Correção
Compreender discursos simples, articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar rotinas diárias e atividades de tempos livres	I A. Seleção de informação B. Preenchimento de tabela D. Seleção de informação	3 x 6 = 18	Certo / Errado
			6 x 7 = 42	Certo / Errado
			8 x 5 = 40	Certo / Errado
			Total: 100	Certo / Errado

Instrumento de Avaliação – Leitura, Léxico, Gramática e Escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	Critérios de Correção
Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar rotinas diárias e atividades de tempos livres	I B. Seleção de informação C. Associação	4 x 4 = 16	Certo / Errado
			5 x 4 = 20	Certo / Errado
Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (rotinas diárias e atividades de tempos livres)		II A. Legendagem de imagens	4 x 4 = 16	Certo / Errado
				Certo / Errado
Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>Present Simple; personal pronouns - object</i>)		III A. Seleção de informação B. Preenchimento de espaços	6 x 2 = 12	Certo / Errado
			4 x 4 = 16	Certo / Errado
Produzir um texto simples (construir frases)		IV Produção de texto	20 (4 x 5)	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)
			Total: 100	

WORKSHEETS

Reading

Unit 1

A.
1. No; 2. No; 3. Yes; 4. Yes; 5. No
B.
Sarah
Carter
10
65, Canford Road, London
020 5536 2091
sarahcarter@mymail.com

Unit 2

B.
1. a; 2. b; 3. c
C.
1. d; 2. a; 3. e; 4. b; 5. f; 6. c

Unit 3

B.
1. bedroom; 2. bathroom; 3. study; 4. living room; 5. dining room; 6. kitchen
C.
1. F; 2. T; 3. F; 4. T; 5. F

Unit 4

B.
1. twelve; 2. brother; 3. apple juice; 4. Ice cream; 5. coffee
C.
1. b; 2. b; 3. b; 4. a

Unit 5

B.
1. Claire; 2. Mouche; 3. 11; 4. Paris; 5. France
C.
1. F; 2. T; 3. F; 4. F
D.
1. c; 2. d; 3. b; 4. a

Writing

Unit 1

A.
2. country; 3. nationality; 4. age; 5. birthday;
6. parents; 7. brothers and sisters; 8. friends
B.
1. Sonia; 2. surname; 3. Watson; 4. from England; 5. English;
6. 16 years old; 7. birthday; 8. September; 9. father; 10. John;
11. mother; 12. brother; 13. Rob; 14. friend; 15. Tommy

Unit 2

B.
Text 1
1. name; 2. Tom; 3. thirty-nine years; 4. tall; 5. brown; 6. short;
7. hard-working; 8. T-shirts; 9. jeans; 10. vet
Text 2
1. name; 2. Claire; 3. thirty-five years; 4. tall; 5. brown;
6. straight; 7. calm; 8. jackets; 9. is; 10. teacher

Unit 3

A.
1. floors; 2. living room; 3. hall; 4. bathroom; 5. floor;
6. garden
B.
In my bedroom there is a big **bed** near the window. There is a **bedside table** between the **bed** and the **bookcase**. On the wall there are two **pictures**. There is a **chest of drawers** opposite the **window**.

Unit 4

B.
1. orange juice and toast; 2. yummy; 3. like coffee;
4. yucky; 5. like; 6. don't like; 7. horrible; 8. I like grilled fish;
9. don't like pasta

Unit 5

A.
1. b; 2. e; 3. d; 4. h; 5. c; 6. f; 7. g; 8. i; 9. a
B.
I get up at half past seven and I have a shower.
I have yoghurt and fruit for breakfast.
I ride my bike to school after breakfast.
I always have lunch at home.
After school I don't go home. I always have tennis practice.
I go back home at six o'clock and I do my homework.
I have dinner at quarter to eight.
After dinner I usually read or listen to music.
I go to bed at half past nine.

Vocabulary

Unit 1

Colours / Days of the week / Months

B.
1. Monday; 2. Tuesday; 3. Wednesday; 4. Thursday; 5. Friday,
6. Saturday; 7. Sunday
C.

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

D.
12; 30; 13; 90; 19; 8; 18; 83; 100

Unit 2

Family members / Clothes, footwear and accessories

A.
1. grandfather; 2. grandmother; 3. mother; 4. father; 5. aunt;
6. uncle; 7. sister; 8. cousin

- B.
1. sweater; 2. belt; 3. skirt; 4. trainers; 5. dress; 6. glasses; 7. coat;
8. cap

Unit 3

Parts of the house / Furniture

- A.
1. living room; 2. kitchen; 3. bathroom; 4. bedroom; 5. dining room; 6. hall
B.
1. washbasin; 2. armchair; 3. dishwasher; 4. bookcase;
5. fridge; 6. bath; 7. chest of drawers; 8. shower

Unit 4

Food and drink / Meals

- A.
1. water; 2. strawberries; 3. jam on toast; 4. fish and chips;
5. pears; 6. carrots; 7. hamburger; 8. broccoli; 9. tomatoes;
10. eggs; 11. orange juice; 12. pasta
B.
1. lunch; 2. dinner; 3. breakfast

Unit 5

Daily routine / Telling the time

- A.
1. get up; 2. have a shower; 3. have breakfast; 4. brush your teeth; 5. do the homework; 6. have dinner; 7. watch TV; 8. go to bed
B.
1. b; 2. a; 3. b; 4. b

Grammar

Unit 1

Personal pronouns / Possessive determiners

- B.
1. He; 2. We; 3. You; 4. I; 5. She; 6. It
C.

I	you	he	she	it	we	you	they
my	your	his	her	its	our	your	their

- D.
1. his; 2. Their; 3. Her; 4. my; 5. its

To be

A.

Affirmative	Negative	Interrogative
I am	I am not	Am I..?
You are	You are not	Are you...?
He is	He is not	Is he...?
She is	She is not	Is she...?
It is	It is not	Is it...?
We are	We are not	Are we...?
You are	You are not	Are you...?
They are	They are not	Are they...?

- B.
1. c; 2. b; 3. b; 4. a
C.
1. aren't; 2. isn't; 3. aren't; 4. aren't; 5. isn't; 6. 'm not
D.
2. Is his surname Smith? 3. Are you fifteen years old?

Unit 2

To have got

- A.
3. I've got a good friend. 4. She's got a dictionary. 5. We've got a little brother. 6. You've got a cousin.
B.
1. have; 2. has; 3. have; 4. has; 5. have; 6. has; 7. have; 8. has
C.
1. They haven't got red bikes. 2. We haven't got a lesson. 3. John hasn't got a skateboard.
D.
1. Has she got old grandparents? 2. Have they got three children? 3. Have we got a tennis racket?

Possessive case; Possessive pronouns

- A.
2. Peter's; 3. Emma's; 4. Emma's; 5. Peter's; 6. Emma's
B.
1. 's; 2. 's; 3. 's; 4. 's; 5. 's; 6. of
C.
1. mine; 2. ours; 3. theirs
D.
1. hers; 2. theirs; 3. his; 5. yours

Unit 3

There to be / Prepositions of place

- A.
1. There are; 2. There is; 3. There are
B.
2. There are four chairs. 3. There are twelve books.
C.
2. No, there isn't. 3. Yes, there is. There is a garage behind the house.
D.
1. between; 2. between; 3. on; 4. next to; 5. near

Present Continuous

A.

Affirmative	Negative	Interrogative
I am writing a text.	I am not writing a text.	Am I writing a text?
She is washing the dishes.	She isn't washing the dishes.	Is she washing the dishes?
You are making dinner.	You aren't making dinner.	Are you making dinner?
He is studying.	He isn't studying.	Is he studying?
They are playing games.	They aren't playing games.	Are they playing games?

- B.
1. is; 2. are; 3. are; 4. is
C.
1. I'm not listening to music at the moment. 2. Matt and Lucas aren't playing football now. 3. Mary isn't walking her dog in the park.

Unit 4

To like

- A.
1. like; 2. likes; 3. likes; 4. like; 5. like

B.

1. don't; 2. don't; 3. doesn't; 4. don't; 5. doesn't

C.

1. Does; doesn't; 2. Does; does; 3. Do; do; 4. Do; don't;
5. Does; doesn't

Unit 5

Present Simple / Adverbs of frequency

A.

1. has; 2. go; 3. play; 4. does; 5. watches; 6. go

B.

1. don't; 2. doesn't; 3. don't; 4. don't; 5. doesn't; 6. don't

C.

1. I don't listen to music in the evening. 2. She doesn't drink water. 3. They don't have cereal for breakfast. 4. We don't play tennis at school. 5. He doesn't watch TV in the afternoon. 6. You don't swim in the morning.

D.

1. Do; 2. Does; 3. Do; 4. Does; 5. Do

E.

3. Yes, he does. 4. Yes, they do. 5. No, it doesn't.

F.

1. d; 2. e; 3. a; 4. b; 5. c

G.

1. I never go to school by car. 2. He usually has football practice after school. 3. They are always at home after 6 o'clock.

Some and any

A.

1. any; 2. any 3. some; 4. some; 5. any

B.

1. T; 2. F; 3. T; 4. T; 5. T

TESTS

Unit 1

Listening Test

A.

1. a; 2. b; 3. a; 4. b; 5. b

B.

1. T; 2. T; 3. F; 4. F; 5. F

C.

1. your; 2. name; 3. address; 4. 16; 5. Toronto; 6. what's;
7. phone; 8. 416-817-1298

Progress Test

I Reading

B.

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

C.

Surname: Smith; **Age:** 11; **Nationality:** Irish; **Address:** 5, Knights St, London

II Vocabulary

A.

four; thirteen; twenty-two

B.

Months: 1. March; 2. February; 3. August; 4. July

Days of the week: 1. Thursday; 2. Sunday; 3. Wednesday;

4. Monday

III Grammar

A.

1. His; his; 2. Their; 3. your; my

B.

1. Are; aren't; are; 2. aren't; am; is; 3. is; is

IV Writing

1. name; 2. Lilly; 3. surname; 4. Collins; 5. is American; 6. is;

7. years; 8. 12th June; 9. address; 10. Boston

Unit 2

Listening Test

A.

1. grandfather; 2. grandmother; 3. mother; 4. father; 5. aunt;
6. uncle; 7. sister; 8. cousin

B.

1. father; 2. hair; 3. round; 4. engineer; 5. straight; 6. shirt;
7. jacket; 8. chef; 9. curly; 10. watch

C.

1. a; 2. b

Progress Test

I Reading

B.

	name	age	Physical appearance	job
father	Jack	39	- brown eyes - brown hair	taxi driver
mother	Julie	37	- long blonde hair - blue eyes	nurse
sister	Lucy	11	- long hair - brown eyes	student

B.

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

II Vocabulary

A.

1. a; 2. b; 3. b

B.

Personal answer

III Grammar

A.

1. has; 2. hasn't; 3. haven't; 4. have

B.

1. hers; 2. theirs; 3. ours; 4. his; 5. yours

IV Writing

1. a small family; 2. tall; 3. thin; 4. is 35; 5. is a firefighter;
6. has got brown hair; 7. blue eyes; 8. a nurse; 9. favourite
clothes are dresses; 10. a dog

Unit 3

Listening Test

A.

1. b; 2. b; 3. b; 4. a; 5. a

B.

1. three; 2. living; 3. two; 4. garden; 5. between; 6. floor

Progress Test

I Reading

B.

1. 2; 2. kitchen; living room; dining room; 3. bedrooms;
bathroom; study

C.

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

II Vocabulary

A.

1. wardrobe; 2. bedside table; 3. bed; 4. chest of drawers

III Grammar

A.

1. next to; 2. on; 3. in front of; 4. next to; 5. below

B.

1. is; 2. are; 3. aren't; 4. is

IV Writing

This is a nice bedroom.

There is a window above the bed.

There is a bedside table next to the bed.

There is a computer on the desk.

There is a wardrobe between the desk and the bookcase.

Unit 4

Listening Test

A.

✓ – 2, 3, 4, 5, 9

✗ – 1, 6, 7, 8, 10

B.

1. in the school canteen; 2. doesn't like; 3. pasta 4. pudding;
5. peaches

C.

1. sausages; 2. chicken; 3. apple; doesn't like; 4. dessert

Progress Test

I Reading

B.

1. b; 2. d; 3. a; 4. c

C.

1. F; 2. T; 3. F; 4. T; 5. T

II Vocabulary

A.

1. grapes; 2. lettuce; 3. bread; 4. cheese; 5. peas;
6. tomatoes; 7. pineapple; 8. water; 9. fish; 10. coffee

III Grammar

1. likes; 2. doesn't; 3. Do / do; 4. likes / doesn't; 5. don't

IV Writing

1. yoghurt with fruit; 2. cereal; 3. horrible; 4. like pasta;
5. don't like; 6. bananas; 7. melon; 8. like chicken and chips;
9. don't like; 10. don't like cupcakes

Unit 5

Listening Test

A.

1. b; 2. b; 3. a

B.

In the morning

Have breakfast

Go to school

In the afternoon

Have lunch

Do homework

In the evening

Play computer games

Go to bed

C.

1. likes; 2. free; 3. does; 4. Fridays; 5. skateboarding; 6. listening;
7. piano; 8. sometimes

Progress Test

I Reading

B.

1. Canadian; 2. father; 3. bus

C.

2. c; 2. d; 3. e; 4. b; 5. a

II Vocabulary

A.

1. c; 2. d.; 3. b; 4. A

III Grammar

A.

1. don't; 2. doesn't; 3. go; 4. Does; 5. gets; 6. Do

B.

1. it; 2. us; 3. them; 4. him

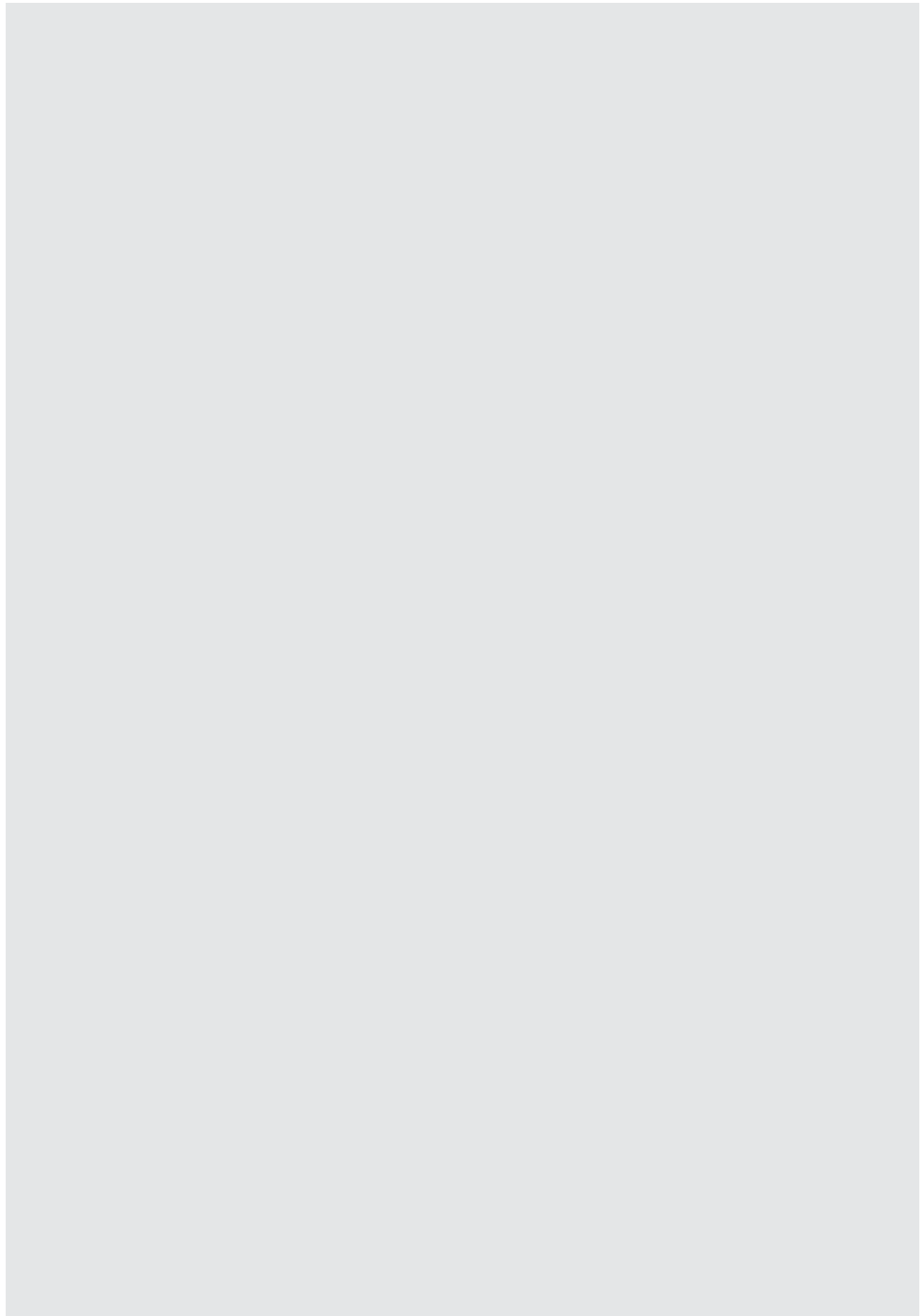
IV Writing

1. I usually get up at seven o'clock.

2. Then I have a shower and get dressed.

3. I have milk and bread for breakfast.

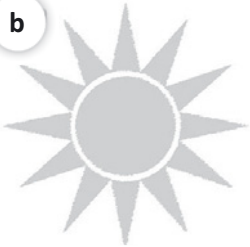
4. I always have lunch at home.



Placement test

Name _____ No. _____ Class _____ Date _____

A. What do you say? Match the pictures to the sentences.

a 	b 	c 	d 
1. Good night ☐	2. Good evening ☐	3. Good morning ☐	4. Good afternoon ☐

B. Match the columns.

- | | | |
|--|---|---|
| <p>1. My name is</p> <p>2. Hello! I am fine,</p> <p>3. My favourite colour is</p> <p>4. I like</p> <p>5. My birthday is</p> <p>6. The sun is</p> | <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> | <p>a. football.</p> <p>b. Simon Wilson.</p> <p>c. blue.</p> <p>d. on 15th November.</p> <p>e. shining.</p> <p>f. thanks.</p> |
|--|---|---|

C. Circle the correct option.



1. The rabbit is **on** / **behind** the tree.



2. The dog is **under** / **on** the table.

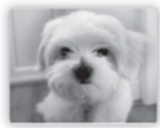


3. The cat is **next to** / **in** the box.



4. The squirrel is **on** / **in** the chair.

D. True (T) or False (F)?



1. The dog is black.

☐ T ☐ F



2. She has got long hair.

☐ T ☐ F



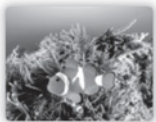
3. This is an apple.

☐ T ☐ F



4. I have got a hat.

☐ T ☐ F



5. This is a chicken.

☐ T ☐ F

E. Find the name in the box.

bike sun shoes flower ice cream dress eyes pen



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

F. Write the words in the correct order.

1. Baker / name / His / is / John / . _____
2. is / years / John / ten / old / . _____
3. got / He / a / dog / has / . _____
4. playing / He / football / is / . _____

Unit 1 Listening Test

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

A. Part 1. Listen and choose the correct option. CD 3 Track 15

1. This is class

a. 5A.

☐

b. 5B.

☐

c. 5C.

☐

2. His name

a. Alice.

☐

b. Olivia.

☐

c. Oliver.

☐

3. His surname is

a. Gordon.

☐

b. Grant.

☐

c. Brown.

☐

4. He is

a. English.

☐

b. Spanish.

☐

c. American.

☐

5. His birthday is on

a. 4th July.

☐

b. 31st October.

☐

c. 1st January.

☐

B. Part 1. Listen again and match the columns. CD 3 Track 15

1. The teacher's name is •

• a. new student.

2. He is the •

• b. 11 years old.

3. He is from •

• c. Alice Grant.

4. He is •

• d. New York.

C. Part 2. Listen and complete the dialogue. CD 3 Track 16

At the Library

Teacher: What's (1) _____ (2) _____?

Tessa: Tessa, Tessa Wilson.

Teacher: What's your (3) _____?

Tessa: It's Park Avenue, (4) _____.

Teacher: And (5) _____ your (6) _____ number?

Tessa: It's (7) _____.

Unit 1 Progress Test

Personal ID / Personal pronouns / Verb to be / Possessive determiners

A

Name _____ No. _____ Class _____

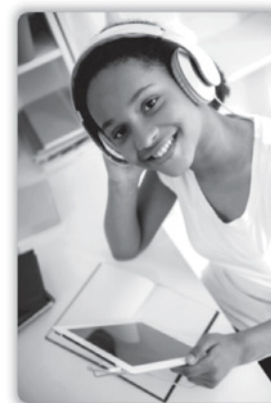
Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

My favourite singer

Hi! I'm Cindy Hudson and I am a student. I am 10 years old and I love music. My favourite singer is Shawn Mendes. He is Canadian. He is from Toronto. His mother is English and his father is Portuguese. His birthday is on 8th August and his official email address is info@shawnmendesofficial.com. His concert is next Saturday here in London. I'm so excited about it!



B. True (T) or False (F)?

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Her full name is Cindy Mendes. | ☐ | ☐ |
| 2. Shawn is her favourite singer. | ☐ | ☐ |
| 3. Shawn is from London. | ☐ | ☐ |
| 4. He is Portuguese. | ☐ | ☐ |
| 5. Cindy is excited about the concert in London. | ☐ | ☐ |

C. Answer the questions.

1. What is her name?

2. How old is she?

3. Is Shawn Mendes her favourite singer?

4. Is Shawn's mother Portuguese?

5. When is the concert in London?

II – Vocabulary

A. Write the numbers in full.

8 _____	69 _____
15 _____	71 _____
33 _____	87 _____
42 _____	96 _____
57 _____	100 _____

B. Write the words in the box in the correct column.

Chinese May Ireland Thursday Scottish Brazil October Germany
Friday August Greek Wednesday March France Russian

1. Months	2. Days of the week	3. Nationalities	4. Countries
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III – Grammar

A. Complete with personal pronouns.

- Derek** is Australian. _____ is 10 years old.
- Gary and I** are friends. _____ are in class 5A.
- Mrs Gordon** is very nice. _____ is the maths teacher.
- This is **a dog**. _____ is black and white.
- David and Sophie** are the new students. _____ are French.

B. Complete with the verb to be.

- Where _____ you from? We _____ from Madrid.
- I _____ (**not**) a student. I _____ a teacher.
- What nationality _____ she? She _____ Italian.
- How old _____ they? They _____ 9 years old.
- _____ they Canadian? No, they _____.

C. Complete with possessive determiners.

1. Jasmine and I are sisters. _____ surname is Foster.
2. This is my brother. _____ name is Jake.
3. The kids have got a cat. _____ name is Peanut.
4. The girls are Japanese. _____ names are Aiko and Fuji.
5. You are 11 years old. _____ birthday is in July.

IV – Writing

A. Write about Mateo Gibson.

Library Member Card	
Name: Mateo	
Surname: Gibson	
Nationality: English	
Age: 11	
Birthday: 23 rd November	
Address: 25, Beaumont St, Oxford	
Phone number: 1865 879 146	

Unit 1 Progress Test

Personal ID / Personal pronouns / Verb to be / Possessive determiners

B

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

My favourite singer

Hi! I'm Cindy Hudson and I am a student. I am 10 years old and I love music. My favourite singer is Shawn Mendes. He is Canadian. He is from Toronto. His mother is English and his father is Portuguese. His birthday is on 8th August and his
5 official email address is info@shawnmendesofficial.com. His concert is next Saturday here in London. I'm so excited about it!



B. Complete the ID card.

Singer's ID Card	
Name: _____	
Surname: _____	
Nationality: _____	
Email: _____	
Birthday: _____	

C. Match the columns. Two do not apply.

- | | | |
|-------------------------|---|-------------------------|
| 1. Her name is | • | • a. is Shawn Mendes. |
| 2. She is | • | • b. is Portuguese. |
| 3. Her favourite singer | • | • c. 11 years old. |
| 4. Shawn's father | • | • d. about the concert. |
| 5. Cindy is excited | • | • e. English. |
| | | • f. Cindy. |
| | | • g. 10 years old. |

II – Vocabulary

A. Write the numbers.

eight	_____	sixty-nine	_____
fifteen	_____	seventy-one	_____
thirty-three	_____	eighty-seven	_____
forty-two	_____	ninety-six	_____
fifty-seven	_____	a hundred	_____

B. Write the words in the box in the correct column.

Chinese May Ireland Thursday Scottish Brazil October Germany
Friday August Greek Wednesday March France Russian

1. Months	2. Days of the week	3. Nationalities	4. Countries
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III – Grammar

A. Complete with the personal pronouns in the box.

she they he it we

1. **Derek** is Australian. _____ is 10 years old.
2. **Gary and I** are friends. _____ are in class 5A.
3. **Mrs Gordon** is very nice. _____ is the maths teacher.
4. This is a **dog**. _____ is black and white.
5. **David and Sophie** are the new students. _____ are French.

B. Circle the correct form of the verb to be.

1. Where **are / is** you from? We **am / are** from Madrid.
2. I **am / is** not a student. I **is / am** a teacher.
3. What nationality **are / is** they? They **is / are** Italian.
4. How old **is / am** she? She **is / am** 9 years old.
5. **Are / Am** they Canadian? No, they **aren't / isn't**.

C. Complete with the possessive determiners in the box.

their your our his its

1. Jasmine and I are sisters. _____ surname is Foster.
2. This is my brother. _____ name is Jake.
3. The kids have got a cat. _____ name is Peanut.
4. The girls are Japanese. _____ names are Aiko and Fuji.
5. You are 11 years old. _____ birthday is in July.

IV – Writing

A. Complete the text about Mateo Gibson.

Library Member Card

Name: Mateo

Surname: Gibson

Nationality: English

Age: 11

Birthday: 23rd November

Address: 25, Beaumont St, Oxford

Phone number: 1865 879 146



His name is (1) _____ and his (2) _____ Gibson.

He is (3) _____.

He (4) _____ 11 years old and his birthday (5) _____.

His address is (6) _____
_____ and (7) _____
is 1865 879 146.

Unit 1 – Listening Test

Instrumento de Avaliação – Compreensão oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender discursos simples, articulados de forma clara e pausada	Conhecer-se a si e ao outro Identificar-se a si e ao outro	A. Escolha múltipla B. Associação C. Completamento de espaços	5 x 6 = 30	Certo / Errado Certo / Errado Certo / Errado
			4 x 7 = 28 7 x 6 = 42 Total: 100	

Unit 1 – Progress Test A

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade Identificar-se a si e ao outro	I B. Verdadeiro / Falso (sem referência e correção das afirmações falsas) C. Resposta curta	5 x 2 = 10 5 x 3 = 15	Certo / Errado Certo / Errado
Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (identificar-se a si e ao outro)		II A. Completamento de espaços B. Preenchimento de uma tabela	10 x 1 = 10 15 x 1 = 15	Certo / Errado Certo / Errado
Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>to be; personal pronouns; possessive determiners</i>)		III A. Completamento de espaços B. Completamento de espaços C. Completamento de espaços	5 x 2 = 10 10 x 1 = 10 5 x 2 = 10	Certo / Errado Certo / Errado Certo / Errado
Produzir um texto simples (escrever frases a partir de informação dada)		IV Produção de texto	20 Total: 100	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)

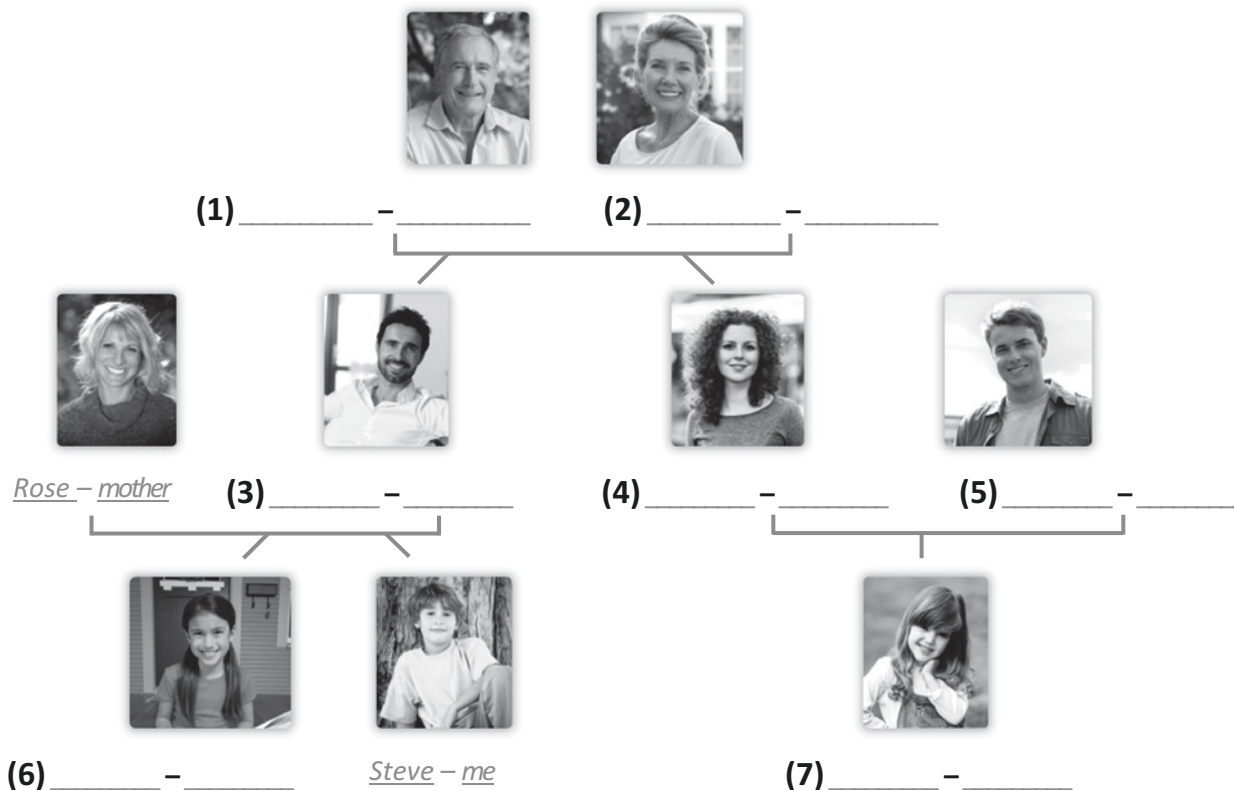
Unit 1 – Progress Test B

Instrumento de Avaliação – Leitura , léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade	I B. Recolha de informação C. Associação	5 x 2 = 10 5 x 3 = 15	Certo / Errado Certo / Errado
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (identificar-se a si e ao outro)	Identificar-se a si e ao outro	II A. Completamento de espaços B. Preenchimento de uma tabela	10 x 1 = 10 15 x 1 = 15	Certo / Errado Certo / Errado
• Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>to be; personal pronouns; possessive determiners</i>)		III A. Completamento de espaços B. Seleção de alternativa C. Completamento de espaços	5 x 2 = 10 10 x 1 = 10 5 x 2 = 10	Certo / Errado Certo / Errado Certo / Errado
• Produzir um texto simples (escrever frases a partir de informação dada)		IV Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)
			Total: 100	

Unit 2 Listening Test

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

A. Part 1. Listen to Steve. Fill in the family tree. Follow the example. CD 3 Track 17



B. Part 2. Listen to Jenny and fill in the blanks. CD 3 Track 18

Meet my family. My (1) _____, Mark Parker, has got short (2) _____ and a (3) _____ face. He's an (4) _____. My mum has got long (5) _____ hair and green eyes. She has got new clothes: a yellow (6) _____ and a brown (7) _____. She is a (8) _____ at a hotel. I have got (9) _____ brown hair and an oval face. I am happy because I have got a new (10) _____.

C. Part 3. Listen to Meg and Zack. Tick (✓) the correct answer. CD 3 Track 19

1. Meg likes

a. skirts and tops. ☐ b. dresses and tops. ☐ c. shorts and skirts. ☐

2. Zack's favourite accessories are

a. belts and watches. ☐ b. scarves and caps. ☐ c. scarves and gloves. ☐

Unit 2 What are they like?

Family / Jobs / Physical appearance and personality

To have got / Possessive case / Possessive pronouns

A

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

This is my family

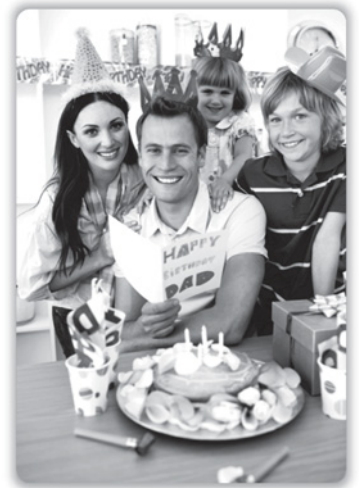
My name is Paul and this is a picture of my family. Look at it! It's my father's birthday.

John is my father and Carol is my mother. My father is tall and thin. He has got short straight hair. He is a vet. He
5 has got new clothes: trousers, two T-shirts and a sweater.

My mum is very nice. She has got long straight hair. Her eyes are blue. She's a taxi driver.

My parents have got two children, my sister Lily and I. I've got blonde hair and blue eyes. My sister Lily is five
10 years old. She's beautiful and very funny. We have got two pets: a dog, Toby, and a cat, Kitty.

My grandparents are friendly. They have got a daughter. She is my aunt Laura.



B. Match the two columns to make true sentences.

- | | | | |
|------------------------------|---|---|--------------------------|
| 1. John and Carol are | • | • | a. a taxi driver. |
| 2. Paul's father has got new | • | • | b. clothes. |
| 3. Carol is | • | • | c. Paul's parents. |
| 4. Paul's parents have got | • | • | d. a son and a daughter. |

C. Complete the sentences.

1. John and Carol have got two _____: Paul and Lily.
2. John's new clothes are: _____, _____ and _____.
3. Lily _____ sister.
4. Paul's grandparents are _____.

D. Answer the questions.

1. What is John's job? _____
2. What's Paul's mum like? _____
3. How old is Lily? _____
4. What are the family pets? _____

II – Vocabulary

A. Complete.

1. My father's parents are my _____.
2. My mother's mother is my _____.
3. My uncle's wife is my _____.
4. My uncle's son is my _____.

B. Complete the words.



1. l _ _ _ g st _ _ _ _ _ hair



2. s _ _ _ _ w _ _ _ _ hair

C. What are their jobs? Label the pictures.



1. _____



2. _____



3. _____

III – Grammar

A. Write questions for the underlined words.

1. _____?

Yes, she has. Carol has got a brother.

2. _____?

Lily has got blonde hair and blue eyes.

3. _____?

This is Paul's anorak.

B. Fill in the blanks with the correct form of the verb to have got.

1. Lily _____ (**not**) new trainers. She _____ new shoes.

2. _____ Paul and Lily _____ two pets? Yes, they _____.

3. Paul and his mum _____ blue eyes but they _____ (**not**) curly hair.

4. _____ Lily _____ a sister? No, she _____.

C. Use the possessive case 's or '.

1. John _____ new trousers are brown.
2. **Paul:** My grandparents _____ dog is white.
3. Paul is Charles _____ best friend.

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

1. **Paul:** Lily, is this cap _____?
Lily: No, it isn't _____. It's Roger's. It's _____.
2. **John:** This is our house. It's _____.
3. This is my sister's skirt. It's _____.
4. John's children have got new mobile phones. They are _____.

IV – Writing

Describe a member of your family.

Name / age	----->	My _____ _____ _____
Physical appearance: – tall, short... / fat, thin... – short, long... / straight, wavy... / brown... hair – blue, brown... eyes	-----> -----> -----> ----->	_____ _____ _____ _____ _____ _____
Personality: friendly, nice, lazy, active, calm, hard-working...	----->	_____ _____ _____

Unit 2 Progress Test

Family / Jobs / Physical appearance and personality

To have got / Possessive case / Possessive pronouns

B

Name _____ No. _____ Class _____

Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

This is my family

My name is Paul and this is a picture of my family. Look at it! It's my father's birthday.

John is my father and Carol is my mother. My father is tall and thin. He has got short straight hair. He is a vet. He has got new clothes: trousers, two T-shirts and a sweater.

My mum is very nice. She has got long straight hair. Her eyes are blue. She's a taxi driver.

My parents have got two children, my sister Lily and I. I've got blonde hair and blue eyes. My sister Lily is five years old. She's beautiful and very funny. We have got two pets: a dog, Toby, and a cat, Kitty.

My grandparents are friendly. They have got a daughter. She is my aunt Laura.



B. Match the two columns to make true sentences.

- | | | | |
|------------------------------|---|---|--------------------------------|
| 1. Paul's father is tall and | • | • | a. a taxi driver. |
| 2. He has got new trousers | • | • | b. two T-shirts and a sweater. |
| 3. Paul's mum is | • | • | c. two children. |
| 4. Paul's parents have got | • | • | d. thin. |

C. True (T) or False (F)?

- | | T | F |
|---|--------------------------|--------------------------|
| 1. John and Carol are Paul's father and mother. | ☐ | ☐ |
| 2. Paul's father has got a new skirt. | ☐ | ☐ |
| 3. Paul's parents have got two daughters. | ☐ | ☐ |

D. Answer the questions.

1. What is John's job? He is a _____.
2. What's Paul's mum like? She is nice and she has got _____.
3. How old is Lily? _____ years old.

II – Vocabulary

A. Complete with *grandmother, aunt, cousin* and *grandparents*.

1. My father's parents are my _____.
2. My mother's mother is my _____.
3. My uncle's wife is my _____.
4. My uncle's son is my _____.

B. Complete. Choose from the box.

wavy straight short long



1. _____ hair



2. _____ hair

C. What are their jobs? Label the pictures.



1. F



2. M



3. P

III – Grammar

A. Write questions for the underlined words. Use the words in brackets to help you.

1. _____ ? (Have got / Carol / brother)

Yes, she has. Carol has got a brother.

2. _____ ? (What / Lily / like)

Lily has got blonde hair and blue eyes.

3. _____ ? (Whose / anorak)

This is Paul's anorak.

B. Fill in the blanks with *have got, has got, haven't got* or *hasn't got*.

1. Lily _____ (not) new trainers. She _____ new shoes.
2. _____ Paul and Lily _____ two pets?
3. Paul and his mum _____ blue eyes but they _____ (not) curly hair.
4. _____ Lily _____ a sister?
5. John _____ new clothes but Carol _____ new shoes.

C. Use the possessive case 's or '.

1. John ____ new trousers are brown.
2. **Paul:** My grandparents ____ dog is white.
3. Charles ____ best friend is Paul.

D. Fill in the blanks with the correct possessive pronoun. Choose from the box.

his hers ours theirs mine yours

1. **Paul:** Lily, is this cap _____?
Lily: No, it isn't _____. It's Roger's. It's _____
2. **John:** This is our house. It's _____.
3. This is my sister's pullover. It's _____.
4. John's children have got new mobile phones. They are _____.

IV – Writing

Describe a member of your family.

Name / age	----->	My _____ My _____ name is _____. He/she _____ years old.
Physical appearance: – tall, short... / fat, thin... – short, long... / straight, wavy... / brown... hair – blue, brown... eyes	-----> -----> ----->	He/she is _____ and _____ He/she has got _____ hair. He/she has got _____ eyes.
Personality: friendly, nice, lazy, active, calm, hard-working...	----->	He/she is _____ _____ _____

Unit 2 – Listening Test

Instrumento de Avaliação – Compreensão oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender discursos simples, articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para compreender a diversidade: laços de parentesco, profissões, características elementares de personalidade e físicas e peças de vestuário	A. Preenchimento de diagrama	7 x 4 = 28	Certo / Errado
		B. Preenchimento de espaços	10 x 6 = 60	Certo / Errado
		C. Seleção de informação	2 x 6 = 12	

Unit 2 – Progress Test A

Instrumento de Avaliação – Leitura, léxico, gramática e escrita					
Objetivos	Domínio Intercultural	Estrutura	Cotações	Crítérios de Correção	
• Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar laços de parentesco; profissões; características elementares, de personalidade e físicas	I			
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural		B. Associação	4 x 3 = 12	Certo / Errado	
		C. Completamento de espaços	4 x 3 = 12	Certo / Errado	
		D. Respostas a perguntas sobre o texto	4 x 3 = 12	Certo/Parcialmente certo /Errado (Conteúdo certo: 3 pontos Conteúdo parcialmente certo: 1 a 2 Conteúdo errado: 0)	
• Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>to have got; possessive case; possessive pronouns</i>)		II			
		A. Completamento de frases	4 x 2 = 8	Certo / Errado	
		B. Preenchimento de espaços	2 x 1 = 2	Certo / Errado	
		C. Legendagem de imagens	3 x 1 = 3	Certo / Errado	
		III			
		A. Completamento de frases	3 x 2 = 6	Certo / Errado	
	B. Preenchimento de espaços	8 x 2 = 16	Certo / Errado		
• Produzir um texto simples	C. Preenchimento de espaços	3 x 1 = 3	Certo / Errado		
	D. Preenchimento de espaços	6 x 1 = 6	Certo / Errado		
	IV				
	Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)		
			Total: 100		

Unit 2 – Progress Test B

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar laços de parentesco; profissões; características elementares, de personalidade e físicas	I B. Associação C. Verdadeiro / Falso D. Completamento de espaços	4 x 3 = 12 3 x 3 = 9 3 x 5 = 15	Certo / Errado Certo / Errado Certo / Parcialmente certo / Errado (Conteúdo certo: 3 pontos Conteúdo parcialmente certo: 1 a 2 Conteúdo errado: 0)
Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (<i>Identificar laços de parentesco; profissões; características elementares, de personalidade e físicas; peças de vestuário</i>)		II A. Completamento de frases B. Preenchimento de espaços C. Legendagem de imagens	4 x 2 = 8 2 x 1 = 2 3 x 1 = 3	Certo / Errado Certo / Errado Certo / Errado
Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>to have got; possessive case; possessive pronouns</i>)		III A. Completamento de frases B. Preenchimento de espaços C. Preenchimento de espaços D. Preenchimento de espaços	3 x 2 = 6 8 x 2 = 16 3 x 1 = 3 6 x 1 = 6	Certo / Errado Certo / Errado Certo / Errado Certo / Errado
Produzir um texto simples		IV Produção de texto	20 Total: 100	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)

Unit 3 Listening Test

Name _____ No. _____ Class _____

Date _____ Mark _____ Teacher _____

A. Part 1. Listen to Logan and tick (✓) the correct answer. CD 3 Track 20

1. Logan's garage is

- a. next to the garden. ☐ b. behind the house. ☐ c. next to the house. ☐

2. Logan's favourite room is

- a. the kitchen. ☐ b. the study. ☐ c. the living room. ☐

3. His favourite room is

- a. upstairs. ☐ b. next to the kitchen. ☐ c. next to the bathroom. ☐

4. The sofa is

- a. brown. ☐ b. black. ☐ c. white. ☐

5. The TV is on

- a. the desk. ☐ b. a table. ☐ c. the bookcase. ☐

B. Part 2. Listen to Emily. Are the sentences True (T) or False (F)? CD 3 Track 21

- | | T | F |
|---|--------------------------|--------------------------|
| 1. There are two floors in Emily's house. | ☐ | ☐ |
| 2. There is a dining room downstairs. | ☐ | ☐ |
| 3. The kitchen is small. | ☐ | ☐ |
| 4. There is a garden. | ☐ | ☐ |
| 5. The study is on the first floor. | ☐ | ☐ |

Unit 3 Progress Test

House and furniture / There to be / Prepositions of place and movement / Present Continuous

A

Name _____ No. _____ Class _____ Date _____

Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

Our house

We're the Robson family. We're from Sydney in Australia. I'm Thomas and my wife is Susan. We've got two daughters.

We've got a house with a small garden.

5 Upstairs there is our bedroom, a bathroom and one bedroom for the girls. Downstairs there is a kitchen, a living room and a toilet. We have lunch and dinner in the kitchen because there isn't a dining room in our house. Behind the

10 house there is the garden with two trees. We're very happy with our garden. The garage is next to the house.

My wife is in the garden and she is reading a book. Our dog, Lucky, is playing with a ball in the garden. I'm in the kitchen with the girls. We're cooking lunch and a chocolate cake. Today is Susan's birthday.



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

1. Thomas Robson and his family are English.

T	F
☐	☐

2. Their house has got one floor.

☐	☐
--------------------------	--------------------------

3. There are two bedrooms for the girls.

☐	☐
--------------------------	--------------------------

4. They have got a pet.

☐	☐
--------------------------	--------------------------

5. Susan isn't cooking at the moment.

☐	☐
--------------------------	--------------------------

C. Answer the questions about the text.

1. Where is Mr and Mrs Robson's house?

2. How many floors are there?

3. Where is the bathroom?

4. Is there a garage?

5. Are the girls in the garden?

6. What is Mr Robson doing?

II – Vocabulary

A. Write the name of the object under the picture.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____

III – Grammar

A. Ask the questions.

1. _____?

Yes, there is. There is a small garden.

2. _____?

There are two bedrooms in my house.

3. _____?

My mother is reading a book.

4. _____?

She is in the garden.

B. Look at the picture. Complete the sentences with the correct prepositions.



1. The bookcase is _____ the sofa.
2. The window is _____ the door.
3. The TV is _____ the door and the bookcase.
4. The pot plant is _____ the door.
5. There is a lamp _____ the coffee table.

C. Complete the sentences with the Present Continuous of the verbs in brackets.

1. _____ Susan _____ her husband in the kitchen? (**help**)
No, she _____. She _____ a book. (**read**)
2. Susan _____ because it's her birthday. (**not cook**)
3. Thomas and his children _____ the dishes at the moment. (**not do**)
They _____ the birthday party. (**prepare**)
4. Lucky, the dog, _____ with a ball in the garden. (**play**) He _____ a lot of noise. (**make**)

IV – Writing

Look at the picture. Describe the room and write what the people are doing.



Unit 3 Progress Test

House and furniture / There to be / Prepositions of place and movement / Present Continuous

B

Name _____ No. _____ Class _____ Date _____
Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

Our house

We're the Robson family. We're from Sydney in Australia. I'm Thomas and my wife is Susan. We've got two daughters.

- We've got a house with a small garden.
5 Upstairs there is our bedroom, a bathroom and one bedroom for the girls. Downstairs there is a kitchen, a living room and a toilet. We have lunch and dinner in the kitchen because there isn't a dining room in our house. Behind the
10 house there is the garden with two trees. We're very happy with our garden. The garage is next to the house.



My wife is in the garden and she is reading a book. Our dog, Lucky, is playing with a ball in the garden. I'm in the kitchen with the girls. We're cooking lunch and a chocolate cake. Today is Susan's birthday.

B. Complete the table.

	Family
1. surname	
2. country	
3. name of the pet	

	House
4. number of floors	
5. number of bedrooms	

C. Match the columns. There is one extra option.

- | | | | |
|------------------------------|---|---|-------------------------|
| 1. Thomas and Susan have got | • | • | a. small garden. |
| 2. There is a | • | • | b. trees in the garden. |
| 3. The bathroom is | • | • | c. in the kitchen. |
| 4. There are two | • | • | d. on the first floor. |
| 5. Susan isn't | • | • | e. two children. |
| 6. Thomas's daughters are | • | • | f. a dining room. |
| | | • | g. sleeping. |

II – Vocabulary

A. Write the correct name under the picture.

bedside table

armchair

dishwasher

wardrobe

washbasin

bath

fridge



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____

III – Grammar

A. Ask the questions.

1. _____ ? (There to be / a / small garden)

Yes, there is. There is a small garden.

2. _____ ? (How many / bedrooms / there to be)

There are two bedrooms in my house.

3. _____ ? (What / your mother / do)

My mother is cooking lunch.

4. _____ ? (Where / your mother / be)

She is in the kitchen.

B. Look at the picture. Complete the sentences with the words in the box.

on

behind

next to

between

opposite



1. The bookcase is _____ the sofa.

2. The window is _____ the door.

3. The TV is _____ the door and the bookcase.

4. The pot plant is _____ the door.

5. There is a lamp _____ the coffee table.

C. Complete the sentences with the Present Continuous of the verbs in brackets.

1. Thomas _____ the dishes at the moment. **(do)**
2. _____ you _____ TV now? **(watch)**
No, I _____. I _____ a book. **(read)**
3. The girls _____ in the garden. **(not play)**
4. They _____ their father in the kitchen. **(help)**
5. She _____ her bed now. **(make)**

Remember this!
am, is, are +
verb + -ing

IV – Writing

Look at the picture. Describe the room and write what the people are doing. Use the words in the box.

bed bedside table bookshelf wardrobe lamp rug armchair
reading talking laughing



Unit 3 – Listening Test

Instrumento de Avaliação – Compreensão oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender discursos simples, articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar as divisões da casa e o mobiliário	A. Escolha múltipla B. Verdadeiro / falso	5 x 10 = 50 5 x 10 = 50	Certo / Errado Certo / Errado
			Total: 100	

Unit 3 – Progress Test A

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar as divisões da casa e o mobiliário	I B. Verdadeiro / falso com correção das afirmações falsas	Afirmações verdadeiras e sem referência: 2 x 1 = 2 (B. 4; B. 5) Afirmações falsas 3 x 2 = 6 (B. 1; B. 2; B. 3)	Certo / Errado
		C. Respostas a perguntas sobre o texto	6 x 4 = 24	Certo / Parcialmente Certo / Errado (Conteúdo certo: 4 pontos Conteúdo parcialmente certo: 1 a 3 Conteúdo errado: 0)
Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (divisões da casa e mobiliário)		II Legendagem de imagens	7 x 2 = 14	Certo / Errado
Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>there to be; prepositions of place and movement; Present Continuous</i>)		III A. Completamento de frases B. Completamento de frases C. Completamento de frases	4 x 2 = 8 5 x 2 = 10 8 x 2 = 16	Certo / Errado Certo / Errado Certo / Errado
Produzir um texto simples (descrever uma imagem)		IV Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)
			Total: 100	

Unit 3 – Progress Test B

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar as divisões da casa e o mobiliário	I B. Preenchimento de tabela	5 x 2 = 10	Certo / Errado
		C. Associação	6 x 4 = 24	Certo / Errado
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (divisões da casa e mobiliário)		II Legendagem de imagens	7 x 2 = 14	Certo / Errado
• Aplicar estruturas elementares do funcionamento da língua em as áreas temáticas previstas no Domínio Intercultural (<i>there to be; prepositions of place and movement; Present Continuous</i>)		III A. Completamento de frases B. Completamento de frases C. Completamento de frases	4 x 2 = 8 5 x 2 = 10 7 x 2 = 14	Certo / Errado Certo / Errado Certo / Errado
• Produzir um texto simples (descrever uma imagem)		IV Produção de texto	20	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)
			Total: 100	

Unit 4 Listening Test

Name _____ No. _____ Class _____ Date _____

Date _____ Mark _____ Teacher _____

A. Listen to Megan and tick (✓) the food she likes and cross (X) the food she doesn't like.  CD 3 Track 22



1. melon



2. water



3. roast chicken



4. pasta with tomato



5. peaches



6. fish and chips



7. orange juice



8. sausages



9. strawberry pudding



10. sandwiches

B. Listen and circle the correct word.  CD 3 Track 22

1. Megan has lunch **in the school canteen / at home** every day.

2. She **doesn't like / likes** sandwiches.

3. Her favourite food is **pasta / pizza** with tomato.

4. She likes bananas and **peaches / melon**.

5. She sometimes has **fruit / pudding** for dessert.

C. Listen and complete.  CD 3 Track 22

1. Megan doesn't like fish and chips and _____.

2. She likes roast _____.

3. She likes water and _____ juice but she _____ orange juice.

4. She usually has fruit _____.



Unit 4 Progress Test

Food and drinks / Verb to like / Some and any

A

Name _____ No. _____ Class _____ Date _____

Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

My lunch box

My name is Jane Taylor and I'm 10 years old.
I like my school very much and I'm in year 5.

I take my lunch to school every day. In my lunch
box I have sandwiches, fruit and vegetables (for
5 example, carrot sticks – I love them!). I like cheese
and ham sandwiches very much. They are delicious!
I don't like fish and I don't like tuna sandwiches.
Apples and grapes are my favourite fruit. I don't like
strawberries. I usually have water, but I like orange
10 juice too. I don't like lemonade.

For dessert I have some biscuits or a chocolate bar.
Today there aren't any biscuits in my lunch box but
there is a chocolate muffin. It's yummy!



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

1. Jane takes her lunch to school in a bag.

2. There are sandwiches in her lunch box.

3. Tuna sandwiches are delicious.

4. She doesn't like strawberries.

5. There's a chocolate bar in her lunch box.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

C. Answer these questions.

1. What vegetables does Jane like a lot?

2. Does she like tuna sandwiches?

3. What is Jane's favourite fruit?

4. Does she like orange juice?

5. Are there any biscuits in her lunch box today?



II – Vocabulary

A. Label the pictures.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

III – Grammar

A. Complete with the verb to like.

1. I _____ vegetables but I _____ **(not)** peas.

2. Jane's brother _____ ham sandwiches but he _____ **(not)** fish.

3. What food _____ you _____ for breakfast? We _____ cereal and yoghurt. We _____ **(not)** apple juice.

4. My parents _____ **(not)** pizza very much but they _____ pasta a lot.

5. _____ Sarah _____ soup? No, she _____.

Unit 4 Progress Test

Food and drinks / Verb to like / Some and any

B

Name _____ No. _____ Class _____ Date _____

Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

My lunch box

My name is Jane Taylor and I'm 10 years old. I like my school very much and I'm in year 5.

I take my lunch to school every day. In my lunch box I have sandwiches, fruit and vegetables (for example, carrot sticks – I love them!). I like cheese and ham sandwiches very much. They are delicious! I don't like fish and I don't like tuna sandwiches. Apples and grapes are my favourite fruit. I don't like strawberries. I usually have water, but I like orange juice too. I don't like lemonade.

For dessert I have some biscuits or a chocolate bar. Today there aren't any biscuits in my lunch box but there is a chocolate muffin. It's yummy!



B. Complete the table.

1. name	
2. surname	
3. age	
4. year at school	
5. sandwiches she likes	

6. fruit she likes	
7. fruit she doesn't like	
8. drinks she likes	
9. drinks she doesn't like	
10. dessert for today	

C. True (T) or False (F)?

- Jane takes her lunch to school in a bag.
- There are sandwiches in her lunch box.
- Tuna sandwiches are delicious.
- She doesn't like strawberries.
- There's a chocolate bar in her lunch box.

T

☐
☐
☐
☐
☐

F

☐
☐
☐
☐
☐


II – Vocabulary

A. Label the pictures with the words in the box.

pineapple wine bread broccoli carrots coffee grapes eggs water peas



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

III – Grammar

A. Circle the correct option.

1. I **like** / **likes** vegetables but I **don't** / **doesn't** like peas.
2. Jane's brother **like** / **likes** ham sandwiches but he **don't** / **doesn't** like fish.
3. What food **do** / **does** you **like** / **likes** for breakfast?
4. My parents **don't** / **doesn't** like pizza very much but they **like** / **likes** pasta a lot.
5. **Do** / **Does** Sarah **like** / **likes** soup? No, she **don't** / **doesn't**.

B. Write sentences with the verb to like.

1. Jessie / not like / cauliflower / . _____
2. Robert / like / hot chocolate / . _____
3. your sisters / like / pancakes / ? _____
4. Kids / not like / fish / very much / . _____
5. Melinda / like / cupcakes / ? _____

C. True (T) or False (F)?

1. There are some grapes.
2. There aren't any strawberries.
3. There aren't any apples.
4. There isn't any chicken.
5. There are some eggs.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



IV – Writing

This is Lydia, Jane's sister. Write about the food and drinks Lydia likes and doesn't like.

	😊	😞
For breakfast	cereal / fruit / apple juice	coffee / bacon
For lunch	chicken / rice	hamburger
	To drink: water	coke (yucky!)
	For dessert: pears / bananas	cupcakes
For dinner	grilled fish / vegetables	pizza
	To drink: orange juice	lemonade
	For dessert: ice cream (yummy)	melon



For **breakfast** Lydia likes (1) _____, fruit and (2) _____. She (3) _____ coffee or bacon.

For **lunch** she likes (4) _____ and (5) _____ but she doesn't like (6) _____. To drink she likes (7) _____ but she (8) _____ coke because it's (9) _____. For dessert she (10) _____ pears or (11) _____ but she doesn't like (12) _____.

For **dinner** she (13) _____ grilled fish and (14) _____ but she (15) _____ pizza. To drink she likes (16) _____ but she doesn't like (17) _____. For dessert she (18) _____ ice cream because it's (19) _____ but she (20) _____ melon.

Unit 4 – Listening Test

Instrumento de Avaliação – Compreensão oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender discursos simples, articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar diferentes tipos de alimentos	A. Seleção de informação	10 x 5 = 50	Certo / Errado
		B. Seleção de informação	5 x 5 = 25	Certo / Errado
		C. Completamento de espaços	5 x 5 = 25	Certo / Errado
			Total: 100	

Unit 4 – Progress Test A

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar diferentes tipos de alimentos	I B. Verdadeiro / falso (com correção das afirmações falsas) C. Responder a perguntas sobre o texto	Afirmarções verdadeiras e sem referência: 2 x 1 = 2 (B. 2; B. 4) Afirmarções falsas 3 x 2 = 6 (B. 1; B. 3; B. 5) 5 x 3 = 15	Certo / Errado Certo / Parcialmente certo / Errado (Conteúdo certo: 4 pontos Conteúdo parcialmente certo: 1 a 3 Conteúdo errado: 0)
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (diferentes tipos de alimentos)		II Legendagem de imagens	10 x 2 = 20	Certo / Errado
• Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>to like; some and any</i>)		III A. Completamento de espaços B. Construção de frases C. Completamento de espaços	11 x 2 = 22 5 x 2 = 10 5 x 1 = 5	Certo / Errado Certo / Errado Certo / Errado
• Produzir um texto simples (a partir de informação dada)		IV Produção de texto	20 Total: 100	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)

Unit 4 – Progress Test B

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar diferentes tipos de alimentos	I A. Preenchimento de tabela B. Verdadeiro / falso	10 x 1 = 10 5 x 2 = 10	Certo / Errado Certo / Errado
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (diferentes tipos de alimentos)		II Legendagem de imagens	10 x 2 = 20	Certo / Errado
• Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>to like; some and any</i>)		III A. Seleção de informação B. Construção de frases C. Verdadeiro / falso	10 x 2 = 20 5 x 2 = 10 5 x 2 = 10	Certo / Errado Certo / Errado Certo / Errado
• Produzir um texto simples (a partir de informação dada)		IV Produção de texto	20 Total: 100	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)

Unit 5 Listening Test

Name _____ No. _____ Class _____ Date _____
Date _____ Mark _____ Teacher _____

A. Part 1. Listen to Jake and tick (✓) the correct answer. CD 3 Track 23

1. Jake gets up at

- a. half past seven. ☐
- b. quarter to eight. ☐
- c. quarter past seven. ☐

2. His lessons begin at

- a. quarter to seven. ☐
- b. quarter to eight. ☐
- c. quarter past eight. ☐

3. He has lunch at

- a. home. ☐
- b. school. ☐
- c. the restaurant. ☐



B. Part 1. Listen again. Fill in the table with Jake's daily routine. CD 3 Track 23

In the morning	In the afternoon	In the evening
<i>get up</i>		<i>have dinner</i>
	<i>go to football practice</i>	
	<i>go back home</i>	
<i>have lessons</i>		

C. Part 2. Listen and fill in the blanks. CD 3 Track 24

Jason (1)_____ sports very much. In his (2)_____ time he plays volleyball and he (3)_____ gymnastics. On (4)_____ and (5)_____ he goes (6)_____. His best friend, Ryan, likes (7)_____ to music. He has piano lessons because he likes music very much. At the weekend they (8)_____ go to concerts.

Unit 5 My routine

Daily routine / Present Simple / Adverbs of frequency / Connectors /
Personal pronouns (object)

A

Name _____ No. _____ Class _____ Date _____

Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

Ryan's routine

Ryan Burton is ten years old and he is a rugby player.

He gets up at half past seven every day. He has a shower, gets dressed and makes his bed. Then he has breakfast with his brother, Tom, and his parents. After
5 breakfast Ryan and Tom go to school. Their lessons start at twenty past eight. They have four lessons in the morning. At one o'clock they go back home to have lunch.

In the afternoon Tom has swimming lessons and
10 Ryan goes to rugby practice. He plays on Tuesdays, Thursdays and Fridays.

Before dinner he does his homework and he walks his dog. Ryan and Tom go to bed at quarter to ten.

On Saturday he always has a rugby match. After the
15 match he usually visits his best friend, George. They play video games or watch a film.



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

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Ryan doesn't play any sport.
_____ | ☐ | ☐ |
| 2. Before going to school, he makes his bed.
_____ | ☐ | ☐ |
| 3. He has breakfast with his family.
_____ | ☐ | ☐ |
| 4. He has lunch in the school canteen.
_____ | ☐ | ☐ |
| 5. He plays rugby every day.
_____ | ☐ | ☐ |

C. Answer the questions.

1. How old is Ryan?

2. What time does he get up?

3. How many lessons do Ryan and Tom have in the morning?

4. Does Ryan play rugby on Mondays?

5. When does he do his homework?

6. What does he do after the rugby match?

II – Vocabulary

A. What are these daily activities?



1. _____



2. _____



3. _____



4. _____

B. What time is it?



1. _____



2. _____

III – Grammar

A. Ask questions for the words in bold.

1. _____ ? **Yes, he does.** Ryan plays rugby.

2. _____ ? Their lessons start **at 8.20.**

3. _____ ? He goes to rugby practice **in the afternoon.**

B. Put the verbs in brackets in the Present Simple.

1. Ryan _____ (**not play**) rugby on Saturdays.
2. What time _____ Ryan's parents _____ (**get up**)? At 7 o'clock.
3. Ryan and Tom _____ (**not go**) to school in the afternoon.
4. _____ he usually _____ (**do**) his homework after dinner?
No, he _____.

C. Write the words in the correct order.

1. **Ryan and Tom** / at the park / their / walk / sometimes / dog / .

2. always / **Ryan** / has / at home / lunch / .

3. is / at home / usually / **Mrs Burton** / at 6 o'clock / .

D. Complete with the correct connector: *but, so, because* or *or*. There are two extra.

1. In the afternoon Tom watches TV _____ plays with his dog.
2. On Saturday morning Ryan doesn't study _____ he has rugby matches.

E. Complete with the correct personal pronoun (object).

1. Ryan plays rugby with his friends. He plays with _____.
2. We go surfing. Come with _____!
3. Their dog is very friendly. Look at _____!

IV – Writing

A. Write about your daily routine.

My day

I get up _____

Unit 5 My routine

Daily routine / Present Simple / Adverbs of frequency / Connectors / Personal pronouns (object)

B

Name _____ No. _____ Class _____ Date _____

Date _____ Mark _____ Teacher _____

I – Reading

A. Read the text.

Ryan's routine

Ryan Burton is ten years old and he is a rugby player.

He gets up at half past seven every day. He has a shower, gets dressed and makes his bed. Then he has breakfast with his brother, Tom, and his parents. After
5 breakfast Ryan and Tom go to school. Their lessons start at twenty past eight. They have four lessons in the morning. At one o'clock they go back home to have lunch.

In the afternoon Tom has swimming lessons and
10 Ryan goes to rugby practice. He plays on Tuesdays, Thursdays and Fridays.

Before dinner he does his homework and he walks his dog. Ryan and Tom go to bed at quarter to ten.

On Saturday he always has a rugby match. After the
15 match he usually visits his best friend, George. They play video games or watch a film.



B. Match the two columns to make true sentences.

- | | | |
|--------------------------|---|--------------------------|
| 1. Ryan plays | • | • a) a pet. |
| 2. Before breakfast | • | • b) at home. |
| 3. He has breakfast | • | • c) 3 times a week. |
| 4. He goes to school | • | • d) rugby. |
| 5. He has lunch | • | • e) Ryan's best friend. |
| 6. He has rugby practice | • | • f) with his family. |
| 7. He has got | • | • g) Ryan makes his bed. |
| 8. George is | • | • h) with his brother |

C. Answer the questions.

1. **What time** does he get up?

He _____ up at _____.

2. **How many** lessons do Ryan and Tom have in the morning?

They _____ lessons in the morning.

3. **Does** Ryan play rugby on Mondays?

_____, he _____. He _____.

4. **When** does he do his homework?

He _____ his homework _____.

5. **What** does he do after the rugby match?

He _____ his friend George and they _____.

II – Vocabulary

A. What are these daily activities?



1. br_____ t_____



2. li_____ to m_____



3. g_____ to _____



4. d_____ h_____

B. What time is it?



1. It's _____



2. It's _____

III – Grammar

A. Ask questions for the words in bold.

1. _____ ? (Ryan /play / rugby)

Yes, he does. Ryan plays rugby.

2. _____ ? (What time / lessons / start)

Their lessons start **at twenty past eight.**

3. _____ ? (When / go / rugby practice)

He goes to rugby practice **in the afternoon.**

B. Put the verbs in brackets in the Present Simple.

1. Ryan _____ (**not play**) rugby on Saturdays.
2. What time _____ Ryan's parents _____ (**get up**)? At 7 o'clock.
3. Ryan and Tom _____ (**not go**) to school in the afternoon.
4. _____ he usually _____ (**do**) his homework after dinner?
No, he _____.

C. Insert the adverbs of frequency in the correct place.

1. Ryan and Tom walk their dog at the park. (**sometimes**)

2. Ryan has lunch at home. (**always**)

3. Mrs Burton is at home at 6 o'clock. (**usually**)

D. Choose the correct option.

1. In the afternoon Tom watches TV **but / or** plays with his dog.
2. On Saturday morning Ryan doesn't study **because / and** he has rugby matches.

E. Complete with the correct personal pronoun (object): *us, them, it*.

1. Ryan plays rugby with his friends. He plays with _____.
2. We go surfing. Come with _____!
3. Their dog is very friendly. Look at _____!

IV – Writing

Write about your daily routine. Choose the actions in the box.

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

My day

I get up _____

Listening Test Unit 5

Instrumento de Avaliação – Compreensão oral				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender discursos simples, articulados de forma clara e pausada	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar rotinas diárias e atividades de tempos livres	A. Seleção de informação B. Preenchimento de tabela C. Seleção de informação	3 x 6 = 18	Certo / Errado
			6 x 7 = 42	Certo / Errado
			8 x 5 = 40	Certo / Errado
			Total: 100	

Unit 5 – Progress Test A

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	Crítérios de Correção
• Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar rotinas diárias e atividades de tempos livres	I B. Verdadeiro / falso (com correção das afirmações falsas)	Afirmações verdadeiras e sem referência 2 x 2 = 4 (B. 2; B. 3) Afirmações falsas 3 x 4 = 12 (B. 1; B. 4; B. 5)	Certo / Errado Certo / Parcialmente
		C. Respostas a perguntas sobre o texto	6 x 3 = 18	Certo / Errado (Conteúdo certo: 3 pontos Conteúdo parcialmente certo: 1 a 2 Conteúdo errado: 0)
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (rotinas diárias e atividades de tempos livres)		II A. Legendagem de imagens B. Resposta a perguntas	4 x 2 = 8 2 x 2 = 4	Certo / Errado Certo / Errado
• Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (Present Simple; adverbs of frequency; connectors; personal pronouns – object)		III A. Completamento de frases B. Preenchimento de espaços C. Ordenação de palavras D. Preenchimento de espaços E. Preenchimento de espaços	3 x 3 = 9 5 x 2 = 10 3 x 1 = 3 2 x 3 = 6 3 x 2 = 6	Certo / Errado Certo / Errado Certo / Errado Certo / Errado Certo / Errado
			IV Produção de texto	20
	Total: 100			

Unit 5 – Progress Test B

Instrumento de Avaliação – Leitura, léxico, gramática e escrita				
Objetivos	Domínio Intercultural	Estrutura	Cotações	CrITÉrios de Correção
• Compreender textos breves e simples: reconhecer informação que lhe é familiar	Conhecer o seu meio e o dos outros para compreender a diversidade: identificar rotinas diárias e atividades de tempos livres	I A. Correspondência B. Respostas a perguntas sobre o texto	8 x 2 = 16 5 x 4 = 20	Certo / Errado Certo / Parcialmente certo / Errado (Conteúdo certo: 3 pontos Conteúdo parcialmente certo: 1 a 2 Conteúdo errado: 0)
• Aplicar itens lexicais relacionados com as áreas temáticas previstas no Domínio Intercultural (rotinas diárias e atividades de tempos livres)		II B. Legendagem de imagens C. Resposta a perguntas	4 x 2 = 8 2 x 1 = 2	Certo / Errado Certo / Errado
• Aplicar estruturas elementares do funcionamento da língua nas áreas temáticas previstas no Domínio Intercultural (<i>Present Simple; adverbs of frequency; connectors; personal pronouns – object</i>)		III A. Completamento de frases B. Preenchimento de espaços C. Completamento de frases D. Seleção E. Preenchimento de espaços	3 x 3 = 9 5 x 2 = 10 3 x 1 = 3 2 x 3 = 6 3 x 2 = 6	Certo / Errado Certo / Errado Certo / Errado Certo / Errado Certo / Errado
• Produzir um texto simples (Descrever uma imagem)		IV Produção de texto	20 Total: 100	Competência pragmática: 12 Competência linguística: 8 (ver níveis de desempenho na página 314)

Answer key

Placement test

A.

1. d 2. c 3. b 4. a

B.

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

C.

1. behind 2. under 3. in 4. on

D.

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

E.

1. pen 2. sun 3. eyes 4. shoes 5. bike 6. ice cream 7. flower
8. dress

F.

1. His name is John Baker. 2. John is ten years old. 3. He has got a dog. 4. He is playing football.

Unit 1 Listening Test

A.

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

B.

1. c 2. a 3. d 4. b

C.

1. your 2. name 3. address 4. Toronto 5. what's 6. phone
7. 416 817 1298

Unit 1 – Progress Test A

I – Reading

B.

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

C.

1. Her name is Cindy Hudson. 2. She is 10 years old. 3. Yes, he is. 4. No, she isn't. She is English. 5. It's next Saturday.

II – Vocabulary

B.

eight; fifteen; thirty-three; forty-two; fifty-seven; sixty-nine;
seventy-one; eighty-seven; ninety-six; a hundred

C.

Months – May; October; August; March

Days of the week – Thursday; Friday; Wednesday

Nationalities – Chinese; Scottish; Greek; Russian

Countries – Ireland; Brazil; Germany; France

III – Grammar

A.

1. He 2. We 3. She 4. It 5. They

B.

1. are / are 2. am not / am 3. is / is 4. are / are 5. Are / aren't

C.

1. Our 2. His 3. Its 4. Their 5. Your

IV – Writing

His name is Mateo and his surname is Gibson.

He is English.

He is 11 years old and his birthday is on 23rd November.

His address is 25, Beaumont St, Oxford and his phone number is 1865 879 146.

Unit 1 – Progress Test B

I – Reading

B.

1. Shawn; Mendes; Canadian; info@shawnmendesofficial.com;
8th August

C.

1. f 2. g 3. a 4. b 5. d

II – Vocabulary

A.

8; 15; 33; 42; 57; 69; 71; 87; 96; 100

B.

Months – May; October; August; March

Days of the week – Thursday; Friday; Wednesday

Nationalities – Chinese; Scottish; Greek; Russian

Countries – Ireland; Brazil; Germany; France

III – Grammar

A.

1. He 2. We 3. She 4. It 5. They

B.

1. are / are 2. am / am 3. Are / are 4. Is / is 5. Are / aren't

C.

1. Our 2. His 3. Its 4. Their 5. Your

IV – Writing

(1) Mateo; (2) surname is; (3) English; (4) is; (5) is on 23rd November; (6) 25, Beaumont St, Oxford; (7) his phone number

Unit 2 Listening Test

A.

(1) John – grandfather; (2) Ann – grandmother; (3) David – father; (4) Susan – aunt; (5) Bob – uncle; (6) Mary – sister; (7) Lucy – cousin

B.

(1) father; (2) hair; (3) round; (4) engineer; (5) straight; (6) skirt; (7) jacket; (8) chef; (9) curly; (10) watch

C.

1. a 2. b

Unit 2 – Progress Test A

I – Reading

B.

1. c 2. b 3. a 4. d

C.

1. children 2. trousers, two T-shirts and a sweater 3. is Paul's
4. friendly

D.

1. He is a vet. 2. She is very nice. She has got long straight hair. Her eyes are blue. 3. She's five years old. 4. The family pets are a dog and a cat.

II – Vocabulary

A.

1. grandparents 2. grandmother 3. aunt 4. cousin

B.

1. long straight 2. short wavy

C.

1. firefighter 2. mechanic 3. police officer

III – Grammar

A.

1. Has Carol got a brother? 2. What is Lily like?

3. Whose anorak is this?

B.

1. hasn't got; has got 2. Have / got; have 3. have got; haven't got 4. Has / got; hasn't

C.

1. John's 2. grandparents' 3. Charles's

D.

1. yours; mine; his 2. ours 3. hers 4. theirs

IV – Writing

Personal answer.

Unit 2 – Progress Test B

I – Reading

B.

1. d 2. b 3. a 4. c

C.

1. T 2. F 3. F

D.

1. vet 2. long straight hair. Her eyes are blue. 3. She's five.

II – Vocabulary

A.

1. grandparents 2. grandmother 3. aunt 4. cousin

B.

1. long straight 2. short wavy

C.

1. firefighter 2. mechanic 3. police officer

III – Grammar

A.

1. Has Carol got a brother? 2. What is Lily like? 3. Whose anorak is this?

B.

1. hasn't got; has got 2. Have / got 3. have got; haven't got 4. Has / got 5. has got; has got

C.

1. John's 2. grandparents' 3. Charles's

D.

1. yours; mine; his 2. ours 4. hers 5. Theirs

IV – Writing

Personal answer.

Unit 3 Listening Test

A.

1. c 2. b 3. b 4. c 5. b

B.

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

Unit 3 – Progress Test A

I – Reading

B.

1. F. They are Australian. 2. F. There are two floors.

3. F. There is one bedroom for the girls. 4. T; 5. T

C.

1. It's in Sydney, Australia. 2. There are two floors. 3. The bathroom is upstairs. 4. Yes, there is. It's next to the house.

5. No, they are not. They are in the kitchen. 6. Mr Robson is cooking lunch and a chocolate cake.

II – Vocabulary

A.

1. dishwasher 2. armchair 3. bath 4. fridge 5. bedside table

6. washbasin 7. wardrobe

III – Grammar

A.

1. Is there a garden? 2. How many bedrooms are there in your house? 3. What is your mother doing? 4. Where is she?

B.

1. behind 2. opposite 3. between 4. next to 5. on

C.

1. Is / helping; isn't; is reading 2. isn't cooking 3. aren't doing; are preparing 4. is playing; is making

IV – Writing

Personal answer.

Unit 3 – Progress Test B

I – Reading

B.

1. Robson 2. Australia 3. Lucky 4. 2 5. 2

C.

1. e 2. a 3. d 4. b 5. g 6. c

II – Vocabulary

1. dishwasher 2. armchair 3. bath 4. fridge 5. bedside table

6. washbasin 7. wardrobe

III – Grammar

A.

1. Is there a small garden?

2. How many bedrooms are there in your house?

3. What is your mother doing?

4. Where is she?

B.

1. behind 2. opposite 3. between 4. next to 5. on

C.

1. is doing 2. Are / watching; am not; am reading 3. aren't playing 4. are helping 5. is making

IV – Writing

Personal answer.

Unit 4 Listening Test

A

✓ – 2; 3; 4; 5; 9

X – 1; 6; 7; 8; 10

B.

1. in the school canteen 2. doesn't like 3. pasta 4. peaches
5. pudding

C.

1. sausages; 2. chicken; 3. apple / doesn't like 4. for dessert

Unit 4 – Progress Test A

I – Reading

B.

1. F – Jane takes her lunch to school in her lunch box. 2. T
3. F – Cheese and ham sandwiches are delicious. 4. T
5. F – There is a chocolate muffin in her lunch box.

C.

1. Jane loves carrot sticks. 2. No, she doesn't. 3. Her favourite fruit are apples and grapes. 4. Yes, she does. 5. No, there aren't.

II – Vocabulary

A

1. eggs 2. peas 3. water 4. bread 5. coffee 6. grapes 7. wine
8. broccoli 9. pineapple 10. carrots

III – Grammar

A.

1. like; don't like 2. likes; doesn't like 3. do / like; like; don't like 4. don't like; like 5. Does / like; doesn't

B.

1. Jessie doesn't like cauliflower. 2. Robert likes hot chocolate. 3. Do your sisters like pancakes? 4. Kids don't like fish very much. 5. Does Melinda like cupcakes?

C.

1. some; 2. any 3. any 4. some; any

IV – Writing

For breakfast Lydia likes cereal, fruit and apple juice. She doesn't like coffee or bacon.

For lunch she likes chicken and rice but she doesn't like hamburger. To drink she likes water but she doesn't like coke because it's yucky. For dessert she likes pears or bananas but she doesn't like cupcakes.

For dinner she likes grilled fish and vegetables but she doesn't like pizza. To drink she likes orange juice but she doesn't like lemonade. For dessert she likes ice cream because it's yummy but she doesn't like melon.

Unit 4 – Progress Test B

I – Reading

B.

1. Jane 2. Taylor 3. 10 4. year 5 5. cheese and ham
6. apples and grapes 7. strawberries 8. water and orange juice 9. lemonade 10. chocolate muffin

C.

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

II – Vocabulary

A.

1. eggs 2. peas 3. water 4. bread 5. coffee 6. grapes 7. wine
8. broccoli 9. pineapple 10. carrots

III – Grammar

A.

1. like; don't 2. likes; doesn't 3. do / like; like; 4. don't; like 5. Does / like; doesn't

B.

1. Jessie doesn't like cauliflower. 2. Robert likes hot chocolate. 3. Do your sisters like pancakes? 4. Kids don't like fish very much. 5. Does Melinda like cupcakes?

C.

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

IV – Writing

(1) cereal (2) apple juice (3) doesn't like (4) chicken (5) rice
(6) hamburger (7) water (8) doesn't like (9) yucky (10) likes
(11) bananas (12) cupcakes (13) likes (14) vegetables
(15) doesn't like (16) orange juice (17) lemonade (18) likes
(19) yummy (20) doesn't like

Unit 5 Listening Test

A.

1. c 2. c 3. b

B.

In the morning – have breakfast; go to school

In the afternoon – have lunch; do homework

In the evening – play computer games; go to bed

C.

(1) likes (2) free (3) does (4) Tuesdays (5) Fridays
(6) skateboarding; (7) listening; (8) sometimes

Unit 5 – Progress Test A

I – Reading

B.

1. F. Ryan plays rugby. 2. T. 3. T. 4. F. He has lunch at home.
5. F. He plays on Tuesdays, Thursdays and Fridays.

C.

1. He is ten years old. 2. He gets up at half past seven. 3. They have four lessons in the morning. 4. No, he doesn't. He plays on Tuesdays, Thursdays and Fridays. 5. He does his homework before dinner. 6. He visits his friend George and they play video games or watch a film.

II – Vocabulary

A.

1. brush teeth 2. listen to music 3. go to school 4. do homework

B.

1. It's quarter to one. 2. It's half past twelve.

III – Grammar

A.

1. Does Ryan play rugby? 2. What time do their lessons start? 3. When does he go to rugby practice?

B.

1. doesn't play 2. do; get up 3. don't go; 4. Does /do; doesn't

C.

1. Ryan and Tom sometimes walk their dog at the park.
2. Ryan always has lunch at home.
3. Mrs Burton is usually at home at 6 o'clock.

D.

1. or 2. because

E.

1. them 2. us 3. it

IV – Writing

Personal answer.

Unit 5 – Progress Test B

I – Reading

B.

1. d 2. g 3. f 4. h 5. b 6. c 7. a 8. e

C.

1. gets; half past seven 2. have four 3. No; doesn't; plays on Tuesdays, Thursdays and Fridays. 4. does; before dinner. 5. visits; play video games or watch a film.

II – Vocabulary

A.

1. brush teeth 2. listen to music 3. go to school 4. do homework

B.

1. quarter to one. 2. half past twelve.

III – Grammar

A.

1. Does Ryan play rugby? 2. What time do their lessons start? 3. When does he go to rugby practice?

B.

1. doesn't play 2. do / get up 3. don't go 4. Does / do; doesn't

C.

1. Ryan and Tom sometimes walk their dog at the park.
2. Ryan always has lunch at home.
3. Mrs Burton is usually at home at 6 o'clock.

D.

1. or 2. because

E.

1. them 2. us 3. it

IV – Writing

Personal answer.

Produção de texto – Níveis de desempenho

Pragmática	N3	Escreve um texto, respeitando as instruções dadas. Articula as ideias de forma adequada num texto claro e coerente, embora utilize ainda um número muito limitado de mecanismos de coesão.	12
	N2		8
	N1	Escreve ainda frases soltas, abordando o tema de forma genérica e recorrendo a repetições e pormenores pouco relevantes. Não usa conectores simples para ligar frases elementares. Ordena apenas uma cadeia de frases.	5

Linguística	A competência linguística apenas será avaliada se o aluno tiver tratado o tema proposto e obtido, pelo menos, nível 1 na competência pragmática.		
	N3	Escreve um texto simples e bem estruturado. Revela geralmente bom domínio gramatical; não comete erros que possam causar incompreensão. A pontuação e a ortografia são razoavelmente precisas.	8
	N2		6
	N1	Escreve um texto simples, utilizando padrões frásicos muito elementares. Utiliza vocabulário elementar muito limitado. Utiliza, com alguma correção, estruturas muito simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça a compreensão global da mensagem. A pontuação nem sempre é adequada.	2

Unit 1 10-minute test 1

Name _____ No. _____ Class _____ Date _____

A. Replace the underlined words by a personal pronoun.

1. Paul is eleven years old. _____.
2. Susan is a student. _____.
3. Mary and I are in the classroom. _____.
4. The dog is white. _____.
5. Robert and Sandra are very nice. _____.

B. Write the numbers in words.

- | | |
|---------------|--------------|
| 1. 45 _____. | 4. 32 _____. |
| 2. 12 _____. | 5. 58 _____. |
| 3. 100 _____. | 6. 19 _____. |

Unit 1 10-minute test 2

Name _____ No. _____ Class _____ Date _____

A. Look at the information and complete the sentences.



Mary, 10
10/01

1. Her name is _____. She _____ years old.
Her birthday is on _____.



Daniel, 11
24/12

2. His _____. He _____ years old.
His birthday is on _____.

B. Complete the sentences with the correct preposition of time: in, on.

1. My party is ____ Friday afternoon.
2. I like the park ____ the morning.
3. My garden is very nice ____ June.
4. The trees and the flowers are beautiful ____ the spring.
5. My birthday is ____ 11th June.

Unit 1 10-minute test 3

Name _____ No. _____ Class _____ Date _____

A. Complete the sentences with the correct possessive determiners.

1. **Sandra:** What is _____ surname, Alice?
Alice: _____ surname is Smith.
2. They are teachers and _____ school is in London.
3. We are twins and _____ phone number is 020 2355 6540.
4. This is Anna. _____ address is 35, Grove Street, Liverpool.
5. This is Thomas and _____ surname is Russell.

B. Complete the sentences with the correct form of the verb to be.

1. How _____ you? I _____ fine, thanks.
2. The teacher _____ (**not**) in the library. He _____ in the classroom.
3. They _____ (**not**) teachers. They _____ students.
4. This _____ the English teacher, Mrs Clark.
5. We _____ (**not**) American. We _____ Canadian.

Unit 2 10-minute test 1

Name _____ No. _____ Class _____ Date _____

A. Complete the sentences with the correct form of the verb to have got.

- Helen:** This is my friend, David. He _____ blue eyes and he _____ brown hair. He _____ **(not)** a long nose.
- _____ you _____ your dictionary?
No, I _____.
- We _____ **(not)** our books.
- My brother and I _____ new schoolbags. They are fantastic.



B. Write the plural of the words.

1. boy	2. child	3. foot	4. hero	5. house	6. nose
_____	_____	_____	_____	_____	_____

Unit 2 10-minute test 2

Name _____ No. _____ Class _____ Date _____

A. Write correct sentences.

- round / The / have / girls / got / glasses _____.
- brown / My / are / eyes _____.
- boy / is / He / funny / a _____.
- wavy / got / not / I / hair / have _____.
- very / is / John / not / tall _____.

B. Match the opposite adjectives.

- | | | |
|-----------|---|-------------------|
| 1. noisy | • | • a. handsome |
| 2. lazy | • | • b. rude |
| 3. ugly | • | • c. quiet |
| 4. polite | • | • d. hard-working |

Unit 2 10-minute test 3

Name _____ No. _____ Class _____ Date _____

A. What are they? Write the names.



1. _____



2. _____



3. _____



4. _____



6. _____

B. Complete the sentences. Follow the example.

1. Whose shoes are these? (**James / shoes**)

They are James's shoes. _____.

2. Whose house is this? (**grandparents / house**)

It's my _____.

3. Whose hat is this? (**Helen / hat**)

It's _____.

4. Whose uniforms are these? (**men / uniforms**)

They are the _____.

Unit 3 10-minute test 1

Name _____ No. _____ Class _____ Date _____

A. Name the parts of the house.



1. _____



2. _____



3. _____



4. _____

B. Complete the sentences with the correct form of the verb there to be.

1. _____ flowers and trees in the garden.
2. How many bedrooms _____ ?
3. _____ (not) a garage.
4. _____ a study upstairs.

Unit 3 10-minute test 2

Name _____ No. _____ Class _____ Date _____

A. What are they? Write the names.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B. Complete the sentences with the correct preposition of place.



1. The bed is _____ the bedside table and the chest of drawers.
2. The lamp is _____ the bedside table.
3. There is a wardrobe _____ the bedroom.
4. The rug is _____ the bed.

Unit 3 10-minute test 3

Name _____ No. _____ Class _____ Date _____

A. Circle the odd word out.

1. attic bath table washbasin chair
2. bedroom study basement sink garage
3. upstairs floor downstairs garden
4. armchair coffee table cooker sofa living room
5. sink table washbasin fridge cooker

B. Complete the sentences with *a*, *an*, *the*.

1. It's _____ comfortable sofa.
2. Washington, DC is _____ capital of _____ United States of America.
3. It's _____ armchair.
4. Look at _____ children in the garden!
5. This is _____ beautiful kitchen.

Unit 4 10-minute test 1

Name _____ No. _____ Class _____ Date _____

A. Write in the negative form.

1. Sarah is doing the dishes. _____.
2. I'm watching TV with my friends at the moment. _____.
3. They're playing football in the garden. _____.

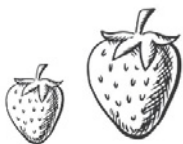
B. Complete the sentences with the correct form of the Present Continuous.

1. What _____ you _____ (do) Peter?
I _____ (study) English in my bedroom.
2. David _____ (wash) his car now.
3. They _____ (not ride) their bike now.
4. The teacher _____ (write) the summary on the board.

Unit 4 10-minute test 2

Name _____ No. _____ Class _____ Date _____

A. Write the names.



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

B. Complete the dialogue with the verb to like in the Present Simple.

Simon: (1) _____ you _____ vegetables, Laura?

Laura: Yes, I (2) _____. I (3) _____ tomatoes and lettuce. I (4) _____ (not) peas and cauliflower.

Simon: Really? My sister (5) _____ tomatoes too. She (6) _____ (not) like lettuce.

Laura: (7) _____ she _____ cauliflower?

Simon: No, she (8) _____.

Unit 4 10-minute test 3

Name _____ No. _____ Class _____ Date _____

A. Find the odd word out.

1. turkey chicken sausages sugar meat
2. vegetables peas broccoli onion cherries
3. milk lemon water tea coffee
4. flour rice jam pasta lemonade

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

1. There isn't _____ cheese in the fridge.
2. There are _____ apples and pears.
3. Is there _____ milk? Yes, there is.
4. There is _____ lemonade in the cupboard.
5. Let's go to the supermarket... There aren't _____ vegetables.

Unit 5 10-minute test 1

Name _____ No. _____ Class _____ Date _____

A. What time is it?



1. _____



2. _____



3. _____

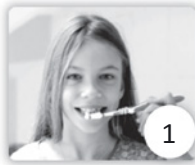


4. _____



5. _____

B. Write the name of the daily activity.



1. _____
2. _____
3. _____



4. _____
5. _____

Unit 5 10-minute test 2

Name _____ No. _____ Class _____ Date _____

A. Write in the negative form.

1. My friends play football every day. _____
2. She goes to bed at ten o'clock. _____
3. I watch TV after school. _____

B. Complete the sentences with the correct form of the Present Simple.

1. Thomas _____ (study) in the afternoon.
2. What time _____ they _____ (go) to school?
3. My best friend _____ (not have) lunch in the canteen.
4. I _____ (not like) football. I _____ (prefer) basketball.

Unit 5 10-minute test 3

Name _____ No. _____ Class _____ Date _____

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

1. I get up at six o'clock in the morning. **(never)**

2. My parents work on Saturday mornings. **(sometimes)**

3. These students are late. **(always)**

B. Complete the text with verbs in the Present Simple.

Helen always (1) _____ **(get up)** at seven o'clock to go to school. She (2) _____ **(not have)** a shower in the morning. She (3) _____ **(have)** a shower after school. She (4) _____ **(get dressed)** and then she (5) _____ **(go)** to the kitchen. Helen and her mother (6) _____ **(have)** breakfast. After breakfast Helen (7) _____ **(make)** her bed.

Unit 5 10-minute test 4

Name _____ No. _____ Class _____ Date _____

A. Identify the free time activities.



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

B. Complete the sentences with *Who, When, How, What, Where, How much*.

- | | |
|--|---|
| 1. _____ is your bike? It's in the garden. | 4. _____ money do you need? |
| 2. _____ are your favourite vegetables? | 5. _____ is the new teacher? |
| 3. _____ are you? I'm fine, thanks. | 6. _____ do you do your homework? After school. |

Unit 5 10-minute test 5

Name _____ No. _____ Class _____ Date _____

Answer the questions with the help in the box.

dining room by car the new student chicken and potatoes
my sister before dinner two half past seven

1. What time does he get up? _____
2. Where do you have breakfast? _____
3. When do they do their homework? _____
4. How do they go to school? _____
5. What is your favourite food? _____
6. How many bedrooms are there in your house? _____
7. Who is he? _____
8. Whose bike is this? _____

Unit 5 10-minute test 6

Name _____ No. _____ Class _____ Date _____

Rewrite the text using capital letters and punctuation marks.

David and his brother get up at seven o'clock they have a shower after their shower they get dressed and they make their bed then they have breakfast in the kitchen with their mother after breakfast they go to school at quarter past eight after their morning lessons David and his brother always have lunch in the canteen after their afternoon lessons they go home and they do their homework after their homework they play games

Answer key

Unit 1 – 10-minute test 1

A.

1. He is eleven years old. 2. She is a student. 3. We are in the classroom. 4. It is white. 5. They are very nice.

B.

1. forty-five 2. twelve 3. a hundred 4. thirty-two 5. fifty-eight 6. nineteen

Unit 1 – 10-minute test 2

A.

1. Her name is Mary. She is ten years old. Her birthday is on 10th January. 2. His name is Daniel. He is eleven years old. His birthday is on 24th December.

B.

1. on 2. in 3. in 4. in 5. on

Unit 1 – 10-minute test 3

A.

1. your; My 2. their 3. our 4. Her 5. his

B.

1. are; am 2. isn't; is 3. aren't; are 4. is 5. aren't; are

Unit 2 – 10-minute test 1

A.

1. has got; has got; hasn't got 2. Have / got; haven't 3. haven't got 4. have got

B.

1. boys 2. children 3. feet 4. heroes 5. houses 6. noses

Unit 2 – 10-minute test 2

A.

1. The girls have got round glasses. 2. My eyes are brown. 3. He is a funny boy. 4. I have not got wavy hair. 5. John is not very tall.

B.

1. c 2. d 3. a 4. b

Unit 2 – 10-minute test 3

A.

1. belt 2. gloves 3. shirt 4. skirt 5. watch

B.

2. grandparents' house 3. Helen's hat 4. men's uniforms

Unit 3 – 10-minute test 1

A.

1. kitchen 2. living room 3. bathroom 4. bedroom

B.

1. There are 2. are / there 3. There isn't 4. There is

Unit 3 – 10-minute test 2

A.

1. dishwasher 2. cupboard 3. cooker 4. armchair 5. bookcase 6. fridge

B.

1. between 2. on 3. in 4. next to

Unit 3 – 10-minute test 3

A.

1. attic 2. sink 3. garden 4. cooker 5. washbasin

B.

1. a 2. the / the 3. an 4. the 5. a

Unit 4 – 10-minute test 1

A.

1. Sarah isn't doing the dishes. 2. I'm not watching TV with my friends at the moment. 3. They aren't playing football in the garden.

B.

1. are / doing; am studying 2. is washing 3. aren't riding 4. is writing

Unit 4 – 10-minute test 2

A.

1. strawberries 2. peas 3. broccoli 4. chicken 5. lettuce 6. jam

B.

(1) Do / like; (2) do; (3) like; (4) don't like; (5) likes; (6) doesn't (7) Does / like; (8) doesn't

Unit 4 – 10-minute test 3

A.

1. sugar 2. cherries 3. lemon 4. lemonade

B.

1. any 2. some 3. any 4. some 5. any

Unit 5 – 10-minute test 1

A.

1. It's quarter past twelve. 2. It's five to ten. 3. It's half past eight. 4. It's five past six. 5. It's quarter to two.

B.

1. brush teeth 2. have a shower 3. have breakfast 4. get dressed 5. do homework

Unit 5 – 10-minute test 2

A.

1. My friends don't play football every day. 2. She doesn't go to bed at ten o'clock. 3. I don't watch TV after school.

B.

1. studies 2. do... go 3. doesn't have 4. don't like; prefer

Unit 5 – 10-minute test 3

A.

1. I never get up at six o'clock in the morning. **2.** My parents sometimes work on Saturday mornings. **3.** These students are always late.

B.

(1) gets up; **(2)** doesn't have; **(3)** has; **(4)** gets dressed; **(5)** goes; **(6)** have; **(7)** makes

Unit 5 – 10-minute test 4

A.

1. reading **2.** riding a bike **3.** watching TV **4.** playing basketball **5.** swimming

B.

1. Where **2.** What **3.** How **4.** How much **5.** Who **6.** When

Unit 5 – 10-minute test 5

1. He gets up at half past seven. **2.** We/I have breakfast in the dining room. **3.** They do their homework before dinner. **4.** They go to school by car. **5.** My favourite food is chicken and potatoes. **6.** There are two bedrooms. **7.** He is the new student. **8.** It's my sister's bike.

Unit 5 – 10-minute test 6

David and his brother get up at seven o'clock. They have a shower. After their shower they get dressed and they make their bed. Then they have breakfast in the kitchen with their mother. After breakfast they go to school at quarter past eight. After their morning lessons David and his brother always have lunch in the canteen. After their afternoon lessons they go home and they do their homework. After their homework they play games.

Unit 1

Desk name plate

Este *desk name plate* pode ser usado nos primeiros dias de aulas, para mais fácil identificação dos alunos. Serve também como apoio de mesa para o registo dos sumários, pois apresenta os dias da semana, os meses do ano e números ordinais. Fotocopie o modelo. Na aula ou em casa, os alunos escrevem o seu nome numa das faces e personalizam o seu *desk name plate*, pintando-o. Por fim, cortam a folha e dobram-na como indicado.

Unit 1

Spelling Bee Contest

Fotocopie o modelo e entregue um certificado ao(s) aluno(s) que obtiverem melhor pontuação no “Spelling Bee Contest” (pág. 17 do manual).

Unit 2

My bookmark

Os alunos podem utilizar este marcador do manual para registo dos trabalhos de casa a realizar (tarefa e data de entrega). Fotocopie o modelo. Os alunos cortam o desenho e colam as duas faces.

Unit 3

My house

Fotocopie o modelo e entregue uma cópia a cada aluno. Numa das faces do cubo, os alunos escrevem o seu nome. Nas restantes faces, desenharam e pintam as divisões da casa e registam a sua designação em inglês. De seguida, cortam o cubo pelo picotado e dobram-no segundo as instruções. Colam os diferentes lados e colam um fio num dos cantos. Por fim, apresentam a sua casa à turma. Depois da apresentação individual, as casas podem ser expostas na sala/escola, usando o fio para as pendurar.

Unit 4

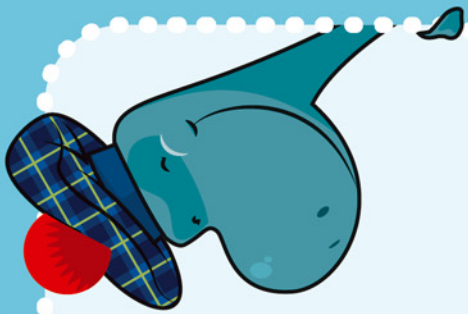
Paper fortune teller

Os alunos montam o seu *paper fortune teller* seguindo as instruções de dobragem de uma folha A4 distribuídas pelo professor. Depois escrevem as frases sugeridas ou criam as suas frases acerca do tema *favourite food and drink* e decoram a seu gosto.

Unit 5

My daily routine

Fotocopiar o modelo. Os alunos desenharam e pintam algumas atividades da sua rotina diária nos círculos e legendam-nos. Colam o relógio num cartão para o reforçar. Fazem um pequeno furo no centro do relógio. Cortam os ponteiros, pintam-nos e usam um rebite para os fixar no centro. Em seguida, colam os círculos à volta do relógio, junto à hora a que costumam fazer cada atividade. Por fim, cada aluno apresenta a sua rotina diária à turma com a ajuda do relógio.



My name is _____

Days of the week

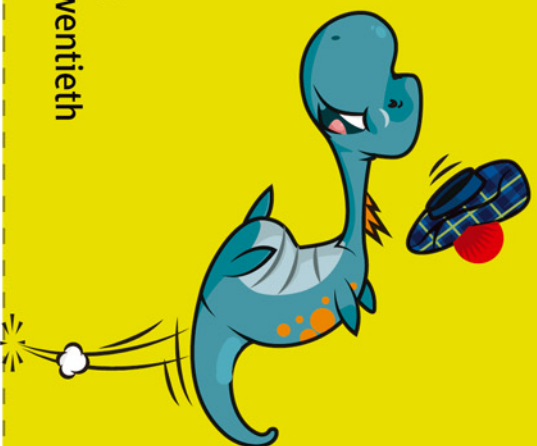
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Months of the year

January, February, March, April, May, June,
July, August, September, October, November, December

Ordinal numbers

1st • first 2nd • second 3rd • third 4th • fourth 5th • fifth 6th • sixth
7th • seventh 8th • eighth 9th • ninth 10th • tenth 12th • twelfth 20th • twentieth



Fold here

Fold here

Fold here



Congratulations

to



_____ place in our

Spelling Bee Contest

Year: _____

Class: _____

Teacher

Date





WHAT'S UP MY
FRIEND?

HOW IS IT GOING?

WHAT'S UP
TODAY?

PRETTY GOOD!

NOTHING MUCH.

WHAT'S HAPPENING?

HOW ARE YOU?

HEY, THERE!

WHAT'S UP?

OH, JUST THE USUAL!

WHAT'S UP
PEOPLE?

 **M**_y
Homework

___ / ___ / ___

___ / ___ / ___

___ / ___ / ___

___ / ___ / ___

___ / ___ / ___

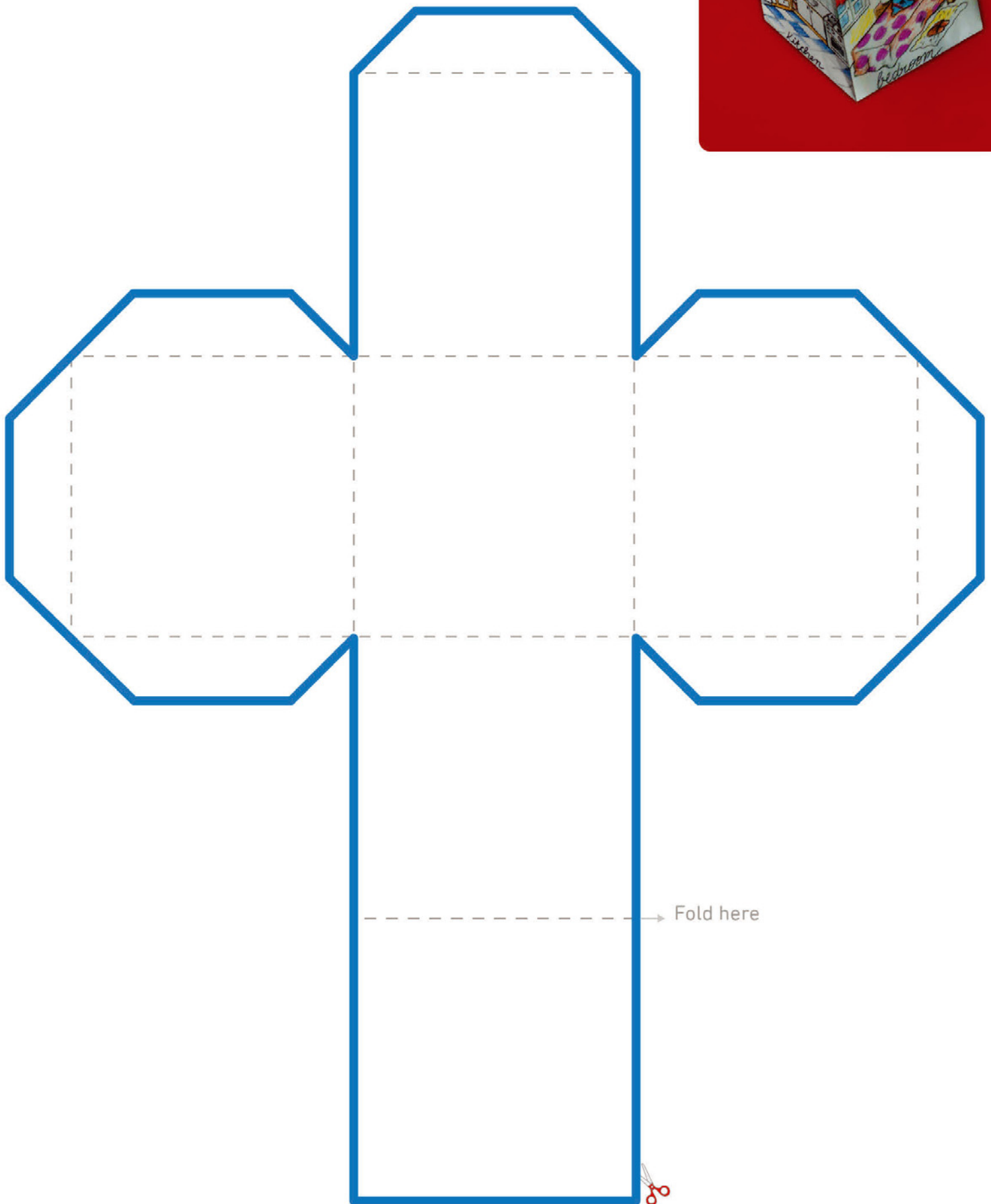
___ / ___ / ___

___ / ___ / ___

___ / ___ / ___



My house



Paper fortune teller: favourite food and drink



1 folha A4



Dobrar um canto



Dobrar o outro canto



Cortar pela linha do topo



Fica com um quadrado de papel



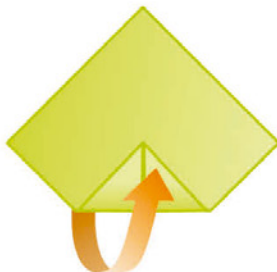
Dobrar todos os cantos até ao centro



Virar



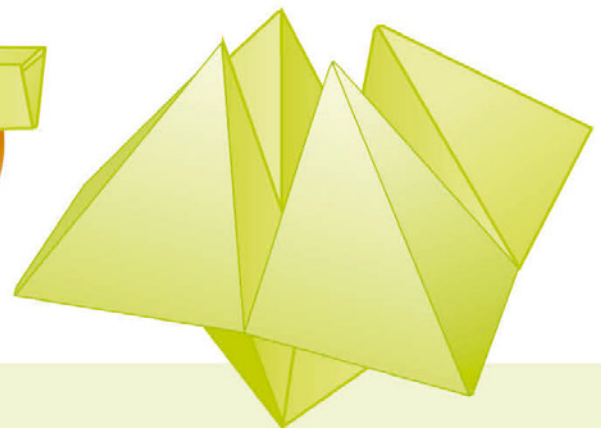
Dobrar um canto até ao centro



Dobrar todos os cantos até ao centro



Virar

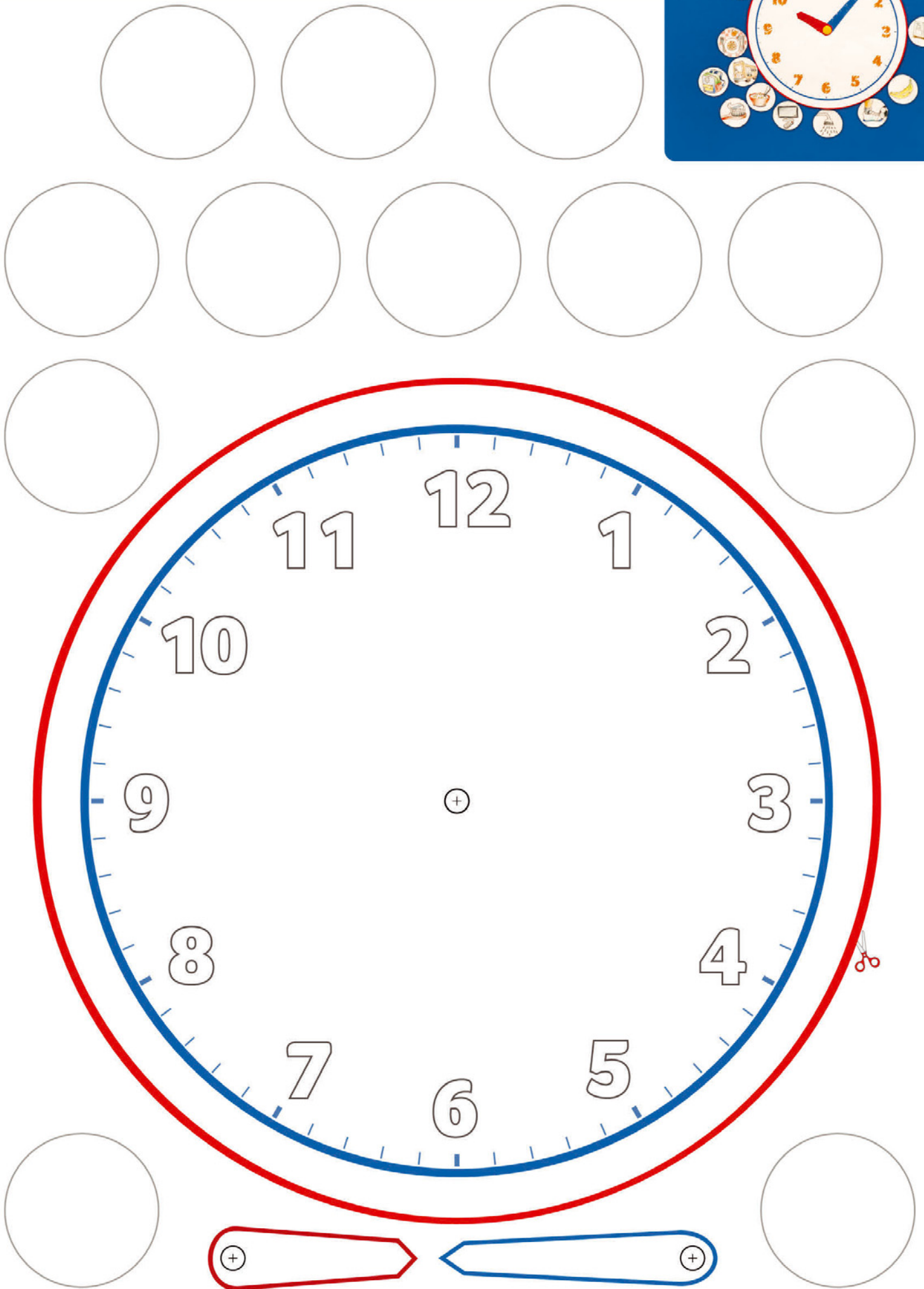


Podes escolher algumas destas frases ou inventar outras para compores o teu *paper fortune teller*:

- Your favourite meal is pasta with banana.
- Your favourite burger is insect burger!
- Enjoy your frog and cheese sandwich in the school canteen!
- Your dinner this evening is a delicious bee soup.
- You love your pizza with chicken feet.
- Your favourite drink is onion juice.
- You really love fish gummy bears!
- Egg juice is your favourite drink for breakfast!



My daily routine



Para criar um projeto digital com os nossos alunos, é-nos útil uma ferramenta que funcione em qualquer aparelho, e que seja rápida e fácil de usar. O Padlet é uma ferramenta ideal para os professores, porque cumpre estes critérios e pode ser usada de forma diversificada. Funciona *online* e não requer qualquer tipo de *software*. Trata-se de um mural (quadro) digital, no qual professores e alunos podem facilmente adicionar notas, textos, imagens, vídeos, desenhos e músicas. Os murais no Padlet podem ser partilhados, guardados, copiados e exportados, de acordo com o que for mais conveniente.

1. Para criar um mural no Padlet, aceda a <http://padlet.com> e escolha **Faça login** ou **Registe-se**.
2. Escreva o seu **endereço de email** e uma **palavra-passe**.
3. Prima o botão **Fazer um Padlet** ou o botão **+ Fazer um Padlet**.
4. Para modificar o seu Padlet, comece por escrever o **Título** e a **Descrição** do seu mural.
5. Escolha o **Layout**. Para o fundo do seu mural selecione uma das opções disponíveis ou adicione uma imagem sua. Se premir o botão **Mais**, poderá aceder a outras opções.
7. Pode escolher um ícone para identificar o seu Padlet. Prima o botão **Mais** para aceder a outras opções.
8. No menu de privacidade defina a visibilidade do seu mural. Poderá mantê-lo **Privado** ou **Público**. Indique se quem tem acesso tem permissão para escrever no mural (**Pode escrever**) ou se poderá apenas ver os materiais publicados (**Pode ler**).
9. Pode partilhar o seu mural de diferentes formas: digitalizar um QR Code, copiar a ligação, enviar a ligação por email ou partilhá-la em qualquer rede social.
10. Para publicar no seu mural, faça duplo clique no ecrã e escreva na *sticky note*. Pode editar a sua nota ou apagá-la. Pode ainda adicionar uma fotografia, um vídeo, uma música, uma ligação do seu computador ou da Internet.

Agora pode começar a trabalhar com os seus alunos!

Apresentamos de seguida 6 sugestões de projetos digitais que pode dinamizar com os seus alunos utilizando a ferramenta Padlet – uma por cada unidade do manual e uma para o período do Natal/Ano Novo.

Unit 1 – Hello, friends!

Projeto: All about me! – Escrever um texto para se apresentar à turma.

Objetivos:

- Apresentar pessoas.
- Desenvolver competências digitais.

1. Criar um mural no Padlet e partilhá-lo com a turma.
2. Certificar-se de que os alunos conseguem aceder ao mural através do *browser* dos seus aparelhos.
3. Dar um exemplo aos alunos antes de estes redigirem os seus textos.
4. Os alunos fazem duplo clique no mural e escrevem os textos na *sticky note*.
5. Quando terminarem, podem ler todos os textos.

Dica útil: não esquecer de mencionar nome, apelido, idade, data de nascimento. Sugere-se que seja usado o número de telefone, morada e endereço eletrónico da escola.

Sofia

My name is Sofia and my surname is Teixeira. I am 10 years old and my birthday is on 17th June. I am from Liverpool. My favourite season is summer. The school phone number is 0151 496 0624 and the school address is 26, Long Road, Liverpool. The school email is stjameschool@gmail.com.



Unit 2 – What are they like?

Projeto: The British Royal Family – Descrever um membro da família real Inglesa.

Objetivos:

- Identificar membros da família real inglesa.
- Descrever uma pessoa fisicamente.
- Desenvolver competências digitais.

1. Criar um mural no Padlet e partilhá-lo com a turma.
2. Certificar-se de que os alunos conseguem aceder ao mural através do *browser* dos seus aparelhos.
3. Pedir aos alunos que escolham um membro da família real inglesa para descreverem.
4. Os alunos fazem duplo clique no mural e escrevem os textos na *sticky note*.
5. Os alunos navegam na Internet para pesquisar uma fotografia do membro da família real que estão a descrever e carregam-na no Padlet.

Dica útil: não esquecer de mencionar altura (*tall / short*), peso (*thin / fat*), tipo de cabelo (*wavy / curly / straight*), cor do cabelo (*dark / brown / blonde / white*), cor dos olhos (*green / blue / brown*), membro da família (*mother / father / brother / grandfather / ...*); usar o verbo *To have got*.

Francisco

This is Queen Elizabeth II. She is short and she has got blue eyes. She has got short wavy white hair. She has got 4 children: Charles, Anne, Andrew and Edward. She has got 4 grandsons and 4 granddaughters.



Unit 3 – At home

Projeto: My favourite room in the house – Escrever acerca da parte da casa preferida.

Objetivos:

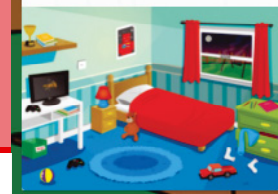
- Descrever uma parte da casa.
- Identificar as peças de mobiliário dessa parte da casa.
- Desenvolver competências digitais.

1. Criar um mural no Padlet e partilhá-lo com a turma.
2. Certificar-se de que os alunos conseguem aceder ao mural através do *browser* dos seus aparelhos.
3. Pedir aos alunos para escreverem um texto acerca da sua parte da casa preferida, descrevendo a localização do seu mobiliário.
4. Os alunos fazem duplo clique no mural e escrevem o seu pequeno texto na *sticky note*.

Dica útil: usar as preposições de lugar (*next to, near, opposite, between...*) e o verbo *There to be* (*there is / there are*).

Teresa

My favourite room in the house is my bedroom.
There's a bed next to the window. The bedside table is between the bed and the desk. The chest of drawers is in front of the bed.
There's a poster above the bed. I love my bedroom.



Unit 4 – Yummy food!

Projeto: Our picture dictionary – Criar um dicionário ilustrado da turma.

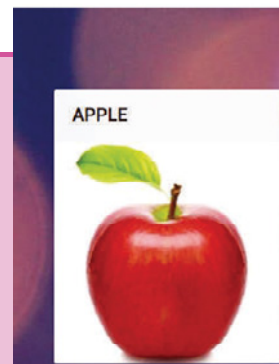
Objetivos:

- Identificar diferentes tipos de comida e bebida.
- Desenvolver competências digitais.

1. Criar um mural no Padlet e partilhá-lo com a turma.
2. Certificar-se de que os alunos conseguem aceder ao mural através do *browser* dos seus aparelhos.
3. Dividir a turma em grupos.
4. Atribuir uma categoria de comida ou de bebida, que já tenham aprendido, a cada grupo (*fruit, vegetables, drinks, other foods*).
5. Os alunos fazem uma lista da comida ou bebida que irão incluir no seu dicionário ilustrado.
6. Pesquisam as imagens correspondentes.
7. Fazem duplo clique no mural e carregam as imagens que selecionaram.
8. Criam o seu dicionário ilustrado (imagem + palavra).

Food and Drinks

Make a picture dictionary



Dica útil: consultar o vocabulário ligado a comida e bebida no Student's Corner.

Unit 5 – My routine

Projeto: My routine – Escrever frases sobre a rotina diária.

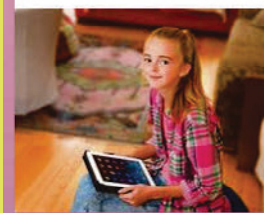
Objetivos:

- Identificar rotinas diárias.
- Usar o *Present Simple*.
- Desenvolver competências digitais.

1. Criar um mural no Padlet e partilhá-lo com a turma.
2. Certificar-se de que os alunos conseguem aceder ao mural através do *browser* dos seus aparelhos.
3. Pedir aos alunos que façam uma lista de 5 atividades diárias (*get up, have a shower, ...*) para descrever a rotina diária.
4. Os alunos fazem duplo clique no mural e escrevem 5 frases usando as atividades diárias que selecionaram para descrever a sua rotina diária.
5. Os alunos podem carregar uma fotografia sua ou navegar na Internet para encontrar outra.

Jacinta

- 1 – I get up at 7 o'clock.
- 2 – Then I have a shower.
- 3 – I get dressed at quarter past 7.
- 4 – I have breakfast in the kitchen.
- 5 – I play computer games in the afternoon.



Dica útil: escrever as frases no *Present Simple*.

Festivities: Christmas and New Year

Projeto: Christmas cards or New Year's messages – Escrever cartões de boas festas e mensagens de Ano Novo.

Objetivos:

- Escrever uma mensagem.
- Desenvolver competências digitais.

1. Criar um mural no Padlet e partilhá-lo com a turma.
2. Certificar-se de que os alunos conseguem aceder ao mural através do *browser* dos seus aparelhos.
3. Os alunos fazem duplo clique no mural para aceder à *sticky note*.
4. Escrevem cartões de Boas Festas e mensagens de Ano Novo individuais na *sticky note*.
5. Os alunos carregam uma imagem da Internet para personalizar as suas mensagens.

André

I wish you a Merry
Christmas and a Happy
New Year!



Dica útil: ler alguns exemplos de mensagens de boas festas *online* para inspiração.

20 AULA DIGITAL é uma ferramenta inovadora que possibilita, em sala de aula, a fácil exploração do projeto *What's Up? 5* através das novas tecnologias e o acesso a um vasto conjunto de conteúdos multimédia que a ele estão associados. De seguida, damos a conhecer as tipologias de recursos multimédia existentes para o projeto *What's Up? 5* e apresentamos sugestões de exploração para alguns desses recursos, a título exemplificativo. Um *Digital Resources Guide* completo, com sugestões de exploração para todos os recursos associados ao projeto, será disponibilizado em **20 AULA DIGITAL** antes do início do ano letivo 2017-18.

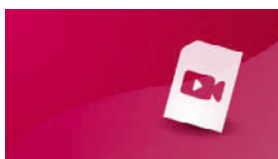
Animações



As animações estão associadas às rubricas *It's reading time*, *It's listening time*, *It's vocabulary time* e *It's show time*. A utilização deste recurso em sala de aula acrescenta dinamismo à abordagem dos textos e dos conteúdos a que as animações se referem e conduz a um maior envolvimento dos alunos, cuja atenção é captada através do movimento, da imagem e do som presentes nas animações. Todas as animações dispõem de legendas em inglês, que o professor pode ativar ou desativar.

No total, existem **vinte e cinco** animações, sendo as respetivas sugestões de exploração disponibilizadas em **20 AULA DIGITAL**. Seguidamente são apresentadas, a título de demonstração, sugestões de exploração de três animações: *"Yummy food!"*, *"Matilda Ramsay"* e *"Junior MasterChef"*, da unidade 4 do manual.

Vídeos



Em associação com a rubrica *It's video time* do manual são disponibilizados excertos de filmes conhecidos dos alunos para posterior realização de atividades de compreensão oral decorrentes do seu visionamento. Para além destes vídeos, como complemento da rubrica *It's culture time!* existem pequenos vídeos relativos às curiosidades culturais abordadas na rubrica. Por fim, as etiquetas *Video help* no manual sinalizam a existência de vídeos-tutoriais, lúdicos, com a função de apoiar o aluno na explicação de vocabulário, com dicas para a produção escrita, entre outros. Todos os vídeos dispõem de legendas em inglês, que o professor pode ativar ou desativar.

No total, existem **vinte e quatro** recursos desta tipologia, sendo as respetivas sugestões de exploração disponibilizadas em **20 AULA DIGITAL**. Seguidamente são apresentadas, a título de demonstração, sugestões de exploração de quatro vídeos: *"Video help: Food"*, *"It's culture time!: The cup of tea"*, *"It's video time: Inside Out"* e *"It's culture time!: Fish and chips"*, da unidade 4 do manual.

Gramáticas animadas



A rubrica *It's grammar time* do manual tem associadas gramáticas animadas, que apresentam uma explicação passo a passo para cada conteúdo gramatical, apoiada na observação de imagens, na visualização de vídeos e na audição de canções.

No total, existem no projeto **vinte e sete** recursos desta tipologia, sendo as respetivas sugestões de exploração disponibilizadas em **20 AULA DIGITAL**. Seguidamente são apresentadas, a título de demonstração, sugestões de exploração de três gramáticas: *"Verb to like —Present Simple (Affirmative and Negative)"*, *"Verb to like —Present Simple (Interrogative)"*, *"Some/Any"*, da unidade 4 do manual.

Flashcards digitais



Os *flashcards* digitais estão associados à rubrica *It's vocabulary time* e têm em vista o reforço e complemento do vocabulário apresentado no manual através da tríade imagem-texto-áudio.

No total, são mais de **300 *flashcards* digitais** organizados em treze conjuntos. As respetivas sugestões de exploração são disponibilizadas em **20 AULA DIGITAL**. Seguidamente são apresentadas, a título de demonstração, sugestões de exploração de dois conjuntos de *flashcards* relativos aos temas: “*Food and drinks*” e “*Meals*”, da unidade 4 do manual.

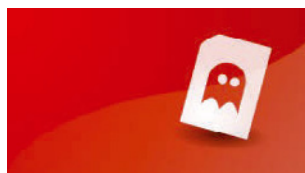
Apresentações em PowerPoint®



As apresentações em PowerPoint® disponibilizadas para cada subunidade das unidades 1 a 5 do manual são compostas por duas secções, uma de vocabulário e outra de gramática. Em cada uma destas secções são apresentados conteúdos e exercícios. Para além disso, ao longo do manual são disponibilizadas apresentações em Powerpoint® para reforçar conteúdos gramaticais.

No total, existem **vinte e três** recursos desta tipologia, sendo as respetivas sugestões de exploração disponibilizadas em **20 AULA DIGITAL**. Seguidamente são apresentadas, a título de demonstração, sugestões de exploração de duas apresentações: “*Food and drinks*” e “*Nice meals*”, da unidade 4 do manual.

Jogos



Who wants to be a What's Up master? destina-se à utilização no final de cada unidade e tem como objetivo rever, de forma lúdica, os conteúdos que foram trabalhados.

No total, existem **cinco** jogos *Who wants to be a What's up master?*, sendo as respetivas sugestões de exploração disponibilizadas em **20 AULA DIGITAL**. Seguidamente são apresentadas, a título de demonstração, sugestões de exploração de um jogo: “*Who wants to be a What's up master?*”, da unidade 4 do manual.

Karaokes



Os karaokes são uma versão animada das canções presentes na rubrica *It's song time*, contribuindo, de uma forma lúdica, para a aquisição e/ou a consolidação de vocabulário e para o desenvolvimento das capacidades de *listening* e *speaking*.

Os karaokes disponíveis para este projeto apresentam a característica inovadora de permitirem personalizar o ritmo e a velocidade das canções, ajustando-os às necessidades de cada turma enquanto aprende e repete a letra de cada canção. É também possível gravar a canção, cantada na sala de aula por todos os alunos ou em casa pelo aluno individualmente. Os registos gravados podem ser depois ouvidos pela turma ou pelo aluno individualmente, tendo em vista o aperfeiçoamento da pronúncia.

No total, existem no projeto **sete** recursos desta tipologia, sendo as respetivas sugestões de exploração disponibilizadas em **20 AULA DIGITAL**. Seguidamente são apresentadas, a título de demonstração, sugestões de exploração de um karaoke: “*I'm so hungry*”, da unidade 4 do manual.

Áudios



No total, existem no projeto **mais de cem** faixas áudio, sendo as respetivas sugestões de exploração disponibilizadas em **20 AULA DIGITAL**.

Os áudios são disponibilizados em CD áudio e estão também presentes na plataforma **20 AULA DIGITAL** e ao longo do manual através de *hotspot*.

Na plataforma **20 AULA DIGITAL** estão presentes duas versões dos áudios para exercícios de *listening comprehension*: *standard* e *slow*, para que o professor possa ajustar a velocidade da audição às características de cada turma.

Testes interativos



No total, existem no projeto **dez** testes interativos, sendo as respetivas sugestões de exploração disponibilizadas em **20 AULA DIGITAL**. Seguidamente são apresentadas, a título de demonstração, sugestões de exploração de dois testes, um exclusivo do professor e outro a que o aluno pode aceder (Unidade 4 do manual).

Manual interativo



O projeto *What's up? 5* tem disponível o manual escolar num formato totalmente interativo. A **VERSÃO INTERATIVA DO MANUAL** permite:

- a realização e a correção dos exercícios nas páginas do manual;
- o acompanhamento da progressão da aprendizagem;
- a visualização, a partir das páginas projetadas, dos recursos digitais, tais como animações, vídeos, gramáticas, *flashcards* digitais, apresentações PowerPoint®, jogos, áudios, canções e karaokes, testes interativos;
- a exploração, a partir das páginas do manual, dos exercícios do *Workbook* e respetiva correção;
- o acesso imediato a materiais de apoio editáveis, tais como fichas adicionais.

UNIDADE	Animação	Apresentação	Áudio	Gramática animada	Flashcard	Jogo	Karaoke	Teste	Vídeo
Starter Unit		Let's start!	What's up? Anthem				What's up? Anthem		- It's culture time: Skies of London - It's culture time: Skies of New York
1 Unit 1 Hello, friends!	- Making friends - At the school library - Happy birthday - Vocabulary: Countries and Nationalities - Beyoncé – an interview - It's show time: Welcome! We're happy you're here!	- Hello, friends! - Special days - Verb to be – Present Simple (affirmative and negative) - Verb to be – Present Simple (interrogative) - Where are you from?	CD audio 1: Tracks 1 to 20	- Personal pronouns (subject form) - Possessive determiners - Prepositions of time - Verb to be – Present Simple (affirmative and negative) - Verb to be – Present Simple (interrogative)	Numbers, days of the week, months, seasons and weather	Who wants to be a What's Up master? – Unit 1	- Hello, my friends! - Happy birthday	- TI - UNIT 1 (professor) - TI - UNIT 1 (aluno)	- It's culture time: Famous addresses - Video help: Spelling bee contest! - It's video time: <i>Despicable me 2</i>

UNIDADE	Animação	Apresentação	Áudio	Gramática animada	Flashcard	Jogo	Karaoke	Teste	Vídeo
2 Unit 2 What are they like?	• The Heffleys • A Sports Family • Vocabulary: Clothes • Taylor Swift's clothes • It's show time: In the playground	• Verb to have got – Present Simple (affirmative and negative) • Verb to have got – Present Simple (interrogative) • Meet my family • Looking good • I like my clothes	• CD audio 1: Tracks 21 to 44	• Verb to have got – Present Simple (affirmative and negative) • Verb to have got – Present Simple (interrogative) • Plurals • Adjectives • Possessive case • Possessive pronouns	• Family • Jobs and occupations • Body • Clothes, footwear and accessories	• Who wants to be a What's Up master? – Unit 2	• Let me sing	• TI – UNIT 2 (professor) • TI – UNIT 2 (aluno)	• Video help: A family tree • It's video time: <i>Diary of a Wimpy Kid – Dog Days</i> • It's culture time: The British and their pets • Video help: Jobs • It's culture time: The Royal Family • Video help: Writing – Describing people • It's culture time: Royal Guards and Buckingham Palace

UNIDADE	Animação	Apresentação	Áudio	Gramática animada	Flashcard	Jogo	Karaoke	Teste	Vídeo
 Unit 3 At home	• Kensington Palace • Vocabulary: House and Furniture • There's no place like... my bedroom! • What a busy family! • It's show time: Welcome to my new house	• Our house • There's no place like... my bedroom! • Present Continuous (Affirmative and Negative) • Present Continuous (Interrogative) • Activities at home	• CD audio 1: Tracks 45 to 60	• There to be • Definite and indefinite articles • Prepositions of place • Prepositions of movement • Present Continuous (Affirmative and Negative) • Present Continuous (Interrogative)	• Parts of the house • Furniture • Activities at home	• Who wants to be a master? – Unit 3	• One house away	• TI - UNIT 3 (professor) • TI - UNIT 3 (aluno)	• Video help: House • It's culture time: Houses in Britain • Video help: Writing – My favourite room • Video help: Writing – What are they doing? • It's video time: The secret life of Pets

UNIDADE	Animação	Apresentação	Áudio	Gramática animada	Flashcard	Jogo	Karaoke	Teste	Vídeo
4 Unit 4 Yummy food!	- Vocabulary: Food and drinks - Matilda Ramsay - Junior MasterChef - It's show time: School picnic	- Food and drinks - Some/any - Nice meals	CD audio 2: Tracks 1 to 16	- Verb to like — Present Simple (Affirmative and Negative) - Verb to like — Present Simple (Interrogative) - Some/any	- Food and drinks - Meals and dishes	Who wants to be a What's Up master? — Unit 4	I'm so hungry	- TI — UNIT 4 (professor) - TI — UNIT 4 (aluno)	- Video help: Food - It's culture time: The cup of tea - Video time: Inside out! — You've ruined pizza! - It's culture time: Fish and chips
5 Unit 5 My routine	- What time is it? - The twins' routine - A cool Saturday routine - Vocabulary: Free time activities and sports - It's show time: What do you do in your free time?	- My day - Present Simple - Adverbs of frequency - Free time activities and sports	CD audio 2: Tracks 17 to 29	- Present simple - Question words - Adverbs of frequency - Connectors - Expressing Preferences: Like/hate + -ing form - The imperative - Personal pronouns (object)	- Daily routine - Free time activities	Who wants to be a What's Up master? — Unit 5	Get up	- TI — UNIT 5 (professor) - TI — UNIT 5 (aluno)	- Video help: Daily routine - It's culture time: Big Ben - It's video time: Sing - Video help: Writing — Free time activities

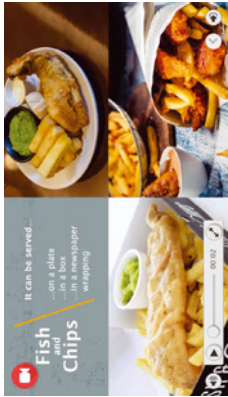
Página	Recurso	Metas Curriculares	Cenário de utilização / Sugestões de exploração
	Manual em versão interativa (versão de demonstração)  Manual num formato totalmente interativo que permite a realização e a correção imediata de atividades, visualização direta de recursos animados e acesso a recursos complementares ao manual. Rubricas: todas	Metas específicas a serem trabalhadas no manual ao longo da unidade a que se refere.	- O projeto inclui a versão interativa do manual com recursos integrados – atividades fechadas com <i>feedback</i> automático, animações, vídeos, gramáticas, galerias de <i>flashcards</i>, canções, karaokes, áudios –, o que permite uma experiência imersiva e combina, de forma natural, a versão em papel e a versão digital. - O manual em versão interativa permite uma otimização do tempo em sala de aula, pois reduz o período de espera na abertura de recursos ou na procura de recursos, já que os mesmos estão diretamente integrados no manual. Cada página interativa inclui os diferentes recursos que permitem trabalhar sequências e estratégias variadas, sem sair do mesmo sítio. - Para além dos recursos embebidos no manual, o mesmo apresenta recursos complementares – fichas, animações, trabalho para casa, apoio ao estudo – a que se acede também a partir das páginas do manual. - O manual interativo permite a correção imediata dos exercícios. A correção pode ser projetada depois de os alunos terem resolvido o exercício nos cadernos. Pode também ser projetada depois de um aluno ter realizado o exercício no quadro interativo. - Os textos do manual, o vocabulário e a gramática têm suporte audiovisual diretamente integrado em cada página permitindo uma abordagem dinâmica deste conteúdos.

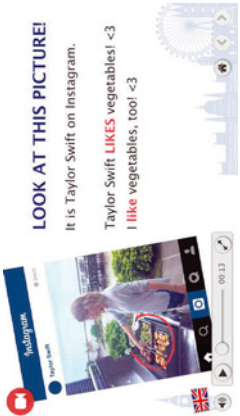
Página	Recurso	Metas Curriculares	Cenário de utilização / Sugestões de exploração
100	ANIMAÇÃO Vocabulary: Yummy Food!  Animação de vocabulário: suspense a partir de um hambúrguer gigante que, na verdade, é uma despesa com alimentos e bebidas no seu interior. Rubrica: <i>It's vocabulary time</i>	Domínio Intercultural / Intercultural Domain 5. Desenvolver o conhecimento do seu mundo e do mundo do outro. 5.4 Identificar os espaços à nossa volta. 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.6 Identificar diferentes tipos de alimentos. Léxico e Gramática / Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua. 8.29 Apropriar-se de novos itens lexicais, relacionados com as áreas temáticas previstas no domínio intercultural. Compreensão Oral / Listening 5. Compreender discursos simples, articulados de forma clara e pausada. 5.1 Identificar palavras e expressões em canções e textos áudio/audiovisuais.	- Este recurso é transversal à unidade e tem o objetivo de motivar os alunos e reforçar a aquisição de vocabulário. - Após a fase de aprendizagem de cada vocábulo isoladamente, que pode ser feita com o auxílio das imagens do manual e com os <i>flashcards</i>, o professor pode trabalhar a aquisição de vocabulário em contexto. - O suspense inicial desta animação contribui para que os alunos construam memórias positivas deste momento da aprendizagem. O professor pode regressar a esta animação para trabalhar o léxico sobre comida, bebidas, refeições, pratos, bem como a organização do discurso com os conteúdos gramaticais da unidade: verbo <i>to like</i>, <i>some/any</i>. - Ao parar a animação nas diferentes secções da despesa, o professor pode pedir aos alunos que identifiquem os alimentos e as refeições nas quais habitualmente são consumidos, que indiquem quais os de que gostam e os de que não gostam, quais os que existem na despesa e os que não existem, usando os quantificadores.
102	ANIMAÇÃO Matilda Ramsay  Animação do texto do manual através de som e movimento. Rubrica: <i>It's reading time</i>	Leitura/Reading 4. Compreender textos breves e simples. 4.5 Reconhecer informação que lhe é familiar (dados de natureza pessoal, rotinas, hábitos alimentares). Domínio Intercultural / Intercultural Domain 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.6 Identificar diferentes tipos de alimentos. Léxico e Gramática / Lexis and Grammar 8. Compreender formas de organização do léxico e	- O formato audiovisual do manual permite a projeção do texto de forma animada e o trabalho das competências de leitura e de compreensão oral de forma articulada. - A funcionalidade de ativação e desativação de legendas em inglês permite estabelecer diferentes graus de dificuldade e diferentes abordagens com os alunos, nomeadamente: - Retirar o áudio (botão <i>mute</i>) e ativar as legendas em inglês, para trabalhar a competência de <i>reading</i>. Pode ainda ser pedido aos alunos que leiam o texto em voz alta, imitando as

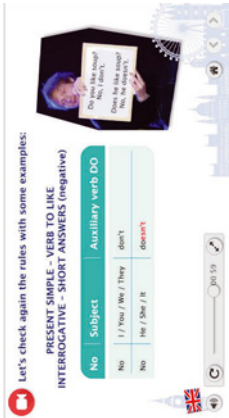
Página	Recurso	Metas Curriculares	Cenário de utilização / Sugestões de exploração
110	ANIMAÇÃO Junior MasterChef  Animação do texto do manual através de som e movimento. Rubrica: It's reading time	conhecer algumas estruturas elementares do funcionamento da língua. 8.29 Apropriar-se de novos itens lexicais, relacionados com as áreas temáticas previstas no domínio inter-cultural. Léxico e Gramática / Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua. 8.16 Usar <i>some</i> e <i>any</i>. 8.19 Usar verbos no <i>present simple</i>. 8.29 Apropriar-se de novos itens lexicais, relacionados com as áreas temáticas previstas no domínio inter-cultural. Domínio Intercultural / Intercultural Domain 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.6 Identificar diferentes tipos de alimentos. Leitura / Reading 4. Compreender textos breves e simples. 4.5 Reconhecer informação que lhe é familiar (dados de natureza pessoal, rotinas, hábitos alimentares). Interação Oral / Spoken Interaction 5. Interagir com o professor e/ou com os colegas em situações do dia-a-dia. 5.3 Formular perguntas e respostas sobre assuntos que lhe são familiares.	personagens da animação. – Ativar o áudio e as legendas, para trabalhar a associação de sons a palavras, podendo explorar o seu significado. A exploração do vocabulário pode ser feita ao ritmo de cada turma, uma vez que se pode parar e recuar ou avançar a animação sempre que necessário; – Desativar as legendas para que os alunos realizem uma atividade de <i>listening</i>, com suporte dos elementos visuais da animação. • O formato audiovisual do manual permite a projeção do texto de forma animada e o trabalho das competências de leitura e de compreensão oral de forma articulada. • A funcionalidade de ativação e desativação de legendas em inglês permite estabelecer diferentes graus de dificuldade e diferentes abordagens com os alunos, nomeadamente: – Retirar o áudio (botão <i>mute</i>) e ativar as legendas em Inglês, para trabalhar a competência de <i>Reading</i>. Pode ainda ser pedido aos alunos que leiam o texto em voz alta, imitando as personagens da animação; – Ativar o áudio e a legenda, para trabalhar a associação de sons a palavras, podendo explorar o seu significado. A exploração do vocabulário pode ser feita ao ritmo de cada turma, uma vez que se pode parar e recuar ou avançar a animação sempre que necessário; – Desativar as legendas para que os alunos realizem uma atividade de <i>listening</i>, com suporte dos elementos visuais da animação.

Página	Recurso	Metas Curriculares	Cenário de utilização / Sugestões de exploração
114	ANIMAÇÃO It's show time – School picnic  Animação do texto do manual através de som e movimento. Rubrica: <i>It's show time</i>	Leitura/Reading 2. Compreender frases e textos muito simples. 2.1 Identificar vocabulário acompanhado por imagens. 4. Compreender textos breves e simples. Interação Oral / Spoken Interaction 5. Interagir com o professor e/ou com os colegas em situações do dia-a-dia. 5.3 Formular perguntas e respostas sobre assuntos que lhe são familiares.	- O formato audiovisual do manual permite a projeção do texto de forma animada e o trabalho das competências de leitura e de compreensão oral de forma articulada. - A funcionalidade de ativação e desativação de legendas em Inglês permite estabelecer diferentes graus de dificuldade e diferentes abordagens com os alunos, nomeadamente: - Retirar o áudio (botão <i>mute</i>) e ativar as legendas em Inglês, para trabalhar a competência de <i>reading</i>. Pode ainda ser pedido aos alunos que leiam o texto em voz alta, imitando as personagens da animação; - Ativar o áudio e a legenda, para trabalhar a associação de sons a palavras, podendo explorar o seu significado. A exploração do vocabulário pode ser feita ao ritmo de cada turma, uma vez que se pode parar e recuar ou avançar a animação sempre que necessário; - Desativar as legendas para que os alunos realizem uma atividade de <i>listening</i>, com suporte dos elementos visuais da animação, reforçando a associação de som a imagem. - Convidar os alunos a “imitar” o formato da animação e, de seguida, adaptá-lo a outras situações semelhantes, através da substituição de vocabulário, realizando uma atividade de <i>role play</i>.

Página	Recurso	Metas Curriculares	Cenário de utilização / Sugestões de exploração
99	Vídeo Video help: Food  Vídeo tutorial com as personagens do filme <i>Cloudy with a chance of meatballs 2</i>. Rubrica: Video help	Domínio Intercultural / Intercultural Domain 5. Desenvolver o conhecimento do seu mundo e do mundo do outro. 5.4 Identificar os espaços à nossa volta. 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.6 Identificar diferentes tipos de alimentos. Léxico e Gramática / Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua. 8.29 Apropriar-se de novos itens lexicais, relacionados com as áreas temáticas previstas no domínio intercultural. Compreensão Oral / Listening 5. Compreender discursos simples, articulados de forma clara e pausada 5.1 Identificar palavras e expressões em canções e textos áudio/audiovisuais.	- A partir da imagem associada a um filme de animação pretende-se levar os alunos a identificarem vocabulário relacionado com o tema da unidade. - O professor pode parar a animação e simplesmente analisar a imagem ou colocar a imagem com os diferentes destaques, sem som e sem legendas em inglês, para que os alunos possam identificar o vocabulário relacionado com o tema da unidade.
101	Vídeo It's culture time! – The cup of tea  Vídeo cultural em que se mostra como se serve um típico <i>English afternoon tea</i>, no qual não faltam chá, leite, sanduíches, bolos e scones. Rubrica: It's culture time!	6. Conhecer aspetos culturais de países de expressão inglesa.	- Este vídeo cultural, relativo à rubrica <i>It's culture time</i>, permite que o aluno fique a conhecer um pouco mais sobre a cultura do Reino Unido. - O professor pode pedir aos alunos que: - identifiquem os diferentes alimentos que observam; - indiquem quais os seus alimentos favoritos e os de que não gostam; - indiquem os alimentos que já provaram e os que não provaram; - deem uma breve opinião sobre o <i>"English afternoon tea"</i>.

Página	Recurso	Metas Curriculares	Cenário de utilização / Sugestões de exploração
107	Vídeo It's video time: <i>Inside out - You've ruined pizza!</i>  Vídeo com um pequeno excerto do filme <i>Inside Out</i> (um filme da preferência do público em geral e dos alunos desta faixa etária em particular), que proporciona uma associação ao tema e ao léxico em estudo. Rubrica: <i>It's video time</i>	Compreensão Oral / Listening 5. Compreender discursos simples, articulados de forma clara e pausada 5.5 Entender perguntas que lhe são feitas. Interação Oral / Spoken Interaction 6. Expressar-se, com ajuda, de forma adequada a diferentes contextos. 6.2 Fazer sugestões e convites simples (<i>let's/why don't we...</i>). Domínio Intercultural / Intercultural Domain 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.6 Identificar diferentes tipos de alimentos. Léxico e Gramática / Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua. 8.29 Apropriar-se de novos itens lexicais, relacionados com as áreas temáticas previstas no domínio intercultural. 6. Conhecer aspetos culturais de países de expressão inglesa.	- A rubrica <i>It's video time</i> desafia o aluno a ver e ouvir excertos de filmes, tendo em vista a realização de atividades específicas. Os vídeos selecionados estão de acordo com a faixa etária, os temas em estudo e o gosto dos alunos. - Todos os vídeos têm versões legendadas em Inglês. A legendagem é sempre opcional. A ativação das legendas potencia a associação do som à palavra escrita, que permite o desenvolvimento da competência de leitura e da compreensão oral. A não ativação das legendas coloca o foco na compreensão oral apoiada unicamente pela imagem. - Durante o visionamento dos vídeos, é possível fazer pausas, tendo em vista explorar determinadas imagens.
112	Vídeo It's culture time! – Fish and chips  Vídeo cultural sobre <i>Fish and chips</i>. Rubrica: <i>It's culture time!</i>	6. Conhecer aspetos culturais de países de expressão inglesa.	- Este vídeo cultural, relativo à rubrica <i>It's culture time!</i>, permite que o aluno fique a conhecer um pouco mais sobre a cultura do Reino Unido. - Ao parar o vídeo, pode pedir aos alunos que: - identifiquem as diferentes formas de servir este prato típico; - identifiquem os diferentes alimentos que compõem este prato; - refiram se já provaram e quem não provou se gostaria de provar.

Página	Recurso	Metas Curriculares	Cenário de utilização / Sugestões de exploração
103	GRAMÁTICA ANIMADA Verb to like — Present Simple (Affirmative and Negative)  As gramáticas animadas apresentam uma explicação passo a passo para cada conteúdo gramatical. São breves e esquemáticas, recorrendo a exemplos e imagens que ajudam a estruturar as regras. Rubrica: <i>It's grammar time</i>	Léxico e Gramática / Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua. 8. 19 Usar verbos no <i>Present Simple</i>. Language Awareness Terminação em -s, -es, -ies na 3.ª pessoa do singular, <i>Present Simple</i>.	• A rubrica <i>It's grammar time</i> do manual é complementada com gramáticas animadas. • Estas gramáticas animadas caracterizam-se pelo recurso a exemplos em contexto e à utilização do suporte visual como forma de facilitar a compreensão. – No caso desta gramática, o tópico é introduzido com recurso a duas celebridades bem conhecidas dos alunos: Taylor Swift e Shawn Mendes. – Partindo de exemplos sobre os alimentos de que estas duas personalidades gostam e de que não gostam, são apresentadas aos alunos as regras de funcionamento do verbo <i>to like</i> no <i>Present Simple</i>. – De forma a captar o interesse dos alunos, são utilizados elementos visuais (simulação de uma página de uma rede social e um vídeo) e vai-lhes sendo solicitado que participem, respondendo a perguntas. – No final da gramática animada é apresentado um quadro-resumo para que o aluno possa sistematizar os conteúdos.

Página	Recurso	Metas Curriculares	Cenário de utilização / Sugestões de exploração
104	GRAMÁTICA ANIMADA Verb to like — Present SIMPLE (INTERROGATIVE)  As gramáticas animadas apresentam uma explicação passo a passo para cada conteúdo gramatical. São breves e esquemáticas, recorrendo a exemplos e imagens que ajudam a estruturar as regras. Rubrica: It's grammar time	Léxico e Gramática / Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua. 8.19 Usar verbos no <i>Present Simple</i>. Language Awareness Terminação em -s, -es, -ies na 3.ª pessoa do singular, <i>Present Simple</i>. <i>Short answers</i>, usando o auxiliar (<i>Do you like chocolate? Yes, I do/ Yes-I like.</i>).	• A rubrica <i>It's grammar time</i> do manual é complementada com gramáticas animadas. • Estas gramáticas animadas caracterizam-se pelo recurso a exemplos em contexto e à utilização do suporte visual como forma de facilitar a compreensão. – No caso desta gramática, o tópico é trabalhado a partir da imagem de uma celebridade bem conhecida dos alunos: Ed Sheeran. – Vão sendo feitas várias perguntas à personalidade sobre os alimentos de que gosta. – Há um quadro-resumo para que o aluno possa sistematizar os conteúdos. – No final da animação pode ainda rever as regras de formação das formas negativa, afirmativa e interrogativa e respostas curtas, através de um quadro-resumo com exemplos interativos, para ajudar os alunos a criarem memórias pictóricas. Depois de surgirem os exemplos interativos, o professor pode pedir aos alunos que partilhem os seus exemplos.
111	GRAMÁTICA ANIMADA Some/Any  As gramáticas animadas apresentam uma explicação passo a passo para cada conteúdo gramatical. São	Léxico e Gramática / Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua. 8.16 Usar <i>some</i> e <i>any</i>. 8.29 Apropriar-se de novos itens lexicais, relacionados com as áreas temáticas previstas no domínio inter-cultural.	• A rubrica <i>It's grammar time</i> do manual é complementada com gramáticas animadas. • Estas gramáticas animadas caracterizam-se pelo recurso a exemplos em contexto e à utilização do suporte visual como forma de facilitar a compreensão. – Neste caso, o tema é apresentado através de um pequeno vídeo em que se mostra um frigorífico e o seu conteúdo e em que o narrador vai descrevendo o que existe ou não dentro do mesmo.

Página	Recurso	Metas Curriculares	Cenário de utilização / Sugestões de exploração
	breves e esquemáticas, recorrendo a exemplos e imagens que ajudem a estruturar as regras. Rubricas: It's grammar time		– É a partir desta utilização real dos <i>quantifiers SOME</i> e <i>ANY</i> que se parte para a explicitação das regras de utilização dos mesmos. – Esta gramática animada termina com um desafio aos alunos: pretende-se que estes respondam à pergunta “<i>What’s in your fridge?</i>” e descrevam o que existe no seu próprio frigorífico, podendo assim aplicar a regra aprendida. – No final da gramática animada é apresentado um quadro-resumo para sistematização, bem como um frigorífico com a regra geral para ajudar o aluno a criar uma memória pictórica.
98	Flashcards digitais Food and drinks  Os Flashcards digitais são recursos agregadores de conteúdos, associados à rubrica <i>It's vocabulary time</i>, concebidos para ser utilizados mais do que uma vez ao longo da unidade. Têm como objetivo reforçar e complementar o vocabulário presente no manual, através do uso de imagem, texto e áudio. Rubricas: <i>It's vocabulary time</i>	Domínio Intercultural / Intercultural Domain 5. Desenvolver o conhecimento do seu mundo e do mundo do outro. 5.3 Identificar comidas e bebidas. 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.6 Identificar diferentes tipos de alimentos. Léxico e Gramática / Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua. 8.29 Apropriar-se de novos itens lexicais, relacionados com as áreas temáticas previstas no domínio intercultural. Compreensão Oral / Listening 5. Compreender discursos simples, articulados de forma clara e pausada. 5.1 Identificar palavras e expressões em canções e textos áudio/audiovisuais.	• É possível escolher um bloco de conteúdos, clicando no cartão correspondente, e apresentá-lo aos alunos de forma semelhante aos <i>flashcards</i> de cartolina. – Apresentar a imagem, perguntar ao aluno o que é (pode pedir para soletrar) e revelar a palavra clicando no botão texto . – Apresentar a leitura do vocabulário — com sotaque nativo — clicando em . – Sempre que se termina a exploração de um cartão, pode clicar-se no botão  para voltar ao menu principal. • A associação de imagem, texto e áudio é uma proposta completa para a abordagem de novo vocabulário, que mobiliza a atenção dos alunos e facilita a memorização de novo léxico.

Página	Recurso	Metas Curriculares	Cenário de utilização / Sugestões de exploração
108	Flashcards digitais Meals  Os Flashcards digitais são recursos agregadores de conteúdos, associados à rubrica <i>It's vocabulary time</i>, concebidos para ser utilizados mais do que uma vez ao longo da unidade. Têm como objetivo reforçar e complementar o vocabulário presente no manual, através do uso de imagem, texto e áudio. Rubricas: <i>It's vocabulary time</i>	Domínio Intercultural / Intercultural Domain 5. Desenvolver o conhecimento do seu mundo e do mundo do outro. 5.3 Identificar comidas e bebidas. 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.6 Identificar diferentes tipos de alimentos. Léxico e Gramática / Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua. 8.29 Apropriar-se de novos itens lexicais, relacionados com as áreas temáticas previstas no domínio intercultural. Compreensão Oral / Listening 5. Compreender discursos simples, articulados de forma clara e pausada 5.1 Identificar palavras e expressões em canções e textos áudio/audiovisuais.	- É possível escolher um bloco de conteúdos, clicando no cartão correspondente, e apresentá-lo aos alunos de forma semelhante aos <i>flashcards</i> de cartolina. - Apresentar a imagem, perguntar ao aluno o que é (pode pedir para soletrar) e revelar a palavra clicando no botão . - Apresentar a leitura do vocabulário — com sotaque nativo — clicando em . - Sempre que se termina a exploração de um cartão, pode clicar-se no botão  para voltar ao menu principal. - A associação de imagem, texto e áudio é uma proposta completa para a abordagem de novo vocabulário, que mobiliza a atenção dos alunos e facilita a memorização de novo léxico.
117	Jogo Who wants to be a What's Up master?  O jogo <i>Who wants to be a What's Up master?</i> pode ser utilizado no final de cada unidade e tem como objetivo	Léxico e Gramática / Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua. 8.16 Usar <i>some</i> e <i>any</i>. 8. 19 Usar verbos no <i>Present Simple</i>. Language Awareness Terminação em -s, -es, -ies na 3.ª pessoa do singular, <i>Present Simple</i>. Short answers, usando o auxiliar (<i>Do you like chocolate? Yes, I do/ Yes, I like.</i>).	- O jogo permite que, de uma forma lúdica, seja possível fazer revisões e sistematizar conteúdos através do espírito saudável de competição. Este jogo segue o modelo do “Quem quer ser milionário”. - Pode organizar a turma em dois grupos para irem respondendo às várias questões. Tem ainda à disposição a “ajuda do público”, a “chamada telefónica” e o “50/50” que tornam o jogo mais próximo da versão original conhecida dos alunos.

Página	Recurso	Metas Curriculares	Cenário de utilização / Sugestões de exploração
	rever, de forma lúdica, os conteúdos que foram trabalhados.	8.29 Apropriar-se de novos itens lexicais, relacionados com as áreas temáticas previstas no domínio intercultural. Domínio Intercultural / Intercultural Domain 5. Desenvolver o conhecimento do seu mundo e do mundo do outro. 5.3 Identificar comidas e bebidas. 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.6 Identificar diferentes tipos de alimentos.	
112	Karaoke I'm so hungry  Os karaokes são uma versão animada das canções presentes na rubrica <i>It's song time</i>, permitindo, de uma forma lúdica, a aquisição e/ou consolidação de vocabulário e o desenvolvimento da expressão e da produção oral. Rubrica: It's song time	Domínio Intercultural / Intercultural Domain 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.6 Identificar diferentes tipos de alimentos. Compreensão Oral / Listening 5. Compreender discursos simples, articulados de forma clara e pausada. 5.1 Identificar palavras e expressões em canções e textos áudio/audiovisuais. Produção Oral / Spoken Production 5. Produzir corretamente sons, entoações e ritmos de língua. 5.2 Pronunciar, com correção, expressões e frases familiares.	- As canções, nomeadamente em formato de karaoke, constituem um instrumento privilegiado de motivação dos alunos. A escolha de músicas atuais, que fazem parte da realidade dos alunos, com adaptação da letra para as temáticas em estudo, gera motivação e identificação. - Os karaokes permitem personalizar o ritmo/velocidade da canção, podendo o professor começar por apresentar a canção mais lentamente e ir acelerando à medida que os alunos estiverem mais confortáveis com a letra. Em tom de desafio, pode ainda pedir aos alunos que tentem cantar na velocidade máxima que conseguem. - Inicialmente pode apresentar a canção completa (instrumental + voz) e incentivar os alunos a acompanharem através da leitura do texto. - Pode incentivar os alunos a tentarem identificar as palavras que já conhecem. Sempre que possível, pode representar por gestos vocabulário da canção que seja mais difícil para os alunos.

Página	Recurso	Metas Curriculares	Cenário de utilização / Sugestões de exploração
			• Pode pedir aos alunos que se aventurem na segunda secção do recurso, onde terão de cantar acompanhados apenas do instrumental da canção. • Estes <i>karaoke</i>s permitem gravação, pelo que os alunos podem gravar o que cantam, ouvir-se, avaliar a pronúncia e melhorá-la. De uma forma lúdica e muito estimulante, os alunos trabalham assim vocabulário e pronúncia. • As faixas áudio das atividades de listening têm duas versões: a versão <i>standard</i> e uma versão mais lenta. Pode usar a versão que julgar ser mais adequada às suas turmas. • Pode iniciar as atividades de <i>listening</i> com a versão mais lenta e depois mudar para a versão <i>standard</i>. • São dois ficheiros independentes, ou seja, há dois <i>hotspots</i> no manual para cada faixa áudio de <i>listening exercise</i>. A versão lenta tem <i>slow version</i> escrito no seu título. • O professor pode utilizar as apresentações em PowerPoint® para consolidar/rever os conteúdos vocabulares e gramaticais da subunidade 4.1. • Pode começar por rever os tópicos de vocabulário e resolver as atividades interativas com os alunos. • De seguida, pode utilizar os quadros-resumo com as regras gramaticais e as atividades interativas. • Tratando-se de um recurso editável, o professor pode adaptar as atividades às características de cada turma.
	Áudios Os áudios dos CD Áudio estão também disponíveis na plataforma 20 AULA DIGITAL e ao longo do manual através de <i>hotspot</i>. Rubricas: <i>It's reading time</i> <i>It's listening time</i> <i>It's song time</i>	Metas específicas a serem trabalhadas no manual ao longo da unidade a que os áudios e os testes se referem.	
107	Apresentação PowerPoint® Food and drink 	Léxico e Gramática / Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua. 8.16 Usar <i>some</i> e <i>any</i>. 8.19 Usar verbos no <i>Present Simple</i>. Language Awareness Terminação em -s, -es, -ies na 3.ª pessoa do singular, <i>Present Simple</i>. <i>Short answers</i>, usando o auxiliar (<i>Do you like chocolate? Yes, I do/ Yes, I like.</i>). 8.29 Apropriar-se de novos itens lexicais, relacionados com as áreas temáticas previstas no domínio inter-	

Página	Recurso	Metas Curriculares	Cenário de utilização / Sugestões de exploração
	Em cada uma destas secções há, num primeiro momento, uma exposição de conteúdos, e, num segundo momento, são apresentados exercícios. Rubricas: It's vocabulary time It's grammar time	cultural. Domínio Intercultural / Intercultural Domain 5. Desenvolver o conhecimento do seu mundo e do mundo do outro. 5.3 Identificar comidas e bebidas. 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.6 Identificar diferentes tipos de alimentos	
116	Apresentação PowerPoint® Nice meals  A apresentação em PowerPoint® é composta por duas secções, uma de vocabulário e outra de gramática. Em cada uma destas secções há, num primeiro momento, uma exposição de conteúdos, e, num segundo momento, são apresentados exercícios. Rubricas: It's vocabulary time It's grammar time	Léxico e Gramática / Lexis and Grammar 8. Compreender formas de organização do léxico e conhecer algumas estruturas elementares do funcionamento da língua. 8.16 Usar <i>some</i> e <i>any</i>. 8.19 Usar verbos no <i>Present Simple</i>. Language Awareness Terminação em -s, -es, -ies na 3.ª pessoa do singular, <i>Present Simple</i>. <i>Short answers</i>, usando o auxiliar (<i>Do you like chocolate? Yes, I do/Yes, I like.</i>). 8.29 Apropriar-se de novos itens lexicais, relacionados com as áreas temáticas previstas no domínio intercultural. Domínio Intercultural / Intercultural Domain 5. Desenvolver o conhecimento do seu mundo e do mundo do outro. 5.3 Identificar comidas e bebidas. 8. Conhecer o seu meio e o dos outros para compreender a diversidade. 8.6 Identificar diferentes tipos de alimentos.	- O professor pode utilizar as apresentações em PowerPoint® para consolidar/rever os conteúdos vocabulares e gramaticais da subunidade 4.1. - Pode começar por rever os tópicos de vocabulário e resolver as atividades interativas com os alunos. - De seguida, pode utilizar os quadros-resumo com as regras gramaticais e atividades interativas. - Tratando-se de um recurso editável, o professor pode adaptar as atividades às características de cada turma.

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