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REVISÃO PEDAGÓGICA
E LINGUÍSTICA
Cláudia Correia

HEY, YOU! 6

Inglês

INCLUI

LISTENING
ASSESSMENT

TEACHER'S
PLANNER

ALL ABOUT
HEY, YOU! 6

DIGITAL
TOOLS

PLANNING

WORKSHEETS

ASSESSMENT

QUICK TESTS

GO BEYOND

PROJECTS
& CLIL

FOLLOW-UP
IDEAS

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Grelha de apoio à apreciação do manual

COMPROMISSO

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

HEY. 6
You!

Grelha de apoio à apreciação do manual

Manual: *Hey, you!* 6

ISBN: 978-972-475-961-6 (Manual do aluno)

Ano: 6.º ano

Disciplina: Inglês

Editora: Texto Editores

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

1. Organização e método	Evidências no Manual
1.1 Apresenta uma organização coerente e funcional.	• O manual apresenta cinco unidades, facilmente identificadas pelas cores, que respeitam as Áreas temáticas/situacionais constantes nas Aprendizagens Essenciais do 6.º ano, em articulação com o Quadro Europeu Comum de Referência para as Línguas, respeitando o nível A1.1/A 1.2. • Promove o desenvolvimento das áreas de competências definidas no <i>Perfil dos Alunos à Saída da Escolaridade Obrigatória (PASEO)</i>. • Contém uma unidade inicial (<i>Starter</i>) que incide sobre aspetos culturais referidos no domínio da Competência Intercultural das AE (Reconhecer aspetos culturais de países de expressão inglesa, tais como identificar monumentos, figuras históricas, algumas figuras públicas) vocabulário e estruturas linguísticas que os alunos terão aprendido nos 4.º e 5.º anos. • O manual é <i>all inclusive</i> porque integra festividades, a leitura extensiva, o <i>Extra Practice</i>, o <i>Kid's Help</i>, e faz ainda remissões para o livro <i>Inclusion</i>, livro <i>Inclusion+</i>, <i>Workbook</i>, o <i>Teacher's File</i> e todo um conjunto de ferramentas digitais. • A secção <i>Extra Practice</i> apresenta um conjunto de exercícios diversificados de gramática que complementam os conteúdos gramaticais trabalhados ao longo das unidades e permitem reforçar e consolidar as aprendizagens. • Em cada unidade, as <i>skills</i> são trabalhadas de forma equilibrada e em interligação através das rubricas: – <i>Vocabulary</i> – <i>Reading</i> – <i>Grammar</i> – <i>Listening</i> – <i>Speaking</i> – <i>Writing</i> – <i>Better together</i> – <i>Have a guess</i> – <i>Go digital</i> – <i>Escape game</i> – <i>Project</i> – <i>On your own</i> (testes formativos) – <i>How well did you do?</i> (espaço para aprender a regular o processo de aprendizagem) – <i>Video</i> – <i>Song</i> – <i>Values</i> – <i>Let's play</i> – <i>Check this out!</i> – <i>Have a go</i> (Quiz, Video, Kahoot, Song, Game) – <i>Kids speak up</i> – <i>Sounds right</i> – <i>Go for it</i> • Para além destes aspetos, o projeto apresenta uma estrutura clara, de gestão fácil, com indicação de sugestões de atividades extra e com uma articulação efetiva de todos os recursos, tornando fácil a sua utilização.

	• As bandas do manual contêm indicações úteis para o professor, sugestões de utilização dos componentes e recursos disponíveis no projeto, incluindo vídeos extra, e sugestões metodológicas tendo em vista a inclusão.
1.2 Apresenta uma organização adequada aos alunos.	• O manual apresenta uma organização clara, dinâmica e sequencial, adequada quer à faixa etária, quer ao perfil dos alunos do século XXI. • O manual está articulado com duas secções (<i>Extra Practice</i> e <i>Kid's help</i>) que auxiliam o aluno no seu trabalho. Aqui os alunos encontram explicações e exercícios que permitem consolidar as aprendizagens e promovem a autonomia. • O <i>Kid's help</i> (apêndice na contracapa) facilita e apoia tanto a aprendizagem da gramática como a do vocabulário, contendo ainda um conjunto de exercícios para consolidação e/ou reforço dos conteúdos. • A Leitura Extensiva, integrada no manual, facilita a sua utilização. • Cada unidade abre com uma dupla página explorando uma fotografia do filme a ser trabalhado numa das subunidades. Retoma-se vocabulário trabalhado em anos anteriores, que é necessário rever e reciclar, e realiza-se uma primeira abordagem às áreas temáticas. • Na página inicial de cada subunidade, encontram-se identificados os conteúdos a trabalhar. • O desenvolvimento da unidade assenta em várias estratégias de <i>scaffolding</i> que permitem que os alunos construam novas aprendizagens em cima de conhecimentos adquiridos e consolidados. • As <i>skills</i> são apresentadas de forma integrada e articulada. Trabalham-se as <i>skills</i> de receção (<i>Reading</i> e <i>Listening</i>), tendo por objetivo apoiar as <i>skills</i> de produção (<i>Speaking</i> e <i>Writing</i>) através de modelos que contribuem para a aprendizagem e autonomia dos alunos (ver, por exemplo, págs. 24, 59, 35 e 49). • As unidades finalizam sempre com: <i>Escape game</i> (que visa estimular a criatividade e a cooperação, consolidando e alargando conteúdos), <i>Project</i> (sugestões de trabalhos de projeto) e <i>On your own</i> (teste formativo).
1.3 Explicita etapas essenciais para a aquisição de conhecimentos e o desenvolvimento de capacidades.	• De forma a desenvolver as <i>skills</i> e facilitar a aquisição de conhecimentos, o manual promove a revisão e a consolidação constante de conteúdos básicos lecionados nos anos anteriores, introduz os conteúdos novos de forma faseada, apresenta uma tipologia de exercícios muito diversificada e contempla uma grande variedade de recursos que apoiam os alunos na sua aprendizagem, nomeadamente: – animação de imagens – apoio visual à aquisição e consolidação de vocabulário; – animação de textos – auxílio visual e auditivo à compreensão dos textos; – <i>Video help</i> de escrita – auxílio visual e auditivo à produção escrita; – <i>Karaoke</i> de oralidade - auxílio visual e auditivo à interação e produção orais; – animações <i>Grammar presentation</i> – apresentação passo a passo de conteúdos para melhor compreensão e consolidação dos mesmos e exercícios interativos de gramática e vocabulário;

	– animações <i>Grammar in action</i> – situações de comunicação que servem de contexto às ocorrências linguísticas; – guia de orientação de apresentação de projetos – apresentações em PowerPoint® que apoiam os alunos na preparação da apresentação dos seus projetos; – leitura dramatizada por falantes nativos dos textos de <i>Reading</i> e da Leitura Extensiva, que facilitam a sua compreensão; – apresentações em PowerPoint® que possibilitam uma apresentação diferente dos conteúdos gramaticais seguida de exercícios de aplicação. • O manual respeita os diferentes estilos e ritmos de aprendizagem dos alunos e promove a inclusão através de: – sugestões de atividades diferenciadas e/ou adaptações para apoiar todos os alunos na banda do professor; – páginas declinadas do manual no livro <i>Inclusion</i> para auxílio aos alunos com mais dificuldades; – versão ainda mais adaptada do manual, no livro <i>Inclusion +</i>, com estratégias e tipologias de exercícios adequadas a alunos que têm acomodações curriculares significativas; – exercícios e atividades <i>Go for it</i> diversos para <i>fast finishers</i>. • O manual apresenta espaços <i>Check this out!</i>, que alertam para particularidades da língua (ver, por exemplo, págs. 22, 32 e 52).
1.4 Motiva para o conhecimento.	• O manual fomenta conhecimentos complementares, ligados aos conteúdos abordados, que estimulam o interesse e curiosidade dos alunos, nomeadamente: – páginas de abertura de unidade apelativas e do interesse dos alunos, com pontos clicáveis para revisão e reciclagem de vocabulário, bem como motivação para a temática a ser abordada na unidade; – apontamentos culturais na caixa <i>Culture</i> sobre a temática das unidades, acompanhados de vídeos locucionados (ver, por exemplo, págs. 34 e 93); – atividades <i>Time to Celebrate</i> sobre festividades que se celebram ao longo do ano nas culturas-alvo (ver págs. 132 a 134); – textos próximos dos interesses dos alunos (ver, por exemplo, págs. 18, 44 e 92); – recursos digitais e interativos que respondem aos interesses dos alunos do séc. XXI – ver, por exemplo, animações de texto, <i>video extensions</i> (sugestões extra de vídeos), <i>video help</i>, <i>short videos</i>, gramáticas animadas, <i>grammar in action</i>, canções, karaokes, cliques de filmes e manual interativo; – canções atuais relacionadas com as diferentes temáticas; – conteúdos de vocabulário e gramática apoiados não só pelas imagens e/ou áudios, mas também por animações claras e apelativas e ainda atividades interativas; – rubricas <i>Let's play</i>, <i>Have a guess</i>, <i>Values</i>, <i>Better Together</i>, <i>Go Digital</i>, sempre contextualizadas; – <i>Kid's Help</i> (gramática e glossário) com regras e exemplos traduzidos para português, acompanhado de exercícios de aplicação e consolidação de conteúdos;

	– vídeos tutoriais de <i>Writing</i> e <i>Speaking</i>, que facilitam o desenvolvimento destas competências.
1.5 Contempla sugestões de atividades de caráter prático/experimental.	• O manual apresenta sugestões de caráter prático/experimental: – nos exercícios de tipologia diversificada e de grau de complexidade crescente que se encontram em todas as rubricas associadas ao desenvolvimento das <i>skills</i>, do vocabulário e da gramática; – na secção final <i>Extra practice</i>; – nos desafios <i>Let's play</i> (ver, por exemplo, págs. 17, 27 e 75); – na página de <i>Project</i>, com possibilidade de trabalho interdisciplinar (ver, por exemplo, págs. 37, 61 e 107); – nas páginas <i>On your own</i>, de avaliação formativa, no fim de cada unidade, com autocorreção em articulação com os conteúdos das unidades (ver, por exemplo, págs. 38-39); – no apêndice desdobrável <i>Kid's Help</i>, com exercícios de consolidação. • O manual apresenta remissões para o <i>Workbook</i>. • Através do manual interativo, é possível aceder a uma grande variedade de recursos interativos, de aplicação prática, com destaque para atividades gramaticais, <i>karaokes</i>, <i>quizzes</i>, <i>kahoots</i>, <i>testes interativos</i>, <i>wheels of verbs</i>, jogos...
1.6 Estimula a autonomia e o sentido crítico.	• Através de: – remissões para o <i>Kid's Help</i> e para o <i>Workbook</i>; – dupla página de avaliação formativa com possibilidade de autocorreção (<i>On your own</i>) que inclui espaço de reflexão (<i>How well did you do?</i>) com orientação para trabalho de remediação autónomo; – rubrica <i>Values</i>, que promove a reflexão, o pensamento crítico e os valores de cidadania; – rubrica <i>Better together</i>, na qual se apresentam propostas para os alunos pensarem primeiro individualmente, de seguida partilharem ideias com um(a) colega e depois com o resto da turma de uma forma mais confiante. Promove-se o trabalho colaborativo, o pensamento crítico, o questionamento de situações, a tolerância e o respeito por opiniões diferentes; – <i>Have a guess</i>, trabalha a inferência, promove o pensamento crítico, motiva os alunos para a aprendizagem; – as páginas <i>Escape game</i>, que apresentam enigmas sobre os conteúdos das unidades que os alunos têm de resolver em grupo, promovendo-se a cooperação e a autonomia. – propostas de trabalho de projeto exequíveis e que permitem a interdisciplinaridade, promovendo-se também a tomada de decisões.

2. Informação e comunicação	Evidências no Manual
2.1 Respeita as orientações constantes dos documentos curriculares e outras orientações gerais do Ministério da Educação.	• As Aprendizagens Essenciais do 6.º ano são cumpridas na sua totalidade (conforme a grelha incluída no manual), respeitando também o nível A1.1/A1.2 de acordo com o Quadro Europeu Comum de Referência para as Línguas. Para além disso, procedeu-se a uma articulação com as aprendizagens de anos anteriores, a fim de se consolidar os conteúdos essenciais que permitem uma aprendizagem mais consistente no 6.º ano. • O manual está adequado e promove o desenvolvimento das áreas de competências previstas no Perfil dos Alunos à Saída da Escolaridade Obrigatória.
2.2 Tendo em conta as orientações curriculares: - veicula conhecimento correto; - veicula conhecimento relevante.	• O manual veicula o conhecimento previsto nas Aprendizagens Essenciais em vigor. • O manual foi certificado pela ISCE Douro. • O projeto <i>Hey, You! 6</i> foi objeto de revisão pedagógica e linguística por parte da consultora e <i>native speaker</i> Cláudia Correia.
2.3 Promove a educação para a cidadania, nomeadamente não apresentando discriminações de caráter cultural, étnico, racial, religioso ou sexual, e respeitando o princípio da igualdade de género.	• Desenvolve atitudes de responsabilidade, cooperação e solidariedade através de: – textos, personagens e situações que refletem a diversidade cultural e étnica, respeitando o princípio da igualdade de género e ainda desenvolvendo atitudes adequadas ao perfil do aluno do séc. XXI (ver, por exemplo, págs. 18, 20, 122 e 123); – rubrica <i>Values</i>, que promove a reflexão, o pensamento crítico e os valores de cidadania (ver, por exemplo, págs. 31, 93 e 123); – desafios <i>Better together</i> (ver, por exemplo, págs. 21, 53 e 93); – rubrica <i>Have a guess</i> (págs. 18, 31, 56 e 80). • Desenvolve atitudes de tolerância e respeito intercultural através de: – espaço de cultura (ver, por exemplo, págs. 34 e 48); – propostas de trabalho projeto (ver, por ex., págs. 107 e 129).
2.4 Apresenta uma organização gráfica ⁽¹⁾ que facilita o seu uso.	• A organização gráfica do manual é apelativa e facilitadora da aprendizagem. Quer o sentido de leitura da informação, quer a simbologia e as cores usadas facilitam a aprendizagem dos alunos e evitam o ruído na apresentação e exemplificação de conteúdos.
2.5 Apresenta ilustrações ⁽²⁾ corretas, necessárias e adequadas aos conteúdos e às atividades propostas.	• As ilustrações/imagens respeitam os interesses dos alunos e acompanham e auxiliam a compreensão: – dos textos, permitindo fazer uma exploração prévia dos mesmos e auxiliando na sua descodificação e interpretação; – do vocabulário, prestando apoio visual a vocábulos; – dos conteúdos gramaticais, na parte explicativa e de aplicação, já que permitem apresentar uma maior diversidade na tipologia de exercícios; – dos aspetos culturais, ilustrando de forma apelativa a informação apresentada.

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

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

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

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

HEY, YOU!

Teacher's
planner

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Personal Information

Name: _____

Phone Number: _____

Address: _____

Email: _____ @ _____

School: _____ Phone Number: _____

Schedule

Time	Mon	R	Tue	R	Wed	R	Thu	R	Fri	R

School Calendar

School Year ____/____

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

1st Term

Starts: _____ Ends: _____

2nd Term

Starts: _____ Ends: _____

3rd Term

Starts: _____ Ends: _____

Breaks

Christmas: _____

Carnival: _____

Easter: _____

Calendars

2025

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

2026

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

2027

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

2029

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

2030

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

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

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

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

2031

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

2032

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

My Attendance Record (*registro de faltas*)

School Year ____/____

[illegible]

Meetings

School Year ____/____

School: _____

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

Students' List

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

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

Class Profile

School Year ____/____

Class: _____ Head Teacher: _____

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

Classroom Display

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

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

Teacher: _____

Students' Attendance Record *(registro de faltas)*

School Year ____/____

School: _____ Class: _____

[illegible]

Summaries

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

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

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

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

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

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

Test Dates

School Year ____/____

School: _____

Class: _____ Head Teacher: _____

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

Values and Attitudes – Assessment Grid

Class: _____

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

HEY, YOU!

**All about
Hey, you! 6**

O projeto **Hey, you! 6** foi construído privilegiando uma abordagem que tem o **aluno como figura central** de todo o processo de ensino e com vista a desenvolver as competências do século XXI que se encontram plasmadas no *Perfil dos Alunos à Saída da Escolaridade Obrigatória*, em articulação com as Aprendizagens Essenciais e o *Quadro Europeu Comum de Referência para as Línguas*. Visa, por um lado, **apoiar o aluno** na consolidação de conhecimentos adquiridos nos 3.º e 4.º anos e na aquisição de novas aprendizagens e, por outro, **apoiar o professor** na sua prática letiva, com vista à promoção do sucesso educativo.

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

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

Princípios orientadores

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

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

21st century skills

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

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

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

Inclusão

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

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

Cidadania

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

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

O Manual

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

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

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



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

Extensive reading – *A Home for everyone*

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

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



Kid's Help

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



Wheel of verbs

Na badana do manual é apresentada uma roda de verbos de acesso fácil e consulta rápida. Em cada rotação, a roda apresenta as formas verbais trabalhadas no 6.º ano.



Classroom language

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

Tips to Nail your English

No verso da capa, encontram-se sugestões para os alunos melhorarem a aprendizagem da língua inglesa promovendo a sua autonomia e contribuindo para o seu sucesso.



Introduction

Os conteúdos de cada subunidade são apresentados junto ao título.

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



Animações que facilitam a compreensão do vocabulário e motivam para a aprendizagem.

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



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



Motiva os alunos para a aprendizagem, desperta a curiosidade e mantém os alunos atentos e interessados pela aprendizagem; ajuda-os a analisar o contexto de comunicação e a tirar conclusões, que são **skills** essenciais na aprendizagem de uma língua e na vida real.



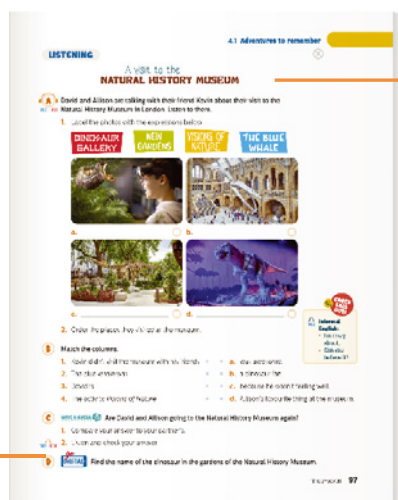
Todos os textos são acompanhados por áudios em duas versões: **standard** e **slow**.



Alertas para particularidades da língua.



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



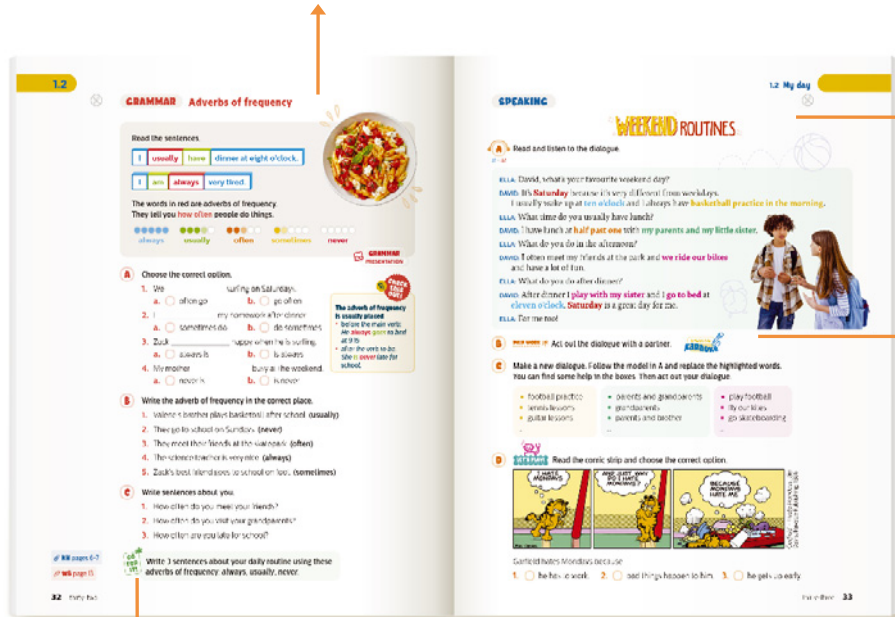
Situações de comunicação e diferentes tipologias de textos orais para os alunos treinarem a compreensão do oral.



Pequenos momentos para desenvolver a capacidade de pesquisar **online**.

Para complementar as explicações gramaticais, são apresentados recursos variados:

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



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



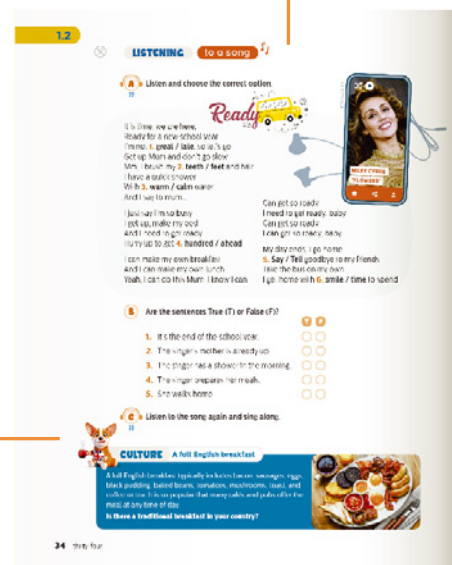
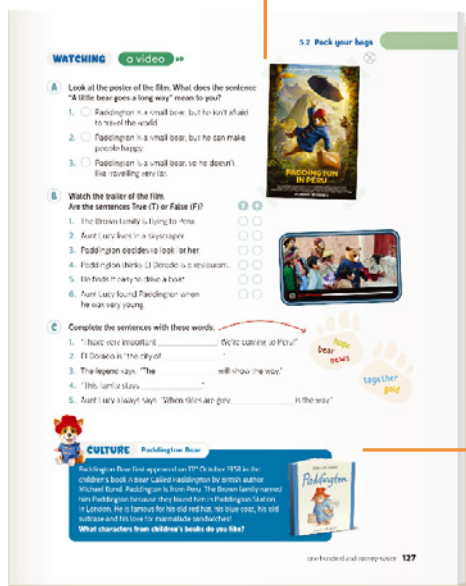
Ferramenta que apoia a leitura em voz alta com marcação do texto. Pode ser usada aquando da transição entre a análise do modelo e o momento de *speaking* propriamente dito.



Exercícios para alunos mais rápidos.

Canções conhecidas dos alunos com melodias adaptadas aos temas estudados.

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



CULTURE

Pequenos apontamentos culturais acompanhados de vídeos.

Introduction

Escrita faseada, assente na apresentação de:

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



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



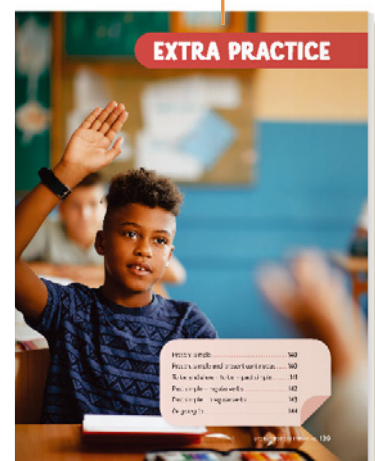
Project

Sugestões de trabalho de projeto exequíveis. Os alunos dispõem de *guidelines* (apresentações PowerPoint®) à apresentação dos projetos.

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



Extra practice com exercícios de vocabulário e gramática.



Outros componentes do projeto

1. Workbook & Fun activities

Workbook

1.ª parte

A cada subunidade do Manual correspondem, no *Workbook*, exercícios de vocabulário e gramática e ainda exercícios de *Listening* que visam apoiar todos os alunos na sua aprendizagem da língua inglesa. Em cada unidade, os alunos também podem encontrar espaços dedicados a trabalhar/melhorar a ortografia: *Spell it*.

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

2.ª parte

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

3.ª parte

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

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

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

Fun activities

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



2. Inclusion

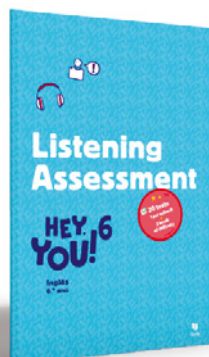
Para os alunos que beneficiam de medidas de apoio à aprendizagem, é disponibilizada uma versão adaptada do manual. Este recurso permite trabalhar de forma diferenciada, com base em materiais idênticos aos do manual e igualmente apelativos. O objetivo desta publicação é proporcionar aos alunos que beneficiam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

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



3. Inclusion +

O projeto *Hey, You! 6* disponibiliza uma versão ainda mais adaptada do manual com estratégias e tipologias de exercícios adequadas a alunos que têm acomodações curriculares significativas.



4. Listening Assessment

20 propostas de *Listening* com exercícios sobre os temas e a língua de cada subunidade para permitir uma melhor adequação ao momento em que serão aplicadas.

5. Teacher's File

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

- **All about Hey, you! 6 (apresentação do projeto):** apresenta informação sobre os componentes do projeto e uma “tour” pelas diferentes rubricas do Manual.
- **Digital tools:** guia multimédia com a listagem de todos os recursos do projeto e ainda compilação dos *audioscripts* do manual e do *Workbook*.
- **Planning:** contempla a planificação anual, dividida por período, a planificação semestral, planos de aula e sugestões para plano anual de atividades. A versão completa é disponibilizada na  **auladigital**. Estes documentos são disponibilizados em versão editável.
- **Worksheets:** apresenta fichas de *Vocabulary*, *Grammar*, *Listening* e *Reading* com níveis de complexidade diferente (fichas A, com grau de complexidade maior, e fichas B, com grau de complexidade menor) para cada subunidade do manual. Estas fichas podem ser utilizadas para reforço e consolidação na sala de aula, como trabalho de casa, em aulas de apoio ou como fichas formativas. Estão disponíveis em versão editável.
- **Assessment:** apresenta um *placement test* e testes de nível diferenciado para cada uma das unidades, por *skills*: *listening*, com o respetivo suporte áudio, *reading*, *vocabulary* e *grammar* e *writing* (teste A, de grau de complexidade maior, teste B, de grau de complexidade menor, e teste C, para alunos com necessidades educativas). Todos os testes são acompanhados das respetivas matrizes, grelhas Excel® de registo e ainda testes de produção oral, com a respetiva grelha Excel® com propostas de avaliação de *speaking*. São facultados também guiões de estudo para os testes.



- **Quick tests:** Apresenta um conjunto de mini-testes interativos com avaliação automática que podem ser realizados ao longo do ano letivo com carácter formativo ou sumativo.
- **Rubrics:** Rubricas e listas de verificação para todas as atividades de interação e produção do manual.
- **Go beyond:** Set de fichas sobre cada subunidade, com exercícios que permitem ir mais além no aprofundamento dos temas.
- **Projects & CLIL:** Planificações para auxiliar a implementação dos projetos do manual apresentados nas páginas *Project* e conjunto de fichas CLIL para trabalho interdisciplinar com enfoque na Cidadania.
- **Follow-up ideas:** Apresenta um conjunto de fichas (*video extension worksheets*) para acompanhar as propostas extra de vídeo colocadas na banda do professor, e a versão papel dos *kahoots* apresentados nas duplas de entrada das unidades, que permitem a revisão de conteúdos trabalhados em anos anteriores e que vão voltar a ser ativados ao longo da unidade.

6. Hey, you! BOX

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

- **Scavenger hunt:** jogo de resolução de enigmas para rever conteúdos culturais.
- **Spelling Bee:** jogo de palavras cujo objetivo é melhorar a ortografia, memorizar a escrita correta de palavras e ampliar o vocabulário dos alunos.
- **I have... Who has...** : jogo de cartas cujo objetivo é consolidar o uso do *past simple*.
- **Paddles + Activities for paddles:** Este recurso possibilita um maior envolvimento e interação dos alunos nas atividades de uma forma lúdica.
- **Spoken production cards:** conjunto de 20 cartões A5 para o desenvolvimento de atividades individuais de produção oral.
- **Spoken interaction cards:** conjunto de 40 cartões A5 para o desenvolvimento de atividades de interação oral a pares.
- **Posters:** 6 posters graficamente apelativos, que podem ser afixados na sala de aula ou usados para decorar espaços em dias relevantes no PAA ou para algumas celebrações.



7. Aula Digital

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

HEY, YOU!

Digital tools

Contents

Guia de recursos multimédia	35
Audioscripts	49



A plataforma  auladigital é uma ferramenta inovadora que possibilita a fácil exploração do projeto *Hey, you! 6*. Permite o acesso a um vasto conjunto de recursos multimédia associados ao Manual, apoiando quer o trabalho na sala de aula, quer o estudo autónomo dos alunos.

Manual e *Workbook* interativos

Ferramentas que otimizam as aulas, oferecendo acesso centralizado e rápido aos recursos digitais e a outras publicações.

Permitem, entre outras funcionalidades:

- a realização e a correção dos exercícios nas páginas do Manual e do *Workbook*;
- a leitura acompanhada dos textos da rubrica *Reading* e *Extensive Reading* do Manual;
- a visualização, *in loco*, de recursos digitais (vídeos, animações, atividades...);
- o acesso imediato a materiais editáveis (fichas, testes, apresentações PowerPoint®...);
- o acesso imediato a outras publicações;
- no *Workbook*, o acesso imediato às páginas correspondentes do manual, ajudando ao estudo autónomo dos alunos.

Tanto o **Manual** como o **Workbook interativos** estão disponíveis *offline*.

Recursos digitais

As diferentes tipologias dos recursos do projeto categorizam-se segundo os objetivos de utilização **Apresentação de conteúdos**, **Aplicação/consolidação** e **Avaliação**.

Para **Apresentação de conteúdos**, o projeto disponibiliza as seguintes tipologias:

- Imagens interativas com pontos clicáveis
- Vídeos *Kids speak up*
- *Animated pictures*
- Animações
- Vídeos
- Vídeos *Video help*
- Vídeos *Culture*
- *Grammar presentations*
- *Grammar in action*
- Karaokes e *Speaking karaokes*
- *Flashcards*
- Sínteses do *Kid's Help* disponibilizadas ao aluno através de *QR Codes*, em versão multilíngue para os alunos com mais dificuldades.
- Áudios gravados por falantes nativos, disponibilizados em duas versões: *standard* e *slow*. Identificados através de hotspots, estão disponíveis *online* e *offline* para treino e/ou estudo autónomo do aluno.

Para **Aplicação e consolidação** das aprendizagens:

- Apresentações Powerpoint®
- Atividades gramaticais com correção automática e dicas de ajuda à resolução.
- Jogos *Wheel of verbs*, *Escape Game*, *Who wants to be a Hey, you! Master?* e *Spelling Bee*.
- Quizzes de exploração aos temas de cada unidade.
- *Webquest Around the word in 80 days*.
- Simuladores *Interactive Big Ben*, *Timer*, *Random number generator* e *Recorder*.

Para **Avaliação**:

- Testes interativos por subunidade e por unidade.

Apresenta-se, em seguida, a distribuição de recursos por tipologia, organizados de acordo com o objetivo de utilização e explicitando-se os recursos destinados exclusivamente ao Professor.

Apresentação de conteúdos

Imagens interativas

Exclusivo do professor



O projeto disponibiliza **Imagens interativas** com pontos clicáveis, uma por unidade, que remetem para vídeos, canções, jogos, *quizzes* e textos de exploração de acordo com a temática apresentada na abertura da unidade.



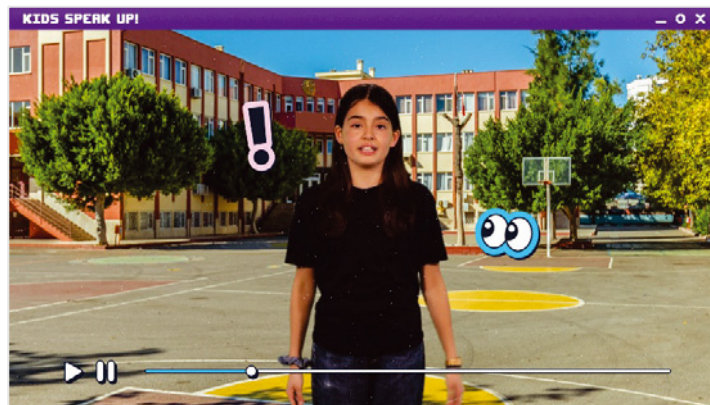
Interactive picture: Out and about

Os professores adotantes do projeto dispõem de **5 Imagens interativas**:

- **Interactive picture:** My life
- **Interactive picture:** Hello, school!
- **Interactive picture:** Out and about
- **Interactive picture:** Stories
- **Interactive picture:** Holidays, at last!

Vídeos *Kids speak up*

Vídeos protagonizados por falantes nativos interagindo entre si ou respondendo a perguntas relacionadas com a temática a explorar nas unidades. Permitem ao professor apresentar modelos de comunicação normalmente usados em situações reais do dia a dia.



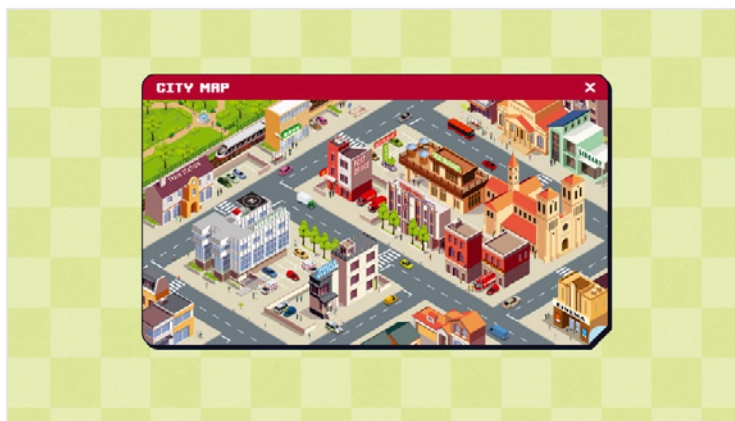
Kids speak up

Os professores adotantes do projeto dispõem de **5 vídeos *Kids speak up***:

- **Kids speak up:** My life
- **Kids speak up:** Hello, school!
- **Kids speak up:** Out and about
- **Kids speak up:** Stories
- **Kids speak up:** Holidays, at last!

Animated pictures

Animações que permitem a aprendizagem de novos vocábulos relacionados com os temas explorados de forma apelativa, por estarem contextualizados em pequenos textos com apoio audiovisual.



Animated picture: Places in the city

Os professores adotantes do projeto dispõem de **10 Animated pictures**:

- **Animated picture:** Personality adjectives
- **Animated picture:** Daily routine
- **Animated picture:** Parts of the school
- **Animated picture:** School clubs
- **Animated picture:** Places in the city
- **Animated picture:** Shops
- **Animated picture:** Types of houses
- **Animated picture:** Words and actions in stories
- **Animated picture:** Types of holidays
- **Animated picture:** What to pack

Animações

Animações dos textos das rubricas *Reading* e *Extensive Reading* – *A home for everyone*, que ajudam à compreensão do conteúdo pelo uso de imagens, vídeos e áudio.



Animated text: Hamleys – A world of magic

Os professores adotantes do projeto dispõem de **13 Animações**:

- **Animated text:** Elsie's family has got talent
- **Animated text:** Hurry up!
- **Animated text:** At the break
- **Animated text:** School clubs
- **Animated text:** A city walking tour
- **Animated text:** Hamleys – A world of magic
- **Animated text:** Incredible story
- **Animated text:** A spooky story
- **Animated text:** The best holidays ever!
- **Animated text:** Around the world in 80 days
- **Chapter 1:** At the camp
- **Chapter 2:** A plan
- **Chapter 3:** A new home

Vídeos

Vídeos externos de apoio às atividades do manual, com destaque para *trailers* de filmes. Permitem uma aprendizagem mais lúdica, indo ao encontro da realidade e dos gostos dos alunos, com a possibilidade de apresentar legendas em inglês ou em português.



Video: Elemental – trailer

Os professores adotantes do projeto dispõem de **11 Vídeos**, dos quais 6 são exclusivos para o professor:

- **Video:** *Despicable Me 4* – trailer
- **Video:** *Popular theory* – trailer
- **Video:** *Elemental* – trailer
- **Video:** *Clifford, the big red dog* – trailer
- **Video:** *Paddington in Peru* – trailer

Exclusivo do professor

- **Video:** *Rescued by Ruby* – trailer
- **Video:** *Schools in Britain*
- **Video:** *If* – trailer
- **Video:** *Visions of nature*
- **Video:** *The wild robot* – trailer
- **Video:** *Around the world in 80 days* – trailer

Vídeos Video help

Vídeos tutoriais de apoio à rubrica *Writing*, com indicações, passo a passo, de como escrever textos nas temáticas em destaque, com legendas multilingues *on/off*, para os alunos com mais dificuldades. Narrados a duas vozes, permitem uma abordagem mais envolvente para a aquisição destas estruturas.



Video help: My visit to the Harry Potter studios

Os professores adotantes do projeto dispõem de 4 Vídeos Video help:

- **Video help:** A day in my life
- **Video help:** This is my new school
- **Video help:** My visit to the Harry Potter studios
- **Video help:** Funny stories

Vídeos Culture

Vídeos de apoio à rubrica *Culture*. Permitem ao professor abordar questões culturais de forma dinâmica com acesso a imagens e pequenos vídeos contextualizados, acompanhados da mascote Poppy.



Video Culture: Department stores

Os professores adotantes do projeto dispõem de **5 Vídeos Culture:**

- **Culture:** A full English breakfast
- **Culture:** International Day of Friendship
- **Culture:** Department stores
- **Culture:** Central Park
- **Culture:** Paddington Bear

Grammar presentations

Animações de conteúdos gramaticais, com explicações passo a passo do uso e da forma, complementadas com exemplos e intercaladas com exercícios de resposta rápida para uma compreensão gradual e faseada. Dispõem de menu de *bookmarks*, para acesso rápido às diferentes partes da animação, tabela final de sistematização e legendas multilingues *on/off* para os alunos com mais dificuldades.

There + to be — past simple

Last Sunday I was at the aquarium in my hometown. It was really cool!

There were many different fish.

There was even a diver feeding them.

Unfortunately, **there weren't** any turtles. They're my favourite sea animals.



Grammar: There + to be – past simple

Os professores adotantes do projeto dispõem de **19 Grammar presentations:**

- **Grammar:** Present simple (affirmative and negative)
- **Grammar:** Present simple (interrogative)
- **Grammar:** Adverbs of frequency
- **Grammar:** *There + to be* – present simple
- **Grammar:** Present continuous (affirmative and negative)
- **Grammar:** Present continuous (interrogative)
- **Grammar:** Present simple and present continuous
- **Grammar:** Prepositions of place
- **Grammar:** Prepositions of movement

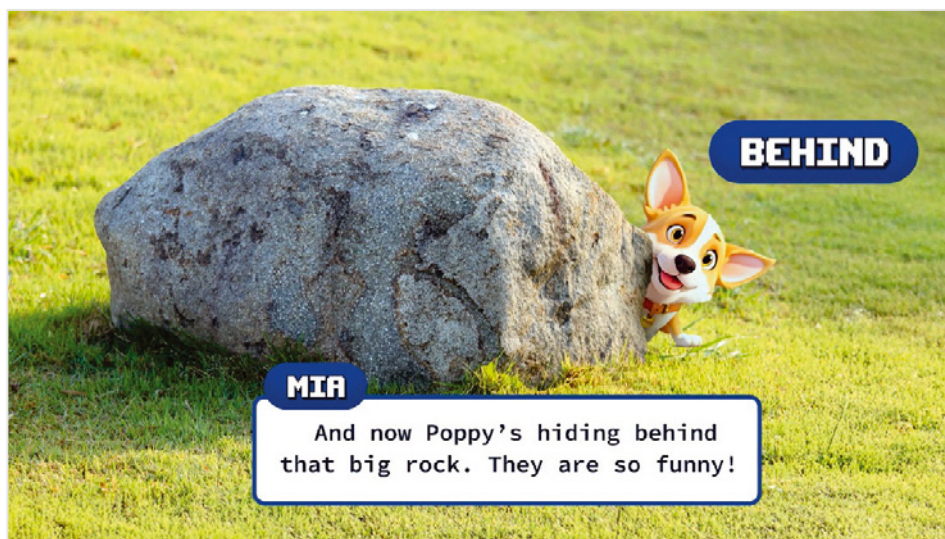
- **Grammar:** Verb *to be* – past simple (affirmative and negative)
- **Grammar:** Verb *to be* – past simple (interrogative)
- **Grammar:** *There + to be* – past simple
- **Grammar:** Past simple – regular verbs (affirmative and negative)
- **Grammar:** Past simple – regular verbs (interrogative)
- **Grammar:** Past simple – Irregular verbs
- **Grammar:** Comparative
- **Grammar:** Superlative
- **Grammar:** *Be going to* (affirmative and negative)
- **Grammar:** *Be going to* (interrogative)

Grammar in action

Exclusivo do professor



Animações de exploração de estruturas gramaticais contextualizadas em situações do quotidiano de forma natural, com recurso a ilustrações, imagens e áudio. Permitem ao professor explorar situações do dia a dia em que as estruturas são naturalmente usadas.



Grammar in action: Prepositions of place

Os professores adotantes do projeto dispõem de **5 Grammar in action**:

- **Grammar in action:** Present simple
- **Grammar in action:** Present continuous
- **Grammar in action:** Prepositions of place
- **Grammar in action:** *There + to be* – past simple
- **Grammar in action:** Past simple – irregular verbs

Karaokes

Vídeos de canções com letra adaptada, com marcação de texto em versão cantada e instrumental, para exercício da oralidade e vídeos de textos/diálogos temáticos, apoiados por imagens, áudio e marcação de texto (com versão falada e karaoke) seguida de atividade final de produção oral com recurso a dicas do modelo a seguir. Permitem a prática da oralidade de forma mais lúdica, trabalhando também a dinâmica de pares e de grupo.



Karaoke: There's a lot to see

Os professores adotantes do projeto dispõem de **5 Karaokes (exclusivos do professor)** e de **4 Speaking karaokes**:

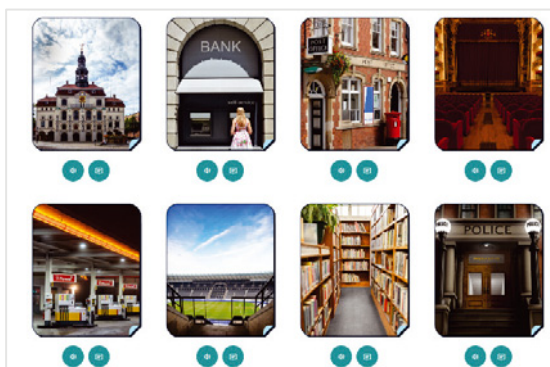
- **Karaoke:** Ready
- **Karaoke:** Have fun together
- **Karaoke:** There's a lot to see
- **Karaoke:** Once upon a time
- **Karaoke:** Let's go travel the world
- **Speaking karaoke:** A special person in my life
- **Speaking karaoke:** Weekend routines
- **Speaking karaoke:** Cool things I do after school
- **Speaking karaoke:** Asking the way

Exclusivo do professor



Flashcards

Galeria de imagens de exploração temática com legenda e áudio associados, para revisão e consolidação de vocabulário.



Flashcards: Places in the city

Os professores adotantes do projeto dispõem de **11 Flashcards**:

- **Flashcards:** Family members / Physical description
- **Flashcards:** Jobs
- **Flashcards:** Daily routine
- **Flashcards:** Parts of the school / School subjects
- **Flashcards:** School clubs
- **Flashcards:** Free time activities
- **Flashcards:** Places in the city
- **Flashcards:** Shops
- **Flashcards:** Means of transport
- **Flashcards:** Types of holidays / Holiday activities
- **Flashcards:** What to pack

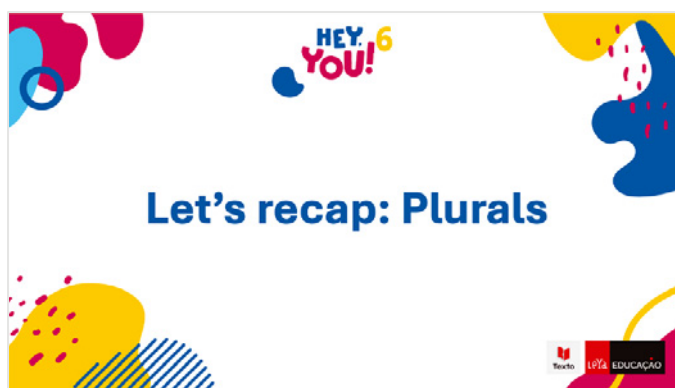
Aplicação/consolidação

Apresentações Powerpoint®

Exclusivo do professor



Apresentações de exploração e aplicação de conteúdos gramaticais e/ou temáticos. Incluem apresentações de apoio aos conteúdos da rubrica *Let's recap* do *Workbook*.



Presentation: Let's recap: Plurals

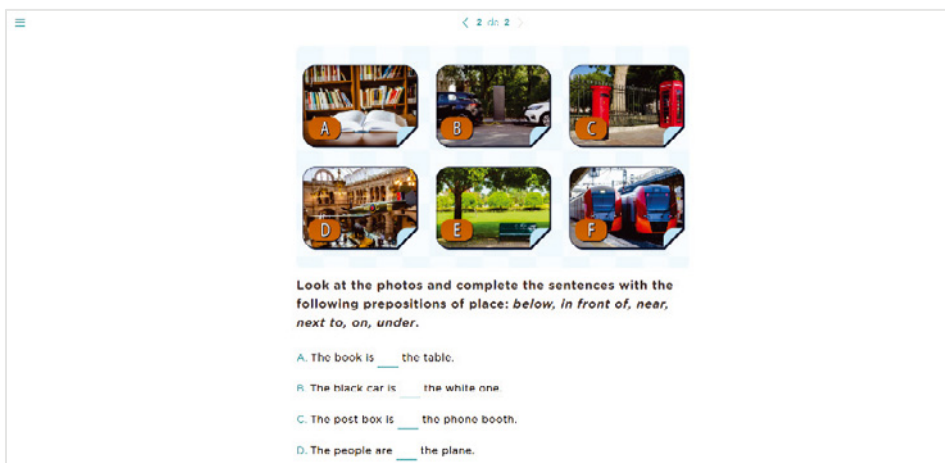
Os professores adotantes do projeto dispõem de **20 Apresentações Powerpoint®**:

- **Presentation:** Verb *to be* – present simple
- **Presentation:** Personal pronouns and possessive determiners
- **Presentation:** Question words
- **Presentation:** Verb *have got* – present simple
- **Presentation:** Possessive case
- **Presentation:** Possessive pronouns
- **Project:** Class survey – Saturday activities
- **Project:** School leaflet
- **Project:** City/village leaflet
- **Project:** Discover London or New York

- **Let's recap:** Cardinal and ordinal numbers
- **Let's recap:** Clothes, footwear and accessories
- **Let's recap:** Parts of the house / Furniture and objects
- **Let's recap:** Activities around the house
- **Let's recap:** Food, drinks and meals
- **Let's recap:** Plurals
- **Let's recap:** Some / Any
- **Let's recap:** Connectors
- **Let's recap:** Question words

Atividades interativas

Questões para exercício e aplicação dos conteúdos gramaticais explorados nas *grammar presentations*, com correção automática e dicas de ajuda à resolução. Permitem ao aluno relembrar, exercitar e/ou consolidar os conteúdos gramaticais explorados.



Look at the photos and complete the sentences with the following prepositions of place: below, in front of, near, next to, on, under.

A. The book is _____ the table.

B. The black car is _____ the white one.

C. The post box is _____ the phone booth.

D. The people are _____ the plane.

Exercises: Prepositions of place

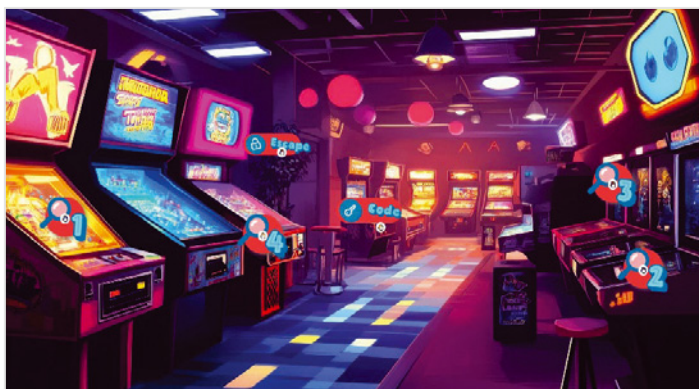
Os professores adotantes do projeto dispõem de **19 Atividades interativas**:

- **Exercises:** Present simple (affirmative and negative)
- **Exercises:** Present simple (interrogative)
- **Exercises:** Adverbs of frequency
- **Exercises:** *There + to be* – present simple
- **Exercises:** Present continuous (affirmative and negative)
- **Exercises:** Present continuous (interrogative)
- **Exercises:** Present simple and present continuous
- **Exercises:** Prepositions of place
- **Exercises:** Prepositions of movement
- **Exercises:** Verb *to be* – past simple (affirmative and negative)
- **Exercises:** Verb *to be* – past simple (interrogative)
- **Exercises:** *There + to be* – past simple

- **Exercises:** Past simple – regular verbs (affirmative and negative)
- **Exercises:** Past simple – regular verbs (interrogative)
- **Exercises:** Past simple – Irregular verbs
- **Exercises:** Comparative
- **Exercises:** Superlative
- **Exercises:** *Be going to* (affirmative and negative)
- **Exercises:** *Be going to* (interrogative)

Jogos

Os jogos *Wheel of verbs*, *Escape Game*, *Who wants to be a Hey, you! Master?* e *Spelling Bee* permitem rever e consolidar conteúdos de forma lúdica, tornando a aprendizagem mais interativa e possibilitando também ao professor trabalhar a dinâmica de pares e de grupo.



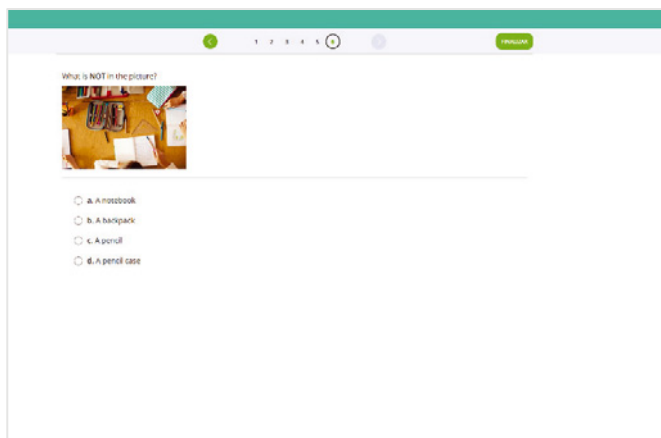
Escape game: Escape Hamleys

Os professores adotantes do projeto dispõem de **17 Jogos**:

- **Escape Game:** Escape the swimming pool
- **Escape Game:** Escape the gym
- **Escape Game:** Escape Hamleys
- **Escape Game:** Escape the castle
- **Escape Game:** Escape the zoo
- **Game:** Who wants to be a Hey, you Master? (Unit 1)
- **Game:** Who wants to be a Hey, you Master? (Unit 2)
- **Game:** Who wants to be a Hey, you Master? (Unit 3)
- **Game:** Who wants to be a Hey, you Master? (Unit 4)
- **Game:** Who wants to be a Hey, you Master? (Unit 5)
- **Spelling Bee** (Unit 1)
- **Spelling Bee** (Unit 2)
- **Spelling Bee** (Unit 3)
- **Spelling Bee** (Unit 4)
- **Spelling Bee** (Unit 5)
- **Wheel of verbs:** present continuous or present simple?
- **Wheel of verbs:** past simple – regular or irregular?

Quizzes

Quizzes compostos por questões de resposta automática com *feedback* imediato para revisão de conteúdos gramaticais/lexicais.



Quiz: In my school

Os professores adotantes do projeto dispõem de **11 Quizzes**:

- **Quiz:** Who are you?
- **Quiz:** Meet my family
- **Quiz:** Daily routine
- **Quiz:** In my school
- **Quiz:** Free time activities
- **Quiz:** Around the city
- **Quiz:** At the shoe shop!
- **Quiz:** Let's go home by bus!
- **Quiz:** Tell me a story
- **Quiz:** My kind of holiday
- **Quiz:** Pack your bags!

Simuladores

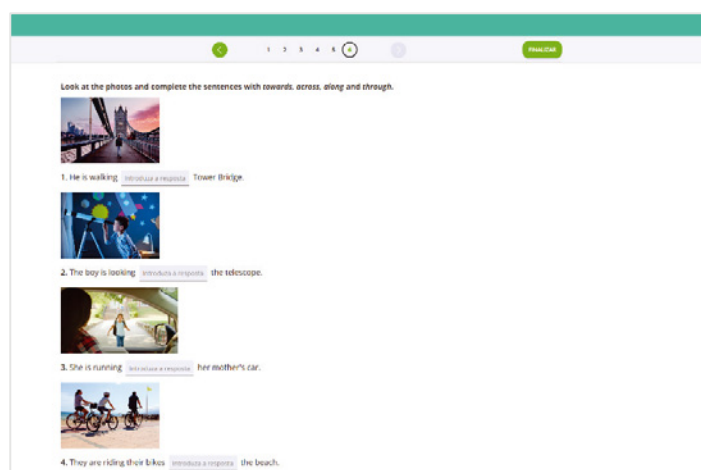
Simuladores que podem ser usados em várias atividades e dinâmicas de sala de aula:

- **Interactive Big Ben:** Ferramenta de apoio em formato de relógio *Big Ben*. Permite a manipulação dos ponteiros de um relógio com o intuito de treinar as horas.
- **Timer:** Cronómetro personalizável. Permite inserir um tempo estimado para a realização de tarefas em sala de aula e mostrar a contagem decrescente do tempo.
- **Random number generator:** Ferramenta de atribuição aleatória de números. Permite eleger um aluno através do número de turma para realizar uma determinada tarefa, organizar a saída dos alunos da sala de aula, etc.
- **Recorder:** Ferramenta de gravação de registos áudio.

Avaliação

Testes interativos

Os testes interativos permitem avaliar os conhecimentos dos alunos, podendo ser também utilizados como revisão antes de um teste final. Apresentam, para o efeito, correção automática e relatório de avaliação detalhado. Os professores adotantes do projeto dispõem de um total de **17 testes interativos**: para o aluno, um teste por subunidade, constituído por 6 questões interativas; para uso exclusivo do professor, um teste por unidade, constituído por 8 questões interativas.



In the city (Test subunit 3.1)

- **Teste interativo:** Starter (Test)
- **Teste interativo:** People around me (Test subunit 1.1)
- **Teste interativo:** My day (Test subunit 1.2)
- **Teste interativo:** My school (Test subunit 2.1)
- **Teste interativo:** Fun with friends (Test subunit 2.2)
- **Teste interativo:** In the city (Test subunit 3.1)
- **Teste interativo:** A day out (Test subunit 3.2)
- **Teste interativo:** Adventures to remember (Test subunit 4.1)
- **Teste interativo:** Telling stories (Test subunit 4.2)
- **Teste interativo:** Enjoy your holidays (Test subunit 5.1)
- **Teste interativo:** Pack your bags (Test subunit 5.2)

Exclusivo do professor



- **Teste interativo:** Starter (Test)
- **Teste interativo:** My life (Test Unit 1)
- **Teste interativo:** Hello, school! (Test Unit 2)
- **Teste interativo:** Out and about (Test Unit 3)
- **Teste interativo:** Stories (Test Unit 4)
- **Teste interativo:** Holidays, at last! (Test Unit 5)

Student's book

Starter

p. 10 – ex. C

Gabriel: Hi! I'm Gabriel. You're Harry, right? Nice to meet you.

Harry: Nice to meet you too, Gabriel!

Gabriel: What's your surname?

Harry: My surname is Wallace – W-A-L-L-A-C-E.

Gabriel: What nationality are you?

Harry: I'm Canadian.

Gabriel: You're from Canada! It's cool to meet a Canadian for the first time! When is your birthday?

Harry: It's on 12th June.

Gabriel: Really? My birthday is also on 12th June! I've got a dog. Her name is Foxy. Have you got a pet?

Harry: Yes, I have. I've got a cat. His name is Mango.

Unit 1

p. 17 – ex. B

These are my friends. Millie is very funny. Her eyes are brown and she has got curly brown hair. She is a happy girl. Claire has got straight blond hair and blue eyes. She wears glasses. Emily has got long wavy hair and blue eyes. She's very hard-working. The three of us always have fun together, but my best friend is Millie.

p. 18 – ex. E

Mr and Mrs Spencer have a great surprise for Elsie. A very cool birthday present: a lovely little dog.

p. 20 – ex. B

Jenna: I'm Jenna and I work with a camera and a computer. I take beautiful photos of people, pets and nature. I especially like to take photos of trees in the winter with lots of snow, or in autumn when the colours are fantastic.

Arthur: My name is Arthur. I wear a uniform at work: a blue shirt and black trousers. I really like my job because I like driving and I'm never late. I drive kids to school in the morning and I drive them back home at the end of the day.

p. 21 – exs. A e B

Emily: Hi! May I ask you a question about best friends for the school website?

Alan: Hi! OK, sure!

Emily: How many best friends have you got?

Alan: I've got two: Philip and Oscar. Philip's mother works with mine at the hospital. They are nurses. They are friends, so Philip and I are always together. We have a lot of fun: we play basketball, we play video games and we tell jokes.

Emily: What does he look like?

Alan: He's tall and thin. His hair is blond and he has got brown eyes like me.

Emily: What's special about him?

Alan: He's hard-working, very friendly and funny. We laugh a lot together. He loves T-shirts and caps. Look at my cap today. Isn't it cool? Well, it's not mine. It's his. (he laughs)

Emily: What about Oscar?

Alan: Oscar is my family's pet. He's a big dog, but he's very sweet. He's with me all the time when I'm at home.

p. 27 – ex. C

What time is it?

1. It's eleven o'clock.

2. It's half past eight.

3. It's ten to three.

4. It's twenty past one.

5. It's quarter past seven.

p. 31 – ex. A

My name is Valerie Garcia and I'm 11 years old. I have a different week routine because I am a long-distance runner. I want to be a professional runner, so I have to practise really hard. I usually get up at half past six, I have breakfast and I go running with my mum for 45 minutes. At half past eight I walk to school with my brother and sister. I have lessons in the morning and in the afternoon I go to the gym to practise for 2 hours except on Wednesdays because I have a free afternoon. I usually do my homework before dinner. My family and I have dinner together at eight o'clock. I am always very tired, so I go to bed at nine.

p. 31 – ex. B

Hi! I'm Zack Parker, I'm 10 years old and I'm a professional surfer. I don't go to school, I am homeschooled, because I go surfing in the morning and in the afternoon. I start my lessons at 8 o'clock and I go to the beach with my father at half past eleven. I practise for 2 hours. I always have a quick lunch with the team and I surf for 3 hours in the afternoon. Then I have a shower and I do my homework. I have dinner at half past seven and I often listen to music to relax. I never watch TV. I go to bed at 9.15 every night. My routine during the week is very busy, but I have a good time during the weekend.

p. 31 – ex. D

Valerie: I usually meet my friends at the skate park for an hour on Wednesday afternoons. We have a great time together.

Zach: The weekend is when I meet my friends and we do some activities together, like going to the cinema, riding our bikes or playing football in the park.

Unit 2

p. 47 – exs. A e B

Alice: Hi, David! It's cool to see you! You're not in my class this school year. I'm so sorry!

David: Hi, Alice! I'm very sorry too, but we can meet in the playground every day.

Alice: Good idea! Tell me about your timetable. Is it good?

David: Yes, I think it's great.

Alice: When do you have PE?

David: I have PE on Monday and Thursday. On Monday at 9 o'clock and on Thursday before lunch. On Monday I also have maths in the morning. It's at 11 o'clock.

Alice: On Monday I also have maths, but it's after lunch. When do you have art?

David: I have art lessons on Friday at three.

Alice: What's your first lesson on Tuesday?

David: It's English.

Alice: When do you have history?

David: I have history on Monday at two o'clock and on Wednesday after lunch.

Alice: Do you have science on Friday?

David: Yes, I do. It's at 9 o'clock. It's my favourite subject. I also like art. Friday is a cool day because of different things.

p. 47 – ex. C

Alice: Why is Friday your favourite day of the week?

David: Well, I have my favourite subject and after school I meet my friends. We ride our bikes and have a lot of fun. Friday is also the day before the weekend. What's your favourite day of the week?

p. 51 – ex. B

Alan: I think cooking is great. I love cooking yummy food. My favourite activity is playing chess with my brother. It's also cool to play football with my friends.

Jane: In my free time I like listening to music and reading, but my favourite activity is collecting things. I collect coins and shells.

p. 53 – ex. F

We are very excited because there's a robotics event at school next week. This is a great opportunity for us to show our robot lorry to the community. It's a big challenge and a great responsibility. We hope everything goes well at the event.

p. 56 – ex. A

Leah: I'm Leah and this is my brother James. We're eleven years old and we're in the same school year because we're twins. We're also in the same class. We don't have a lot of free time activities because we play basketball on Mondays, Wednesdays and Fridays in the afternoon and then we always have matches on Saturdays. Now we're listening to our coach. We also like listening to music, especially when we go home by bus after basketball practice.

Sami: My name's Sami. I'm friends with Leah and her brother, but I'm not into sports. What I really like is music. I play the guitar and I'm a member of the music club. We always meet on Wednesday afternoons. Now we're learning a Coldplay song. I know this song because my parents are big fans of the band Coldplay, and they often listen to their music. After my guitar lesson, I take the bus

home with Leah and James and we always have a good time.

p. 56 – ex. B

I'm Leah and this is my brother James. We're eleven years old and we're in the same school year because we're twins. We're also in the same class. We don't have a lot of free time activities because we play basketball on Mondays, Wednesdays and Fridays in the afternoon and then we always have matches on Saturdays. Now we're listening to our coach. We also like listening to music, especially when we go home by bus after basketball practice.

p. 56 – ex. C

My name's Sami. I'm friends with Leah and her brother, but I'm not into sports. What I really like is music. I play the guitar and I'm a member of the music club. We always meet on Wednesday afternoons. Now we're learning a Coldplay song. I know this song because my parents are big fans of the band Coldplay, and they often listen to their music. After my guitar lesson, I take the bus home with Leah and James and we always have a good time.

p. 56 – ex. D

On the bus

Sami: Hey, Leah! Do you want to listen to what I'm learning at the moment?

Lea: Of course, Sami. (toca um pouco da canção: Viva la vida dos Coldplay)... That's so cool! Can you play this at our birthday party next month?

Sami: Sure, Leah... I'll give it a try!

Unit 3

p. 70 – ex. A

Alex: Okay, GPS, take me to the Congress Centre.

GPS: Recalculating... Please wait...

Alex: Come on, GPS. I really need to get to the Congress Centre quickly.

GPS: Error. Please check your internet connection.

Alex: Oh no, not now!

GPS: Please try again later.

Alex: Great... Now what? Excuse me, can you help me, please?

Maria: Of course.

Alex: I'm trying to get to the Congress Centre, but my GPS isn't working. Can you tell me how to get there?

Maria: Sure. Do you know where the town hall is?

Alex: I think so... Is it next to the post office across the bridge?

Maria: Exactly! It's on Prince Road. Go along Prince Road and when you get to the Town Hall, turn right into Church Street. The Congress Centre is opposite the big Church.

Alex: Thank you so much! I'm taking my dog, Luke, to the Dog Show and it's getting late.

Maria: You're welcome! Good luck to your dog!

p. 72 – ex. A

- 1. Police officer:** Go along Main Street and turn right into Robin Street. It's between the post office and the bank.
- 2. Police officer:** Go along Main Street and turn left into Robin Street. It's next to the library.
- 3. Police officer:** Go along Main Street and turn right into Robin Street. Then turn left into Bond Street. It's opposite the police station.

p. 75 – ex. D

Robby: This is a great place! I'm sure I'll find the colour I want here.... There are so many skateboards. This one looks nice; it's blue and white, my favourite colours! I think it's perfect!

Jasmin: I'm looking for a present for my little sister... It's her birthday on Sunday. Can I see the barbies over there? Oh, yes! I think this one is very beautiful... She looks like a princess...

p. 80 – ex. A

My last school trip was to the Victoria and Albert Museum and it was amazing. There was a special exhibition of Taylor Swift's famous looks. I am a Taylor Swift fan, so I was very excited. Our music teacher was our guide because there weren't any guides at the museum on that day. There were 13 stops with 16 different looks. The clothes and accessories were incredible. There were also musical instruments, posters, photos and cool videos. The black and yellow dress with boots was one of my favourite looks. But my top look was the blue dress with the blue and red cowboy boots with her name on them. The visit to the exhibition was 90 minutes long and it was great fun!

p. 80 – ex. C

Olivia: Hmmm... I'm not sure... Julie also likes postcards. She has got a postcard collection. But the T-shirt is only £18 and it's true, she really likes clothes. Well, we'll take the T-shirt!

Unit 4

p. 97 – ex. A

Kevin: Hello, David and Allison! How was the visit to the Natural History Museum yesterday?

David: It was great! A true adventure! We missed you.

Kevin: I really wanted to go with you and your parents, but I was sick. Now, tell me more about your visit.

Allison: The museum is very big and there were so many things to see! I loved it. First, we admired the Blue Whale skeleton in the main hall. It's enormous. It was my favourite.

David: Then we visited the Dinosaur Gallery. You know, I'm crazy about dinosaurs. Next, it was time for an awesome experience: with the help of new technology, we discovered fantastic things about the future of nature. It looked so real!

Allison: After that, we visited the New Gardens outside the museum. We explored them for some time because they are so fantastic.

David: We were all surprised to see the dinosaur skeleton in the gardens. Can you believe it?

Kevin: Wow! My birthday is next month. Can we go to the Natural History Museum together?

p. 97 – ex. C

Allison: Good idea! There are lots of cool things we didn't have time to explore!

p. 100 – ex. C

Adele: Last week my friends and I visited an old house. It was a very spooky house. Suddenly, there was a very strange noise. We were very scared and started to run away.

Marcus: I love telling stories, so here's my story. Yesterday, I was late for school, so I walked quickly along the school corridor to get to the lab for my science lesson. Can you guess what happened? At the corner, I bumped into the headmaster. I was really embarrassed!

p. 101 – ex. D

Greg: Stop running! It's not a ghost. Look! It's Michael's father trying to scare us. Look at him laughing!

Unit 5

p. 115 – ex. D

There was a new shop that makes ice cream for dogs. Snoopy really liked the chicken ice cream. He got one every time we went there.

p. 118 – exs. A e B

Winter holidays are the best holidays for me because they are the most exciting and the most fun of all. I also like to go to the beach in the summer or visit an interesting city, but snow holidays are really my favourite.

Last December we went to a ski resort in France. We had awesome days!

My parents and I went skiing every day. My sister stayed at the skiing school to have skiing lessons. She is only 6 years old and she doesn't know how to ski very well. We also built a snowman every afternoon. The best part of the day was when we went sledding. It was so much fun. Snow fights were also great. We laughed a lot. Our parents loved to go for walks.

Did you know snow ice cream exists? Yes, it does. I was very sorry because this year there weren't any snow ice creams at the hotel restaurant.

p. 126 – ex. A

Joey: Hi, Alice. My aunt, Catherine, is in the Algarve and last Sunday she invited my parents and me to spend a week with her at her hotel. My parents can't go because they are working. Are you free at the beginning of July?

Alice: Yes, I am. But I need to ask my parents first...

Joey: Of course! My aunt knows the Algarve very well. Her hotel is near Spain, so we can also go there!

Alice: Great idea!

Joey: My aunt wants me to have a fantastic time! She likes planning everything: the food, the activities and especially the fun! She enjoys having a good time.

Alice: It sounds amazing... What are you going to do first?

Joey: Well, the first thing I'm going to do is to explore the caves by boat! What about you? You can ask my aunt whatever you want. She's like a magician. She always finds a way to make it happen!

Alice: Really? There are so many things to do... Listen, can I text you later? My grandparents are waiting for me. We're going to visit my new school for next year.

Joey: Sure! I'm super happy you want to come with me... As my aunt often says: "Good friends make good times."

Workbook

Placement test

p. 3 – ex. C

second; one hundredth; sixteenth; fourth; thirtieth; first; twenty-fifth; twelfth

Unit 1

p. 6 – ex. C

Emma: I've got long straight red hair and brown eyes. I've got freckles. I'm friendly and active. My name is Emma.

Christopher: I've got short curly brown hair and green eyes. I'm a bit lazy but I'm funny. I'm Christopher.

Andrew: I've got short wavy brown hair. My eyes are brown and I've got a beard. I've got glasses too. I'm a very hard-working person. I'm Andrew.

Sharon: I've got short straight grey hair and I've got glasses. I'm very happy and funny. My name is Sharon.

p. 10 – ex. C

1. My sister and I have breakfast in the kitchen. She has cereal and milk. I have chocolate milk and toast with butter.

2. Jasmin and her brother catch the bus to school in the morning. Their classes start at half past eight.

3. The students have a snack and then they do their homework in the library.

p. 11 – Spell it!

grandparents; cousin; nephew; friendly; firefighter; musician

Unit 2

p. 21 – Spell it!

playground; subject; geography; techie club; gym; canteen

Unit 3

p. 29 – Spell it!

opposite; behind; straight; stadium; amusement park; chemist's

Unit 4

p. 32 – ex. B

Ethan lives with his family in an isolated house with a big garden. The house has got three floors and a garage.

There's a swimming pool too.

John lives in a house joined together with another house.

He shares a wall with his neighbours. There is also a garage and a small garden.

Sara's house is in a row of houses that are all joined together. She shares walls with her neighbours on both sides. She has a small backyard where she likes to plant flowers.

Emma lives on the third floor of a tall building. She has a nice view from her balcony. It's close to shops and public transports. She doesn't have a garden, but there's a park across the street.

p. 39 – Spell it!

detached; terraced; strange; adventure; believe; laugh

Unit 5

p. 42 – ex. C

Amy: I go to a different city every summer. I travel with my aunt and my uncle. It's so fun to go on holiday with them because we do lots of things: visit museums, go to the zoo and go to amazing parks.

Omar: My family and I love everything about the water. We feel like fish in the water, so we choose to go on holiday to a different beach every year. It's great to do activities like surfing, swimming or paddleboarding.

Callum: Every year, my friends and I take the bus or the train and spend the month of July together. We stay in little houses, and we sleep in the same bedroom. We meet other kids like us from different places and it's fun doing things together.

p. 46 – ex. B

Myra: I love holidays. My brother loves snow holidays, but I prefer beach holidays.

I always take my sunglasses and my camera and I never forget my sun cream of course.

Robert: This is my suitcase. I've got a pair of gloves, goggles and my anorak. I am ready to go to Switzerland on snow holidays. Last year I went to a summer camp and I loved it, but I prefer the snow. This year I am really excited to go skiing and my camera is coming with me!

p. 49 – Spell it!

caravan; motorbike; bicycle; towel; windsurfing; suitcase

HEY, YOU!

Planning

Planning

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

HEY, YOU!

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Name _____

No. _____

Class _____

Date _____

A Complete with the verb *to be*.

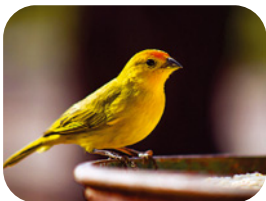
1. Buckingham Palace _____ the official residence of the royal family.
2. Adele and Ed Sheeran _____ **(not)** actors. They _____ singers.
3. My name _____ Charles and I _____ from England.
4. I _____ **(not)** his cousin. He _____ my friend.
5. We _____ **(not)** lazy students! We _____ very good!

B Complete the questions and answers with the verb *to be* according to the pictures. Follow the example.**EXAMPLE**Is she from Brazil?No, she isn't.

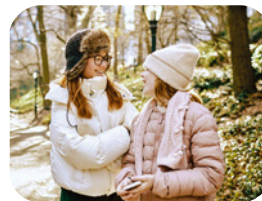
1. _____ she nine?
_____, _____.



3. _____ James at the museum?
_____, _____.



2. _____ it a blue bird?
_____, _____.



4. _____ they at home?
_____, _____.

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

1. **Frances:** Janice, this is Hakiyo! She _____ from South Africa.
2. **Greg:** But her parents _____ **(not)** from South Africa, they _____ American.
3. **Janice:** Hi, Hakiyo! And _____ you in year 6?
4. **Hakiyo:** No, I _____. I _____ in year 7.
5. **Janice:** Really? Me too. _____ your birthday in May?
6. **Hakiyo:** No, it _____. My birthday _____ on 2nd February.
7. **Janice:** We _____ friends now! Let's go!

Name _____

No. _____ Class _____ Date _____

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

Selecciona a forma correta do verbo *to be*.

1. Buckingham Palace **is / am** the official residence of the royal family.
2. Adele and Ed Sheeran **isn't / aren't** actors. They **are / is** singers.
3. My name **am / is** Charles and I **are / am** from England.
4. I **is not / am not** his cousin. He **is / are** my friend.
5. We **are not / am not** lazy students! We **is / are** very good!

B Complete the questions and answers with the verb *to be* according to the pictures. Follow the example.

Completa as perguntas e respostas com o verbo *to be* de acordo com as imagens. Segue o exemplo.



EXAMPLE

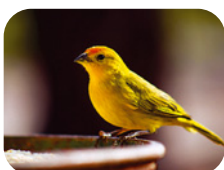
Is **she** from Brazil?
No, she isn't.



1. _____ **she** nine?
Yes, _____.



3. _____ **James** at the museum?
Yes, _____.



2. _____ **it** a blue bird?
No, _____.



4. _____ **they** at home?
No, _____.

C Complete the sentences with the verb *to be* (*am, is, are, am not, isn't or aren't*).

Completa as frases com o verbo *to be*.

1. **Frances:** Janice, this is Hakiyo! She _____ from South Africa.
2. **Greg:** But her parents _____ (**not**) from South Africa, they _____ American.
3. **Janice:** Hi, Hakiyo! And _____ you in year 6?
4. **Hakiyo:** No, I _____. I _____ in year 7.
5. **Janice:** Really? Me too. _____ your birthday in May?
6. **Hakiyo:** No, it _____. My birthday _____ on 2nd February.
7. **Janice:** We _____ friends now! Let's go!

Name

No.

Class

Date

A Complete with the correct personal pronoun.

- Hey, look at Pietra! _____ is so pretty!
- Look at that rabbit. _____ has got long ears.
- Maggie and I are best friends. _____ are always together.
- My name is Erica and _____ am thirteen years old.
- The *Jonas Brothers* are a pop rock band. _____ are brothers.
- Peter, _____ are so funny and a very good friend!


B Match the sentences with the correct possessive determiner to complete them.

- | | | |
|---|---|------------|
| 1. I am riding _____ bike. | • | • a. my |
| 2. Today is _____ birthday. She is so happy! | • | • b. your |
| 3. That's my new pencil case. _____ colour is blue. | • | • c. his |
| 4. They are at home. _____ car is in the garage. | • | • d. her |
| 5. We are Japanese. _____ parents are from Japan. | • | • e. its |
| 6. Peter is hungry. _____ favourite fruit is mango. | • | • f. our |
| 7. Janet and Brenda, are these _____ caps? | • | • g. their |

C Complete the sentences with personal pronouns or possessive determiners.

- Jamie Oliver is a chef. _____ cooks delicious meals at _____ restaurant.
- _____ family and _____ love playing board games. We like to spend time together.
- The dog is very playful. _____ loves to chase after _____ favourite toy.
- We like ice cream. _____ favourite flavour is chocolate.
- Clara and Gurshan are cousins. _____ birthday is in December. _____ are twelve.
- Catherine loves painting. _____ usually spends _____ weekends at the art studio.



Name No. Class Date **A****Choose the correct personal pronoun.**

Selecciona o pronome pessoal correto.

1. Hey, look at Pietra! **We / She** is so pretty!
2. Look at that rabbit. **It / I** has got long ears.
3. Maggie and I are best friends. **You / We** are always together.
4. My name is Erica and **he / I** am thirteen years old.
5. The *Jonas Brothers* are a pop rock band. **They / He** are brothers.
6. Peter, **she / you** are so funny and a very good friend!

**B****Choose the correct possessive determiner.**

Selecciona o determinante possessivo correto.

1. I've got a new bike. I'm riding **his / my** bike.
2. Today is **his / her** birthday. She is so happy!
3. That's my new pencil case. **Its / Their** colour is blue.
4. They are at home. **Their / Her** car is in the garage.
5. We are Japanese. **Your / Our** parents are from Japan.
6. Peter is hungry. **Her / His** favourite fruit is mango.
7. Janet and Brenda, are these **my / your** caps?

C**Choose the correct personal pronouns or possessive determiners.**

Selecciona o pronome pessoal ou determinante possessivo correto.

1. Jamie Oliver is a chef. **He / She** cooks delicious meals at **his / her** restaurant.
2. **My / Their** family and **he / I** love playing board games. We like to spend time together.
3. The dog is very playful. **It / You** loves to chase after **its / your** favourite toy.
4. We like ice cream. **Your / Our** favourite flavour is chocolate.
5. Clara and Gurshan are cousins. **My / Their** birthday is in December. **I / They** are twelve.
6. Catherine loves painting. **We / She** usually spends **our / her** weekends at the art studio.



Name

No. Class Date

A Complete the sentences with the correct question word: *when, which, what, why, where, who*.



1. "_____ time do you go to school?"
"At 8 o'clock."



2. "_____ is the best time to visit Miami?"
"In the summer!"



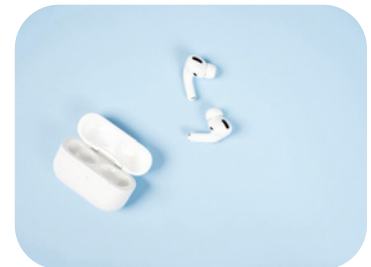
3. "_____ is your friend so sad?"
"Because his mum is ill."



4. "_____ sport do you like to practice, swimming or tennis?"
"I like swimming."



5. "_____ are they?"
"They are the Simpsons."



6. "_____ are your new earbuds?"
"I don't know! I think I lost them..."

B Complete the questions with the correct question word.

1. "_____ lives with you?" "My mother."
2. "_____ is your birthday?" "It's on 2nd July."
3. "_____ time do you go home?" "At half past four."
4. "_____ is the door open?" "Because my brother is outside."
5. "_____ do you live?" "In Liverpool."
6. "_____ book is your favourite: *Gangster Granny* or *Astrochimp*?" "*Astrochimp*!"

Name

No. Class Date

A Choose the correct question word.

Selecciona a *question word* correcta.



1. "_____ time do you go to school?"
"At 8 o'clock."

☐ What
☐ Who



2. "_____ is the best time to visit Miami?"
"In the summer!"

☐ When
☐ Where



3. "_____ is your friend so sad?"
"Because his mum is ill."

☐ How
☐ Why



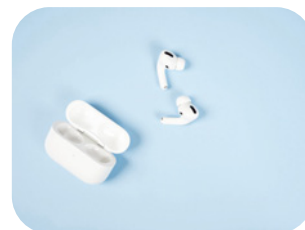
4. "_____ sport do you like to practice, swimming or tennis?"
"I like swimming."

☐ Which
☐ How



5. "_____ are they?"
"They are the Simpsons."

☐ Who
☐ Why



6. "_____ are your new earbuds?"
"I don't know! I think I lost them..."

☐ Where
☐ When

B Complete the questions with the correct question word.

Completa as perguntas com a *question word* correcta.

- "_____ lives with you?" "My mother."
- "_____ is your birthday?" "It's on 2nd July."
- "_____ time do you go home?" "At half past four."
- "_____ is the door open?" "Because my brother is outside."
- "_____ do you live?" "In Liverpool."
- "_____ book is your favourite: *Gangster Granny* or *Astrochimp*?" "Astrochimp!"

Where

Who

When

Why

What

Which

Name

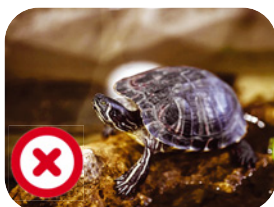
No. Class Date

A Complete with the verb *have got*.

- Theo _____ curly brown hair and green eyes.
- Her friends _____ a very nice playroom.
- I _____ **(not)** talent for rollerblading.
- They _____ a fluffy cat.
- We _____ **(not)** blue trainers.



B Complete the questions and answers with the verb *have got* according to the pictures. Follow the example.

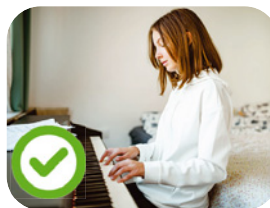


EXAMPLE

Have they got a turtle?
No, they haven't.



1. _____ he
_____ blue eyes?
_____, _____.



3. _____ you
_____ a new piano?
_____, _____.



2. _____ Janice
_____ glasses?
_____, _____.



4. _____ your
cousins _____
new skateboards?
_____, _____.

C Complete the sentences with the correct form of the verb *have got*.

- My family _____ a big party today!
- _____ you _____ your umbrella?
- I _____ a new bike! It's amazing!
- We _____ **(not)** time to play today.
- _____ she _____ tickets for the concert?
- He _____ **(not)** three pets at home.

Name

No. Class Date

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

Selecione a forma correta do verbo *have got*.

1. Theo **have got** / **has got** curly brown hair and green eyes.
2. Her friends **have got** / **has got** a very nice playroom.
3. I **haven't got** / **hasn't got** talent for rollerblading.
4. They **have got** / **has got** a fluffy cat.
5. We **haven't got** / **hasn't got** blue trainers.



B Complete with the verb *have got*. Follow the example.

Completa com o verbo *have got*. Segue o exemplo.



EXAMPLE

Have **they got** a turtle?
No, they haven't.



1. _____ he
_____ blue eyes?
No, he _____.



3. _____ you
_____ a new piano?
Yes, _____.



2. _____ Janice
_____ glasses?
Yes, she _____.



4. _____ your
cousins _____
new skateboards?
No, _____.

C Complete the sentences with the correct form of verb *have got* from the box.

Completa as frases com a forma correta do verbo *have got* na caixa.

1. My family _____ a big party today!
2. _____ you _____ your umbrella?
3. I _____ a new bike! It's amazing!
4. We _____ (**not**) time to play today.
5. _____ she _____ tickets for the concert?
6. He _____ (**not**) three pets at home.

have got
has got
hasn't got
haven't got
have... got
has... got

Name

No. Class Date

A Complete the sentences with ', 's or of.

1. These are my **aunt** _____ pets!
2. The **babies** _____ toys are in the garden.
3. The **end** _____ the film was so cool!
4. Arina is **Lewis** _____ daughter.
5. My best **friend** _____ eyes are blue.

B Complete the questions and answers about the pictures. Follow the examples.



EXAMPLE

GLASSES
PILOT

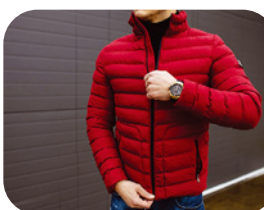
Whose glasses are these?
These are the pilot's glasses.



EXAMPLE

RABBIT
BOYS

Whose rabbit is this?
This is the boys' rabbit.



JACKET
JAMES

1. _____?
_____.



STICKERS
MY FRIENDS

2. _____?
_____.



GUITAR
TAYLOR SWIFT

3. _____?
_____.



SURFBOARDS
THE CHILDREN

4. _____?
_____.

Name _____
 No. _____ Class _____ Date _____

A Choose the correct option.

Selecione a opção correta.

1. These are my **aunt's / aunt'** pets!
2. The **babies' / babies's** toys are in the garden.
3. The **end's / end of** the film was so cool!
4. Arina is **Lewis' / Lewis's** daughter.
5. My best **friend's / friends'** eyes are blue.

B Complete the questions and answers about the pictures. Follow the examples.

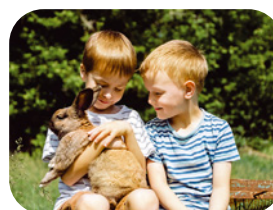
Completa as perguntas e respostas sobre as imagens. Segue os exemplos.



EXAMPLE

GLASSES
PILOT

Whose glasses are these?
 These are the pilot's glasses.



EXAMPLE

RABBIT
BOYS

Whose rabbit is this?
 This is the boys' rabbit.



JACKET
JAMES

1. Whose jacket _____ ?
 This is _____ jacket.



STICKERS
MY FRIENDS

2. Whose _____ are these?
 These are _____ stickers.



GUITAR
TAYLOR SWIFT

3. Whose _____ ?
 This is _____.



SURFBOARDS
THE CHILDREN

4. Whose _____ ?
 These are _____.

Name

No. Class Date

A Look at the pictures. Choose the correct options.



1. This is her bedroom.
It's **hers** / his.



4. "Is he
theirs / yours?"
"Yes, he is my dog."



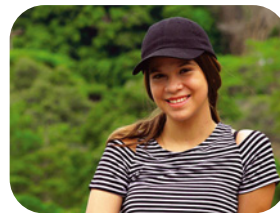
2. "Whose piano is
this?"
"It's **mine** / theirs."



5. Look at all those
books. They are
all **his** / hers.



3. We live in that blue
house.
It's **ours** / hers.



6. That is not my cap.
Mine / **Theirs** is
black.

B Complete the sentences with: *mine, his, hers, ours, yours, theirs*. Use each one once.

- "Is this Paul's hoodie?" "No. It's _____. My dad got it for me."
- We have got a new car. It's _____.
- This is his house. It's not _____.
- These are the girls's caps. They're _____.
- I can't find my pen. Can I use _____?
- These are Harry's books. They're _____.

C Complete the sentences with the possessive pronouns.

- I think this is George's backpack. It's _____.
- These aren't my shoes. They aren't _____.
- It's my sister's drawing. It's _____.
- This isn't our bag. _____ is new and pink.
- These are the kids' bikes. They're _____.
- This ticket is not mine. Is it _____?

Name

No. Class Date

A Circle the possessive pronoun.

Rodeia o pronome possessivo.



1. This is her bedroom.
It's hers.



4. "Is he yours?"
"Yes, he is my dog."



2. "Is this their piano?"
"It's theirs."



5. They're all his books.



3. We live in that blue house. It's ours.



6. That is not my cap.
Mine is black.

B Match the two columns.

Liga as duas colunas.

- | | | |
|--------------------------------------|---|-------------------------------|
| 1. Is this Paul's hoodie? | • | • a. It's ours . |
| 2. We have got a new car. | • | • b. Can I use yours ? |
| 3. This is his house. | • | • c. No. It's mine . |
| 4. These are the girls' caps. | • | • d. They're his . |
| 5. I can't find my pen. | • | • e. They're theirs . |
| 6. These are Harry's books. | • | • f. It's not hers . |

C Complete the sentences with the possessive pronouns in the box.

Completa as frases com os pronomes possessivos na caixa.

- I think this is **George's** backpack. It's _____.
- These aren't **my** shoes. They aren't _____.
- It's **my sister's** drawing. It's _____.
- This isn't **our** bag. _____ is new and pink.
- These are **the kids'** bikes. They're _____.
- This ticket is not **mine**. Is it _____?

mine
yours
his
hers
ours
theirs



Name

No. Class Date

A Complete the sentences with the present simple of the verbs in brackets.

- Camila _____ (have) breakfast at home with her family.
- You _____ (ride) your bikes when it's sunny.
- I _____ (wake up) early in the morning.
- My father _____ (go) to work on Sundays.
- My sister and I usually _____ (get dressed) very quickly.
- She _____ (cry) a lot when she is watching movies.

B Write the sentences in the affirmative and negative forms. Follow the example.

EXAMPLE You / have lunch / in the canteen.

✓ You **have** lunch in the canteen.

✗ You **don't have** lunch in the canteen.

1. Mary / go / to school / on foot.





2. They / play / the piano / on Mondays.





3. Jack and Tiana / live / in a big city.





4. He / study / after dinner.





C Complete the sentences with the present simple (affirmative or negative).

- Jessica _____ (be) a very kind girl. She always _____ (help) her family.
- She _____ (not play) the piano. She _____ (have) swimming lessons.
- John's parents _____ (drive) him to school every morning, but he _____ (take) the bus back home in the afternoon.
- Michael and his cousin _____ (not drink) milk. They _____ (prefer) juice.
- I _____ (not brush) my teeth at school, but my friend Anna _____ (brush) her teeth after lunch at school.

Name

No. Class Date

A Choose the correct option.

Escolhe a opção correta.

1. Camila **have** / **has** breakfast at home with her family.
2. You **ride** / **rides** your bikes when it's sunny.
3. I **wake up** / **wakes up** early in the morning.
4. My father **go** / **goes** to work on Sundays.
5. My sister and I usually **get** / **gets** dressed very quickly.
6. She **cry** / **cries** a lot when she is watching movies.

B Complete the sentences in the affirmative and negative forms. Follow the example.

Completa as frases nas formas afirmativa e negativa. Segue o exemplo.

EXAMPLE You / **have** lunch / in the canteen.

✓ You have lunch in the canteen.

✗ You don't have lunch in the canteen.

1. Mary / **go** / to school / on foot.

✓ Mary _____ to school on foot.

✗ Mary _____ to school on foot.

2. They / **play** / the piano / on Mondays.

✓ They _____ the piano on Mondays.

✗ They _____ on Mondays.

3. Jack and Tiana / **live** / in a big city.

✓ Jack and Tiana _____

✗ Jack and Tiana _____

4. He / **study** / after dinner.

✓ He _____ after dinner.

✗ He _____ after dinner.

C Complete the sentences with the present simple (affirmative or negative). Follow the examples.

Completa as frases com o *present simple* (afirmativa ou negativa). Segue os exemplos.

1. Jessica is (**be**) a very kind girl. She always _____ (**help**) her family.

2. She doesn't play (**not play**) the piano. She _____ (**have**) swimming lessons.

3. John's parents _____ (**drive**) him to school every morning, but he _____ (**take**) the bus back home in the afternoon.

4. Michael and his cousin _____ (**not drink**) milk. They _____ (**prefer**) juice.

5. I _____ (**not brush**) my teeth at school, but my friend Anna _____ (**brush**) her teeth after lunch at school.

Name _____

No. _____

Class _____

Date _____

A Complete the dialogue.

1. _____ you get up early?

Yes, I _____.

3. _____ Nick's brother play tennis?

Yes, he _____.

2. _____ your rabbit eat carrots?

No, he _____.

4. _____ they go to the restaurant?

No, they _____.

B Complete the questions and match them with their answers.

1. _____ your hamster run a lot?

2. _____ you go surfing at weekends?

3. _____ David eat vegetables?

4. _____ the students get together outside?

5. _____ Billy's sister make her bed every morning?

6. _____ we have to study every day?

a. Yes, we do.

b. Yes, I do.

c. No, she doesn't.

d. No, they don't.

e. Yes, he does.

f. No, he doesn't.

C Ask and answer. Follow the example.

EXAMPLE

Matt / get up / late? ✓ → Does Matt get up late? Yes, he **does**.

his parents / drive / him to school? ✗ → Do his parents drive him to school? No, they **don't**.

1. you / start school / at 8 o'clock? ✗ → _____

2. they / watch TV / at night? ✓ → _____

3. she / ride a bike / after school? ✓ → _____

4. the cat / play / with the ball? ✗ → _____

5. the boys / go / to the party? ✗ → _____

Name _____

No. _____

Class _____

Date _____

A Choose the correct option.

Escolhe a opção correta.

1. Do / Does you get up early?

Yes, I **do** / **don't**.

3. Do / Does Nick's brother play tennis?

Yes, he **do** / **does**.

2. Do / Does your rabbit eat carrots?

No, he **doesn't** / **don't**.

4. Do / Does they go to the restaurant?

No, they **doesn't** / **don't**.**B** Choose the correct option to complete the questions, then match them with their answers. Follow the example.

Escolhe a opção correta para completares as perguntas. Depois, liga-as às respostas. Segue o exemplo.

EXAMPLE

1. Do / Does your hamster run a lot?

2. Do / Does you go surfing at weekends?

3. Do / Does David eat vegetables?

4. Do / Does the students get together outside?

5. Do / Does Billy's sister make her bed every morning?

6. Do / Does we have to study every day?

a. Yes, we do.

b. Yes, I do.

c. No, she doesn't.

d. No, they don't.

e. Yes, he does.

f. No, he doesn't.

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

Completa as perguntas e escreve as respostas. Segue o exemplo.

EXAMPLE

"Does Matt get up late?" "Yes, he does.""Do his parents drive him to school?" "No, they don't."

1. "_____ you start school at 8 o'clock?" "No, _____."

2. "_____ they watch TV at night?" "Yes, _____."

3. "_____ she ride a bike after school?" "Yes, _____."

4. "_____ the cat play with the ball?" "No, _____."

5. "_____ the boys go to the party?" "No, _____."

Name _____

No. _____

Class _____

Date _____

A Choose the correct option.

1. Her friends **ride / rides** their bikes to school.
2. My cousin Elizabeth **don't play / doesn't play** cards.
3. I **eat / eats** vegetables every day for lunch.
4. "Does / Do Jane **wake / wakes** up at 7 a.m.?"
"Yes, she **do / does**."
5. He **study / studies** hard at weekends.



B Ask questions. Follow the example.

EXAMPLE you / go home / after school → Do you go home after school?

1. What time / Sarah / have lunch
_____?
2. his brothers / drink milk
_____?
3. Richard / tidy up / his bedroom
_____?
4. When / you / walk the dog
_____?

C Complete with the present simple.

1. When _____ you _____ (**have**) karate lessons?
2. My daughter _____ (**not go**) to school on foot.
3. "_____ Karen _____ (**read**) during the school breaks?"
"Yes, she _____."
4. I _____ (**play**) basketball in the park, but I _____ (**not ride**) a bike.
5. My best friend Thomas _____ (**wash**) his hands before lunch.
6. "_____ the students _____ (**do**) their homework at school?"
"No, they _____."

Name _____

No. _____

Class _____

Date _____

A Choose the correct option.

Escolhe a opção correta.

1. Her friends **ride / rides** their bikes to school.
2. My cousin Elizabeth **don't play / doesn't play** cards.
3. I **eat / eats** vegetables every day for lunch.
4. "Does / Do Jane **wake / wakes** up at 7 a.m.?"
"Yes, she **do / does**."
5. He **study / studies** hard at weekends.



B Complete the questions. Follow the example.

Completa as perguntas. Segue o exemplo.

EXAMPLE you / go home / after school → Do you go home after school?

1. What time / Sarah / have lunch
What time _____?
2. his brothers / drink milk
_____ his brothers _____?
3. Richard / tidy up / his bedroom
_____ Richard _____ his bedroom?
4. When / you / walk the dog
When _____?

C Choose the correct option.

Escolhe a opção correta.

1. When **do you have / does you have** karate lessons?
2. My daughter **doesn't go / don't go** to school on foot.
3. "Does Karen read / Do Karen read during the school breaks?"
"Yes, she **do / does**."
4. I **play / plays** basketball in the park, but I **don't ride / doesn't ride** a bike.
5. My best friend Thomas **wash / washes** his hands before lunch.
6. "Does the students do / Do the students do their homework at school?"
"No, they **do / don't**."

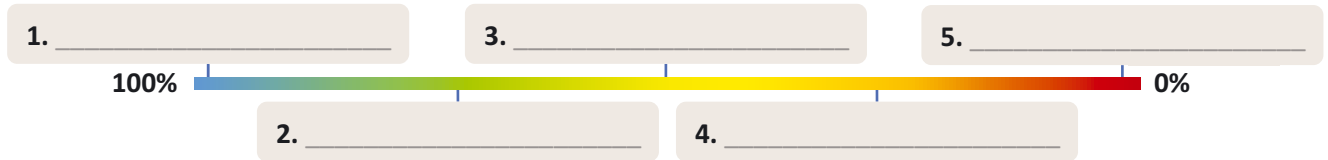


Name

No. Class Date

A Complete the diagram with the adverbs of frequency in the box.

sometimes always often never usually



B Put the words in the correct order.

1. always / I / my homework / do / after school

_____.

2. In the evening, / have dinner / we / at 7 / usually

_____.

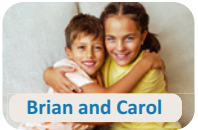
3. make my bed / I / sometimes / forget to

_____.

4. You / often / are / in the morning / happy

_____.

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

	 John	 Brian and Carol
go to school by bus	EXAMPLE often	1. sometimes
have piano lessons	2. usually	3. never
late for football practice	4. always	5. sometimes
play board games	6. sometimes	7. often

EXAMPLE *John often goes to school by bus.*

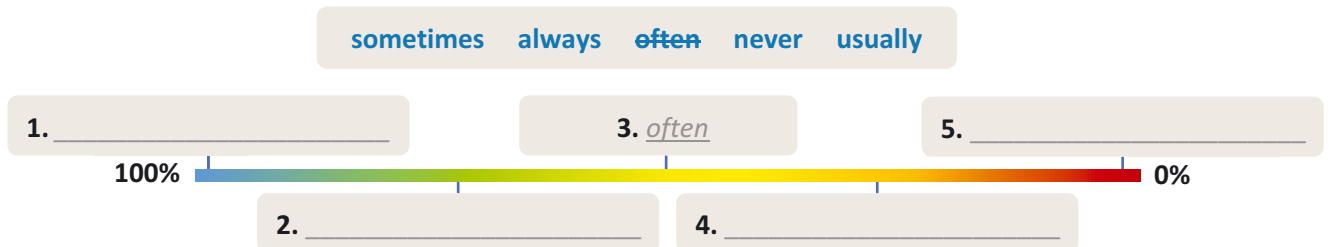
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Name _____

No. _____ Class _____ Date _____

A Complete the diagram with the adverbs of frequency in the box. Follow the example.

Completa o diagrama com os advérbios de frequência na caixa. Segue o exemplo.



B Rewrite the sentence and put the adverb of frequency in the correct place.

Rescreve a frase, pondo o advérbio de frequência na posição correta.

1. I do my homework after school. (always)

_____.

2. In the evening, we have dinner at 7. (usually)

_____.

3. I forget to make my bed. (sometimes)

_____.

4. You are happy in the morning. (often)

_____.

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

Observa a tabela e completa as frases. Segue o exemplo.

		
go to school by bus	EXAMPLE often	1. sometimes
have piano lessons	2. usually	3. never
late for football practice	4. always	5. sometimes
play board games	6. sometimes	7. often

EXAMPLE John often goes to school by bus. 4. He _____ late for football practice.

1. Brian and Carol _____ to school by bus. 5. They _____ late for football practice.

2. He _____ piano lessons. 6. He _____ board games.

3. They _____ piano lessons. 7. They _____ board games.

Name _____

No. _____ Class _____ Date _____

A Complete the sentences with *there + to be*.



1. _____ a library in our school.



3. _____ a cafeteria in our school.



2. _____ two classrooms on the second floor.



4. _____ three teachers in the staff room.

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

EXAMPLE

playground at school

1. any computers in the auditorium

2. canteen on the first floor

3. any labs and art rooms

4. music room

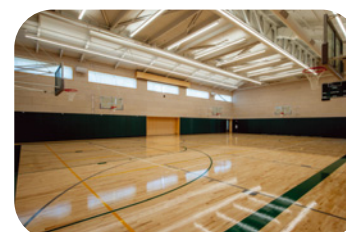
EXAMPLE

"Is there a playground at school?" "Yes, there is."

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

C Complete with the correct form of *there + to be*.

1. _____ any students in the library?
2. _____ (not) a swimming pool at our school.
3. _____ a big gym in your school.
4. _____ (not) any art rooms in this part of the school.
5. _____ a new cafeteria in the school?



Name

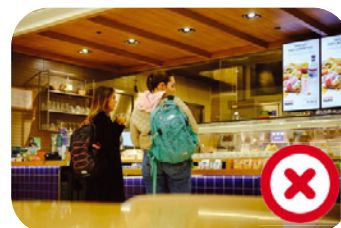
No. Class Date

A Complete the sentences with *there is*, *there are*, *there isn't*, *there aren't*.

Completa as frases com *there is*, *there are*, *there isn't*, *there aren't*.



1. _____ a library in our school.



3. _____ a cafeteria in our school.



2. _____ two classrooms on the second floor.



4. _____ three teachers in the staff room.

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

Completa as perguntas e respostas. Segue o exemplo.

EXAMPLE

playground at school

1. any computers in the auditorium

2. canteen on the first floor

3. any labs and art rooms

4. music room

EXAMPLE

"Is there a playground at school?" "Yes, there is."

1. "_____ any computers in the auditorium?" "_____, there _____."

2. "_____ a canteen on the first floor?" "_____, there _____."

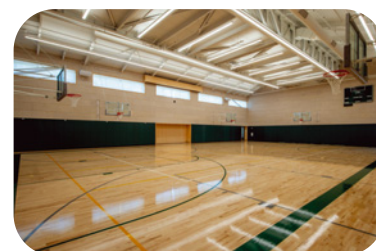
3. "_____ any labs and art rooms?" "_____, there _____."

4. "_____ a music room?" "_____, there _____."

C Choose the correct form of *there + to be*.

Selecione a forma correta de *there + to be*.

- Is there / Are there any students in the library?
- There isn't / There aren't a swimming pool at our school.
- There is / There are a big gym in your school.
- There isn't / There aren't any art rooms in this part of the school.
- Is there / Are there a new cafeteria in the school?





Name _____

No. _____ Class _____ Date _____

A Complete the sentences with the present continuous (affirmative or negative) of the verbs in brackets.

- I _____ (play) football with my friends after school at the moment.
- We _____ (not practise) for the school play this afternoon.
- My brother _____ (join) the chess club competition.
- Sarah _____ (not paint) a picture in the art club right now.
- They _____ (work) on a science project in the school library.
- I _____ (not watch) a movie at home now.

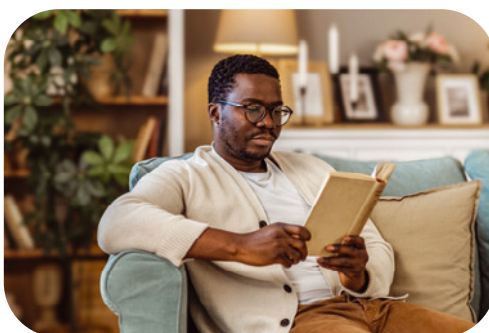
B Complete the questions and match them with the answers.

- | | | |
|---|---|------------------------------|
| 1. _____ you _____ (play) football? | • | • a. Yes, they are. |
| 2. _____ they _____ (go) to the museum? | • | • b. No, he isn't. |
| 3. What _____ she _____ (do)? | • | • c. They are reading books. |
| 4. _____ he _____ (watch) TV now? | • | • d. No, I'm not. |
| 5. What _____ they _____ (do)? | • | • e. She is playing outside. |

C Write sentences in the present continuous. Follow the example.

EXAMPLE We / play / board games. → We are playing board games.

- I / read a book / right now. → _____
- he / bake / a cake? → _____
- She / not play / the piano. → _____
- I / not eat / in / the living room. → _____
- We / help / our teacher / with the project. → _____
- the students / dance / in the gym? → _____



Name

No. Class Date

A Complete the sentences with the present continuous (affirmative or negative) of the verbs in brackets. Follow the examples.

Completa as frases com o *present continuous* (na afirmativa ou negativa) com os verbos em parêntesis. Segue os exemplos.

EXAMPLE

We are doing (do) our homework!

He isn't riding (not ride) his bike.

- I _____ (play) football with my friends after school at the moment.
- We _____ (not practise) for the school play this afternoon.
- My brother _____ (join) the chess club competition.
- Sarah _____ (not paint) a picture in the art club right now.
- They _____ (work) on a science project in the school library.
- I _____ (not watch) a movie at home now.

B Complete the questions and match them to the answers. Pay attention to the words in bold.
Completa as perguntas e liga-as às respostas. Presta atenção às palavras em negrito.

- | | | |
|---|---|-------------------------------------|
| 1. _____ you _____ (play) football? | • | • a. Yes, they are . |
| 2. _____ they _____ (go) to the museum? | • | • b. No, he isn't . |
| 3. What _____ she _____ (do)? | • | • c. They are reading books. |
| 4. _____ he _____ (watch) TV now? | • | • d. No, I'm not . |
| 5. What _____ they _____ (do)? | • | • e. She is playing outside. |

C Complete the sentences with the present continuous. Follow the example.
Completa as frases com o *present continuous*. Segue o exemplo.

EXAMPLE We are playing (play) board games.

- I _____ (read) a book right now.
- _____ he _____ (bake) a cake?
- She _____ (not play) the piano.
- I _____ (not eat) in the living room.
- We _____ (help) our teacher with the project.
- _____ the students _____ (dance) in the gym?

Name

No. Class Date

A Choose the correct option.

- Right now, we _____ a new dance in the dance club.
a. ☐ learn b. ☐ are learning
- I _____ to the music club every Monday.
a. ☐ don't go b. ☐ am not going
- My friend _____ his homework at the moment.
a. ☐ does b. ☐ is doing
- We never _____ in the dance competition.
a. ☐ participate b. ☐ are participating
- She _____ playing basketball.
a. ☐ doesn't like b. ☐ isn't liking
- _____ you usually _____ your friends at the weekends?
a. ☐ Do / meet b. ☐ Are / meeting



B Complete the text with the present simple or the present continuous of the verbs in brackets.

NEW POST

#001

Hi, my name is Alex, and my favourite school club is the art club.

I 1. _____ (go) to the art club on Tuesdays after school. We usually

2. _____ (do) lots of fun things, like drawing or making crafts.

At the moment, we 3. _____ (not make) crafts, we

4. _____ (work) on a big project: painting the school hall! Everyone

5. _____ (help) to paint different parts of the wall. It's really cool! I

usually bring my own materials, but the club also 6. _____ (have) some materials.

I like going to the art club because it 7. _____ (make) me feel relaxed and happy. I enjoy spending time with my friends and have fun! It's the best club in the school!

You 8. _____ (not get) bored! Come and give it a try!

Name

No. Class Date

A Choose the correct option. Pay attention to the words in bold.

Selecione a opção correta. Presta atenção às palavras em negrito.

1. **Right now**, we _____ a new dance in the dance club.

- a. ☐ learn b. ☐ are learning

2. I _____ to the music club **every Monday**.

- a. ☐ don't go b. ☐ am not going

3. My friend _____ his homework **at the moment**.

- a. ☐ does b. ☐ is doing

4. We **never** _____ in the dance competition.

- a. ☐ participate b. ☐ are participating

5. She _____ playing basketball.

- a. ☐ doesn't like b. ☐ isn't liking

6. _____ you **usually** _____ your friends **at the weekends**?

- a. ☐ Do / meet b. ☐ Are / meeting



B Choose the correct option.

Selecione a opção correta.

NEW POST

#OOI

Hi, my name is Alex, and my favourite school club is the art club.

I **1. go / am going** to the art club on Tuesdays after school. We usually **2. do / are doing** lots of fun things, like drawing or making crafts.

At the moment, we **3. don't make / aren't making** crafts, we **4. work / are working** on a big project: painting the school hall! Everyone **5. helps / is helping** to paint different parts of the wall. It's really cool! I usually bring my own materials, but the club also **6. has / is having** some materials.

I like going to the art club because it **7. makes / is making** me feel relaxed and happy. I enjoy spending time with my friends and have fun! It's the best club in the school!

You **8. don't get / aren't getting** bored! Come and give it a try!

Name _____

No. _____ Class _____ Date _____

- A** Look at the map and complete the sentences with the prepositions of place: *between, behind, next to, opposite*.



- The theatre is _____ the bookshop.
- The supermarket is _____ the park.
- The post office is _____ a restaurant and the swimming pool.
- The shopping centre is _____ a bank.
- The hotel is _____ the zoo.

- B** Complete with the correct preposition of place from the box.

on in below above near next to

- There are books _____ the TV.
- The bookshelf is _____ the door.
- The clock is _____ the board.
- The apple is _____ the table.
- The backpack is _____ the desk.
- There is a TV _____ the classroom.



Name

No. Class Date

- A** Look at the map and choose the correct sentence. Pay attention to the words in bold.
Observe o mapa e selecione a frase correta. Presta atenção às palavras em negrito.



1. a. ☐ The theatre is **behind** the bookshop.
b. ☐ The theatre is **next to** the restaurant.
2. a. ☐ The supermarket is **opposite** the park.
b. ☐ The supermarket is **in front of** the library.
3. a. ☐ The post office is **opposite** the train station.
b. ☐ The post office is **between** a restaurant and the swimming pool.
4. a. ☐ The shopping centre is **next to** a bank.
b. ☐ The shopping centre is **between** the bank and the sports shop.
5. a. ☐ The hotel is **behind** the restaurant.
b. ☐ The hotel is **opposite** the zoo.

- B** Choose the correct option.

Selecione a opção correta.

1. There are books **below** / **on** the TV.
2. The bookshelf is **under** / **near** the door.
3. The clock is **above** / **under** the board.
4. The apple is **below** / **on** the table.
5. The backpack is **next to** / **on** the desk.
6. There is a TV **near** / **in** the classroom.



Name _____

No. _____ Class _____ Date _____

A Label the pictures with the correct preposition of movement.



1. She's walking

_____ the bridge.



2. He's walking

_____ the street.



3. The car is going

_____ the tunnel.



3. The child is running

_____ his dad.

B Complete the sentences with the correct prepositions of movement: *towards*, *across*, *through*, *along*.

Excuse me, can you tell me the way to the train station, please?



Of course. Turn right and go

1. _____ Green Lane Street.

The train station is opposite the town hall.

How do I get to the bank?



It's easy! You go 2. _____

the park. Then turn right into 27th Street. The bank is near the theatre.

Where is the pet shop?



Just walk 3. _____

the street to the other side. You are almost there.

Excuse me, can you tell me the way to the museum, please?



Sure! Turn left into Bell Street. Go

4. _____ the shopping

centre and you'll see the museum on your left.

Name

No. Class Date

A Label the pictures with *towards*, *across*, *through* or *along*.

Legenda as imagens com *towards*, *across*, *through* ou *along*.



1. She's walking

_____ the bridge.



2. He's walking

_____ the street.



3. The car is going

_____ the tunnel.



3. The child is running

_____ his dad.

B Choose the correct prepositions of movement.

Selecione a preposição de movimento correta.

Excuse me, can you tell me the way to the train station, please?



Of course. Turn right and go **1. along / across** Green Lane Street. The train station is opposite the town hall.

How do I get to the bank?



It's easy! You go **2. towards / through** the park. Then turn right into 27th Street. The bank is near the theatre.

Where is the pet shop?



Just walk **3. along / across** the street to the other side. You are almost there.

Excuse me, can you tell me the way to the museum, please?



Sure! Turn left into Bell Street. Go **4. towards / along** the shopping centre and you'll see the museum on your left.

Name _____

No. _____

Class _____

Date _____

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

1. The toy shop _____ closed yesterday.
2. We _____ very busy last week.
3. I _____ at the train station to buy the tickets.
4. My parents and I _____ next to the butcher's.
5. They _____ so happy to see all the family together.
6. James _____ a very famous singer in the past.

**B** Complete the sentences with the negative form of the verb *to be* in the past simple.

1. I _____ at home last weekend.
2. We _____ in Scotland last month.
3. The baker's _____ open yesterday.
4. The cousins _____ at his birthday party yesterday.
5. Kylie _____ sick.
6. Last month his sister _____ here to help him.

**C** Complete with the past simple of the verb *to be* (affirmative or negative).

1. The museum _____ closed when we arrived.
2. The supermarket _____ on Silver Street, but it _____ **(not)** open.
3. I _____ so sad yesterday.
4. Last week we _____ in York with our friends.
5. You _____ **(not)** at the shoe shop.
6. Jack and Stefan _____ at the cinema, they _____ **(not)** at home.



Name

No. Class Date

A Choose the correct option.

Selecione a opção correta.

1. The toy shop **was** / **were** closed yesterday.
2. We **was** / **were** very busy last week.
3. I **was** / **were** at the train station to buy the tickets.
4. My parents and I **was** / **were** next to the butcher's.
5. They **was** / **were** so happy to see all the family together.
6. James **was** / **were** a very famous singer in the past.



B Choose the correct option.

Selecione a opção correta.

1. I **wasn't** / **weren't** at home last weekend.
2. We **wasn't** / **weren't** in Scotland last month.
3. The baker's **wasn't** / **weren't** open yesterday.
4. The cousins **wasn't** / **weren't** at his birthday party yesterday.
5. Kylie **wasn't** / **weren't** sick.
6. Last month his sister **wasn't** / **weren't** here to help him.



C Complete the sentences with **was**, **wasn't**, **were** or **weren't**.

Completa as frases com **was**, **wasn't**, **were** ou **weren't**.

1. The museum _____ closed when we arrived.
2. The supermarket _____ on Silver Street, but it _____ **(not)** open.
3. I _____ so sad yesterday.
4. Last week we _____ in York with our friends.
5. You _____ **(not)** at the shoe shop.
6. Jack and Stefan _____ at the cinema, they _____ **(not)** at home.



Name _____

No. _____

Class _____

Date _____

A Match the questions with the answers.

- | | | |
|--|---|----------------------|
| 1. Were they at the train station? | • | • a. No, I wasn't. |
| 2. Was he born in the USA? | • | • b. Yes, she was. |
| 3. Were you at home yesterday? | • | • c. Yes, they were. |
| 4. Was Julie at the cinema with her friends? | • | • d. No, he wasn't. |

B Complete the sentences with *was*, *were*, *wasn't* or *weren't*.

- | | |
|---|--|
| 1. "_____ Janet at your birthday party?"
"Yes, she _____." | 4. "_____ the boys at the gym?"
"No, they _____." |
| 2. "_____ your parents at the concert?"
"Yes, they _____." | 5. "_____ you at school yesterday?"
"No, I _____." |
| 3. "_____ your son happy?"
"No, he _____." | 6. "_____ Jamie and I born in May?"
"Yes, you _____." |

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

Trevor / South Africa / born ✓

"Was Trevor born in South Africa?" "Yes, he was."

- | | |
|---|--|
| 1. you / at the museum ✗ | |
| "_____?" "_____, _____." | |
| 2. they / with their brothers / at the bookshop ✗ | |
| "_____?" "_____, _____." | |
| 3. Peter / at the butcher's / yesterday ✓ | |
| "_____?" "_____, _____." | |
| 4. Jason and I / at the Natural History Museum ✓ | |
| "_____?" "_____, _____." | |

Name _____

No. _____

Class _____

Date _____

A Match the questions with the answers. Pay attention to the words in bold.

Liga as perguntas às respostas. Presta atenção às palavras em negrito.

- | | | |
|---|---|-----------------------------|
| 1. Were they at the train station? | • | • a. No, I wasn't. |
| 2. Was he born in the USA? | • | • b. Yes, she was. |
| 3. Were you at home yesterday? | • | • c. Yes, they were. |
| 4. Was Julie at the cinema with her friends? | • | • d. No, he wasn't. |

B Complete the sentences with *was*, *were*, *wasn't* or *weren't*. Pay attention to the words in bold.Completa as frases com *was*, *were*, *wasn't* ou *weren't*. Presta atenção às palavras em negrito.

- | | |
|--|---|
| 1. " Was Janet at your birthday party?"
"Yes, she _____." | 4. " Were the boys at the gym?"
"No, they _____." |
| 2. "_____ your parents at the concert?"
"Yes, they were ." | 5. "_____ you at school yesterday?"
"No, I _____." |
| 3. "_____ your son happy?"
"No, he wasn't ." | 6. "_____ Jamie and I born in May?"
"Yes, you _____." |

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

Completa as perguntas e respostas. Segue o exemplo.

EXAMPLE

Trevor / South Africa / born ✓

"Was Trevor born in South Africa?" "Yes, he was."

- you / at the museum ✗
"_____ you at the museum?" "No, I _____."
- they / with their brothers / at the bookshop ✗
"_____ they with their brothers at the bookshop?" "_____, they _____."
- Peter / at the butcher's / yesterday ✓
"_____ Peter at the butcher's yesterday?" "Yes, he _____."
- Jason and I / at the Natural History Museum ✓
"_____ Jason and I at the Natural History Museum?" "_____, you _____."

Name _____

No. _____ Class _____ Date _____

A Complete the sentences with *was* or *were*.

1. Yesterday, my cousin _____ very happy to see me.
2. Our grandparents _____ born in Australia.
3. I _____ in Tokyo last month.
4. Brenda and I _____ at the florist's to buy a beautiful bouquet.
5. You _____ at the Hamleys in London.



B Complete the sentences with *wasn't* or *weren't*.

1. The bookshop _____ open last Sunday.
2. My sister _____ at the cinema with us.
3. We _____ at your birthday party.
4. They _____ born in Spain.
5. Walter _____ at the sports shop with you.

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

EXAMPLE you in Brazil	1. the shops open	2. Harriet bored	3. the Simpsons from Springfield	4. Peter at the party
-----------------------------	-------------------------	------------------------	--	-----------------------------

EXAMPLE "Were you in Brazil?"
"Yes, I was."

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



Name

No. Class Date

A Choose the correct option.

Selecione a opção correta.

1. Yesterday, my cousin **was** / **were** very happy to see me.
2. Our grandparents **was** / **were** born in Australia.
3. I **was** / **were** in Tokyo last month.
4. Brenda and I **was** / **were** at the florist's to buy a beautiful bouquet.
5. You **was** / **were** at the Hamleys in London.



B Choose the correct option.

Selecione a opção correta.

1. The bookshop **wasn't** / **weren't** open last Sunday.
2. My sister **wasn't** / **weren't** at the cinema with us.
3. We **wasn't** / **weren't** at your birthday party.
4. They **wasn't** / **weren't** born in Spain.
5. Walter **wasn't** / **weren't** at the sports shop with you.

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

Completa as perguntas e as respostas. Segue o exemplo.

EXAMPLE  you in Brazil	1.  the shops open	2.  Harriet bored	3.  the Simpsons from Springfield	4.  Peter at the party
--	--	---	---	--

EXAMPLE "Were you in Brazil?"
"Yes, I was."

1. "_____ the shops open?"
"No, they _____."
2. "_____ Harriet bored?"
"No, she _____."
3. "_____ the Simpsons from Springfield?"
"Yes, they _____."
4. "_____ Peter at the party?"
"Yes, he _____."

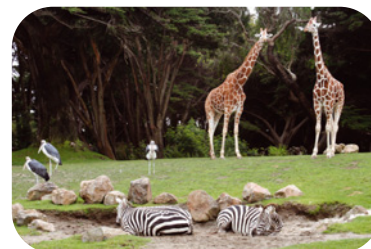


Name _____

No. _____ Class _____ Date _____

A Complete the sentences with *there was* or *there were*.

1. Yesterday _____ a party at my house.
2. In my family _____ three funny cousins.
3. Last week _____ a song competition at school.
4. _____ a supermarket near the bank.
5. _____ lots of animals at the zoo.



B Complete the sentences with *there wasn't* or *there weren't*.

1. _____ a baker's near the train station.
2. Last Sunday _____ any shops open.
3. _____ a Japanese restaurant in my town.
4. _____ any books on the table.
5. In the music room _____ a piano.
6. _____ any white trousers in the shop!



C Complete with *there was*, *there were*, *there wasn't*, *there weren't*, *was there* or *were there*.

1. _____ a new toy shop in Madrid.
2. " _____ any shoes on sale yesterday?"
"No, _____."
3. _____ **(not)** a tech shop in the shopping centre.
4. In the new exhibition, _____ lots of visitors.
5. " _____ a birthday party in your house?"
"Yes, _____."
6. _____ **(not)** many children playing outside.
7. " _____ nice games in the shop?"
"Yes, _____."
8. Last weekend _____ **(not)** my favourite dish at the restaurant.

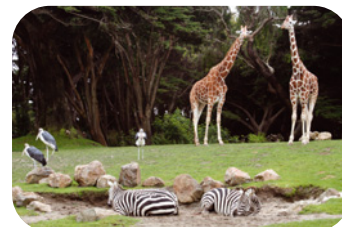
Name

No. Class Date

A Choose the correct option.

Selecione a opção correta.

1. Yesterday **there was / there were** a party at my house.
2. In my family **there was / there were** three funny cousins.
3. Last week **there was / there were** a song competition at school.
4. **There was / There were** a supermarket near the bank.
5. **There was / There were** lots of animals at the zoo.



B Choose the correct option.

Selecione a opção correta.

1. **There wasn't / There weren't** a baker's near the train station.
2. Last Sunday **there wasn't / there weren't** any shops open.
3. **There wasn't / There weren't** a Japanese restaurant in my town.
4. **There wasn't / There weren't** any books on the table.
5. In the music room **there wasn't / there weren't** a piano.
6. **There wasn't / There weren't** any white trousers in the shop!



C Choose the correct option.

Selecione a opção correta.

1. **There was / There were** a new toy shop in Madrid.
2. "**Was there / Were there** any shoes on sale yesterday?"
"No, **there wasn't / there weren't**."
3. **There wasn't / There weren't** a tech shop in the shopping centre.
4. In the new exhibition, **there was / there were** lots of visitors.
5. "**Was there / Were there** a birthday party in your house?"
"Yes, **there was / there were**."
6. **There wasn't / There weren't** many children playing outside.
7. "**Was there / Were there** nice games in the shop?"
"Yes, **there was / there were**."
8. Last weekend, **there wasn't / there weren't** my favourite dish at the restaurant.

Name _____

No. _____

Class _____

Date _____

A Write the past simple of the verbs below.

- | | |
|-----------------|-----------------|
| 1. finish _____ | 4. drop _____ |
| 2. play _____ | 5. share _____ |
| 3. study _____ | 6. cancel _____ |

B Complete the sentences with the past simple of the verbs in brackets.

- Last weekend, we _____ (**visit**) the Natural History Museum.
- Our family _____ (**travel**) all around the city on the sightseeing bus.
- My brothers _____ (**stop**) for a snack in Central Park.
- My parents and I _____ (**enjoy**) the city centre.

C Complete the sentences with the past simple of the verbs in brackets in the negative. Follow the example.**EXAMPLE** I didn't play (**not play**) the guitar at my brother's birthday party.

- You _____ (**not cry**) during the film. How impressive!
- I _____ (**not wait**) for you yesterday because I was late.
- He _____ (**not describe**) all the places in the town.
- Yesterday, we _____ (**not like**) the new restaurant.

D Complete the sentences with the affirmative or negative forms of the past simple.

- ✓ My friend _____ (**stay**) at home yesterday. He was sick.
- ✗ Fabio and I _____ (**cook**) dinner at home.
- ✓ They _____ (**watch**) a new film last Sunday.
- ✗ Last year, Jen _____ (**move**) to her detached house.



Name _____

No. _____ Class _____ Date _____

A Match the infinitive of each verb with its past simple.Liga o infinitivo de cada verbo ao seu *past simple*.

- | | | | |
|-----------|---|---|-----------|
| 1. finish | • | • | studied |
| 2. play | • | • | shared |
| 3. study | • | • | finished |
| 4. drop | • | • | played |
| 5. share | • | • | cancelled |
| 6. cancel | • | • | dropped |

Verbs ending in -e: add -d.*like → liked***One syllable verb ending in consonant + vowel + consonant & verbs ending in -l:**

repeat final consonant; add -ed.

*plan → planned***Verbs ending in vowel + -y:** add -ed.*stay → stayed***Verbs ending in consonant + -y:** cut -y; add -ied.*copy → copied***B** Complete the sentences with the past simple of the verbs in brackets.Completa as frases com o *past simple* dos verbos entre parêntesis.

- Last weekend, we _____ (**visit**) the Natural History Museum.
- Our family _____ (**travel**) all around the city on the sightseeing bus.
- My brothers _____ (**stop**) for a snack in Central Park.
- My parents and I _____ (**enjoy**) the city centre.

C Complete the sentences with the past simple of the verbs in brackets in the negative. Follow the example.Completa as frases com o *past simple* dos verbos entre parêntesis na negativa. Segue o exemplo.**EXAMPLE** I didn't play (**not play**) the guitar at my brother's birthday party.

- You _____ (**not cry**) during the film. How impressive!
- I _____ (**not wait**) for you yesterday because I was late.
- He _____ (**not describe**) all the places in the town.
- Yesterday, we _____ (**not like**) the new restaurant.

D Complete the sentences with the affirmative or negative forms of the past simple. Follow the example.Completa as frases com a forma afirmativa ou negativa do *past simple*. Segue o exemplo.**EXAMPLE** ✓ I played (**play**) computer games. ✗ I didn't visit (**visit**) my family yesterday.

- ✓ My friend _____ (**stay**) at home yesterday. He was sick.
- ✗ Fabio and I _____ (**not cook**) dinner at home.
- ✓ They _____ (**watch**) a new film last Sunday.
- ✗ Last year, Jen _____ (**not move**) to her detached house.

Name _____

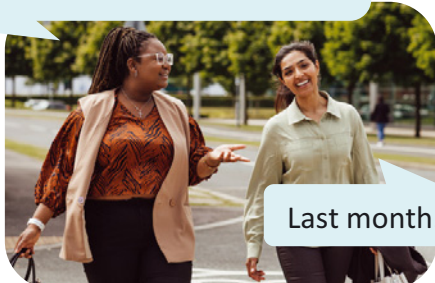
No. _____

Class _____

Date _____

A Complete the sentences with the verbs in brackets.

1. When _____ you _____ (visit) your parents?



Last month.

2. _____ she _____ (stay) in your flat?



No, she _____.

3. _____ you and Sarah _____ (finish) the project on time?



Yes, we _____.

4. When _____ your sister _____ (wash) her car?



Last weekend.

B Complete and match the questions and the answers.

- | | | |
|---|---|-----------------------|
| 1. _____ you _____ (enjoy) Paris? | • | • a. Yes, they _____. |
| 2. _____ he _____ (like) the skyscraper? | • | • b. No, I _____. |
| 3. _____ his brothers _____ (watch) a film? | • | • c. No, she _____. |
| 4. _____ Janice _____ (play) the piano? | • | • d. Yes, he _____. |

C Write questions and short answers. Follow the example.

EXAMPLE

you / play / the guitar ✓ → "Did you play the guitar?" "Yes, I did."

he / work / at home ✗ → "Did he work at home?" "No, he didn't."

- she / finish / her homework ✓ → "_____?" "_____, _____."
- they / arrive / at 10 a.m. ✗ → "_____?" "_____, _____."
- the teacher / cancel / the school trip ✓ → "_____?" "_____, _____."
- Mary / study / for the test ✗ → "_____?" "_____, _____."
- he / call / his parents ✗ → "_____?" "_____, _____."

Name _____

No. _____

Class _____

Date _____

A Complete the sentences with *did* or *didn't*.Completa os diálogos com *did* ou *didn't*.

1. When _____ you
- visit**
- your parents?



Last month.

2. _____ she
- stay**
- in your flat?



No, she _____.

3. _____ you and Sarah
- finish**
- the project on time?



Yes, we _____.

4. When _____ your sister
- wash**
- her car?



Last weekend.

B Complete and match the questions and the short answers.

Completa e liga as perguntas e as respostas.

- | | | |
|---|---|-----------------------|
| 1. _____ you <u>enjoy</u> Paris? | • | • a. Yes, they _____. |
| 2. _____ he <u>like</u> the skyscraper? | • | • b. No, I _____. |
| 3. _____ his brothers <u>watch</u> a film? | • | • c. No, she _____. |
| 4. _____ Janice <u>play</u> the piano? | • | • d. Yes, he _____. |

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

Completa as perguntas e as respostas. Segue o exemplo.

EXAMPLE "Did you play (**play**) the guitar?" "Yes, I did.""Did he work (**work**) at home?" "No, he didn't."

- "_____ she _____ (**finish**) her homework?" "Yes, she _____."
- "_____ they _____ (**arrive**) at 10 a.m.?" "No, they _____."
- "_____ the teacher _____ (**cancel**) the school trip?" "Yes, she _____."
- "_____ Mary _____ (**study**) for the test?" "No, she _____."
- "_____ he _____ (**call**) his parents?" "No, he _____."

Name

No. Class Date

A Choose the correct option.

1. a. ☐ My cousins spent the holidays together. 3. a. ☐ Did he wrote the letter?
 b. ☐ My cousins spends the holidays together. b. ☐ Did he write the letter?
2. a. ☐ I didn't saw Mark yesterday. 4. a. ☐ Yes, he did.
 b. ☐ I didn't see Mark yesterday. b. ☐ Yes, he wrote.

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

EXAMPLE You **ran** in the park. → You didn't run in the park.

1. I **drank** tea with your aunt. → _____
2. My friend **took** me back home. → _____
3. She **went** to Spain last month. → _____
4. They **bought** all the presents. → _____

C Complete with the past simple.

1. When _____ you _____ (**go**) to India?
2. We _____ (**see**) the Taj Majal in India.
3. "_____ you _____ (**catch**) the train to Turkey?"
 "No, we _____. My family _____ (**fly**) to Spain instead."
4. They _____ (**not eat**) tapas in Madrid.
5. It _____ (**be**) amazing! I _____ (**have**) a great time!
6. We _____ (**spend**) two weeks in many different countries.
7. I _____ (**not have**) a good time in Greece because it rained a lot.
8. "_____ Janet _____ (**take**) photos?"
 "Yes, she _____. She _____ (**take**) lots of selfies, too!"
9. I _____ (**buy**) some souvenirs.



Name

No. Class Date

A Choose the correct option.

Selecione a opção correta.

1. a. ☐ My cousins **spent** the holidays together. 3. a. ☐ Did he **wrote** the letter?
 b. ☐ My cousins **spends** the holidays together. b. ☐ Did he **write** the letter?
2. a. ☐ I **didn't saw** Mark yesterday. 4. a. ☐ Yes, he **did**.
 b. ☐ I **didn't see** Mark yesterday. b. ☐ Yes, he **wrote**.

B Choose the correct option. Look at the example.

Selecione a opção correta. Observe o exemplo.

EXAMPLE You didn't run / didn't ran in the park.

1. I **didn't drank** / **didn't drink** tea with your aunt.
2. My friend **didn't take** / **didn't took** me back home.
3. She **didn't went** / **didn't go** to Spain last month.
4. They **didn't bought** / **didn't buy** all the presents.

C Choose the correct option.

Selecione a opção correta.

1. When **did you go** / **did you went** to India?
2. We **saw** / **see** the Taj Majal in India.
3. "Did you **catch** / **Did you caught** the train to Turkey?"
 "No, we **didn't** / **did**. My family **fly** / **flew** to Spain."
4. They **didn't ate** / **didn't eat** tapas in Madrid.
5. It **was** / **were** amazing! I **have** / **had** a great time!
6. We **spent** / **spend** two weeks in many different countries.
7. I **have** / **didn't have** a good time in Greece because it rained a lot.
8. "Did Janet **take** / **Did Janet took** photos?"
 "Yes, she **did** / **didn't**. She **take** / **took** lots of selfies, too!"
9. I **buy** / **bought** some souvenirs.



Name

No. Class Date

A Choose the correct option.

1. A bear is **stronger than** / **weaker than** a person.
2. A turtle is **faster than** / **slower than** a cat.
3. Rock climbing is **more difficult than** / **difficult than** canoeing.
4. For my dad, fishing is **better than** / **good than** skiing.
5. My brother is **funnier than** / **funny than** my cousin.

B Complete the sentences with the correct comparative form.

1. Peter and John are _____ (**tall**) my brothers.
2. My aunt is _____ (**old**) my mother.
3. I think a safari trip is _____ (**beautiful**) a boat trip.
4. My mum says city holidays are _____ (**bad**) beach holidays.
5. My new detached house is _____ (**modern**) my flat.

C Write sentences with the comparative form. Follow the example.



EXAMPLE

YELLOW BUS / SLOW / RED CAR

*The yellow bus is **slower than** the red car.*



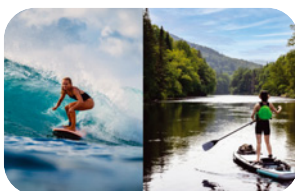
MARY
SHORT
STEVE

1. _____.



JANET
TIMID
WESLEY

3. _____.



SURFING
CHALLENGING
PADDLEBOARDING

2. _____.



CONSOLE
CHEAP
TELEVISION

4. _____.

Name

No.

Class

Date
A Choose the correct option.

Selecione a opção correta.

1. A bear is **stronger than** / **weaker than** a person.
2. A turtle is **faster than** / **slower than** a cat.
3. Rock climbing is **more difficult than** / **difficult than** canoeing.
4. For my dad, fishing is **better than** / **good than** skiing.
5. My brother is **funnier than** / **funny than** my cousin.

B Choose the correct option.

Selecione a opção correta.

1. Peter and John are **taller than** / **more tall than** my brothers.
2. My aunt is **more old than** / **older than** my mother.
3. I think a safari trip is **more beautiful than** / **beautiful than** a boat trip.
4. My mum says city holidays are **more bad than** / **worse than** beach holidays.
5. My new detached house is **more modern than** / **modern than** my flat.

C Complete the sentences with the comparatives. Follow the example.

Completa as frases com os comparativos. Segue o exemplo.


EXAMPLE
YELLOW BUS / SLOW / RED CAR
The yellow bus is slower than the red car.

**MARY
SHORT
STEVE**

**JANET
TIMID
WESLEY**

1. Mary is _____ Steve.

3. Janet is _____ Wesley.


**SURFING
GOOD
PADDLEBOARDING**

**CONSOLE
CHEAP
TELEVISION**

2. Surfing is _____ paddleboarding.

4. The console is _____ the television.

Name

No. Class Date

A Choose the correct sentence.

1. a. ☐ This is the most beautiful city. 3. a. ☐ I visited the smallest museum in the world.
 b. ☐ This is the more beautiful city. b. ☐ I visited the smaller museum in the world.
2. a. ☐ You are the most good player. 4. a. ☐ It was the most popular cruise.
 b. ☐ You are the best player. b. ☐ It was the more popular cruise.

B Complete the sentences with the superlative.

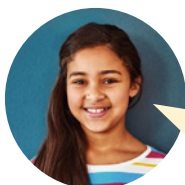
1. My family visited _____ (old) church in town.
2. This was _____ (expensive) hotel on the island.
3. He is _____ (bad) cook in the contest.
4. Shaun was _____ (sad) ice-skating player on the team.

C Complete with the superlatives.



Ben is 1. _____ (young) student in our class, but who is 2. _____ (funny)?

Jimmy! He is always telling jokes and laughing. He is 3. _____ (good)!



James also runs very fast! He is 4. _____ (fast) boy in our class!

And then there's Lucy. She has 5. _____ (beautiful) voice! She's great!



Name

No. Class Date

A Choose the correct sentence.

Selecione a frase correta.

1. a. ☐ This is **the most beautiful** city. 3. a. ☐ I visited **the smallest** museum in the world.
- b. ☐ This is **the more beautiful** city. b. ☐ I visited **the smaller** museum in the world.
2. a. ☐ You are **the most good** player. 4. a. ☐ It was **the most popular** cruise.
- b. ☐ You are **the best** player. b. ☐ It was **the more popular** cruise.

B Choose the correct option.

Selecione a opção correta.

1. My family visited **the oldest / older than** church in town.
2. This was **more expensive than / the most expensive** hotel on the island.
3. He is **worse than / the worst** cook in the contest.
4. Shaun was **the saddest / sadder than** ice-skating player on the team.

C Complete with the superlatives. Follow the example.

Completa com os superlativos. Segue o exemplo.

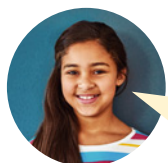
EXAMPLE

Carl is the most talkative (talkative) and also the oldest (old) in the class.



Ben is 1. _____ (young) student in our class, but who is 2. _____ (funny)?

Jimmy! He is always telling jokes and laughing. He is 3. _____ (good)!



James also runs very fast! He is 4. _____ (fast) boy in our class!

And then there's Lucy. She has 5. _____ (beautiful) voice! She's great!



Name _____

No. _____ Class _____ Date _____

A Complete the sentences with *be going to* in the affirmative. Follow the example.

EXAMPLE I am going to travel (travel) to Hong Kong next summer.

- We _____ (wear) our new goggles in Sierra Nevada.
- Melanie _____ (stay) at her friend's house these holidays.
- They _____ (play) hockey with their friends on Sunday.
- You _____ (eat) pizza for dinner.
- I _____ (finish) my homework tomorrow.

B Write sentences using *be going to* in the negative. Follow the example.

EXAMPLE You / buy / a camera.
You aren't going to buy a camera.



- I / visit / my cousins.

- Martha / clean / her room.

- They / go / for a walk.

- We / travel / to Japan / next year.

C Complete the questions and match them with the answers. Follow the example.

EXAMPLE Are you going to go to the cinema?

- _____ they _____ visit their parents?
- _____ John _____ play video games?
- _____ Juliet _____ come back from New York?
- _____ you _____ buy new suitcases for your trip in July?

- a. No, he's not.
- b. Yes, we are.
- c. Yes, I am.
- d. No, they aren't.
- e. Yes, she is.

Name _____

No. _____ Class _____ Date _____

A Complete the sentences with *be going to* in the affirmative. Follow the example.

Completa as frases com *be going to* na afirmativa. Segue o exemplo.

EXAMPLE I am going to travel to Hong Kong next summer.

- We _____ wear our new goggles in Sierra Nevada.
- Melanie _____ stay at her friend's house these holidays.
- They _____ play hockey with their friends on Sunday.
- You _____ eat pizza for dinner.
- I _____ finish my homework tomorrow.

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

Reescreve as frases na negativa. Segue o exemplo.

EXAMPLE You are going to buy a camera.
You *aren't going to buy a camera.*



- I'm going to visit my cousins.

- Martha is going to clean her room.

- They are going to go for a walk.

- We are going to travel to Japan next year.

C Complete the questions and match them with the answers. Follow the example.

Completa as perguntas e liga-as às respostas. Segue o exemplo.

EXAMPLE Are you *going to* go to the cinema?

- _____ **they** _____ visit their parents?
- _____ **John** _____ play video games?
- _____ **Juliet** _____ come back from New York?
- _____ **you** _____ buy new suitcases for your trip in July?

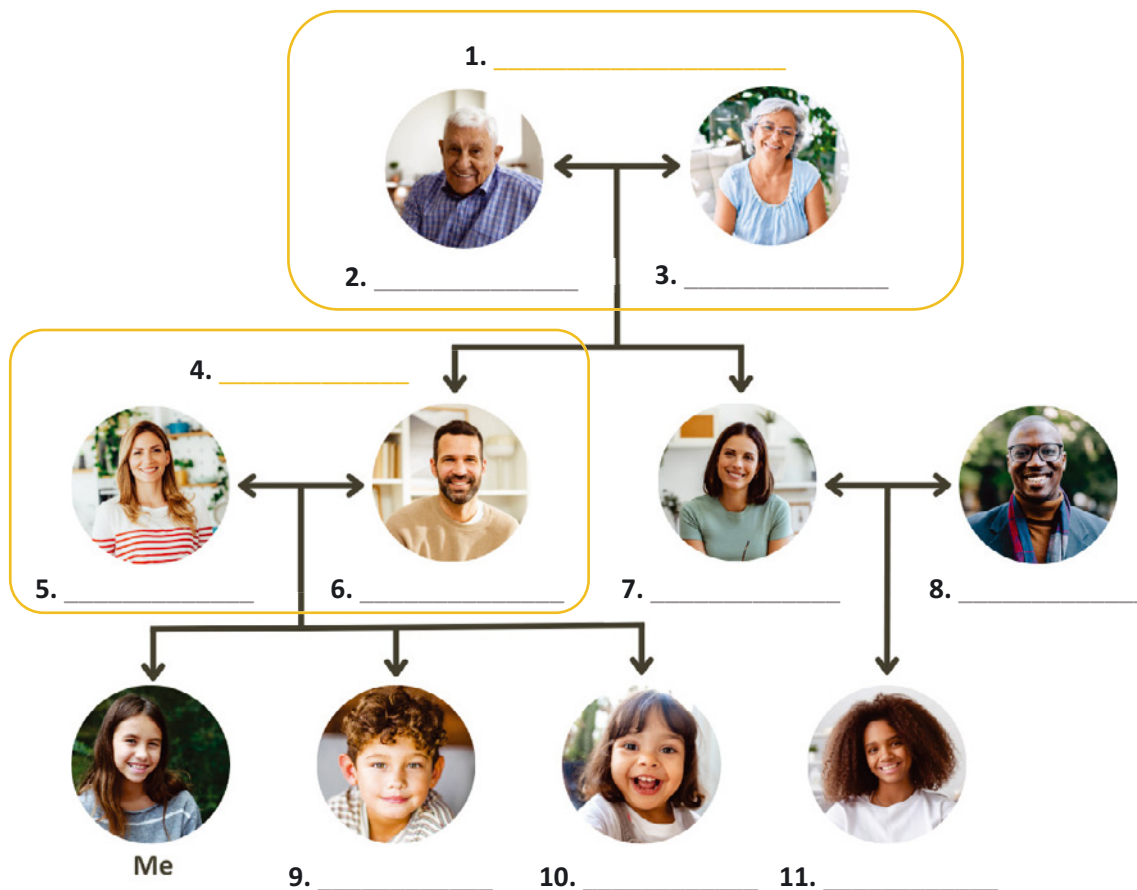
- a. No, **he** isn't.
- b. Yes, **we** are.
- c. Yes, I am.
- d. No, **they** aren't.
- e. Yes, **she** is.

Name

No. Class Date

A Find eleven family members and complete the family tree. Follow the example.

grandparents brother mother father sister cousin uncle aunt grandma grandpa



B Complete the descriptions according to the photos. Use the words in the box.

fat thin blond brown (2x) green freckles
long short straight curly blue glasses



1

1. She is thin. She's got a. _____ red hair. She's got b. _____ eyes. She has c. _____.



3

2. He is a. _____. He's got b. _____ hair. He's got c. _____ eyes and wears d. _____.



2

3. She is a. _____. She has got medium length b. _____ hair. She's got c. _____ eyes.

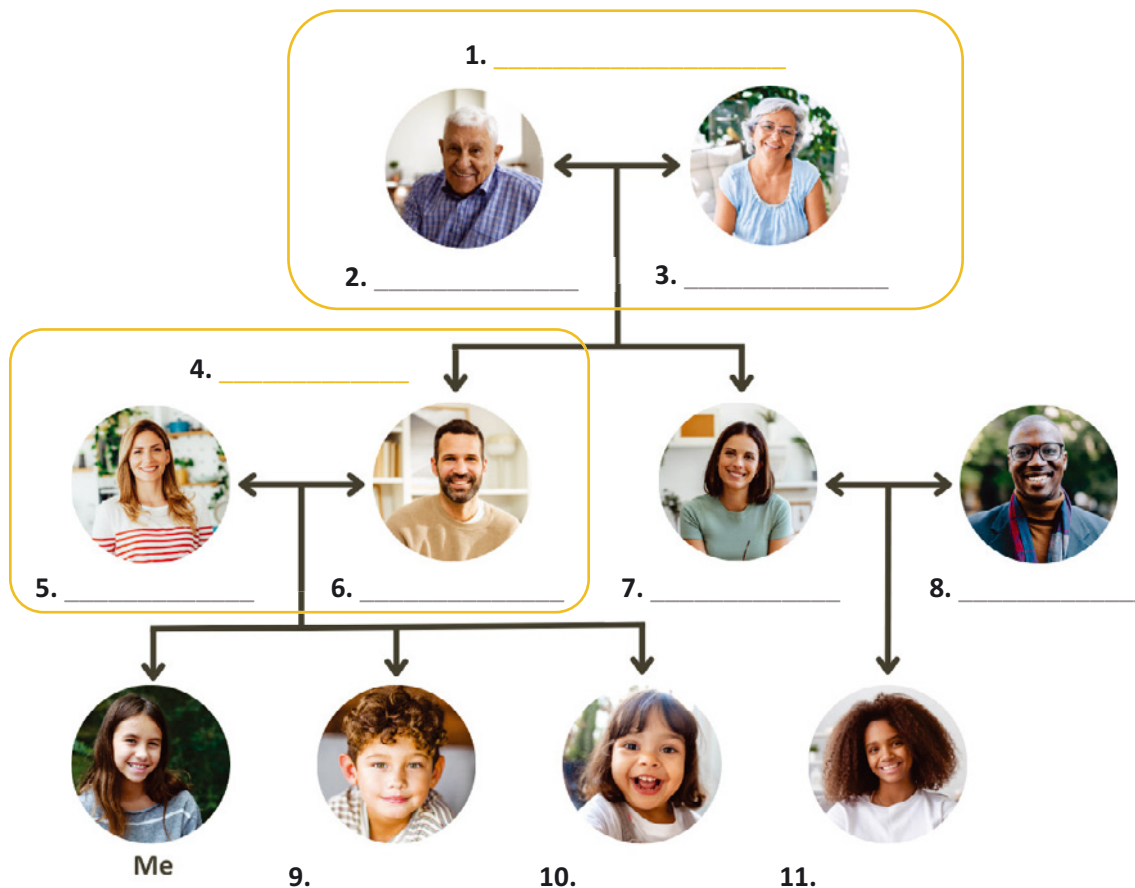
Name

No. Class Date

A Complete the family tree using the words in the box.

Completa a árvore genealógica com as palavras na caixa.

grandparents parents brother grandad mum sister cousin uncle aunt grandma dad



B Choose the correct option to complete the descriptions according to the photos.

Escolhe a opção correta e completa as descrições de acordo com as imagens.



1

1. She is **a. thin / fat**. She has got **b. long / short**, **c. curly / straight** red hair. She's got **d. brown / green** eyes. She has **e. glasses / freckles**.



3

2. He is **a. thin / fat**. He's got **b. medium length / short** **c. brown / blond** hair. He's got **d. blue / brown** eyes and **e. wears glasses / has a moustache**.



2

3. She is **a. fat / thin**. She has got medium length **b. straight / curly** **c. blond / black** hair. She's got **d. blue / brown** eyes.

Name

No. Class Date

A Write the opposite of the adjectives.

1. hard-working: _____

4. talkative: _____

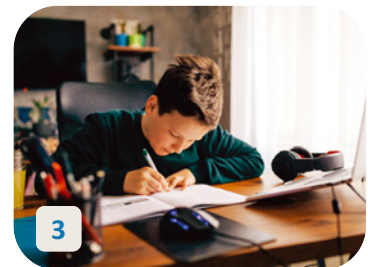
2. rude: _____

5. sad: _____

3. funny: _____

6. anxious: _____

B Match each photo with the corresponding personality adjective.



hard-working

nervous

happy

funny

sad

lazy



4

5

6

Name

No. Class Date

A Complete the words with the missing letters.

Completa as palavras com as letras em falta.

4. Hard-working: L _ _ _ _ _

4. Talkative: Q _ _ _ _ _

5. Rude: P _ _ _ _ _

5. Sad: H _ _ _ _ _

6. Funny: S _ _ _ _ _

6. Anxious: C _ _ _ _ _

B Match each photo with the corresponding personality adjective.

Liga cada imagem ao adjetivo de personalidade correspondente.



hard-working

nervous

happy

funny

sad

lazy

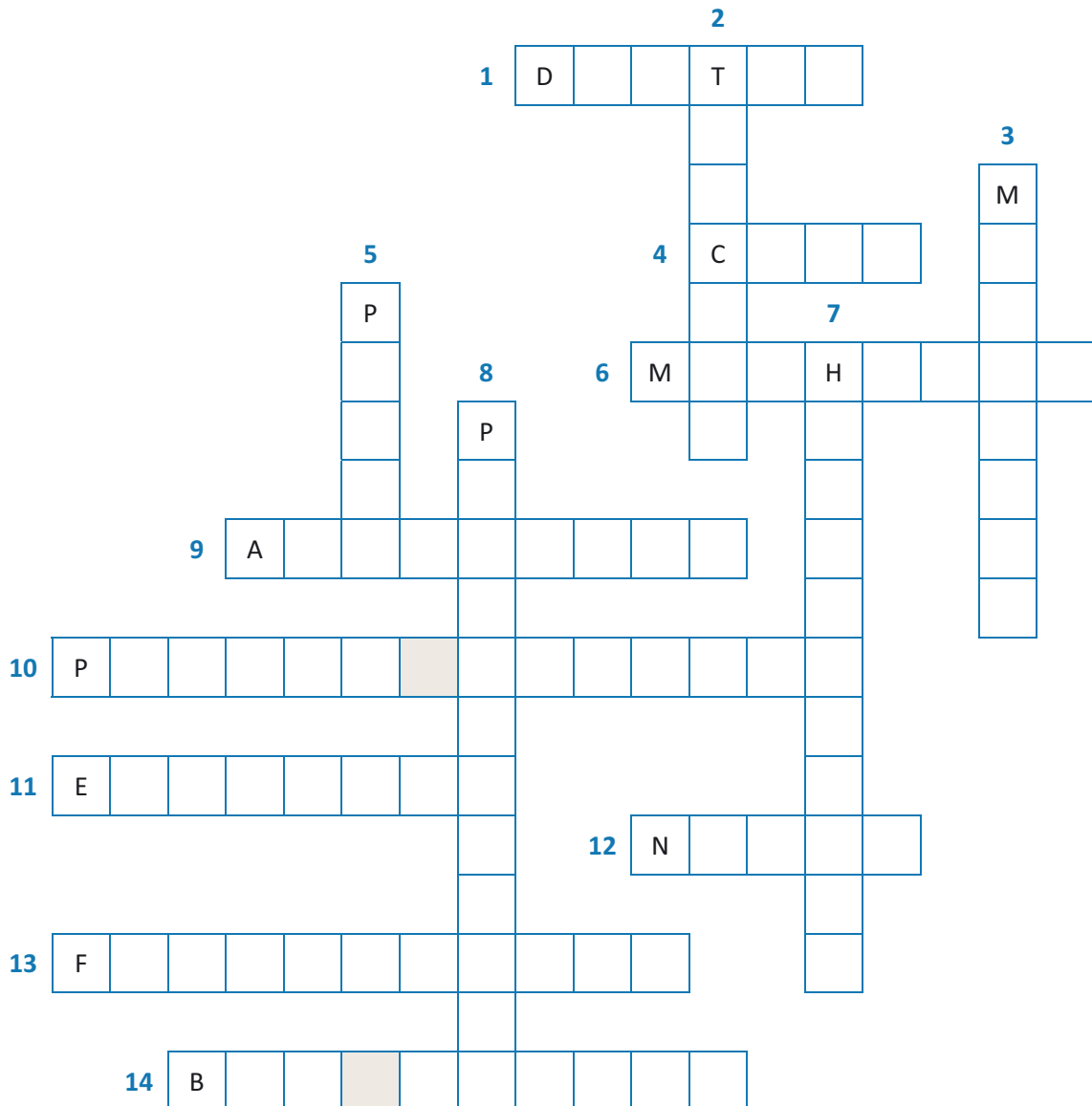




Name

No. Class Date

A What are their jobs? Complete the crossword puzzle.



Across

1. Someone who works in a hospital.
4. Someone who cooks professionally.
6. Someone who repairs cars.
9. Someone who travels into space.
10. Someone who enforces the law.
11. Someone who understands and designs machines.
12. Someone who takes care of sick people.
13. Someone who stops fires.
14. Someone who drives a bus.

Down

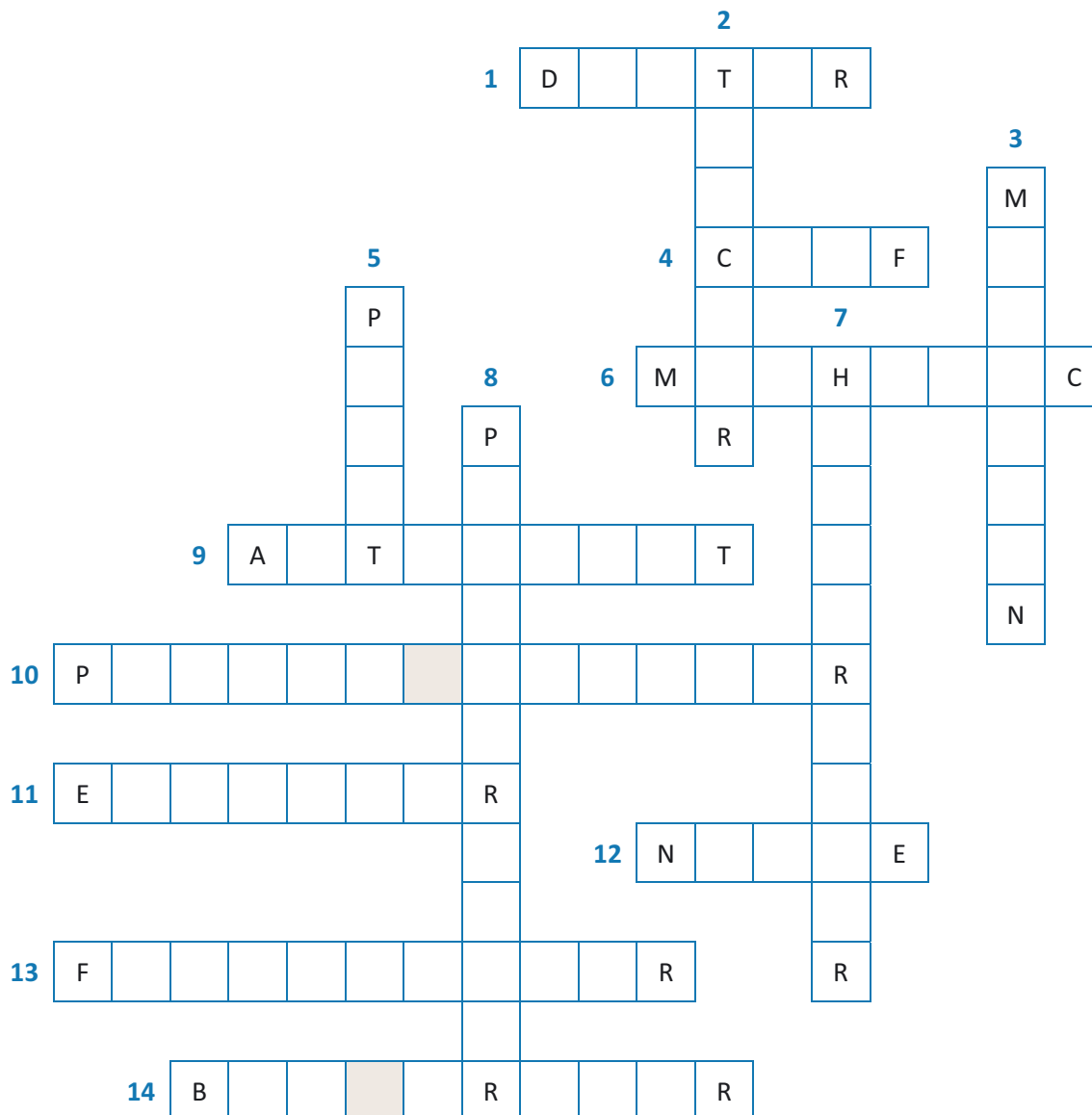
2. Someone who works with students.
3. Someone who creates music.
5. Someone who flies an aircraft.
7. Someone who cuts hair.
8. Someone who takes photographs.

Name

No. Class Date

A What are their jobs? Complete the crossword puzzle.

Quais são as profissões? Completa as palavras cruzadas.



Across

1. Someone who works in a hospital.
4. Someone who cooks professionally.
6. Someone who repairs cars.
9. Someone who travels into space.
10. Someone who enforces the law.
11. Someone who understands and designs machines.
12. Someone who takes care of sick people.
13. Someone who stops fires.
14. Someone who drives a bus.

Down

2. Someone who works with students.
3. Someone who creates music.
5. Someone who flies an aircraft.
7. Someone who cuts hair.
8. Someone who takes photographs.

Name _____

No. _____

Class _____

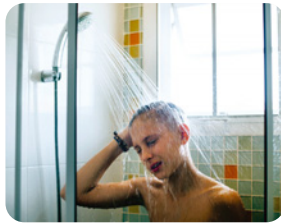
Date _____

A Find the daily routine actions and label the photos.

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



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



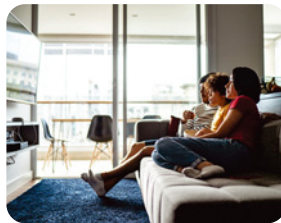
7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

Name _____

No. _____

Class _____

Date _____

A Find the daily routine actions and label the photos. Follow the example.

Encontra as rotinas diárias e legenda as imagens. Segue o exemplo.

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



1. g _____



2. h _____ a s _____



3. g _____ d _____



4. h _____ b _____



5. b _____ my t _____



6. g _____ t _____ s _____



7. start classes



8. h _____ l _____



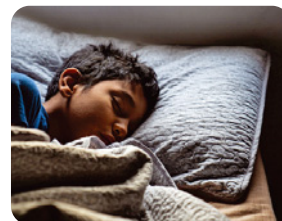
9. d _____ my h _____



10. w _____



11. h _____ d _____



12. g _____ t _____ b _____

Name

No. Class Date

A Match the clocks with the sentences.

- | | | | | | |
|----|---|---|---------------------|---|-------------|
| 1. |  | • | • It's ten past | • | • five. |
| 2. |  | • | • It's half past | • | • eight. |
| 3. |  | • | • It's quarter to | • | • o'clock. |
| 4. |  | • | • It's twenty to | • | • eleven. |
| 5. |  | • | • It's five | • | • midnight. |
| 6. |  | • | • It's quarter past | • | • six. |

B What time is it?



1. _____



2. _____



3. _____

Name

No. Class Date

A Match the clocks with the sentences. Follow the example.

Liga os relógios às frases. Segue o exemplo.

1.		☐	It's ten past	☐	five.
2.		☐	It's half past	☐	eight.
3.		☐	It's quarter to	☐	o'clock.
4.		☐	It's twenty to	☐	eleven.
5.		☐	It's five	☐	midnight.
6.		☐	It's quarter past	☐	six.

Note: In the original image, a blue line connects the first clock (10:10) to 'It's quarter to' and another blue line connects 'It's quarter to' to the clock showing 12:00.

B What time is it? Use the expressions in the box.

Que horas são? Usa as expressões na caixa.

half past o'clock quarter to



1. It's _____



2. It's _____



3. It's _____

Name

No. Class Date

A Unscramble the words and write the names of the parts of the school. Then, match them with the photos.



1. RYLIARB

_____ ☐

2. BAL

_____ ☐

3. GRYALPDNUO

_____ ☐

4. CISUM OOMR

_____ ☐

5. YMG

_____ ☐

6. OOLHCS FIFCEO

_____ ☐

7. NEECANT

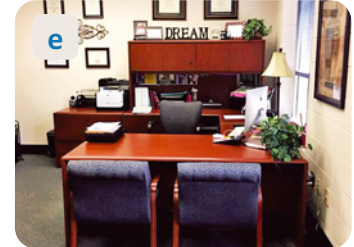
_____ ☐

8. 'SRETMASDAEH CEFFIO

_____ ☐

9. PURETMOC ORMO

_____ ☐



Name _____

No. _____

Class _____

Date _____



Unscramble the words and write the names of the parts of the school. The first letter is given.

Then, match them with the photos. Follow the example.

Ordena e escreve o nome das partes da escola. A primeira letra é dada. Depois, liga-as às imagens. Segue o exemplo.



1. RYLIARB

Library

c

2. BAL

L _____

3. GRYALPDNUO

P _____

4. CISUM OOMR

M _____ R _____

5. YMG

G _____

6. OOLHCS FIFCEO

S _____ O _____

7. NEECANT

C _____

8. 'SRETMASDAEH CEFFIO

H _____ O _____

9. PURETMOC ORMO

C _____ R _____

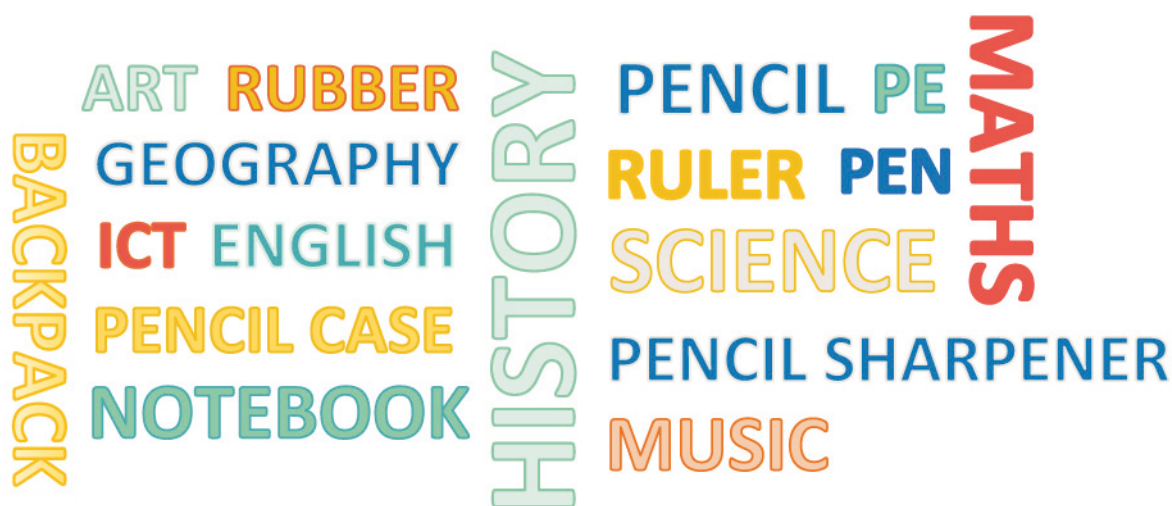




Name

No. Class Date

A Complete the lists with the words in the word cloud.



SCHOOL SUBJECTS

SCHOOL OBJECTS

B Guess the word.

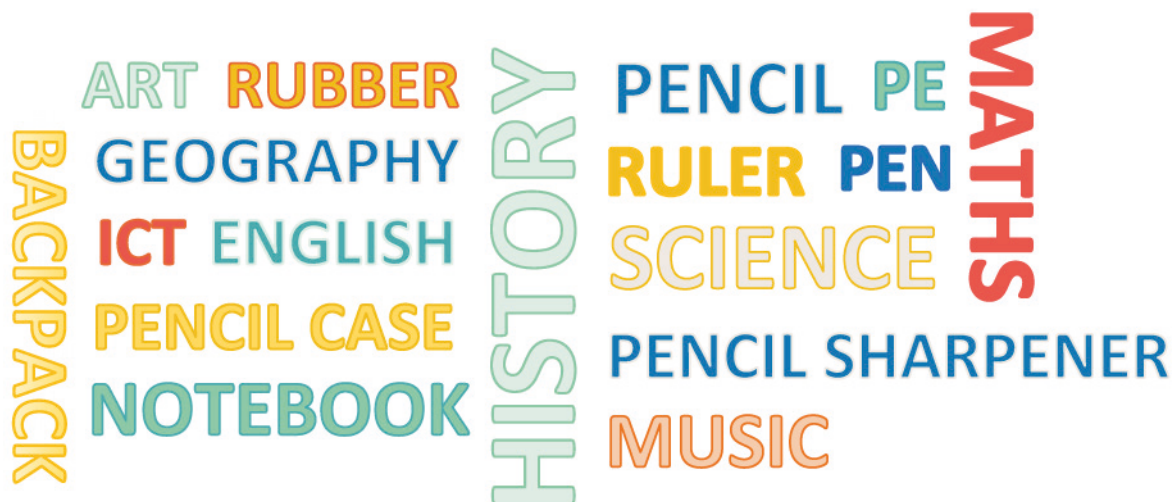
1. You can use me to write or draw and I can be erased.
2. You work with numbers, shapes and equations.
3. You use me to measure and draw lines.
4. I'm a subject that studies sound, instruments or voices.

Name _____

No. _____ Class _____ Date _____

A Complete the lists with the words in the word cloud.

Completa as listas com as palavras na nuvem de palavras.



SCHOOL SUBJECTS

SCHOOL OBJECTS

B Guess the word.

Adivinha a palavra.

- You can use me to write or draw and I can be erased. P _____
- You work with numbers, shapes and equations. M _____
- You use me to measure and draw lines. R _____
- I'm a subject that studies sound, instruments or voices. M _____

Name

No. Class Date

A Label the photos with the name of the school clubs.



1.



2.



3.



4.



5.



6.



7.



8.

B Circle the odd one out.

1.

DRAWING

PAINTING

GARDENING

COLOURING

2.

DRAMA

FOOTBALL

GUITAR

DANCING

3.

RUGBY

SWIMMING

CANOEING

READING

4.

ROBOT

SCIENCE

TECHIE

BREAKDANCE

Name

No. Class Date

A Label the photos with the name of the school clubs. Use the words in the box.

Legenda as imagens. Usa as palavras da caixa.

basketball photography dance drama
drawing guitar painting robot



1. _____ club



2. _____ club



3. _____ club



4. _____ club



5. _____ club



6. _____ club



7. _____ club



8. _____ club

B Circle the odd one out.

Rodeia o intruso.

1.

DRAWING PAINTING
GARDENING COLOURING

2.

DRAMA FOOTBALL
GUITAR DANCING

3.

RUGBY SWIMMING
CANOEING READING

4.

ROBOT SCIENCE
TECHIE BREAKDANCE

Name

No. Class Date

A Break the code and find out the free time activities.

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

- _____

            
- _____

                  
- _____

      
- _____

      
- _____

                
- _____

                
- _____

              
- _____

               
- _____

         
- _____

          
- _____

Name

No. Class Date

A Break the code and find out the free time activities.

Descodifica e descobre as atividades dos tempos livres.

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

- S
            
- S
                  
- C
      
- R
      
- P
                
- P
                
- P
              
- L
               
- W
         
- R
          
- G
               

Name

No. Class Date

A Complete the sentences and match them with the photos.

1. We catch the plane at the _____.

2. Go to the _____ to send any mail you need.

3. Look! There is a _____ there. You can fill up your car.

4. The firefighters wait in the _____.

5. We're going to the football _____. There's an important football match today!

6. Are you going to the _____ to take the train?

7. Local government works at the _____.

8. We are going to the _____ to watch a play.

9. You'll find lots of different shops at the _____.

a.



b.



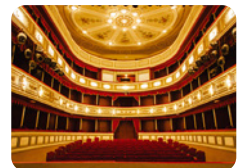
c.



d.



e.



f.



g.



h.



i.



Name _____

No. _____ Class _____ Date _____



Complete the sentences with the words from the box and match them with the photos.

Completa as frases com as palavras na caixa e liga-as às imagens.

airport shopping centre fire station petrol station post office
stadium theatre town hall train station

1. We catch the plane at the _____.

2. Go to the _____ to send
any mail you need.

3. Look! There is a _____
there. You can fill up your car.

4. The firefighters wait in the _____.

5. We're going to the football _____.
There's an important football match today!

6. Are you going to the _____
to take the train?

7. Local government works at the _____.

8. We are going to the _____ to
watch a play.

9. You'll find lots of different shops at the _____.

a.



b.



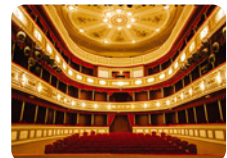
c.



d.



e.



f.



g.



h.



i.



Name _____

No. _____

Class _____

Date _____

A Label the photos with the names of the shops.



1. _____



2. _____



3. _____



4. _____



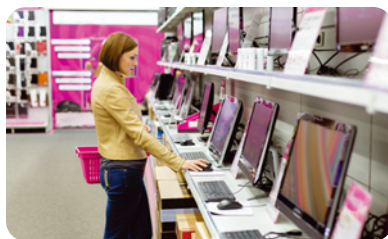
5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____



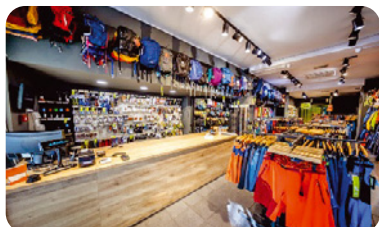
14. _____

Name

No. Class Date

A Label the photos with the names of the shops. Follow the example.

Legenda as imagens com o nome das lojas. Segue o exemplo.



1. Sports shop



2. B



3. C



4. S



5. N



6. P



7. B



8. T



9. F



10. C



11. S



12. G



13. T



14. B

Name _____

No. _____

Class _____

Date _____

A Match and complete the words.

1.



S _____ - D _____ E _____

a.

H _____ E _____

2.



b.

S _____ E _____

3.



c.

T _____

H _____ E _____

4.



d.

B _____ K _____ S

5.



e.

_____ E _____ D

_____ U _____

Name _____

No. _____

Class _____

Date _____



Match and complete the words.

Liga e completa as palavras.

1.



S _ M _ - D _ TA _ _ E _

a.

H _ _ _ E _

2.



b.

S _ Y _ C _ A _ E _

3.



c.

T _ R _ _ C _ _

H _ _ _ ES

4.



d.

B _ O _ K O _ F _ A _ S

5.



e.

_ E _ A _ H _ D

_ _ U _ E

Name _____

No. _____

Class _____

Date _____

A Label the photos with the correct name of the means of transport.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

B Circle the odd one out.

1. river boat / motorbike / taxi / car
2. car / underground / sightseeing bus / double-decker bus
3. bicycle / bus / train / plane
4. car / caravan / taxi / cruise ship

Name _____

No. _____ Class _____ Date _____

A Label the photos with the correct name of the means of transport.

Completa a legenda das imagens com o nome correto dos meios de transporte.



1. b _____ t _____



2. r _____ b _____



3. b _____



4. m _____



5. d _____ -d _____



6. s _____ b _____



7. u _____



8. t _____



9. p _____

B Circle the odd one out.

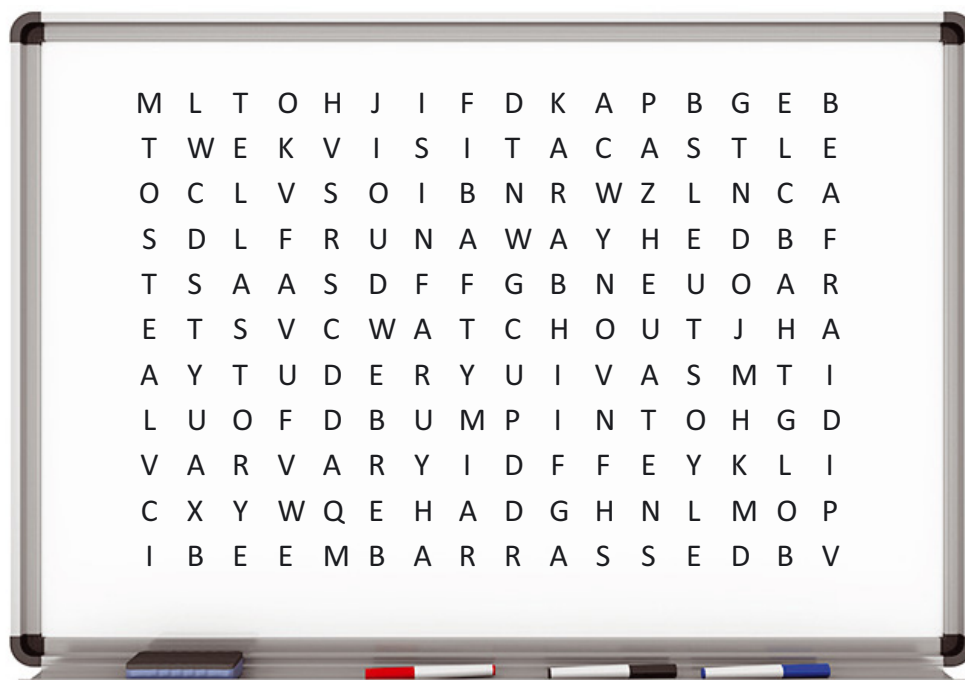
Rodeia o intruso.

1. river boat / motorbike / taxi
2. car / sightseeing bus / double-decker bus
3. bicycle / train / plane
4. car / caravan / cruise ship

Name

No. Class Date

A Find the expressions and label the photos.



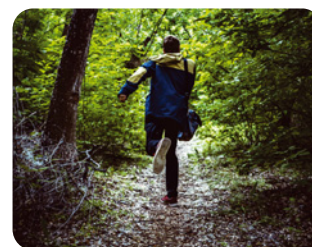
1.



2.



3.



4.



5.



6.



7.



8.

Name _____

No. _____ Class _____ Date _____

A Find the expressions and label the photos.

Encontra as expressões e legenda as imagens.



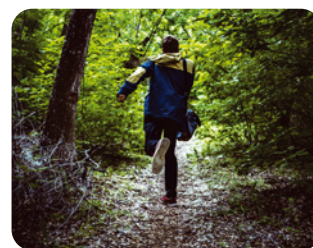
1. be a _____



2. be e _____



3. b _____
i _____



4. r _____
a _____



5. s _____



6. t _____
a s _____



7. v _____ a
c _____



8. w _____
o _____

Name _____

No. _____

Class _____

Date _____

A Find the types of holidays and label the photos.

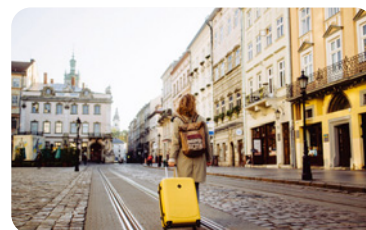
ETYUGBEACHHOLIDAYSNGSIDJHDCAMPINGNJUGDESGCITYHOLIDAYSHDGDR
ESJOODKSAFARILKIOUMNFSSNOWHOLIDAYSLOUYTTRESADMSUMMERCAMPJ



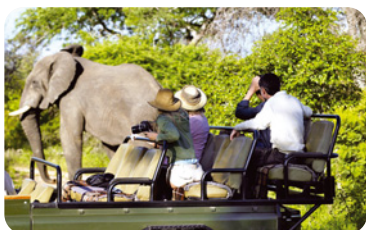
1. _____



2. _____



3. _____



4. _____



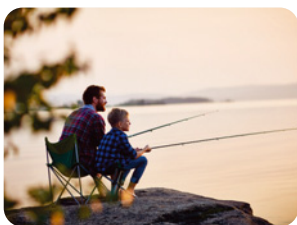
5. _____



6. _____

B Unscramble the words and label the photos with the names of the holiday activities.

1. shingfi



2. gniiks



3. ursfing



4. mswimngi



5. abirikeding



6. oeicannng



7. ddlebodingarpa



8. ckclimrognib



Name _____

No. _____ Class _____ Date _____

A Label the photos with the words/expressions from the box.

Legenda as imagens com as palavras/expressões na caixa.

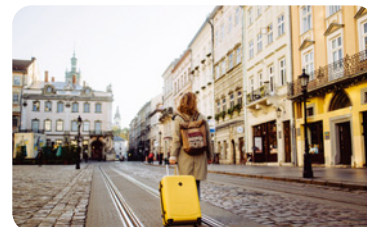
safari beach holidays city holidays snow holidays camping summer camp



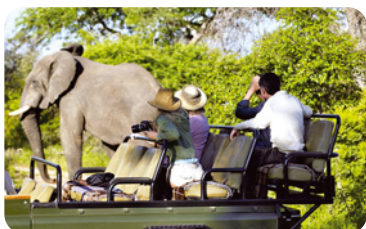
1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Unscramble the words and label the photos with the names of the holiday activities.

Ordena as letras das palavras para legendar as imagens com os nomes das atividades de férias.

1. shingfi



f _____

2. gniiks



s _____

3. ursfing



s _____

4. mswimngi



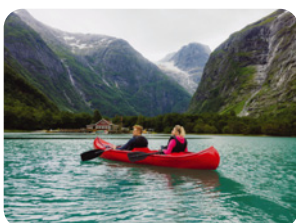
s _____

5. abirikeding



r _____ a b _____

6. oeicanng



c _____

7. ddlebodingarpa



p _____

8. ckclimrognib



r _____ c _____

Name

No. Class Date

A What's the weather like in these cities? Complete the descriptions.

 Calgary, Canada



-17 °C / -24 °C

1. It's _____
and _____.

 Bari, Italy



15 °C / 7 °C

2. It's _____.

 St Petersburg, Russia



-2 °C / -4 °C

3. It's _____.



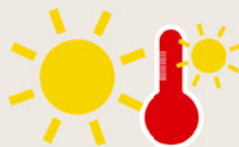
 Salvador, Brazil



29 °C / 25 °C

4. It's _____.

 Nagpur, India



35 °C / 19 °C

5. It's _____
and _____.

 Port Augusta, Australia



27 °C / 18 °C

6. It's _____.

Name

No. Class Date

A Label the pictures with the words from the box.

Legenda as imagens com as palavras na caixa.

sunny cloudy hot rainy cold snowy foggy windy

📍 Calgary, Canada



-17 °C / -24 °C

1. It's _____
and _____.

📍 Bari, Italy



15 °C / 7 °C

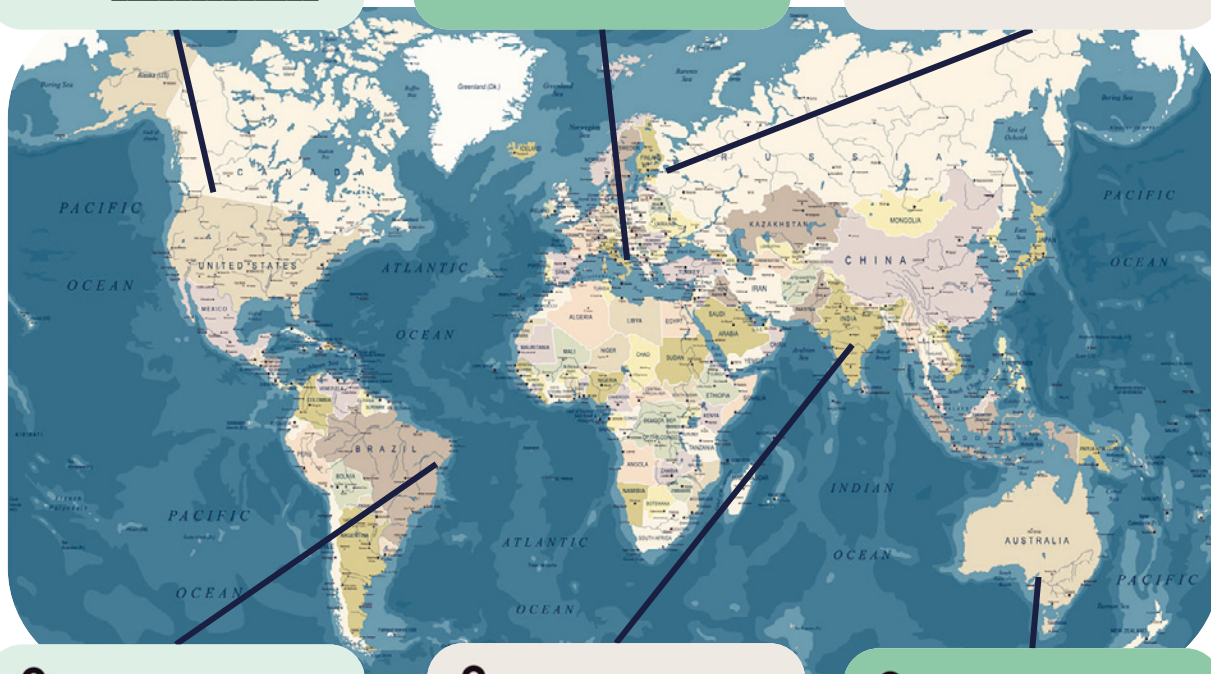
2. It's _____.

📍 St Petersburg, Russia



-2 °C / -4 °C

3. It's _____.



📍 Salvador, Brazil



29 °C / 25 °C

4. It's _____.

📍 Nagpur, India



35 °C / 19 °C

5. It's _____
and _____.

📍 Port Augusta, Australia



27 °C / 18 °C

6. It's _____.

Unit 5.2 Vocabulary

What to pack and types of accommodation

A

Name _____

No. _____

Class _____

Date _____

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

1. suit • map ☐

2. city • case ☐

3. ski • towel ☐

4. beach • glasses ☐

5. flip- • suit ☐

6. swim • boots ☐

7. sun • flops ☐



B Label the photos with the correct types of accommodation.



1. _____

2. _____

3. _____

Name

No. Class Date

A Match the words with the photos.
Liga as palavras/expressões às imagens.

1. suitcase

☐

2. city map

☐

3. ski boots

☐

4. beach towel

☐

5. flip-flops

☐

6. swimsuit

☐

7. sunglasses

☐

a.



b.



c.



d.



e.



f.



g.



B Label the photos with the words/expressions in the box.
Legenda as imagens com as palavras na caixa.

camping

hotel

friends' house



1. _____

2. _____

3. _____

Name

No. Class Date

Read the text.

My hero is my grandfather, Manuel. He is a wonderful man and very special to me. He is 68 years old and he's from Spain. He is tall, he's got grey hair and brown eyes. Manuel is kind, funny and patient. He always tells funny stories to make us laugh. He makes everyone feel happy.

He has got three children: my dad, my aunt Lily and my aunt Susan. My father is very hard-working, my aunt Lily loves to cook and my aunt Susan is an artist. My grandfather has got a playful dog named Tico.

My grandfather is amazing at gardening. He spends a lot of time in his garden. It has lots of colourful flowers and tasty vegetables. I like my grandfather because he loves his family and makes everything better. He is my hero!



A Complete the card.

Name:	
Country:	
Age:	
Appearance:	
Personality:	
Pets:	

B Answer the questions.

1. Where is Manuel from?

2. How many children has he got?

3. Why does he make everyone laugh?

4. Has he got vegetables in his garden?

Name

No. Class Date

Read the text.

My hero is my grandfather, Manuel. He is a wonderful man and very special to me. He is 68 years old and he's from Spain. He is tall, he's got grey hair and brown eyes. Manuel is kind, funny and patient. He always tells funny stories to make us laugh. He makes everyone feel happy.

He has got three children: my dad, my aunt Lily and my aunt Susan. My father is very hard-working, my aunt Lily loves to cook and my aunt Susan is an artist. My grandfather has got a playful dog named Tico.

My grandfather is amazing at gardening. He spends a lot of time in his garden. It has lots of colourful flowers and tasty vegetables. I like my grandfather because he loves his family and makes everything better. He is my hero!



A Complete the card.

Completa o cartão.

Name: Manuel

Country:

Age:

Appearance: t, with grey and eyes

Personality: Kind,

Pets:

B Answer the questions.

Responde às perguntas.

1. Where is Manuel from?

He from

2. How many children has he got?

He has got

3. Why does he make everyone laugh?

He everyone laugh because

4. Has he got vegetables in his garden?

, he

Name

No. Class Date

Read the text.



The young tennis star Carlos Alcaraz has a busy routine on a match day! Carlos gets up early, at 6 a. m., and he has breakfast. He eats oatmeal* and fruit to get energy for his match.

After breakfast, Carlos does some exercise. Then he gets dressed, brushes his teeth and he goes to the tennis court at 9 o'clock for a practice session. At midday Carlos takes a break. He relaxes, listens to music or reads a book.

Now it's time for lunch! He eats fish and vegetables to keep his energy up. In the afternoon, Carlos starts getting ready for the match. At half past three he arrives at the tennis court.

The match begins! Carlos plays hard because he wants to win. After the match he spends time with his family and friends. He goes to bed early because he needs to rest.

*oatmeal: aveia

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

- | | T | F | |
|--|--------------------------|--------------------------|-------|
| 1. Carlos has a busy routine on a match day. | ☐ | ☐ | _____ |
| 2. After breakfast, he gets dressed. | ☐ | ☐ | _____ |
| 3. At midday, he relaxes. | ☐ | ☐ | _____ |
| 4. Carlos arrives at the tennis court at half past four. | ☐ | ☐ | _____ |
| 5. He spends time alone after the match. | ☐ | ☐ | _____ |

B Answer the questions.

- What time does Carlos get up?

- What does he do in the morning?

- Does he eat fish and vegetables for lunch? Why?

- Why does he go to bed early?

Name

No. Class Date

Read the text.



The young tennis star Carlos Alcaraz has a busy routine on a match day! Carlos gets up early, at 6 a. m., and he has breakfast. He eats oatmeal* and fruit to get energy for his match.

After breakfast, Carlos does some exercise. Then he gets dressed, brushes his teeth and he goes to the tennis court at 9 o'clock for a practice session. At midday Carlos takes a break. He relaxes, listens to music or reads a book.

Now it's time for lunch! He eats fish and vegetables to keep his energy up. In the afternoon, Carlos starts getting ready for the match. At half past three he arrives at the tennis court.

The match begins! Carlos plays hard because he wants to win. After the match he spends time with his family and friends. He goes to bed early because he needs to rest.

*oatmeal: aveia

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

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

1. Carlos has a busy routine on a match day.
2. After breakfast, he gets dressed.
3. At midday, he relaxes.
4. Carlos arrives at the tennis court at half past four.
5. He spends time alone after the match.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Answer the questions.

Responde às perguntas.

1. What time does Carlos get up?

Carlos _____ *at* _____

2. What does he do in the morning?

In the morning, Carlos _____

3. Does he eat fish and vegetables for lunch? Why?

_____, *he* _____, *to* _____

4. Why does he go to bed early?

He _____ *to bed early because* _____

Name _____

No. _____

Class _____

Date _____

Read the text about Olivia's school.

School Blog

2025

PARK SCHOOL BLOG

Welcome to Park School! Our school is so big! It has three floors. There are 15 classrooms, a library, a gym and a big, modern playground.

The classrooms are upstairs. The library is downstairs, on the ground floor, and it's quiet and cosy. We play sports and have our PE lessons in the gym. There is also a playground outside.

My favourite part of the school is the library because it's calm and I love reading books.

This year, my favourite subjects are maths and art. I like maths problems, and in art class I can be creative and make new things. I have maths on Fridays at quarter to ten and art on Tuesdays at half past eleven.

I really love my school and we always have so many things to do!

Olivia Jean, year 6



A

Match the descriptions to the correct part of the school or school subject.

- | | | |
|---|---|-----------------|
| 1. Quiet and cosy. | • | • a. gym |
| 2. Students can play sports and have PE lessons. | • | • b. maths |
| 3. Students can play outside with friends. | • | • c. library |
| 4. Students work with numbers and solve problems. | • | • d. art |
| 5. Students can be creative and make new things. | • | • e. playground |

B

Answer the questions.

1. How many floors are there in Park School?

2. What's her favourite part of the school? Why?

3. When does she have maths?

Name No. Class Date

Read the text about Olivia's school.

School Blog

2025

PARK SCHOOL BLOG

Welcome to Park School! Our school is so big! It has three floors. There are 15 classrooms, a library, a gym and a big, modern playground.

The classrooms are upstairs. The library is downstairs, on the ground floor, and it's quiet and cosy. We play sports and have our PE lessons in the gym. There is also a playground outside.

My favourite part of the school is the library because it's calm and I love reading books.

This year, my favourite subjects are maths and art. I like maths problems, and in art class I can be creative and make new things. I have maths on Fridays at quarter to ten and art on Tuesdays at half past eleven.

I really love my school and we always have so many things to do!

Olivia Jean, year 6



A Match the descriptions to the correct part of the school or school subject.

Liga as descrições aos lugares ou disciplinas da escola corretos.

- | | | |
|--|---|---------------|
| 1. <u>Quiet</u> and <u>cosy</u> . | • | a. gym |
| 2. Students can <u>play sports</u> and have <u>PE lessons</u> . | • | b. maths |
| 3. Students can <u>play outside</u> with friends. | • | c. library |
| 4. Students <u>work with numbers</u> and <u>solve problems</u> . | • | d. art |
| 5. Students can be <u>creative</u> and <u>make new things</u> . | • | e. playground |

B Choose the correct option to complete the sentences.

Selecione a opção correta para completares as frases.

- In Park School there are
a. ☐ three floors. b. ☐ two floors. c. ☐ second floor.
- Her favourite part of the school is the library because
a. ☐ she loves her friends. b. ☐ she loves playing games. c. ☐ she loves reading.
- She has maths on
a. ☐ Fridays, at 9.45 a.m. b. ☐ Fridays, at 10.15 a.m. c. ☐ Tuesdays, at 11.30 a.m.

Name

No. Class Date

Read the text.

Janet meets Grace at the library.

Janet: Hey, Grace! What are you doing?

Grace: I'm finishing my science project and then I have volleyball practice in the gym. I'm crazy about volleyball because it is all about teamwork, but I love the competition as well. What about you? Are you OK?

Janet: Yes, I'm fine. I'm just so busy... I'm learning my lines* for the play we are preparing in the drama club.

Grace: Awesome! That sounds fun!

Janet: Yes! Drama club is my favourite because I love acting. It makes me feel so confident and inspired. You should come try it, too.

Grace: Oh, I can't... But thank you anyway! It seems like we are both very busy with our activities today!

Janet: Yes, we are!



*I'm learning my lines: estou a aprender as minhas falas.

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

- | | T | F | |
|---|--------------------------|--------------------------|-------|
| 1. Janet and Grace are in the playground. | ☐ | ☐ | _____ |
| 2. Grace is doing a science project at the library. | ☐ | ☐ | _____ |
| 3. Janet is in the art club and she is very busy. | ☐ | ☐ | _____ |
| 4. Janet invites Grace to try the drama club. | ☐ | ☐ | _____ |

B Answer the questions.

1. What is Grace's favourite activity? Why?

2. What is Janet doing?

3. How does Janet feel when she is in the drama club?

Name

No. Class Date

Read the text.

Janet meets Grace at the library.

Janet: Hey, Grace! What are you doing?

Grace: I'm finishing my science project and then I have volleyball practice in the gym. I'm crazy about volleyball because it is all about teamwork, but I love the competition as well. What about you? Are you OK?

Janet: Yes, I'm fine. I'm just so busy... I'm learning my lines* for the play we are preparing in the drama club.

Grace: Awesome! That sounds fun!

Janet: Yes! Drama club is my favourite because I love acting. It makes me feel so confident and inspired. You should come try it, too.

Grace: Oh, I can't... But thank you anyway! It seems like we are both very busy with our activities today!

Janet: Yes, we are!



*I'm learning my lines: estou a aprender as minhas falas.

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

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

1. Janet and Grace are in the playground.
2. Grace is doing a science project at the library.
3. Janet is in the art club and she is very busy.
4. Janet invites Grace to try the drama club.

T	F
☐	☐
☐	☐
☐	☐
☐	☐

B Match the questions with the answers.

Liga as perguntas às respostas.

- | | | |
|---|---|---|
| 1. What is Grace's favourite activity? | • | a. She's learning her lines for the play. |
| 2. What is Janet doing? | • | b. It's volleyball. |
| 3. How does Janet feel when she is in the drama club? | • | c. She feels confident and inspired. |

Name

No. Class Date

Read the text.

Let's go on a treasure hunt adventure in Seville! In this treasure hunt we use our mobile phones or a GPS to find the hidden treasures.



We start at Plaza de España in the María Luisa Park. We walk to the big fountain, in front of the big building. The treasure is hidden¹ near the trees!



Next, we go to the Real Alcázar, a big and beautiful palace. The treasure is hidden in the gardens, next to a small pond².

Then, we go to the city centre, to the Setas de Sevilla. The treasure is on top of the big wooden structure³. Wow, the view is amazing from up here!



Finally, we finish at Torre del Oro, by the river. The last treasure is hidden behind a statue next to the tower.



This is a nice way to explore Seville and look for hidden treasures with family and friends!

¹hidden: escondido; ²small pond: pequeno lago; ³wooden structure: estrutura de madeira

A Choose the correct option to complete the sentences.

- The treasure hunt adventure starts at
 - ☐ Setas de Sevilla.
 - ☐ Real Alcázar.
 - ☐ Plaza de España.
- The first treasure is hidden _____ the big building.
 - ☐ near
 - ☐ in front of
 - ☐ between
- The Real Alcázar of Seville is
 - ☐ a palace.
 - ☐ a garden.
 - ☐ a statue.
- They finish at
 - ☐ Setas de Sevilla.
 - ☐ Torre del Oro.
 - ☐ Torre de la Plata.

B Answer the questions.

- What is different about this treasure hunt?

- What can you see from the top of the Setas de Sevilla?

- Where is the last treasure hidden?

Name

No.

Class

Date

Read the text.

Let's go on a treasure hunt adventure in Seville! In this treasure hunt we use our mobile phones or a GPS to find the hidden treasures.



We start at Plaza de España in the María Luisa Park. We walk to the big fountain, in front of the big building. The treasure is hidden¹ near the trees!

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¹hidden: escondido; ²small pond: pequeno lago; ³wooden structure: estrutura de madeira

A Choose the correct option to complete the sentences.

Selecione a opção correta para completar as frases.

- The treasure hunt adventure starts at
a. ☐ Plaza de España. b. ☐ Real Alcázar.
- The first treasure is hidden _____ the big building.
a. ☐ near b. ☐ in front of
- The Real Alcázar of Seville is
a. ☐ a palace. b. ☐ a statue.
- They finish at
a. ☐ Setas de Sevilla. b. ☐ Torre del Oro.

B Answer the questions.

Responda às perguntas.

- What is different about this treasure hunt?

This treasure hunt _____ different because we need to use _____.

- What can you see from the top of the Setas de Sevilla?

From the top of the Setas de Sevilla, we can see an _____.

- Where is the last treasure hidden?

The last treasure is hidden _____ a statue, next _____.

Name _____

No. _____

Class _____

Date _____

Read the text.

SOHO PREPARATORY SCHOOL

HOME

ABOUT

NEW POST

Last week our class was at the LEGO house. The LEGO house is in Billund, Denmark. The LEGO founder is Ole Kirk Kristiansen. Inside the Lego house there were many rooms with fun LEGO games and activities. There was also a place to play with LEGO bricks of all colours and shapes. There was a History Wall to learn about the history of LEGO, and there was a special area to design and build our own LEGO models.

It was fun to go to the four different Experience Zones. There were different areas to play and create different things. But the most exciting part was the Mini Chef Restaurant. There were LEGO bricks to order our food*. Robots were our waiters. It was an unforgettable day!

Martina and Martha (year 6)**order our food: pedir comida no restaurante***A** Are the sentences true (T) or false (F)? Correct the false ones.

1. The class was at the Billund amusement park.
2. The LEGO founder is Ole Kirk Kristiansen.
3. There wasn't a place to play with LEGO bricks.
4. Lunch was in the LEGO garden.
5. There were LEGO bricks to ask for the meal.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Answer the questions.

1. Were there any rooms with games and activities?

2. Why were they at the History Wall?

3. How many Experience Zones were there?

4. What was the most exciting part?

Name

No. Class Date

Read the text.

SOHO PREPARATORY SCHOOL

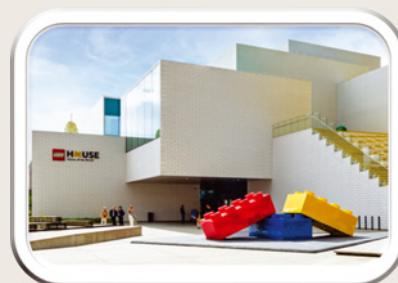
HOME

ABOUT

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Martina and Martha (year 6)

*order our food: pedir comida no restaurante

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

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

1. The class was at the Billund amusement park.
2. The LEGO founder is Ole Kirk Kristiansen.
3. There wasn't a place to play with LEGO bricks.
4. Lunch was in the LEGO garden.
5. There were LEGO bricks to ask for the meal.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Match the questions with the answers.

Liga as perguntas às respostas.

- | | | |
|--|---|--|
| 1. Were there any rooms with games and activities? | • | a. There were four Experience Zones. |
| 2. Why were they at the History Wall? | • | b. The Mini Chef Restaurant. |
| 3. How many Experience Zones were there? | • | c. Yes, there were. |
| 4. What was the most exciting part? | • | d. To learn about the history of LEGO. |

Name

No. Class Date

Read the text.

Last night, our class stayed at the National Marine Aquarium in Plymouth, participating in the *Sleeping with the Sharks* experience. We arrived in the evening and we talked to the staff.

We started with a guided visit of the aquarium. We learned interesting facts about marine habitats and different sea creatures.

After dinner, we prepared our sleeping bags in front of the big shark tank. We were so excited to be so close to the sharks! During the night, we listened to the sounds of the sea. In the morning there were sharks swimming around us. We were so happy...

It was an unforgettable trip!



A Put the events in order according to the text.

- ☐ a. The students' sleeping bags were in front of the big shark tank.
- ☐ b. During the night, they listened to the sounds of the sea.
- ☐ c. There were sharks swimming around them.
- ☐ d. They arrived at the National Marine Aquarium in Plymouth.
- ☐ e. They learned about marine habitats and different sea creatures.

B Answer the questions.

1. When was the visit to the National Marine Aquarium?

2. When did they arrive at the aquarium?

3. What happened after dinner?

4. What were they so excited about?

5. Was it a nice experience?

Name _____

No. _____

Class _____

Date _____

Read the text.

Last night, our class stayed at the National Marine Aquarium in Plymouth, participating in the *Sleeping with the Sharks* experience. We arrived in the evening and we talked to the staff.

We started with a guided visit of the aquarium. We learned interesting facts about marine habitats and different sea creatures.

After dinner, we prepared our sleeping bags in front of the big shark tank. We were so excited to be so close to the sharks! During the night, we listened to the sounds of the sea. In the morning there were sharks swimming around us. We were so happy...

It was an unforgettable trip!



A Put the events in order according to the text.

Ordena os acontecimentos de acordo com o texto.

- ☐ a. The students' sleeping bags were in front of the big shark tank.
- ☐ b. During the night, they listened to the sounds of the sea.
- ☐ c. There were sharks swimming around them.
- ☒ 1 d. They arrived at the National Marine Aquarium in Plymouth.
- ☐ e. They learned about marine habitats and different sea creatures.

B Match the questions with the answers.

Liga as perguntas às respostas.

- | | | |
|--|---|---|
| 1. When was the visit to the National Marine Aquarium? | • | • a. They prepared the sleeping bags. |
| 2. When did they arrive at the aquarium? | • | • b. Yes, it was. |
| 3. What happened after dinner? | • | • c. It was last night. |
| 4. What were they so excited about? | • | • d. To be so close to the sharks. |
| 5. Was it a nice experience? | • | • e. They arrived there in the evening. |

Name

No.

Class

Date

Read the text.

Dear Diary,

Yesterday, my dad took me to St Pancras train station in the centre of London!

When we got there, I was very surprised...

The station was decorated like the film

Wicked. I loved this film! There was a

fantastic Christmas tree too. It looked

like the tree in the Emerald City from the film. The tree was full of

lights and I took lots of photos! Then I listened to the music from the

film and I also felt very excited when I listened to a Christmas

message from Elphaba and Glinda (the two witches in the film). After

that, I made a wish to the Wizard of Oz. It was incredible! It was like

I really was in that magical city. It was a dream.

Love, Stacey ♥


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

1. Stacey spent the day with her dad.

T F

☐ ☐

2. The tree was a copy of the tree in Crystal City.

☐ ☐

3. Elphaba and Glinda left a message.

☐ ☐

4. She made a wish to Glinda.

☐ ☐
B Answer the questions.

1. Where did Stacey and her dad go yesterday?

2. Did Stacey take any photos?

3. Why did she say it was like a dream?

Name

No.

Class

Date

Read the text.

Dear Diary,

Yesterday, my dad took me to St Pancras train station in the centre of London!

When we got there, I was very surprised...

The station was decorated like the film

Wicked. I loved this film! There was a

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like the tree in the Emerald City from the film. The tree was full of

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that, I made a wish to the Wizard of Oz. It was incredible! It was like

I really was in that magical city. It was a dream.

Love, Stacey ♥



A

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

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

1. Stacey spent the day with her dad.
2. The tree was a copy of the tree in Crystal City.
3. Elphaba and Glinda left a message.
4. She made her a wish to Glinda.

T	F
☐	☐
☐	☐
☐	☐
☐	☐

B

Match the questions with the answers.

Liga as perguntas às respostas.

- | | | |
|---|---|---|
| 1. Where did Stacey and her dad go yesterday? | • | a. Because it was like she really was in that magical city. |
| 2. Did Stacey take photos? | • | b. To St Pancras train station in London. |
| 3. Why did she say it was like a dream? | • | c. Yes, she took lots of photos. |

Name

No. Class Date

Read the texts.

Jessica, 13

I went camping in Yosemite National Park, in the USA, with my family and we stayed in a tent. We loved it! We walked up a big hill to see the beautiful waterfalls. The view was amazing!



Laura, 10

Last summer, my parents and I visited Tokyo and Kyoto, and we had a wonderful time! We explored the busy streets and ate delicious sushi. I enjoyed the shops and buying souvenirs for my family.

Simon, 11

I travelled to Zermatt, in Switzerland! It was my first time in the snow. It was so cold and snowy, but we had so much fun. Snowboarding was harder than skiing for me. At night we drank the famous hot chocolate by the fire. Amazing!



A

Choose the correct option.

- Jessica went to Yosemite National Park and stayed in
 - ☐ a hotel.
 - ☐ a tent.
 - ☐ a family house.
- Laura and her parents visited
 - ☐ Tokyo and Kyoto.
 - ☐ Tokyo and Hiroshima.
 - ☐ Kyoto and Osaka.
- The weather in Zermatt was
 - ☐ cold and snowy.
 - ☐ cold and rainy.
 - ☐ warm and sunny.
- For Simon, snowboarding was
 - ☐ easier than skiing.
 - ☐ funnier than skiing.
 - ☐ harder than skiing.

B

Answer the questions.

- What did Jessica do in Yosemite? _____
- When did Laura go to Japan? _____
- Was it Simon's first time in the snow? _____

Name

No. Class Date

Read the texts.

Jessica, 13

I went camping in Yosemite National Park, in the USA, with my family and we stayed in a tent. We loved it! We walked up a big hill to see the beautiful waterfalls. The view was amazing!



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Last summer, my parents and I visited Tokyo and Kyoto, and we had a wonderful time! We explored the busy streets and ate delicious sushi. I enjoyed the shops and buying souvenirs for my family.

Simon, 11

I travelled to Zermatt, in Switzerland! It was my first time in the snow. It was so cold and snowy, but we had so much fun. Snowboarding was harder than skiing for me. At night we drank the famous hot chocolate by the fire. Amazing!



A Choose the correct option.

Selecione a opção correta.

1. Jessica went to Yosemite National Park and stayed in
 - a. ☐ a hotel.
 - b. ☐ a tent.
2. Laura and her parents visited
 - a. ☐ Tokyo and Kyoto.
 - b. ☐ Tokyo and Hiroshima.
3. The weather in Zermatt was
 - a. ☐ cold and snowy.
 - b. ☐ cold and rainy.
4. For Simon, snowboarding was
 - a. ☐ easier than skiing.
 - b. ☐ harder than skiing.

B Match the questions with the answers.

Liga as perguntas às respostas.

- | | | |
|---|---|------------------------------|
| 1. What did Jessica do in Yosemite? | • | a. She went last summer. |
| 2. When did Laura go to Japan? | • | b. She walked up a big hill. |
| 3. Was it Simon's first time in the snow? | • | c. Yes, it was. |

Name

No. Class Date

Read the text.

Hi! I'm going to tell you everything about our trip to PortAventura, near Barcelona. My name is Jackie and these are my friends Stella and Peter. We are with our parents and siblings, so we are a big group and we are staying for three days.

Yesterday, early in the morning, we arrived at the hotel that is near the theme park. It's nice, comfortable and the food is tasty. We spent the day in the theme park and we went on so many attractions! We tried the famous Dragon Khan roller coaster. Wow! So fast and exciting! Then, we visited the Mediterrània area. We watched a live show and ate at one of the restaurants. It was delicious!



Today we are at the hotel because we are very tired.

Tomorrow, we are going to visit the Far West area. We are going to ride the Grand Canyon Rapids and the Silver River Flume and discover the Far West food. In the afternoon we are going to explore Ferrari Land and ride the Red Force! We are going to have so much fun together!

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

- | | T | F | |
|--|--------------------------|--------------------------|-------|
| 1. They are in the PortAventura theme park near Barcelona. | ☐ | ☐ | _____ |
| 2. The hotel is nice, but they don't like the food. | ☐ | ☐ | _____ |
| 3. The Dragon Khan ride was fast and exciting. | ☐ | ☐ | _____ |
| 4. Tomorrow afternoon they are going to visit the Far West area. | ☐ | ☐ | _____ |

B Answer the questions.

- Where are they staying?

- What did they do in the Mediterrània area?

- Are they going to the Grand Canyon Rapids?

- What are they going to do in Ferrari Land?

Name

No. Class Date

Read the text.

Hi! I'm going to tell you everything about our trip to PortAventura, near Barcelona. My name is Jackie and these are my friends Stella and Peter. We are with our parents and siblings, so we are a big group and we are staying for three days.

Yesterday, early in the morning, we arrived at the hotel that is near the theme park. It's nice, comfortable and the food is tasty. We spent the day in the theme park and we went on so many attractions! We tried the famous Dragon Khan roller coaster. Wow! So fast and exciting! Then, we visited the Mediterrània area. We watched a live show and ate at one of the restaurants. It was delicious!

Today we are at the hotel because we are very tired.

Tomorrow, we are going to visit the Far West area. We are going to ride the Grand Canyon Rapids and the Silver River Flume and discover the Far West food. In the afternoon we are going to explore Ferrari Land and ride the Red Force! We are going to have so much fun together!



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

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

1. They are in the PortAventura theme park near Barcelona.
2. The hotel is nice, but they don't like the food.
3. The Dragon Khan ride was fast and exciting.
4. Tomorrow afternoon they are going to visit the Far West area.

T	F
☐	☐
☐	☐
☐	☐
☐	☐

B Choose the correct option.

Selecione a opção correta.

1. The group is staying in _____.
 a. ☐ a hotel near the park b. ☐ a park theme c. ☐ a campsite
2. In the Mediterrània area, they did not _____.
 a. ☐ watch a live show b. ☐ eat at one of the restaurants c. ☐ ride Red Force
3. They are going to _____ in the Far West area.
 a. ☐ ride the Dragon Khan b. ☐ ride the Grand Canyon Rapids c. ☐ watch a show
4. In Ferrari Land, they are going to _____.
 a. ☐ ride the Silver River b. ☐ discover the Far West area c. ☐ ride the Red Force Flume

Name

No. Class Date



Listen and write the correct name under each photo.

Luca

Sophia

Andrew

Susie



1. _____



2. _____



3. _____



4. _____



Listen again and choose the correct option.

1. What is Luca like?

a. ☐ Tall and thin.

b. ☐ Tall and fat.

c. ☐ Short and thin.

2. Is Sophia tall?

a. ☐ Yes, she is.

b. ☐ No, she isn't.

c. ☐ Yes, he is.

3. What is her mother's job?

a. ☐ She is a teacher.

b. ☐ She is a writer.

c. ☐ She is an artist.

4. What is Andrew like?

a. ☐ Funny and creative.

b. ☐ Calm and polite.

c. ☐ Friendly and energetic.

5. What's his dog's name?

a. ☐ Jack.

b. ☐ Max.

c. ☐ Black.

6. Has Susie got a pet?

a. ☐ Yes, she has.

b. ☐ No, she hasn't.

c. ☐ Yes, they have.

Name

No. Class Date



Listen and write the correct name under each photo.

1-2

Ouve e escreve o nome correto debaixo de cada imagem.

Luca

Sophia

Andrew

Susie



1. _____



2. _____



3. _____



4. _____



Listen again and choose the correct option.

1-2

Ouve de novo e escolhe a opção correta.

1. What is Luca like?

a. ☐ Tall and thin.

b. ☐ Short and thin.

2. Is Sophia tall?

a. ☐ Yes, she is.

b. ☐ No, she isn't.

3. What is her mother's job?

a. ☐ She is an artist.

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a. ☐ Jack.

b. ☐ Max.

6. Has Susie got a pet?

a. ☐ Yes, she has.

b. ☐ No, she hasn't.

Name

No. Class Date



Listen and complete the card.

Name: Liam

1. Country:

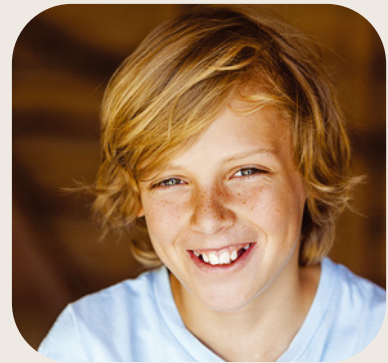
2. Favourite day:

3. Favourite subject:

4. After school activities:

5. Dinner time:

6. Favourite type of books:



Listen again and match the two halves of each sentence.

1. Liam gets up at ☐

2. For breakfast, he eats ☐

3. He walks to school with ☐

4. In the evening, Liam helps ☐

5. After dinner, ☐

6. He goes to bed at 9.30 p.m. ☐

☐ a. his friends, talking about video games and films.

☐ b. his parents to cook dinner.

☐ c. seven o'clock.

☐ d. he does his homework.

☐ e. because he gets up early.

☐ f. toast with jam.

Name

No. Class Date



Listen and complete the card. Use the words/expressions in the box.

3 • 4

Ouve e completa o cartão. Usa as palavras/expressões na caixa.

playing football art comic books half past six Scotland riding a bike Wednesday

Name: Liam

1. Country: _____

2. Favourite day: _____

3. Favourite subject: _____

4. After school activities: _____

5. Dinner time: _____

6. Favourite type of books: _____



Listen again and match the two halves of each sentence.

3 • 4

Ouve de novo e liga as duas metades de cada frase.

- | | | |
|--------------------------------|---|--|
| 1. Liam gets up at | • | • a. his friends, talking about video games and films. |
| 2. For breakfast, he eats | • | • b. his parents to cook dinner. |
| 3. He walks to school with | • | • c. seven o'clock. |
| 4. In the evening, Liam helps | • | • d. he does his homework. |
| 5. After dinner, | • | • e. because he gets up early. |
| 6. He goes to bed at 9.30 p.m. | • | • f. toast with jam. |

Name

No. Class Date



Listen to Grace and choose the correct option.

1. In her school there are _____ classrooms.
 - a. ☐ 5
 - b. ☐ 15
 - c. ☐ 16
2. Is there a lab?
 - a. ☐ No, there isn't.
 - b. ☐ Yes, there is.
 - c. ☐ No, there aren't.
3. There is an ICT room with
 - a. ☐ many books.
 - b. ☐ instruments.
 - c. ☐ computers.
4. She likes
 - a. ☐ English and science.
 - b. ☐ PE and art.
 - c. ☐ English and geography.
5. Her school finishes at
 - a. ☐ 8.30 a.m.
 - b. ☐ 4.30 p.m.
 - c. ☐ 3 o'clock.
6. After school, she
 - a. ☐ stays at school.
 - b. ☐ goes home.
 - c. ☐ does her homework.



Listen again. Are the sentences true (T) or false (F)?

1. There is a gym in her school.
2. She loves English because it is an easy language to learn.
3. Her classes starts at 8.20 a.m.
4. On Tuesdays she has geography and history.
5. The park is next to her house.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



No. Class Date



Ouve a Grace e seleciona a opção correta.

1. In her school there are _____ classrooms.
a. 5
b. 15
2. Is there a lab?
a. No, there isn't.
b. Yes, there is.
3. There is an ICT room with
a. computers.
b. instruments.
4. She likes
a. English and science.
b. PE and art.
5. Her school finishes at
a. 8.30 a.m.
b. 3 o'clock.
6. After school, she
a. stays at school.
b. goes home.



Ouve de novo. Estas frases são verdadeiras (T) ou falsas (F)?

1. There is a gym in her school.
2. She loves English because it is an easy language to learn.
3. Her classes starts at 8.20 a.m.
4. On Tuesdays she has geography and history.
5. The park is next to her house.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Name

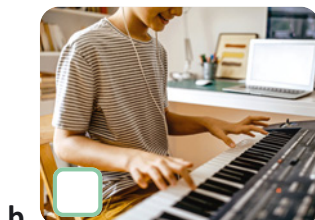
No. Class Date



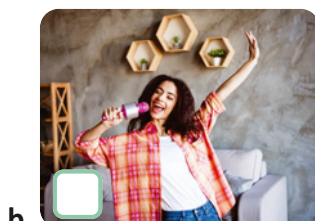
Listen and tick (✓) the favourite free time activities of each student.

7-8

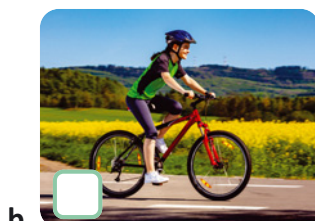
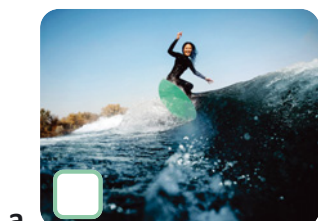
1. Peter



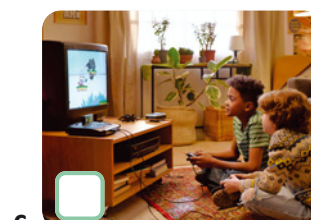
2. Janet



3. Lilly



4. Jack



Listen again and write the correct student's name under their school club.

7-8



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

Name

No.

Class

Date



Listen and tick (✓) the favourite free time activities of each student.

7 • 8

Ouve e seleciona as atividades de tempos livres favoritas de cada aluno.

1. Peter



a. ☐



b. ☐

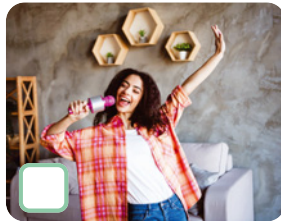


c. ☐

2. Janet



a. ☐



b. ☐



c. ☐

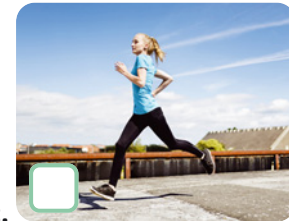
3. Lilly



a. ☐



b. ☐



c. ☐

4. Jack



a. ☐



b. ☐



c. ☐



Listen again and choose the correct name according to their school club.

7 • 8

Ouve novamente e escolhe o nome correto, de acordo com os seus clubes.



1. JANET / LILLY



2. PETER / JACK



3. JANET / LILLY



4. LILLY / PETER

Name

No. Class Date



Listen and complete the sentences.

9 - 10

1. The students are going on a _____ around Canberra.
2. They are going to _____ the city.
3. Now, they are in front of the _____, right in the _____.
4. The _____ is opposite the park.
5. They walk through the tunnel to get to the _____.
6. Near the supermarket there is a _____.
7. The library is _____ the university.
8. At the end, they see _____ at the fire station.



Listen again and order the places mentioned during the tour.

9 - 10



Name

No. Class Date



Listen and complete the sentences. Use the words/expressions in the box.

9 • 10

Ouve e completa as frases. Usa as palavras/expressões na caixa.

tour city centre explore firefighters in front of
petrol station stadium theatre town hall

- The students are going on a _____ around Canberra.
- They are going to _____ the city.
- Now, they are in front of the _____, right in the _____.
- The _____ is opposite the park.
- They walk through the tunnel to get to the _____.
- Near the supermarket there is a _____.
- The library is _____ the university.
- At the end, they see _____ at the fire station.



Listen again and order the places mentioned during the tour. Follow the examples.

9 • 10

Ouve de novo e ordena os lugares mencionados durante o passeio pela cidade. Segue os exemplos.

theatre



a.

petrol station



b.

bank



c.

library



d.

stadium



e.

town hall



f.

fire station



g.

park



h.

Name

No. Class Date



Listen. Are the sentences true (T) or false (F)?

11 • 12

1. Jamie and Thomas are in a shoe shop.
2. Thomas wants to buy a new skateboard.
3. Jamie wants a blue or orange skateboard.
4. The shop assistant gives him some options.
5. Thomas doesn't like the blue skateboard.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Listen again. Choose the correct option.

11 • 12

1. Jamie needs to buy a skateboard for _____.
 - a. ☐ PE class
 - b. ☐ a competition
 - c. ☐ a school club
2. The _____ helps him.
 - a. ☐ shop assistant
 - b. ☐ coach
 - c. ☐ parents
3. Jamie chooses the _____ skateboard.
 - a. ☐ blue
 - b. ☐ orange
 - c. ☐ black
4. The skateboard costs _____.
 - a. ☐ £35
 - b. ☐ £45
 - c. ☐ £65



Name

No. Class Date



Listen. Are the sentences true (T) or false (F)?

11 • 12

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

1. Jamie and Thomas are in a shoe shop.
2. Thomas wants to buy a new skateboard.
3. Jamie wants a blue or orange skateboard.
4. The shop assistant gives him some options.
5. Thomas doesn't like the blue skateboard.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Listen again. Choose the correct option.

11 • 12

Ouve de novo. Escolhe a opção correta.

1. Jamie needs to buy a skateboard for _____.
 a. ☐ PE class b. ☐ a competition
2. The _____ helps him.
 a. ☐ shop assistant b. ☐ coach
3. Jamie chooses the _____ skateboard.
 a. ☐ blue b. ☐ orange
4. The skateboard costs _____.
 a. ☐ £35 b. ☐ £45



Name

No. Class Date



Listen to Sam. Who liked which house? Match one to the other.

1.



• a. mother and brother

2.



• b. father and Sam

3.



• c. all the family



Listen again. Match the two halves of each sentence. There is an extra option.

1. In the detached house they liked •

2. The detached house •

3. The flat was •

4. The semi-detached house was •

5. Their choice was the •

- a. close to everything.
- b. far from the city.
- c. the large swimming pool.
- d. but Sam's mum didn't like it.
- e. detached house.
- f. was far from the school.

Name

No. Class Date



Listen to Sam. Who liked which house? Match one to the other.

13 · 14 Ouve o Sam. Quem gostou de qual casa? Liga as casas às pessoas.

1.



• a. mother and brother

2.



• b. father and Sam

3.



• c. all the family



Listen again. Match the two halves of each sentence.

13 · 14 Ouve novamente. Liga as duas metades de cada frase.

1. In the detached house they liked •

2. The detached house •

3. The flat was •

4. The semi-detached house was •

5. Their choice was the •

• a. close to everything.

• b. far from the city.

• c. the large swimming pool.

• d. detached house.

• e. was far from the school.

Name

No. Class Date



Listen and write the correct names in the spaces.

15 · 16



Liz



Ariana



Max

1. _____ was afraid she couldn't catch her dog.
2. _____ realised she had the wrong shoes on.
3. _____ went to the park.
4. _____'s friends were nice because they took off their flip-flops.
5. _____ stopped near a hotdog truck.



Listen again. Choose the correct option.

15 · 16

1. Some friends are at _____ telling stories.

a. ☐ the beach
b. ☐ a campsite
c. ☐ school
2. Liz went to the party with _____ shoes.

a. ☐ the wrong
b. ☐ her new
c. ☐ her ugly
3. When Ariana called her dog, he _____.

a. ☐ stopped immediately
b. ☐ ran to her
c. ☐ didn't listen
4. The dog didn't run away, he just wanted _____.

a. ☐ to play with another dog
b. ☐ to eat something
c. ☐ to go home

Name

No. Class Date



Listen and circle the correct option.

15 • 16

Ouve e rodeia a opção correta.



Liz



Ariana



Max

1. Ariana / Liz was afraid she couldn't catch her dog.
2. Ariana / Liz realised she had the wrong shoes on.
3. Ariana / Liz went to the park.
4. Liz / Ariana's friends were nice because they took off their flip-flops.
5. Max / Ariana stopped near a hotdog truck.



Listen again. Choose the correct option.

15 • 16

Ouve novamente. Escolhe a opção correta.

1. Some friends are at _____ telling stories.
 a. ☐ the beach b. ☐ a campsite
2. Liz went to the party with _____ shoes.
 a. ☐ the wrong b. ☐ her new
3. When Ariana called her dog, he _____.
 a. ☐ stopped immediately b. ☐ didn't listen
4. The dog didn't run away, he just wanted _____.
 a. ☐ to play with another dog b. ☐ to eat something

Name

No. Class Date



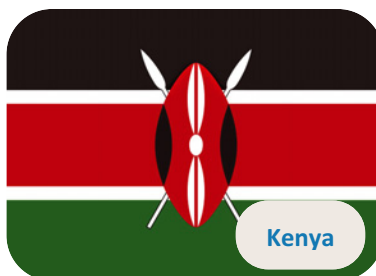
Listen and choose the correct option.

17 - 18

1. Which country did Tony visit?



a. ☐



b. ☐



c. ☐

2. What was the weather like?



a. ☐



b. ☐



c. ☐

3. Where did he stay?



a. ☐



b. ☐



c. ☐

4. What activity did he not do?



a. ☐



b. ☐



c. ☐

Name

No. Class Date



Listen and choose the correct option.

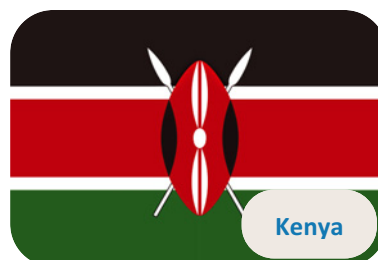
17 • 18

Ouve e seleciona a opção correta.

1. Which country did Tony visit?



a. ☐



b. ☐

2. What was the weather like?



a. ☐



b. ☐

3. Where did he stay?



a. ☐



b. ☐

4. What activity did he not do?



a. ☐



b. ☐

Name

No. Class Date



Listen and match each person with their suitcase.

19 - 20

1. Carol •

2. Nick •

3. Claire •



Listen to Bella and complete the sentences.

21 - 22

1. Bella is going to the _____ on _____.

2. Her _____ and her cousins live there.

3. She is going for _____ days.

4. She is going to stay in _____ because her grandma's house is too _____.

5. They are going to go to the _____
and visit _____ factory.

6. They are going to take a _____ in the
natural hot thermal _____.



Name

No. Class Date



Listen and match each person with their suitcase.

19 - 20 Ouve e liga a pessoa à sua mala de viagem.

1. Carol •

2. Nick •

3. Claire •



Listen to Bella. Circle the correct option.

21 - 22 Ouve a Bella. Rodeia a opção correta.

- Bella is going to **the Azores / Brazil** on **Saturday / Sunday**.
- Her **grandpa / grandma** and her cousins live there.
- She is going for **eight / ten** days.
- She is going to stay in a **hotel / her house** because her grandma's house is too **big / small**.
- They are going to go to the **mountains / beaches** and visit a **tea factory / restaurant**.
- They are going to take a **photo / bath** in the natural hot thermal **pools / beaches**.



Answer Key

GRAMMAR

Starter

Verb to be – present simple

Worksheet A (p. 57)

A. 1. is 2. aren't; are 3. is; am 4. am not; is 5. are not; are
B. 1. Is; Yes, she is. 2. Is; No, it isn't. 3. Is; Yes, he is. 4. Are; No, they aren't.

C. 1. is 2. aren't; are 3. are 4. am not; am 5. Is 6. isn't; is 7. are

Worksheet B (p. 58)

A. 1. is 2. aren't; are 3. is; am 4. am not; is 5. are not; are
B. 1. Is; she is 2. Is; it isn't 3. Is; he is 4. Are; they're not
C. 1. is 2. aren't; are 3. are 4. am not; am 5. Is 6. isn't; is 7. are

Personal pronouns and possessive determiners

Worksheet A (p. 59)

A. 1. She 2. It 3. We 4. I 5. They 6. you
B. 1. a 2. d 3. e 4. g 5. f 6. c 7. b
C. 1. He; his 2. My; I 3. It; its 4. Our 5. Their; they 6. She; her

Worksheet B (p. 60)

A. 1. She 2. It 3. We 4. I 5. They 6. you
B. 1. my 2. her 3. Its 4. Their 5. Our 6. His 7. your
C. 1. He; his 2. My; I 3. It; its 4. Our 5. Their; they 6. She; her

Question words

Worksheets A/B (pp. 61/62)

A. 1. What 2. When 3. Why 4. Which 5. Who 6. Where
B. 1. Who 2. When 3. What 4. Why 5. Where 6. Which

UNIT 1

1.1 Verb have got – present simple

Worksheet A (p. 63)

A. 1. has got 2. have got 3. haven't got 4. have got 5. haven't got
B. 1. Has / got; No, he hasn't. 2. Has / got; Yes, she has. 3. Have / got; Yes, I/we have. 4. Have / got; No, they haven't.
C. 1. has got 2. Have / got 3. have got 4. haven't got 5. Has / got 6. hasn't got

Worksheet B (p. 64)

A. 1. has got 2. have got 3. haven't got 4. have got 5. haven't got
B. 1. Has / got; hasn't 2. Has / got; has 3. Have / got; I/we have 4. Have / got; they haven't
C. 1. has got 2. Have / got 3. have got 4. haven't got 5. Has / got 6. hasn't got

1.1 Possessive case / Whose

Worksheet A (p. 65)

A. 1. 's 2. ' 3. of 4. 's 5. 's
B. 1. Whose jacket is this? This is James's jacket. 2. Whose stickers are these? These are my friends' stickers. 3. Whose guitar is this? This is Taylor Swift's guitar. 4. Whose surfboards are these? These are the children's surfboards.

Worksheet B (p. 66)

A. 1. aunt's 2. babies' 3. end of 4. Lewis's 5. friend's
B. 1. is this; James's 2. Stickers; my friends' 3. guitar is this;

Taylor Swift's guitar 4. surfboards are these; the children's surfboards

1.1 Possessive pronouns

Worksheet A (p. 67)

A. 1. hers 2. theirs 3. ours 4. yours 5. his 6. Mine
B. 1. mine 2. ours 3. hers 4. theirs 5. yours 6. his
C. 1. his 2. mine 3. hers 4. Ours 5. theirs 6. Yours

Worksheet B (p. 68)

A. 1. hers 2. theirs 3. ours 4. yours 5. his 6. Mine
B. 1. c 2. a 3. f 4. e 5. b 6. d
C. 1. his 2. mine 3. hers 4. Ours 5. theirs 6. yours

1.2 Present simple (affirmative and negative)

Worksheet A (p. 69)

A. 1. has 2. ride 3. wake up 4. goes 5. get 6. cries
B. 1. Mary goes to school on foot.; Mary doesn't go to school on foot. 2. They play the piano on Mondays.; They don't play the piano on Mondays. 3. Jack and Tiana live in a big city.; Jack and Tiana don't live in a big city. 4. He studies after dinner.; He doesn't study after dinner.
C. 1. is; helps 2. doesn't play; has 3. drive; takes 4. don't drink; prefer 5. don't brush; brushes

Worksheet B (p. 70)

A. 1. has 2. ride 3. wake up 4. goes 5. get 6. cries
B. 1. goes; go 2. play; don't play the piano 3. live in a big city.; don't live in a big city. 4. studies; doesn't study
C. 1. helps 2. has 3. drive; takes 4. don't drink; prefer 5. don't brush; brushes

1.2 Present simple (interrogative and short answers)

Worksheet A (p. 71)

A. 1. Do; do 2. Does; doesn't 3. Does; does 4. Do; don't
B. 1. Does; e 2. Do; b 3. Does; f 4. Do; d 5. Does; c 6. Do; a
C. 1. Do you start school at 8 o'clock? No, I/we don't. 2. Do they watch TV at night? Yes, they do. 3. Does she ride a bike after school? Yes, she does. 4. Does the cat play with the ball? No, it doesn't. 5. Do the boys go to the party? No, they don't.

Worksheet B (p. 72)

A. 1. Do; do 2. Does; doesn't 3. Does; does 4. Do; don't
B. 2. Do; b 3. Does; f 4. Do; d 5. Does; c 6. Do; a
C. 1. Do; I/we don't 2. Do; they do 3. Does; she does 4. Does; it doesn't 5. Do; they don't

1.2 Present simple (all forms)

Worksheet A (p. 73)

A. 1. ride 2. doesn't play 3. eat 4. Does / wake; does 5. studies
B. 1. What time does Sarah have lunch? 2. Do his brothers drink milk? 3. Does Richard tidy up his bedroom? 4. When do you walk the dog?
C. 1. do / have 2. doesn't go 3. Does / read; does 4. play; don't ride 5. washes 6. Do / do; don't

Worksheet B (p. 74)

A. 1. ride 2. doesn't play 3. eat 4. Does / wake; does 5. studies
B. 1. does Sarah have lunch 2. Do / drink milk 3. Does / tidy up 4. do you walk the dog
C. 1. do you have 2. doesn't go 3. Does Karen read; does 4. play; don't ride 5. washes 6. Do the students do; don't

1.2 Adverbs of frequency

Worksheet A (p. 75)

- A. 1. always 2. usually 3. often 4. sometimes 5. never
 B. 1. I always do my homework after school. 2. In the evening, we usually have dinner at 7. 3. I sometimes forget to make my bed. 4. You are often happy in the morning.
 C. 1. Brian and Carol sometimes go to school by bus. 2. John usually has piano lessons. 3. Brian and Carol never have piano lessons. 4. John is always late for football practice. 5. Brian and Carol are sometimes late for football practice. 6. John sometimes plays board games. 7. Brian and Carol often play board games.

Worksheet B (p. 76)

- A. 1. always 2. usually 4. sometimes 5. never
 B. 1. I always do my homework after school. 2. In the evening, we usually have dinner at 7. 3. I sometimes forget to make my bed. 4. You are often happy in the morning.
 C. 1. sometimes go 2. usually has 3. never have 4. is always 5. are sometimes 6. sometimes plays 7. often play

UNIT 2

2.1 There + to be – present simple

Worksheet A (p. 77)

- A. 1. There is 2. There aren't 3. There isn't 4. There are
 B. 1. "Are there any computers in the auditorium?" "No, there aren't." 2. "Is there a canteen on the first floor?" "No, there isn't." 3. "Are there any labs and art rooms?" "Yes, there are." 4. "Is there a music room?" "Yes, there is."
 C. 1. Are there 2. There isn't 3. There is 4. There aren't 5. Is there

Worksheet B (p. 78)

- A. 1. There is 2. There aren't 3. There isn't 4. There are
 B. 1. Are there; No / aren't 2. Is there; No / isn't 3. Are there; Yes / are 4. Is there; Yes / is
 C. 1. Are there 2. There isn't 3. There is 4. There aren't 5. Is there

2.2 Present continuous (all forms)

Worksheets A/B (pp. 79/80)

- A. 1. am playing 2. aren't practising 3. is joining 4. isn't painting 5. are working 6. 'm not watching
 B. 1. Are / playing; d 2. Are / going; a 3. is / doing; e 4. Is / watching; b 5. are / doing; c
 C. 1. I'm reading a book right now. 2. Is he baking a cake? 3. She isn't playing the piano. 4. I'm not eating in the living room. 5. We are helping our teacher with the project. 6. Are the students dancing in the gym?

2.2 Present simple and present continuous

Worksheets A/B (pp. 81/82)

- A. 1. b 2. a 3. b 4. a 5. a 6. a
 B. 1. go 2. do 3. aren't making 4. are working 5. is helping 6. has 7. makes 8. don't get

UNIT 3

3.1 Prepositions of place

Worksheet A (p. 83)

- A. 1. behind 2. opposite 3. between 4. next to 5. opposite
 B. 1. below 2. near 3. above 4. on 5. next to 6. In

Worksheet B (p. 84)

- A. 1. a 2. a 3. b 4. a 5. b
 B. 1. below 2. near 3. above 4. on 5. next to 6. in

3.1 Prepositions of movement

Worksheets A/B (pp. 85/86)

- A. 1. across 2. along 3. through 4. towards
 B. 1. along 2. through 3. across 4. towards

3.2 Verb to be – past simple (affirmative and negative)

Worksheets A/B (pp. 87/88)

- A. 1. was 2. were 3. was 4. were 5. were 6. was
 B. 1. wasn't 2. weren't 3. wasn't 4. weren't 5. wasn't 6. wasn't
 C. 1. was 2. was; wasn't 3. was 4. were 5. weren't 6. were; weren't

3.2 Verb to be – past simple (interrogative and short answers)

Worksheet A (p. 89)

- A. 1. c 2. d 3. a 4. b
 B. 1. Was; was 2. Were; were 3. Was; wasn't 4. Were; weren't 5. Were; wasn't 6. Were; were
 C. 1. "Were you at the museum?" "No, I wasn't."
 2. "Were they with their brothers at the bookshop?" "No, they weren't."
 3. "Was Peter at the butcher's yesterday?" "Yes, he was."
 4. "Were Jason and I at the Natural History Museum?" "Yes, you were."

Worksheet B (p. 90)

- A. 1. c 2. d 3. a 4. b
 B. 1. was 2. Were 3. Was 4. weren't 5. Were; wasn't 6. Were; were
 C. 1. Were; wasn't 2. Were; No; weren't 3. Was; was 4. Were; Yes; were

3.2 Verb to be – past simple (all forms)

Worksheet A (p. 91)

- A. 1. was 2. were 3. was 4. were 5. were
 B. 1. wasn't 2. wasn't 3. weren't 4. weren't 5. wasn't
 C. 1. "Were the shops open?" "No, they weren't." 2. "Was Harriet bored?" "No, she wasn't." 3. "Were the Simpsons from Springfield?" "Yes, they were." 4. "Was Peter at the party?" "Yes, he was."

Worksheet B (p. 92)

- A. 1. was 2. were 3. was 4. were 5. were
 B. 1. wasn't 2. wasn't 3. weren't 4. weren't 5. wasn't
 C. 1. Were; weren't 2. Was; wasn't 3. Were; were 4. Was; was

3.2 There + to be – past simple

Worksheets A/B (pp. 93/94)

- A. 1. there was 2. there were 3. there was 4. There was 5. There were
 B. 1. There wasn't 2. there weren't 3. There wasn't 4. There weren't 5. there wasn't 6. There weren't
 C. 1. There was 2. Were there; there weren't 3. There wasn't 4. there were 5. Was there; there was 6. There weren't 7. Were there; there were 8. there wasn't

Answer Key

UNIT 4

4.1 Past simple – regular verbs (affirmative and negative)

Worksheets A/B (pp. 95/96)

- A. 1. finished 2. played 3. studied 4. dropped 5. shared 6. cancelled
B. 1. visited 2. travelled 3. stopped 4. enjoyed
C. 1. didn't cry 2. didn't wait 3. didn't describe 4. didn't like
D. 1. stayed 2. didn't cook 3. watched 4. didn't move

4.1 Past simple – regular verbs (interrogative and short answers)

Worksheet A (p. 97)

- A. 1. did / visit 2. Did / stay; didn't 3. Did / finish; did 4. Did; wash
B. 1. Did / enjoy; b; didn't 2. Did / like; d; did 3. Did / watch; a; did 4. Did / play; c; didn't
C. 1. "Did she finish her homework?" "Yes, she did." 2. "Did they arrive at 10 a.m.?" "No, they didn't." 3. "Did the teacher cancel the school trip?" "Yes, she/he did." 4. "Did Mary study for the test?" "No, she didn't." 5. "Did he call his parents?" "No, he didn't."

Worksheet B (p. 98)

- A. 1. did 2. Did; didn't 3. Did; did 4. did
B. 1. Did; b; didn't 2. Did; d; did 3. Did; a; did 4. Did; c; didn't
C. 1. Did / finish; did 2. Did / arrive; didn't 3. Did / cancel; did 4. Did / study; didn't 5. Did / call; didn't

4.2 Past simple – irregular verbs (all forms)

Worksheet A (p. 99)

- A. 1. a 2. b 3. b 4. a
B. 1. I didn't drink tea with your aunt. 2. My friend didn't take me back home. 3. She didn't go to Spain last month. 4. They didn't buy all the presents.
C. 1. did / go 2. saw 3. Did / catch; didn't; flew 4. didn't eat 5. was; had 6. spent 7. didn't have 8. Did / take; did; took 9. bought

Worksheet B (p. 100)

- A. 1. a 2. b 3. b 4. a
B. 1. didn't drink 2. didn't take 3. didn't go 4. didn't buy
C. 1. did you go 2. saw 3. Did you catch; didn't; flew 4. didn't eat 5. was; had 6. spent 7. didn't have 8. Did Janet take; did; took 9. bought

UNIT 5

5.1 Comparative

Worksheet A (p. 101)

- A. 1. stronger than 2. slower than 3. more difficult than 4. better than 5. funnier than
B. 1. taller than 2. older than 3. more beautiful than 4. worse than 5. more modern than
C. 1. Mary is shorter than Steve. 2. Surfing is more challenging than paddleboarding. 3. Janet is more timid than Wesley. 4. The console is cheaper than the television.

Worksheet B (p. 102)

- A. 1. stronger than 2. slower than 3. more difficult than 4. better than 5. funnier than
B. 1. taller than 2. older than 3. more beautiful than 4. worse than 5. more modern than

- C. 1. shorter than 2. more challenging than 3. more timid than 4. cheaper than

5.1 Superlative

Worksheets A/B (pp. 103/104)

- A. 1. a 2. b 3. a 4. a
B. 1. the oldest 2. the most expensive 3. the worst 4. The saddest
C. 1. the youngest 2. the funniest 3. the best 4. the fastest 5. the most beautiful

5.2 Be going to

Worksheet A (p. 105)

- A. 1. are going to wear 2. is going to stay 3. are going to play 4. are going to eat 5. am going to finish
B. 1. I'm not going to visit my cousins. 2. Martha isn't going to clean her room. 3. They aren't going to go for a walk. 4. We aren't going to travel to Japan next year.

- C. 1. Are / going to; d 2. Are / going to; a 3. Is / going to; e 4. Are / going to; b

Worksheet B (p. 106)

- A. 1. are going to 2. is going to 3. are going to 4. are going to 5. am going to
B. 1. I'm not going to visit my cousins. 2. Martha isn't going to clean her room. 3. They aren't going to go for a walk. 4. We aren't going to travel to Japan next year.
C. 1. Are / going to; d 2. Are / going to; a 3. Is / going to; e 4. Are / going to; b

VOCABULARY

UNIT 1

1.1 Family members and physical description

Worksheet A (p. 107)

- A. grandparents; parents; brother; grandad; mum; sister; cousin; uncle; aunt; grandma; dad
1. grandparents 2. grandad 3. grandma 4. parents 5. mum 6. dad 7. aunt 8. uncle 9. brother 10. sister 11. cousin
B. 1. a. long straight b. green c. freckles 2. a. fat b. short brown c. brown d. glasses 3. a. thin b. curly blond c. blue

Worksheet B (p. 108)

- A. 1. grandparents 2. grandad 3. grandma 4. parents 5. mum 6. dad 7. aunt 8. uncle 9. brother 10. sister 11. cousin
B. 1. a. thin b. long c. straight d. green e. freckles 2. a. fat b. short c. brown d. brown e. wears glasses 3. a. thin b. curly c. blond d. blue

1.1 Personality adjectives

Worksheets A/B (pp. 109/110)

- A. 1. lazy 2. polite 3. serious 4. quiet 5. happy 6. calm
B. 1. funny 2. lazy 3. hard-working 4. sad 5. nervous 6. happy

1.1 Jobs

Worksheet A (p. 111)

- A. 1. doctor 2. teacher 3. musician 4. chef/cook 5. pilot 6. mechanic 7. hairdresser 8. photographer 9. astronaut 10. police officer 11. engineer 12. nurse 13. firefighter 14. bus driver

Worksheet B (p. 112)

A. 1. doctor 2. teacher 3. musician 4. chef 5. pilot
6. mechanic 7. hairdresser 8. photographer 9. astronaut
10. police officer 11. engineer 12. nurse 13. firefighter
14. bus driver

1.2 Daily routine

Worksheets A/B (pp. 113/114)

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

A. 1. get up 2. have a shower 3. get dressed 4. have breakfast 5. brush my teeth 6. go to school 7. start classes 8. have lunch 9. do my homework 10. watch TV 11. have dinner 12. go to bed

1.2 Telling the time

Worksheets A/B (pp. 115/116)

A. 1. It's quarter to midnight. 2. It's ten past six. 3. It's five o'clock. 4. It's half past eight. 5. It's twenty to five. 6. It's quarter past eleven.
B. 1. It's quarter to six. 2. It's half past ten. 3. It's three o'clock.

UNIT 2

2.1 Parts of the school

Worksheets A/B (pp. 117/118)

A. 1. Library; c 2. Lab; i 3. Playground; f 4. Music room; h 5. Gym; a 6. School office; b 7. Canteen; d 8. Headmaster's office; e 9. Computer room; g

2.1 School subjects and school objects

Worksheets A/B (pp. 119/120)

A. School subjects: art, English, geography, history, ICT, maths, music, PE, science

School objects: backpack, notebook, pen, pencil, pencil case, pencil sharpener, rubber, ruler

B. 1. pencil 2. maths 3. ruler 4. music

2.2 School clubs

Worksheets A/B (pp. 121/122)

A. 1. basketball club 2. drama club 3. guitar club 4. drawing club 5. robot club 6. photography club 7. dance club 8. painting club

B. 1. gardening 2. football 3. reading 4. breakdance

2.2 Free time activities

Worksheets A/B (pp. 123/124)

A. 1. Skateboarding 2. Singing karaoke songs 3. Cooking 4. Running 5. Playing video games 6. Playing board games 7. Playing football 8. Listening to music 9. Watching TV 10. Riding a bike 11. Going to the cinema

UNIT 3

3.1 Places in the city

Worksheets A/B (pp. 125/126)

A. 1. airport; c 2. post office; f 3. petrol station; a 4. fire station; h 5. stadium; b 6. train station; d 7. town hall; i 8. theatre; e 9. shopping centre; g

3.2 Shops

Worksheets A/B (pp. 126/127)

A. 1. sports shop 2. bookshop 3. clothes shop 4. supermarket 5. newsagent's 6. pet shop 7. baker's 8. tech shop 9. florist's 10. chemist's 11. shoe shop 12. greengrocer's 13. toy shop 14. butcher's

UNIT 4

4.1 Types of houses

Worksheets A/B (pp. 129/130)

A. 1. d; block of flats 2. c; terraced houses 3. a; semi-detached houses 4. b; skyscraper 5. e; detached house

4.1 Means of transport

Worksheets A/B (pp. 131/132)

A. 1. black taxi 2. river boat 3. bicycle 4. motorbike 5. double-decker (bus) 6. sightseeing bus 7. underground 8. train 9. plane
B. 1. river boat 2. car 3. bicycle 4. cruise ship

4.2 Telling stories

Worksheets A/B (pp. 133/134)

A.

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

1. be afraid 2. be embarrassed 3. bump into 4. run away 5. steal 6. tell a story 7. visit a castle 8. watch out

UNIT 5

5.1 Types of holidays and holiday activities

Worksheets A/B (pp. 135/136)

A. 1. beach holidays 2. camping 3. city holidays 4. safari 5. snow holidays 6. summer camp
B. 1. fishing 2. skiing 3. surfing 4. swimming 5. riding a bike 6. canoeing 7. paddleboarding 8. rock climbing

5.1 The weather

Worksheets A/B (pp. 137/138)

A. 1. cloudy; cold 2. foggy 3. snowy 4. rainy 5. sunny; hot 6. windy

5.2 What to pack and types of accommodation

Worksheets A/B (pp. 139/140)

A. 1. suitcase; e 2. city map; c 3. ski boots; b 4. beach towel; a 5. flip-flops; g 6. swimsuit; d 7. sunglasses; f
B. 1. hotel 2. campsite 3. friend's house

READING

UNIT 1

1.1 My hero

Worksheet A (p. 141)

A. Name: Manuel **Country:** Spain **Age:** 68 (sixty-eight)

Appearance: Tall, (with) grey hair and brown eyes

Personality: kind, funny and patient **Pets:** dog Tico

B. 1. He/Manuel is from Spain. **2.** He has got three children.

3. He makes everyone laugh because he always tells funny stories. **4.** Yes, he has.

Worksheet B (p. 142)

A. Country: Spain; **Age:** 68 (sixty-eight); **Appearance:** Tall / hair / brown; **Personality:** funny and patient; **Pets:** dog Tico

B. 1. is; Spain. **2.** three children. **3.** makes; he always tells funny stories. **4.** Yes; has.

1.2 Match day

Worksheet A (p. 143)

A. 1. T **2.** F – After breakfast, he does some exercise. **3.** T **4.** F – Carlos arrives at the tennis court at half past three.

5. F – He spends time with his family and friends after the match.

B. 1. Carlos gets up at 6 a.m. **2.** (In the morning,) Carlos does some exercise, gets dressed, brushes his teeth and goes to the tennis court for a practice session. **3.** Yes, he does, because it keeps/to keep his energy up. **4.** He goes to bed early because he needs to rest.

Worksheet B (p. 144)

A. 1. T **2.** F **3.** T **4.** F **5.** F

B. 1. gets up; at 6 a.m. **2.** does some exercise, gets dressed, brushes his teeth and goes to the tennis court for a practice session. **3.** Yes; does; keep his energy up. **4.** goes; he needs to rest.

UNIT 2

2.1 My school

Worksheet A (p. 145)

A. 1. c **2.** a **3.** e **4.** b **5.** d

B. 1. There are three floors in Park School. **2.** Her favourite part of the school is the library because it's calm and she loves reading books. **3.** She has maths on Fridays at 9h45/quarter to ten.

Worksheet B (p. 146)

A. 1. c **2.** a **3.** e **4.** b **5.** d

B. 1. a **2.** c **3.** a

2.2 School clubs are fun!

Worksheet A (p. 147)

A. 1. F – Janet and Grace are at the library. **2.** T **3.** F – Janet is in the drama club. **4.** T

B. 1. Her favourite activity is volleyball because she loves teamwork and the competition. **2.** She is learning her lines for the play. **3.** (When she is in the drama club,) She feels confident and inspired.

Worksheet B (p. 148)

A. 1. F **2.** T **3.** F **4.** T

B. 1. b **2.** a **3.** c

UNIT 3

3.1 In the city

Worksheet A (p. 149)

A. 1. c **2.** b **3.** a **4.** b

B. 1. This treasure hunt is different because we need to use a phone or GPS to find the hidden treasures. **2.** We can see an amazing view. **3.** The last treasure is hidden behind a statue, next to the tower.

Worksheet B (p. 150)

A. 1. a **2.** b **3.** a **4.** b

B. 1. is; a phone or GPS to find the hidden treasures **2.** amazing view **3.** behind; to the tower

3.2 A day out

Worksheet A (p. 151)

A. 1. F – The class was at the LEGO House in Billund. **2.** T

3. F – There was a place to play with LEGO bricks. **4.** F – Lunch was at the Mini Chef Restaurant. **5.** T

B. 1. Yes, there were lots of rooms with games and activities.

2. To learn about the history of LEGO. **3.** There were four Experience Zones. **3.** The most exciting thing was the Mini Chef Restaurant.

Worksheet B (p. 152)

A. 1. F **2.** T **3.** F **4.** F **5.** T

B. 1. c **2.** d **3.** a **4.** b

UNIT 4

4.1 Night at the aquarium

Worksheet A (p. 153)

A. d, e, a, b, c

B. 1. The visit was last night. **2.** They arrived in the evening.

3. After dinner, they prepared the sleeping bags. **4.** They were excited to be so close to the sharks. **5.** Yes, it was.

Worksheet B (p. 154)

A. d, e, a, b, c

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

4.2 What a day!

Worksheet A (p. 155)

A. 1. T **2.** F – The tree was a copy of the tree in Emerald City.

3. T **4.** F – She made a wish to the Wizard of Oz.

B. 1. They went to the St. Pancras train station in London.

2. Yes, she took lots of photos. **3.** Because it was like she really was in that magical city.

Worksheet B (p. 156)

A. 1. T **2.** F **3.** T **4.** F

B. 1. b **2.** c **3.** a

UNIT 5

5.1 Enjoy your holidays!

Worksheet A (p. 157)

A. 1. b **2.** a **3.** a **4.** c

B. 1. She walked up a big hill to see the beautiful waterfalls.

2. She went to Japan last summer. **3.** Yes, it was.

Worksheet B (p. 158)

A. 1. b **2.** a **3.** a **4.** b

B. 1. b **2.** a **3.** c

5.2 Trip to the park

Worksheet A (p. 159)

- A. 1. T 2. F – The hotel is nice and the food is tasty.
 3. T 4. F – In the afternoon they are going to Ferrari Land.
 B. 1. They are staying in a hotel near the theme park. 2. They watched a live show and ate in one of the restaurants.
 3. Yes, they are. 4. They are going to ride the Red Force.

Worksheet B (p. 160)

- A. 1. T 2. F 3. T 4. F
 B. 1. a 2. c 3. b 4. c

LISTENING

UNIT 1

1.1 People around me

Worksheet A (p. 161)

- A. 1. Andrew 2. Sophia 3. Susie 4. Luca
 B. 1. a 2. a 3. c 4. b 5. b 6. a

Worksheet B (p. 162)

- A. 1. Andrew 2. Sophia 3. Susie 4. Luca
 B. 1. a 2. a 3. a 4. b 5. b 6. a

1.2 My day

Worksheets A/B (pp. 163/164)

- A. 1. Scotland 2. Wednesday 3. art 4. playing football and riding a bike 5. half past six (6.30 p.m.) 6. comic books
 B. 1. c 2. f 3. a 4. b 5. d 6. e

UNIT 2

2.1 My school

Worksheet A (p. 165)

- A. 1. b 2. b 3. c 4. a 5. c 6. b
 B. 1. T 2. F 3. F 4. T 5. F

Worksheet B (p. 166)

- A. 1. b 2. b 3. a 4. a 5. b 6. b
 B. 1. T 2. F 3. F 4. T 5. F

2.2 Free time fun

Worksheets A/B (pp. 167/168)

- A. 1. a, c 2. a, b 3. b, c 4. a, b
 B. 1. Janet 2. Jack 3. Lilly 4. Peter

UNIT 3

3.1 Around town

Worksheets A/B (pp. 169/170)

- A. 1. tour 2. explore 3. town hall / city centre 4. theatre
 5. stadium 6. petrol station 7. in front of 8. fire trucks
 B. a. 3 b. 6 c. 2 d. 7 e. 5 f. 1 g. 8 h. 4

3.2 Shopping trip

Worksheet A (p. 171)

- A. 1. F 2. F 3. T 4. T 5. F 6. T
 B. 1. b 2. a 3. a 4. c 5. b

Worksheet B (p. 172)

- A. 1. F 2. F 3. T 4. T 5. F 6. T
 B. 1. b 2. a 3. a 4. a 5. b

UNIT 4

4.1 Moving to a new city

Worksheet A (p. 173)

- A. 1. c 2. a 3. b
 B. 1. c 2. f 3. a 4. b 5. e

Worksheet B (p. 174)

- A. 1. c 2. a 3. b
 B. 1. c 2. e 3. a 4. b 5. d

4.2 What a day!

Worksheet A (p. 175)

- A. 1. Ariana 2. Liz 3. Ariana 4. Liz 5. Max
 B. 1. b 2. a 3. c 4. b

Worksheet B (p. 176)

- A. 1. Ariana 2. Liz 3. Ariana 4. Liz 5. Max
 B. 1. b 2. a 3. b 4. b

UNIT 5

5.1 Back from the holidays

Worksheet A (p. 177)

- A. 1. b 2. b 3. a 4. c

Worksheet B (p. 178)

- A. 1. b 2. b 3. a 4. b

5.2 Pack your bags!

Worksheets A (p. 179)

- A. 1. c 2. a 3. b
 B. 1. Azores / Saturday 2. grandma 3. ten 4. a hotel / small
 5. beaches / tea 6. bath / pools

Worksheets B (p. 180)

- A. 1. c 2. a 3. b
 B. 1. Azores / Saturday 2. grandma 3. ten 4. a hotel / small
 5. beaches / tea factory 6. bath / pools

UNIT 1

1.1 People around me (pp. 161/162)

A/B.

Janet: Hi, Dan!

Dan: Hello, Janet! How are you?

Janet: I'm great! These are the characters for my new story. Can I show them to you?

Dan: Wow! Of course! You are so creative and imaginative.

Janet: Thank you! So, this is **Luca**. He is tall and thin. He has got curly dark brown hair. He is friendly and energetic. He loves playing basketball.

This is **Sophia**. She is tall. She has got straight brown hair and blue eyes. She is happy and creative. Her mum is an artist and she loves painting and drawing too.

This is **Andrew**. He is short and fat. He has got short red hair and brown eyes. He is calm and polite. He has got a dog named Max.

And this is **Susie**. She is tall and thin. She's got wavy blond hair and green eyes. She is intelligent and kind. She likes reading and she has got lots of pets.

Dan: Excellent work, Janet! I am really curious about the story!

Janet: Thank you, Dan! When I finish it, I will show it to you!

Dan: Great!

1.2 My day (pp. 163/164)

A/B.

Liam is a Scottish boy and he has a very active daily routine. His favourite day is Wednesday because he has art class.

In the morning, Liam usually gets up at seven o'clock. He brushes his teeth and gets dressed. He often eats toast with jam for breakfast.

He walks to school with his friends. They always talk about their favourite video games and films. School starts at quarter to nine and Liam enjoys his classes, especially science and art. After school, Liam sometimes plays football in the park with his friends, or they ride their bikes.

In the evening, Liam helps his parents with dinner. They usually cook together and have dinner at half past six. After dinner, he does his homework and spends some time on his tablet, playing games or watching videos about his favourite superheroes.

Before bedtime, Liam likes to read. He often reads comic books. He goes to bed around half past nine because he gets up early every day.

Liam's daily routine is exciting and full of activities he loves!

UNIT 2

2.1 My school (pp. 165/166)

A/B.

My school is very modern and it has got lots of interesting places. There are 15 classrooms where we learn different subjects. There is a big library with many books, a science lab, a big gym where we play sports and a canteen where we have lunch. We also have a beautiful art room, a music room with instruments and there is also an ICT room with computers and smartboards for learning technology. It's amazing!

My favourite subject is English because I love reading and writing stories. I also enjoy science because we do fun experiments. Our school day starts at half past eight and ends

at 3 o'clock. On Mondays, we have PE in the morning, maths and then science. After lunch, we have English. On Tuesdays, we have geography and history. After school, I go home and play with my friends outside. We go to the park near my house to have fun together.

2.2 Free time fun (pp. 167/168)

A/B.

Janet: Hi, Peter! What do you like doing in your free time?

Peter: Hi, Janet! I love skateboarding and listening to music. How about you?

Janet: I really enjoy singing karaoke songs and cooking. It's so fun! Do you go to any school clubs?

Peter: Yeah, I'm in the techie club. Right now, we are making a cool project with computers. What about you?

Janet: I'm in the drama club on Wednesdays and it's incredible! What do you like doing in your free time, Lilly?

Lilly: Me? I like running and riding my bike. I'm all about outdoor activities, so I'm in the canoeing club. We go to the lake and paddle around. Now we are practising for the next competition. And you, Jack?

Jack: That sounds fun, Lilly! I like playing board games and going to the cinema with my friends. At school, I'm in the guitar club and I play in the school's rock band.

Peter: Wow, so cool, Jack!

UNIT 3

3.1 Around town (pp. 169/170)

A/B.

Hello and welcome! Today you are going on a tour around Canberra to explore the city.

Right now, we are in front of the town hall. It is right in the city centre of Canberra.

Now, we go along this street and there's a bank near the post office.

Next, we go towards the theatre. People see plays and concerts there. It's opposite the park.

Now, we are going through this tunnel to get to the stadium. Big sports events happen here. There's a petrol station near the supermarket.

Finally, the tour takes us to the library in front of the university.

Our tour ends at the fire station. There you can see firefighters at the door.

Wow! What a fantastic day!

3.2 Shopping trip (pp. 171/172)

A/B.

Jamie and Thomas are at the sports shop. Jamie wants to buy a new skateboard for the school competition next week.

Shop Assistant: Hello! How can I help you?

Jamie: Hi! I want to buy a new skateboard.

Shop Assistant: Great! What colour?

Jamie: Oh, I think... Blue or orange is OK.

Shop Assistant: OK, let me check. I'm going to show you what we have.

Jamie: OK, thank you.

A few minutes later.

Shop Assistant: Here are some options and colours.

Thomas: Look, Jamie! The blue one looks really nice!

Shop Assistant: That's a popular choice.

Jamie: It's perfect. I love it. How much is it?
Shop Assistant: It's £45.
Jamie: I'll take it! It's so cool!
Shop Assistant: Great! I'll pack it for you.
Jamie: Thanks a lot!
Shop Assistant: Thank you! Have a wonderful day.

UNIT 4

4.1 Moving to a new city (pp. 173/174)

A/B.

Dear Ginny,
 We are looking for a new house, so last week we visited many different types of houses and places... You can't imagine! My mother and my brother loved the detached house. It was big, with a large swimming pool! It was really beautiful, but it was a bit far from the school and shops. My father and I loved the flat in the city centre, it was close to everything! But it was much smaller and my brother said there was no space to play. Finally, there was a nice semi-detached house in the countryside. We all liked it because it had a beautiful garden and it was so calm, but it was very far from the city. After thinking about it, our family decided that the detached house was the best option because we loved the swimming pool. We are so happy! Yeah!
 Lots of love,
 Sam

4.2 What a day! (pp. 175/176)

A/B.

Some friends are at the campsite telling stories.

Liz: OK! I went to a party at Sandie's house. I was very excited but then I saw I had the wrong shoes on! The party was by the swimming pool and not in the house. So, everybody had flip-flops on. I felt so embarrassed! Everyone laughed... Later, all my friends took off their flip-flops. They were really nice! I didn't feel embarrassed anymore. Now, Ariana, tell us what happened yesterday with your dog.

Ariana: Oh, I was so scared, but my dog Max is so smart! I was at the park with my dog. Suddenly he ran away. He ran away so fast and I couldn't catch him. I called him, but he didn't listen... Finally, Max stopped near a hotdog truck, waiting for something! He looked at me because he wanted a hotdog. He didn't run away! He just wanted something to eat.

UNIT 5

5.1 Back from the holidays (pp. 177/178)

A/B.

Liam: Hi, Tony! How were your holidays?
Tony: They were great!
Liam: What did you do in Namibia?
Tony: We didn't go to Namibia. We went to Kenya.
Liam: Oh, yeah, you're right! What was the weather like?
Tony: Oh, it was very hot there... Hotter than at home! And it was sunny every day!
Liam: Cool! I also prefer hot and sunny days! Where did you stay?
Tony: We stayed in a hotel near the beach. It was more comfortable than the one we stayed in last year.
Liam: Oh, that's nice! And what did you do?
Tony: We went on a safari and we saw lots of animals, like lions and elephants. It was the most exciting part of the trip! I also enjoyed swimming in the ocean, which was cooler than the swimming pool at the hotel!
Liam: Wow! Incredible! What an experience...
Tony: Yes, it was fun and relaxing at the same time! We had a great time. The best holidays ever!

5.2 Pack your bags! (pp. 179/180)

A.

Nick: Hi! Are you ready to go on holidays, Carol?
Carol: Yes, I am. I'm so excited! I'm going to visit my family in Australia. My aunt and cousins are there. In my suitcase I've got my sunglasses, my trainers and my camera. I love taking photos! And you, Nick, where are you going?
Nick: I'm going camping with my friends. In my bag I've got my camera, flip-flops, a towel and a jacket. Hey, Claire! What about you, are you going on holidays?
Claire: Yes, and I can't wait! Tomorrow I'm going to fly with my parents to Capri, in Italy... We love the beach and it's so hot there. In my suitcase I've got my swimsuit, flip-flops, a beach towel and my sunglasses.

B.

Hi, my name is Bella and on Saturday I'm going to the Azores to meet my cousins and my grandma. They live there. We are going to stay for ten days and I need to pack my bags. We are going to stay in a hotel because my grandma's house is too small for us. We are going to go to the beaches, visit a tea factory and take a bath in the natural hot thermal pools. I cannot wait!

HEY, YOU!

Assessment

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COMPROMISSO

Banco de exercícios
interativos de apoio à prova
ModA de Inglês a
disponibilizar a adotantes em
 auladigital no ano letivo de
aplicação da prova.

Com a colaboração de Cláudia Ferreira

Year 6 Placement Test

Name No. Class
Date Mark Teacher

A Answer the questions about him.



Full name: Viktor Einar Gyökeres

Job: football player

Birthday: 4th June

Nationality: Swedish

Height: 1,87 m

Weight: 86 kg

Eye colour: green

1. What's Gyökeres's name?

2. When is his birthday?

3. What nationality is he?

4. Is he tall?

5. What colour are his eyes?

B Write the plural of the words below.

1. book _____

4. toy _____

2. box _____

5. child _____

3. baby _____

6. man _____

C Look at the pictures and write the names of the parts of the body.



1. _____

2. _____

3. _____

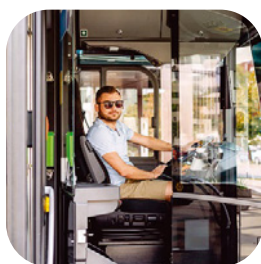
4. _____

5. _____

D Label the photos with the names of the jobs.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

E Order the words to make sentences.

1. food / favourite / is / My / pizza / . _____
2. from / are / They / not / Australia / . _____
3. has / She / hair / long / got / brown / . _____
4. got / any / We / haven't / pets / . _____
5. brother's / My / is / Mark / name / . _____

F Match the questions with the answers.

- | | | |
|------------------------|---|--------------------------|
| 1. What's her job? | • | • a. No, they aren't. |
| 2. How tall is he? | • | • b. She is my sister. |
| 3. Are they Spanish? | • | • c. She is a lawyer. |
| 4. Where are you from? | • | • d. Yes, I have. |
| 5. Who is she? | • | • e. He is 1,81 m. |
| 6. Have you got a pet? | • | • f. I am from Scotland. |

Name No. Class
Date Mark Teacher



Listen to Thomas. What are his family's talents? Fill in the table.

23 - 24

	1. Andrew	2. Julie	3. Robert	4. Lucy	5. Thomas
family member	father				
talent			very good singer		



Listen to a conversation between William and his new friend and complete the dialogue.

25 - 26

Jane: Tell me about your family. Have you got any brothers or sisters?

William: Yes, I have got a brother and a twin sister.

Jane: A twin sister? Really? And are you alike?

William: Well, we both have got curly brown hair and

1. _____ eyes, but I'm 2. _____

and she isn't.

Jane: What about your brother?

William: My brother has got curly hair too, but his eyes

are 3. _____. What about you? Have you got any siblings?

Jane: No, I haven't. I'm an only 4. _____. But I have got a lot of 5. _____.

William: That's great! How many have you got?

Jane: I have got a dog, three cats, a 6. _____ and two parrots.

William: Wow! You're so lucky.

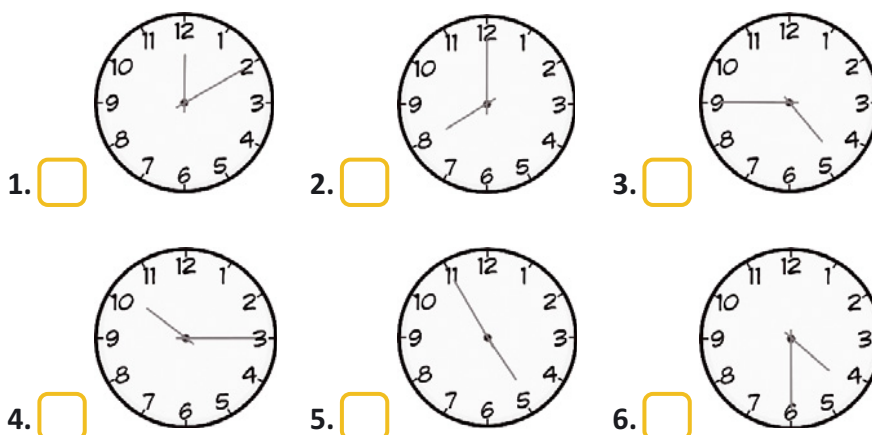
Jane: Well, my mother is a 7. _____, so she is an animal lover.

William: I understand. My mother is an English teacher, so our house is full of books.



Listen to the times. Tick (✓) the correct clocks.

27 - 28



Name No. Class
Date Mark Teacher

Read the text.

Cathy's daily routine

Cathy gets up at seven o'clock. She has a shower and gets dressed. She has breakfast in the kitchen with her sister and then they go to school on foot because they live near the school.

Her classes start at eight o'clock. She always has lunch in the school canteen. She usually likes the food. After school, she goes home and does her homework. On Tuesdays and Thursdays, she has piano lessons. After that, she rides her bike or she goes to the swimming pool with her friends.

She always has dinner with her family. They have dinner at half past seven. After dinner, she helps with the dishes and watches TV with her parents and her sister. Then she brushes her teeth and goes to bed. She usually reads a book until ten o'clock.



A Are these sentences true (T) or false (F)? Correct the false ones.

	T	F	
1. Cathy goes to school by bus.	☐	☐	_____
2. She goes to school with her sister.	☐	☐	_____
3. She always has lunch at home.	☐	☐	_____
4. She has piano lessons two times a week.	☐	☐	_____
5. She has dinner alone.	☐	☐	_____

B Answer the questions about the text.

- What does Cathy do after she gets up?

- Why does she go to school on foot?

- Does she like the food in the school canteen?

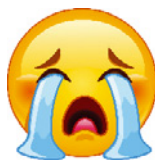
- When does she ride her bike?

- What time does she have dinner?

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

VOCABULARY

A Label the pictures with personality adjectives.



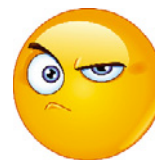
1. s



2. h



3. f



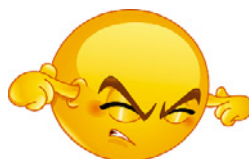
4. s



5. n



6. c



7. n



8. a

B Look at the photos and complete the sentences.

1.



2.



3.



1. She is _____ and thin. She has got long _____ brown hair and dark eyes.

2. He is short and a bit _____. He has got short _____ blond hair and blue eyes. He wears _____.

3. She has got long _____ red hair and green eyes. She has got _____ on her face.

GRAMMAR

A Complete with the verb *have got*.

1. Kate _____ (**not**) any brothers, but she _____ a sister.
2. My cousins _____ (**not**) any cats, but they _____ three dogs.
3. "_____ you _____ a bike?" "Yes, I _____."
4. "_____ your father _____ a guitar?" "No, he _____."

B Complete the sentences with possessive pronouns.

1. Jack has got a violin. The violin is _____.
2. I have got a black backpack. The backpack is _____.
3. My cousins have got a dog. The dog is _____.
4. We have got lots of books. The books are _____.

C Complete the sentences with the possessive case.

1. This is the girl _____ cat.
2. That is Thomas _____ bike.
3. These are the windows _____ the house.
4. That is the boys _____ ball.



D Complete the sentences with the present simple.

1. Susan _____ (**play**) the piano, but she _____ (**not play**) the violin.
2. What time _____ you _____ (**have**) dinner?
3. My mother _____ (**drive**) me to school every day.
4. I _____ (**not like**) reading, so I _____ (**listen**) to music when I'm in bed.

E Write the adverbs of frequency in the correct place.

1. I have lunch in the school canteen. (**usually**) _____
2. My teachers are very friendly. (**always**) _____
3. We visit my grandparents on Sundays. (**often**) _____
4. I am late for school. (**never**) _____

Teacher

Read the fact file about Taylor Swift and write a text about her.

23:30h: go to bed

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name No. Class
Date Mark Teacher

A Read the fact file about Bárbara Tinoco and talk about her.

Name: Bárbara Tinoco

Nationality: Portuguese

Job: singer

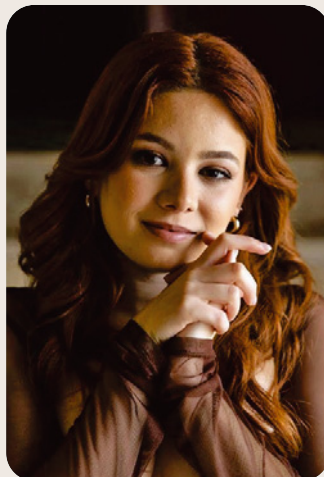
Date of birth:

16th November 1998

Height: 1,49 m

Hair: medium / wavy / brown

Eyes: brown



Daily routine:

7h: get up / have a shower /
get dressed / have breakfast
(fruit + toast + coffee)

13h: have lunch, family

Afternoon: play the guitar /
sing / run in the park

20:30h: have dinner, family /
read a book

23:30h: go to bed

Name No. Class
Date Mark Teacher

A Listen to Thomas. What are his family's talents? Complete the table with the missing words.

23 · 24

	1. Andrew	2. Julie	3. Robert	4. Lucy	5. Thomas
family member	father	<u>m</u>	<u>b</u>	<u>s</u>	
talent	<u>good</u> <u>c</u>	<u>great a</u>	very good singer	<u>good a</u>	<u>plays the</u> <u>g</u>

B Listen to a conversation between William and his new friend and complete the dialogue.

25 · 26

Karen: Tell me about your family. Have you got have any brothers or sisters?

William: Yes, I have a brother and a twin sister.

Karen: A twin sister? Really? And are you alike?

William: Well, we both have got curly brown hair and

1. g eyes, but I'm 2. t and she isn't.

Karen: What about your brother?

William: My brother has got curly hair too, but his eyes are 3. b. What about you? Have you got any siblings?

Karen: No, I haven't. I'm an only 4. c. But I have got a lot of 5. p.

William: That's great! How many have you got?

Karen: I have got a dog, three cats, a 6. t and two parrots.

William: Wow! You're so lucky.

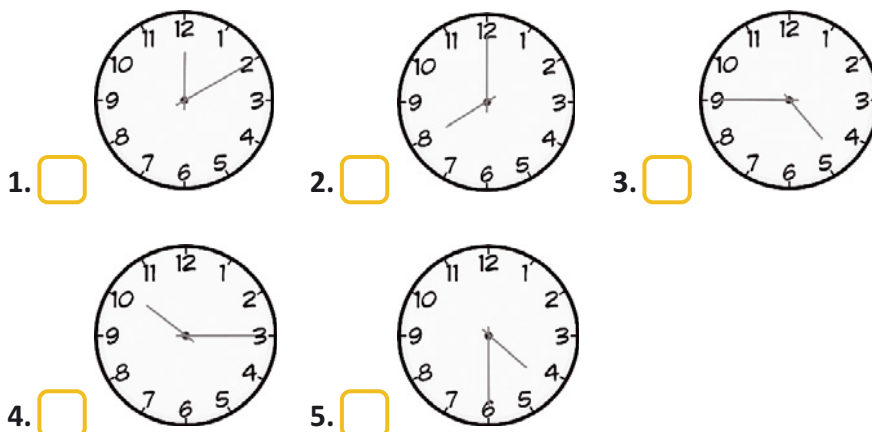
Karen: Well, my mother is a 7. v, so she is an animal lover.

William: I understand. My mother is an English teacher, so our house is full of books.



C Listen to the times. Order the clocks.

27 · 28



Name No. Class
Date Mark Teacher

Read the text.

Cathy's daily routine

Cathy gets up at seven o'clock. She has a shower and gets dressed. She has breakfast in the kitchen with her sister and then they go to school on foot because they live near the school.

Her classes start at eight o'clock. She always has lunch in the school canteen. She usually likes the food. After school, she goes home and does her homework. On Tuesdays and Thursdays, she has piano lessons. After that, she rides her bike or she goes to the swimming pool with her friends.

She always has dinner with her family. They have dinner at half past seven. After dinner, she helps with the dishes and watches TV with her parents and her sister. Then she brushes her teeth and goes to bed. She usually reads a book until ten o'clock.



A Are these sentences true (T) or false (F)?

1. Cathy goes to school by bus.
2. She goes to school with her sister.
3. She always has lunch at home.
4. She has piano lessons two times a week.
5. She has dinner alone.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Answer the questions about the text.

1. What does Cathy do after she gets up?

She _____

2. Why does she go to school on foot?

She _____ to school on foot because _____

3. Does she like the food in the school canteen?

_____, she _____

4. When does she ride her bike?

She _____ her bike _____

5. What time does she have dinner?

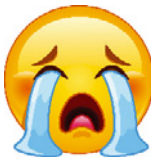
She _____ dinner _____

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

VOCABULARY

A Label the pictures with personality adjectives. Use the words in the box.

funny calm nervous happy sad angry serious noisy



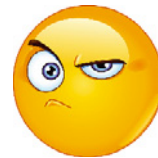
1. _____



2. _____



3. _____



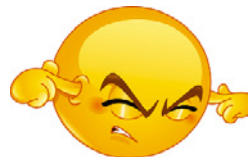
4. _____



5. _____



6. _____



7. _____



8. _____

B Look at the photos and complete the sentences with the words in the box.

straight wavy curly freckles glasses tall fat

1.



2.



3.



1. She is _____ and thin. She has got long _____ brown hair and dark eyes.
2. He is short and a bit _____. He has got short _____ blond hair and blue eyes. He wears _____.
3. She has got long _____ red hair and green eyes. She has got _____ on her face.

GRAMMAR

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

1. Kate **haven't got / hasn't got** any brothers, but she **have got / has got** a sister.
2. My cousins **haven't got / hasn't got** any cats, but they **have got / has got** three dogs.
3. "Have / Has you got a bike?" "Yes, I **have / has**."
4. "Have / Has your father got a guitar?" "No, he **haven't / hasn't**."

B Complete the sentences with the possessive pronouns in the box. There are two extra options.

mine ours his hers its theirs

1. Jack has got a violin. The violin is _____.
2. I have got a black backpack. The backpack is _____.
3. My cousins have got a dog. The dog is _____.
4. We have got lots of books. The books are _____.

C Complete the sentences with the correct form of the possessive case. Use 's, ' or of.

1. This is the girl _____ cat.
2. That is Thomas _____ bike.
3. These are the windows _____ the house.
4. That is the boys _____ ball.



D Choose the correct form of the present simple to complete the sentences.

1. Susan **play / plays** the piano, but she **don't play / doesn't play** the violin.
2. What time **do you have / you have** dinner?
3. My mother **drive / drives** me to school every day.
4. I **don't like / doesn't like** reading, so I **listen / listens** to music when I'm in bed.

E Write the adverbs of frequency in the correct place.

1. I have lunch in the school canteen. (**usually**) _____
2. My teachers are very friendly. (**always**) _____
3. We visit my grandparents on Sundays. (**often**) _____
4. I am late for school. (**never**) _____

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

A Read the fact file about Taylor Swift and write a text about her.

Name: Taylor Alison Swift

Nationality: American

Job: singer

Date of birth:

13th December 1989

Hair: long / straight / blond

Eyes: small / blue



Daily routine:

7:30h: get up / have a shower / get dressed / have breakfast (fruit + cereal with milk + orange juice)

13h: have lunch, family

Afternoon: play the guitar / sing / swim in the swimming pool

20h: have dinner, family / watch a film

23:30h: go to bed

Her name is _____.

She is _____.

She is a _____.

Her birthday is _____.

She has got _____

and _____.

At half past seven, Taylor _____

_____.

At one o'clock, she _____.

In the afternoon, she _____

_____.

She _____ at eight o'clock.

Then, _____.

At half past eleven, she _____.

Name No. Class
Date Mark Teacher

A Read the fact file about Bárbara Tinoco and talk about her.

Name: Bárbara Tinoco

Nationality: Portuguese

Job: singer

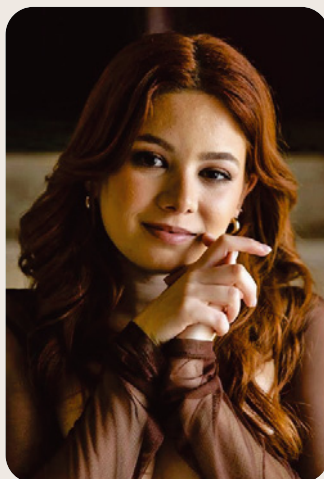
Date of birth:

16th November 1998

Height: 1,49 m

Hair: medium / wavy / brown

Eyes: brown



Daily routine:

7h: get up / have a shower /
get dressed / have breakfast
(fruit + toast + coffee)

13h: have lunch, family

Afternoon: play the guitar /
sing / run in the park

20:30h: have dinner, family /
read a book

23:30h: go to bed

Use these questions to help you:

- What's her name?
- What's her nationality?
- What's her job?
- When is her birthday?
- Is she tall or short?
- How is her hair?
- What colour are her eyes?
- What time does she get up?
- What does she do in the morning?
- What time does she have lunch? Who with?
- What does she do in the afternoon?
- What time does she have dinner? Who with?
- What does she do after dinner?
- What time does she go to bed?



Name No. Class
 Date Mark Teacher



Listen to Thomas. What are his family's talents? Complete the table with the words in the box.

23 - 24

mother sister brother great artist great cook good guitar player very good cook

	1. Andrew	2. Julie	3. Robert	4. Lucy	5. Thomas
family member	father				
talent			very good singer		



Listen to the conversation and complete the dialogue. Use the words in the box.

25 - 26

child pets green tall turtle vet brown

Jane: Tell me about your family. Have you got any brothers or sisters?

William: Yes, I have got a brother and a twin sister.

Jane: A twin sister? Really? And are you alike?

William: Well, we both have got curly brown hair and

1. _____ eyes, but I'm 2. _____ and she isn't.

Jane: What about your brother?

William: My brother has got curly hair too, but his eyes are 3. _____. What about you? Have you got any siblings?

Jane: No, I haven't. I'm an only 4. _____. But I have got a lot of 5. _____.

William: That's great! How many have you got?

Jane: I have got a dog, three cats, a 6. _____ and two parrots.

William: Wow! You're so lucky.

Jane: Well, my mother is a 7. _____, so she is an animal lover.

William: I understand. My mother is an English teacher, so our house is full of books.



Listen to the times. Match the times with the clocks.

27 - 28

- a. It's eight o'clock.
- b. It's half past four.
- c. It's quarter past ten.
- d. It's quarter to five.
- e. It's ten past midday.

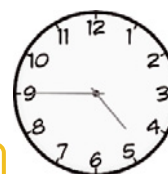
1.



2.



3.



4.



5.





Name No. Class
Date Mark Teacher

Read the text.

Cathy's daily routine

Cathy gets up at seven o'clock. She has a shower and gets dressed. She has breakfast in the kitchen with her sister and then they go to school on foot because they live near the school.

Her classes start at eight o'clock. She always has lunch in the school canteen. She usually likes the food. After school, she goes home and does her homework. On Tuesdays and Thursdays, she has piano lessons. After that, she rides her bike or she goes to the swimming pool with her friends.

She always has dinner with her family. They have dinner at half past seven. After dinner, she helps with the dishes and watches TV with her parents and her sister. Then she brushes her teeth and goes to bed. She usually reads a book until ten o'clock.



A Are these sentences true (T) or false (F)?

1. Cathy goes to school by bus.
2. She goes to school with her sister.
3. She always has lunch at home.
4. She has piano lessons two times a week.
5. She has dinner alone.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Choose the correct option.

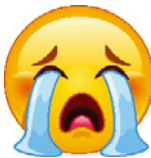
1. What does Cathy do after she gets up but before she gets dressed?
a. ☐ She has a shower. b. ☐ She brushes her teeth. c. ☐ She has breakfast.
2. Why does she go to school on foot?
a. ☐ Because there isn't a school bus. b. ☐ Because she lives near the school. c. ☐ Because she likes it.
3. Does she like the food in the school canteen?
a. ☐ No, she doesn't. b. ☐ Yes, she does.
4. When does she ride her bike?
a. ☐ After school. b. ☐ After dinner. c. ☐ After her piano lessons.
5. What time does she have dinner?
a. ☐ At half past seven. b. ☐ At half past eight. c. ☐ At seven o'clock.

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

VOCABULARY

A Label the pictures with personality adjectives. Use the words in the box.

funny calm nervous happy sad angry serious noisy



1. _____



2. _____



3. _____



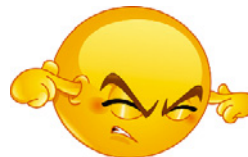
4. _____



5. _____



6. _____



7. _____



8. _____

B Look at the photos and complete the sentences with the words in the box.

straight wavy curly freckles glasses tall fat

1.



2.



3.



1. She is _____ and thin. She has got long _____ brown hair and dark eyes.
2. He is short and a bit _____. He has got short _____ blond hair and blue eyes. He wears _____.
3. She has got long _____ red hair and green eyes. She has got _____ on her face.

GRAMMAR

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

1. Kate **haven't got / hasn't got** any brother but she **haven't got / hasn't got** a sister.
2. My cousins **haven't got / hasn't got** any cat but they **have got / has got** three dogs.
3. "Have / Has you got a bike?" "Yes, I **have / has**."
4. "Have / Has your father got a guitar?" "No, he **haven't / hasn't**."

B Choose the correct possessive pronoun.

1. Jack has got a violin. The violin is **hers / his**.
2. I have got a black backpack. The backpack is **mine / its**.
3. My cousins have got a dog. The dog is **theirs / its**.
4. We have got lots of books. The books are **ours / theirs**.

C Choose the correct form of the possessive case.

1. This is the girl **'s / ' cat**.
2. That is Thomas **'s / ' bike**.
3. These are the windows **'s / of** the house.
4. That is the boys **'s / ' ball**.



D Choose the correct form of the present simple.

1. Susan **play / plays** the piano, but she **don't play / doesn't play** the violin.
2. What time **do you have / you have** dinner?
3. My mother **drive / drives** me to school every day.
4. I **don't like / doesn't like** reading, so I **listen / listens** to music when I'm in bed.

E Write the adverbs of frequency in the correct place.

1. I have lunch in the school canteen. (**usually**) _____
2. My teachers are very friendly. (**always**) _____
3. We visit my grandparents on Sundays. (**often**) _____
4. I am late for school. (**never**) _____



Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

A Read the fact file about Taylor Swift and write a text about her.

Name: Taylor Alison Swift

Nationality: American

Job: singer

Date of birth:

13th December 1989

Hair: long / straight / blond

Eyes: small / blue



Daily routine:

7:30h: get up / have a shower / get dressed / have breakfast (fruit + cereal with milk + orange juice)

13h: have lunch, family

Afternoon: play the guitar / sing / swim in the swimming pool

20h: have dinner, family / watch a film

23:30h: go to bed

Her name is _____.

She is _____.

She is a _____.

Her birthday is on _____.

She has got _____ hair and _____ eyes.

At half past seven, Taylor _____ and she has a _____.

Then, she gets _____ and she has _____ : she has fruit, _____
_____ and she drinks _____.

At one o'clock, she has _____ with her _____.

In the afternoon, she _____ and _____.

Then, she _____ in the _____.

She _____ with _____ at eight o'clock.

Then, she _____.

At half past eleven, she _____.



Name No. Class
Date Mark Teacher

A Read the fact file about Bárbara Tinoco and talk about her.

Name: Bárbara Tinoco

Nationality: Portuguese

Job: singer

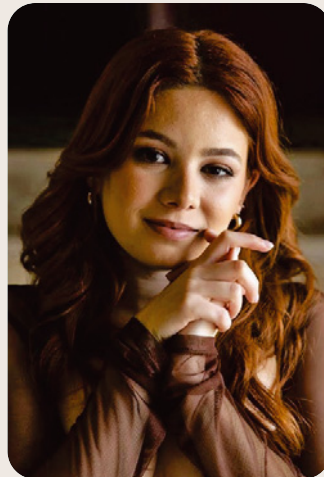
Date of birth:

16th November 1998

Height: 1,49 m

Hair: medium / wavy / brown

Eyes: brown



Daily routine:

7h: get up / have a shower /
get dressed / have breakfast

13h: have lunch, family

Afternoon: play the guitar /
sing / run in the park

20:30h: have dinner, family /
read a book

23:30h: go to bed

Here is some help:

- Her name is...
- She is...
- She is a...
- Her birthday...
- She is tall/short.
- Her hair...
- Her eyes...
- She gets up... and she has a... Then, she gets... and has...
- At one o'clock, she...
- In the afternoon, she plays... and she runs...
- She has dinner at... Then, she reads...
- She goes to bed at...

Progress Test A

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Preenchimento de tabela	$7 \times 5 = 35$	Certo / Errado
	B. Completamento de espaços	$7 \times 5 = 35$	Certo / Errado
	C. Completamento de espaços	$5 \times 6 = 30$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro / Falso com correção das afirmações falsas	Afirmarões verdadeiras e sem referência: $2 \times 5 = 10$ (A.2, A.4) Afirmarões falsas: $3 \times 5 = 15$ (A.1, A.3, A.5) Correção das afirmações falsas: $3 \times 5 = 15$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com descrição psicológica e física.	A. Legendagem de imagens	$8 \times 2 = 16$	Certo / Errado
	B. Completamento de espaços	$7 \times 2 = 14$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>have got</i> ; <i>possessive pronouns</i> ; <i>possessive case</i> ; <i>present simple</i> e <i>adverbs of frequency</i> .	A. Completamento de espaços	$8 \times 3 = 24$	Certo / Errado
	B. Completamento de espaços	$4 \times 3 = 12$	Certo / Errado
	C. Completamento de espaços	$4 \times 2 = 8$	Certo / Errado
	D. Completamento de espaços	$6 \times 3 = 18$	Certo / Errado
	E. Reescrita de frases	$4 \times 2 = 8$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test B

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Preenchimento de tabela	$7 \times 5 = 35$	Certo / Errado
	B. Completamento de espaços	$7 \times 5 = 35$	Certo / Errado
	C. Completamento de espaços	$5 \times 6 = 30$	Certo / Errado
	Total: 100		

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
	Total: 100		

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com descrição psicológica e física.	A. Legendagem de imagens	$8 \times 2 = 16$	Certo / Errado
	B. Completamento de espaços	$7 \times 2 = 14$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>have got</i> ; <i>possessive pronouns</i> ; <i>possessive case</i> ; <i>present simple</i> e <i>adverbs of frequency</i> .	A. Seleção de alternativa	$8 \times 3 = 24$	Certo / Errado
	B. Completamento de espaços	$4 \times 3 = 12$	Certo / Errado
	C. Completamento de espaços	$4 \times 2 = 8$	Certo / Errado
	D. Seleção de alternativa	$6 \times 3 = 18$	Certo / Errado
	E. Reescrita de frases	$4 \times 2 = 8$	Certo / Errado
Total: 100			

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test C

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Identificar palavras e expressões de pequenos textos orais.	A. Preenchimento de tabela	$7 \times 5 = 35$	Certo / Errado
	B. Completamento de espaços	$7 \times 5 = 35$	Certo / Errado
	C. Completamento de espaços	$5 \times 6 = 30$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Escolha múltipla	$5 \times 12 = 60$	Certo / Errado
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com descrição psicológica e física.	A. Legendagem de imagens	$8 \times 2 = 16$	Certo / Errado
	B. Completamento de espaços	$7 \times 2 = 14$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>have got</i> ; <i>possessive pronouns</i> ; <i>possessive case</i> ; <i>present simple</i> e <i>adverbs of frequency</i> .	A. Seleção de alternativa	$8 \times 3 = 24$	Certo / Errado
	B. Seleção de alternativa	$4 \times 3 = 12$	Certo / Errado
	C. Seleção de alternativa	$4 \times 2 = 8$	Certo / Errado
	D. Seleção de alternativa	$6 \times 3 = 18$	Certo / Errado
	E. Reescrita de frases	$4 \times 2 = 8$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Produção escrita – Níveis de desempenho

Pragmática	N3	Escreve um texto, respeitando as instruções dadas. Articula as ideias de forma adequada num texto claro e coerente, embora utilize um número limitado de mecanismos de coesão.	60
	N2		40
	N1	Ainda escreve frases soltas, abordando o tema de forma genérica e recorrendo a repetições e pormenores pouco relevantes. Não usa conectores simples para ligar as frases elementares. Ordena apenas uma cadeia de frases.	25

Linguística	A competência linguística apenas será avaliada se o aluno tiver tratado o tema e obtido, pelo menos, nível 1 na competência pragmática.		
	N3	Escreve um texto simples e bem estruturado. Revela geralmente bom domínio gramatical. Não comete erros que possam causar incompreensão. A pontuação e a ortografia são razoavelmente precisas.	40
	N2		30
	N1	Escreve um texto simples, utilizando padrões frásicos muito elementares. Utiliza vocabulário elementar muito limitado. Utiliza, com alguma correção, estruturas muito simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça a compreensão global da mensagem. A pontuação nem sempre é adequada.	10

Expressão oral – Níveis de desempenho

Pragmática	N3	Produz um discurso oral, respeitando as instruções dadas. Articula as ideias de forma adequada e fluente, com uma pronúncia clara, embora ainda utilize um número muito limitado de mecanismos de coesão.	80-100
	N2		50-79
	N1	Produz frases soltas, abordando o tema de forma genérica e recorrendo a repetições. Não pronuncia corretamente algumas palavras. Não usa conectores simples para ligar as frases elementares.	Até 49

Name No. Class
Date Mark Teacher

A Listen to the dialogue and complete Brad's timetable.

29 . 30

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:30 – 09:20	maths	English		history	English
09:30 – 10:20		maths	French		geography
Morning break					
11:00 – 11:50	English		history	geography	maths
12:00 – 12:50	French		science	science	
Lunch break					
14:00 – 14:50	ICT	art		art	
15:00 – 15:50		PE			PE

B Listen to Brad's friends and fill in the table.

31 . 32

Jack	Harry	Kate	Matt
Favourite subject	Favourite subject	Favourite subject	Favourite subject
School club	School club	School club	School club

C Circle the school objects you hear.

33 . 34



Name No. Class
Date Mark Teacher

Read the text.

Brad's school



My name is Brad and my school is Milton Middle School.

My school is quite big. There are three buildings, a big playground, a sports field and a gym. In one of the buildings there is the headmaster's office, the staffroom, the school office and the library. The library is very comfortable and cosy. I go there a lot, especially when it's raining.

In the second building, there are two labs, four art rooms, two computer rooms, a music room and all the classrooms.

There is a third building with the canteen and the gym. There are toilets in all the buildings.

My favourite place at school is the sports field because I love doing sports. I also like the gym, but I prefer being outdoors. There are a lot of school clubs in my school. I'm in the sports club.

A Are these sentences true (T) or false (F)? Correct the false ones.

- | | T | F | |
|--|--------------------------|--------------------------|-------|
| 1. Brad is a middle school student. | ☐ | ☐ | _____ |
| 2. There isn't a gym in his school. | ☐ | ☐ | _____ |
| 3. He doesn't like the library. | ☐ | ☐ | _____ |
| 4. Only two buildings have toilets. | ☐ | ☐ | _____ |
| 5. Brad's favourite place at school is the sports field. | ☐ | ☐ | _____ |

B Answer the questions about the text.

1. How many buildings are there in Brad's school?

2. Are there any labs?

3. Where does Brad go when it's raining?

4. Why does Brad like the sports field so much?

5. Is he in any school club? Which one?

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

VOCABULARY

A Complete the sentences with parts of the school.

1. Brad has ICT lessons in the _____.
2. When it's raining, students have PE lessons in the _____.
3. Science lessons are usually in the _____.
4. Brad always has lunch in the _____.
5. During breaks, Brad meets his friends in the _____.
6. Teachers spend their breaks in the _____.
7. You can choose a book to read in the _____.

B Label the photos with school subjects.



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



5. _____ 6. _____ 7. _____

GRAMMAR

A Complete the sentences with *there + to be*.

1. _____ a big playground in my school,
but _____ **(not)** a swimming pool.
2. "_____ a tennis court in your school?"
"No, _____."
3. "_____ any labs in your school?"
"Yes, _____."
4. _____ many musical instruments in the music room,
but _____ **(not)** any ukuleles.

B Complete the sentences with the present continuous of the verbs in brackets.

1. Listen! The dogs _____ **(bark)**. They _____ **(not sleep)**.
2. "_____ you _____ **(listen)** to the music?"
"Yes, I _____. It's beautiful!"
3. I _____ **(not watch)** my favourite TV series because I
_____ **(study)** for the history test.
4. They _____ **(play)** football and their friends _____ **(dance)**.
5. Alice _____ **(not read)**. She _____ **(write)** a letter.

C Write sentences in the present continuous or present simple.

1. We usually _____ **(have)** lunch in the school canteen.
2. My parents _____ **(make)** dinner at the moment.
3. Today, I _____ **(go)** to school by bus.
4. The baby _____ **(sleep)** right now.
5. Jack _____ **(run)** to catch the bus every day.
6. She never _____ **(go)** to school on foot.

Name No. Class
Date Mark Teacher

A Write a text about your school.



- What's the name of your school?
- Is it big or small?
- Is it old or modern?
- How many buildings are there?
- Is there a gym?
- How many classrooms are there?
- Where is the canteen?
- What's your favourite place at school?
- Do you like your school?

Name No. Class
Date Mark Teacher

A Read the information about Kelly's school and talk about it.



Name: Phoenix Middle School

Type of school: big and modern

Upstairs: two labs, a music room, two art rooms, three computer rooms, a library, 30 classrooms

Downstairs: a canteen, a school office, a staff room, the headmaster's office

Outside: a gym, a sports field, a playground

Name No. Class
Date Mark Teacher

A Listen to the dialogue and complete Brad's timetable.

29 . 30

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:30 – 09:20	maths	English	<u>m</u> _____	history	English
09:30 – 10:20	<u>s</u> _____	maths	French	<u>E</u> _____	geography
Morning break					
11:00 – 11:50	English	<u>h</u> _____	history	geography	maths
12:00 – 12:50	French	<u>g</u> _____	science	science	<u>F</u> _____
Lunch break					
14:00 – 14:50	ICT	art		art	<u>P</u> _____
15:00 – 15:50		PE		<u>a</u> _____	PE

B Listen to Brad's friends and fill in the table. Use the words in the box.

31 . 32

sports science (x2) English art (x2) reading PE

Jack	Harry	Kate	Matt
Favourite subject	Favourite subject	Favourite subject	Favourite subject
_____	_____	_____	_____
School club	School club	School club	School club
_____ club	_____ club	_____ club	_____ club

C Circle the school objects you hear.

33 . 34

1.



2.



3.



4.



5.



6.



7.



Name No. Class
Date Mark Teacher

Read the text.

Brad's school



My name is Brad and my school is Milton Middle School.

My school is quite big. There are three buildings, a big playground, a sports field and a gym. In one of the buildings there is the headmaster's office, the staffroom, the school office and the library. The library is very comfortable and cosy. I go there a lot, especially when it's raining.

In the second building, there are two labs, four art rooms, two computer rooms, a music room and all the classrooms.

There is a third building with the canteen and the gym. There are toilets in all the buildings.

My favourite place at school is the sports field because I love doing sports. I also like the gym, but I prefer being outdoors. There are a lot of school clubs in my school. I'm in the sports club.

A Are these sentences true (T) or false (F)?

- Brad is a middle school student.
- There isn't a gym in his school.
- He doesn't like the library.
- Only two buildings have toilets.
- Brad's favourite place at school is the sports field.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Answer the questions about the text.

- How many buildings are there in Brad's school?

_____ buildings in Brad's school.

- Are there any labs?

Yes, _____.

- Where does Brad go when it's raining?

He _____ to _____.

- Why does Brad like the sports field so much?

He _____ because _____.

- Is he in any school club? Which one?

_____, he _____. He _____ in the _____ club.

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

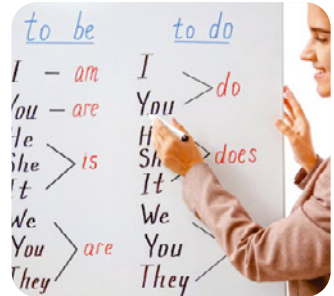
VOCABULARY

A Complete the sentences with parts of the school.

- Brad has ICT lessons in the c_____ r_____.
- When it's raining, students have PE lessons in the g_____.
- Science lessons are usually in the l_____.
- Brad always has lunch in the c_____.
- During breaks, Brad meets his friends in the p_____.
- Teachers spend their breaks in the s_____ r_____.
- You can choose a book to read in the l_____.

B Label the photos with the school subjects in the box. There are two extra options.

history English ICT science maths French PE geography art



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



5. _____ 6. _____ 7. _____

GRAMMAR

A Complete the sentences with: *there is; there are; there isn't; there aren't; is there; are there*.

1. _____ a big playground in my school, but
_____ **(not)** a swimming pool.
2. " _____ a tennis court in your school?"
"No, _____."
3. " _____ any labs in your school?"
"Yes, _____."
4. _____ many musical instruments in the music room, but
_____ **(not)** any ukuleles.

B Choose the correct option to complete the sentences with the present continuous.

1. Listen! The dogs **is barking / are barking**. They **isn't sleeping / aren't sleeping**.
2. "Do you listen / Are you listening to the music?" "Yes, I **am / are**. It's beautiful!"
3. I **am not watching / are not watching** my favourite TV series because I **am studying / are studying** for the history test.
4. They **is playing / are playing** football and their friends **is dancing / are dancing**.
5. Alice **isn't reading / aren't reading**. She **is writing / are writing** a letter.

C Write sentences in the present continuous or present simple.

Pay attention to the words in bold.

1. We **usually** _____ **(have)** lunch in the school canteen.
2. My parents _____ **(make)** dinner **at the moment**.
3. **Today**, I _____ **(go)** to school by bus.
4. The baby _____ **(sleep)** **right now**.
5. Jack _____ **(run)** to catch the bus **every day**.
6. She **never** _____ **(go)** to school on foot.

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

A Write a text about your school.



What's the name of your school?
Is it big or small?
Is it old or modern?
How many buildings are there?
Is there a gym?
How many classrooms are there?
Where is the canteen?
What's your favourite place at school?
Do you like your school?

What's the name of your school?

My school _____.

Big or small?
Old or modern?

It _____ and _____.

How many buildings are there?

In my school _____
_____.

Is there a gym?

There _____.

How many classrooms?

There _____.

Where is the canteen?

The canteen _____.

What's your favourite place at school?

My favourite place at school _____.

Do you like your school?

I _____ my school.

Name No. Class
Date Mark Teacher

A Read the information about Kelly's school and talk about it.



Name: Phoenix Middle School

Type of school: big and modern

Upstairs: two labs, a music room, two art rooms, three computer rooms, a library, 30 classrooms

Downstairs: a canteen, a school office, a staff room, the headmaster's office

Outside: a gym, a sports field, a playground

- Don't forget to use **there + to be**: *there is; there are; there isn't; there aren't*.



Name No. Class
 Date Mark Teacher



Listen to the dialogue and complete Brad's timetable. Use the words from the box.

art maths science English history

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:30 – 09:20	maths	English		history	English
09:30 – 10:20		maths	French		geography
Morning break					
11:00 – 11:50	English		history	geography	maths
12:00 – 12:50	French	geography	science	science	French
Lunch break					
14:00 – 14:50	ICT	art		art	PE
15:00 – 15:50		PE			PE



Listen to Brad's friends and fill in the table. Use the words in the box. Follow the example.

sports science (x2) English art (x2) reading PE

Jack	Harry	Kate	Matt
Favourite subject	Favourite subject	Favourite subject	Favourite subject
<u>science</u>	_____	_____	_____
School club	School club	School club	School club
<u>science club</u>	_____ club	_____ club	_____ club



Circle the school objects you hear.





Name No. Class
Date Mark Teacher

Read the text.

Brad's school



My name is Brad and my school is Milton Middle School.

My school is quite big. There are three buildings, a big playground, a sports field and a gym. In one of the buildings there is the headmaster's office, the staffroom, the school office and the library. The library is very comfortable and cosy. I go there a lot, especially when it's raining.

In the second building, there are two labs, four art rooms, two computer rooms, a music room and all the classrooms.

There is a third building with the canteen and the gym. There are toilets in all the buildings.

My favourite place at school is the sports field because I love doing sports. I also like the gym, but I prefer being outdoors. There are a lot of school clubs in my school. I'm in the sports club.

A Are these sentences true (T) or false (F)?

- Brad is a middle school student.
- There isn't a gym in his school.
- He doesn't like the library.
- Only two buildings have toilets.
- Brad's favourite place at school is the sports field.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Choose the correct option.

- How many buildings are there in Brad's school?
a. ☐ one b. ☐ two c. ☐ three
- Are there any labs?
a. ☐ Yes, there is. b. ☐ Yes, there are.
- Where does Brad go when it's raining?
a. ☐ the playground b. ☐ the gym c. ☐ the library
- Why does Brad like the sports field so much?
a. ☐ He loves doing sports. b. ☐ He doesn't like the gym. c. ☐ It's big.
- Is he in any school club?
a. ☐ Yes, he is. b. ☐ No, he isn't.



Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

VOCABULARY

A Complete the sentences with the parts of the school in the box.

lab canteen computer room library staff room gym playground

- Brad has ICT lessons in the _____.
- When it's raining, students have PE lessons in the _____.
- Science lessons are usually in the _____.
- Brad always has lunch in the _____.
- During breaks, Brad meets his friends in the _____.
- Teachers spend their breaks in the _____.
- You can choose a book to read in the _____.

B Label the photos with the school subjects in the box.

English ICT science maths PE geography art



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



5. _____ 6. _____ 7. _____

GRAMMAR

A Choose the correct option to complete the sentences with *there + to be*.

1. **There is / There are** a big playground in my school, but **there isn't / there aren't** a swimming pool.
2. **"Is there / Are there** a tennis court in your school?"
"No, **there isn't / there aren't**."
3. **"Is there / Are there** any labs in your school?"
"Yes, **there is / there are**."
4. **There is / There are** many musical instruments in the music room, but **there isn't / there aren't** any ukuleles.

B Choose the correct option to complete the sentences with the present continuous.

1. Listen! The dogs **is barking / are barking**.
2. "Are you listening to the music?" "Yes, I **am / are**. It's beautiful!"
3. I **am not watching / are not watching** my favourite TV series because I am studying for the history test.
4. They **is playing / are playing** football.
5. Alice **isn't reading / aren't reading**.

C Complete the sentences with the present simple or the present continuous. Pay attention to the underlined words.

1. We usually **have / are having** lunch in the school canteen.
2. My parents **make / are making** dinner at the moment.
3. Today, I **go / am going** to school by bus.
4. The baby **sleeps / is sleeping** right now.
5. Jack **runs / is running** to catch the bus every day.
6. She never **goes / is going** to school on foot.



Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

A Write a text about your school.



What's the name of your school?
Is it big or small?
Is it old or modern?
How many buildings are there?
Is there a gym?
How many classrooms are there?
Where is the canteen?
What's your favourite place at school?
Do you like your school?

What's the name of your school?

My school is _____.

Big or small?
Old or modern?

It is _____ and _____.

How many buildings?

There are _____.

Is there a gym?

There is _____.

How many classrooms?

There are _____.

Where is the canteen?

The canteen is _____.

What's your favourite place at school?

My favourite place at school is _____.

Do you like your school?

I _____ (like/don't like) my school.



Name No. Class
Date Mark Teacher

A Read the information about Kelly's school and talk about it.



Name: Phoenix Middle School

Type of school: big and modern

Upstairs: two labs, a music room, two art rooms, three computer rooms, a library, 30 classrooms

Downstairs: a canteen, a school office, a staff room, the headmaster's office

Outside: a gym, a sports field, a playground

Here is some help:

- My school is...
- It is...
- Upstairs there are...
- Downstairs there is...
- Outside there is...

Progress Test A

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Preenchimento de tabela	8 × 5 = 40	Certo / Errado
	B. Preenchimento de tabela	8 × 5 = 40	Certo / Errado
	C. Seleção de itens	5 × 4 = 20	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro / Falso com correção das afirmações falsas	Afirmacões verdadeiras e sem referência: 2 × 5 = 10 (A.1, A.5) Afirmacões falsas: 3 × 5 = 15 (A.2, A.3, A.4) Correção das afirmações falsas: 3 × 5 = 15	Certo / Errado
	B. Resposta curta	5 × 12 = 60	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com lugares da escola, disciplinas e atividades de tempos livres.	A. Resposta restrita	7 × 2 = 14	Certo / Errado
	B. Legendagem de imagens	7 × 2 = 14	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>there + to be</i> , o <i>present continuous</i> e o <i>present simple</i> .	A. Completamento de espaços	8 × 3 = 24	Certo / Errado
	B. Completamento de espaços	10 × 3 = 30	Certo / Errado
	C. Completamento de espaços	6 × 3 = 18	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test B

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Identificar palavras e expressões de pequenos textos orais.	A. Preenchimento de tabela	$8 \times 5 = 40$	Certo / Errado
	B. Preenchimento de tabela	$8 \times 5 = 40$	Certo / Errado
	C. Seleção de itens	$5 \times 4 = 20$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com lugares da escola, disciplinas e atividades de tempos livres.	A. Completamento de espaços	$7 \times 2 = 14$	Certo / Errado
	B. Legendagem de imagens	$7 \times 2 = 14$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>there + to be</i> , o <i>present continuous</i> e o <i>present simple</i> .	A. Completamento de espaços	$8 \times 3 = 24$	Certo / Errado
	B. Seleção de alternativa	$10 \times 3 = 30$	Certo / Errado
	C. Completamento de espaços	$6 \times 3 = 18$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test C

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Preenchimento de tabela	$5 \times 8 = 40$	Certo / Errado
	B. Preenchimento de tabela	$6 \times 5 = 30$	Certo / Errado
	C. Seleção de itens	$5 \times 6 = 0$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Escolha múltipla	$5 \times 12 = 60$	Certo / Errado
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com lugares da escola, disciplinas e atividades de tempos livres.	A. Completamento de espaços	$7 \times 2 = 14$	Certo / Errado
	B. Legendagem de imagens	$7 \times 2 = 14$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>there + to be</i> , o <i>present continuous</i> e o <i>present simple</i> .	A. Seleção de alternativa	$8 \times 3 = 24$	Certo / Errado
	B. Seleção de alternativa	$10 \times 3 = 30$	Certo / Errado
	C. Seleção de alternativa	$6 \times 3 = 18$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Produção escrita – Níveis de desempenho

Pragmática	N3	Escreve um texto, respeitando as instruções dadas. Articula as ideias de forma adequada num texto claro e coerente, embora utilize um número limitado de mecanismos de coesão.	60
	N2		40
	N1	Ainda escreve frases soltas, abordando o tema de forma genérica e recorrendo a repetições e pormenores pouco relevantes. Não usa conectores simples para ligar as frases elementares. Ordena apenas uma cadeia de frases.	25

Linguística	A competência linguística apenas será avaliada se o aluno tiver tratado o tema e obtido, pelo menos, nível 1 na competência pragmática.		
	N3	Escreve um texto simples e bem estruturado. Revela geralmente bom domínio gramatical. Não comete erros que possam causar incompreensão. A pontuação e a ortografia são razoavelmente precisas.	40
	N2		30
	N1	Escreve um texto simples, utilizando padrões frásicos muito elementares. Utiliza vocabulário elementar muito limitado. Utiliza, com alguma correção, estruturas muito simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça a compreensão global da mensagem. A pontuação nem sempre é adequada.	10

Expressão oral – Níveis de desempenho

Pragmática	N3	Produce um discurso oral, respeitando as instruções dadas. Articula as ideias de forma adequada e fluente, com uma pronúncia clara, embora ainda utilize um número muito limitado de mecanismos de coesão.	80-100
	N2		50-79
	N1	Produce frases soltas, abordando o tema de forma genérica e recorrendo a repetições. Não pronuncia corretamente algumas palavras. Não usa conectores simples para ligar as frases elementares.	Até 49

Name No. Class
 Date Mark Teacher



Listen to Daisy. Where was everybody yesterday? Complete the sentences with the correct places.

35 - 36

1. Daisy was at the _____.
2. Andy was at the _____.
3. Camilla was at the _____.
4. Daisy's father was at the _____.
5. Daisy's mother was at the _____.



Listen to the dialogue and fill in the gaps.

37 - 38

Daisy: 1. _____ me, sir. Can you tell me 2. _____ to the post office, please?

Police officer: Of course. Go 3. _____ this street and turn 4. _____ into 5th Avenue. The post office is 5. _____ the police station.

Daisy: Thank you very much.

Police officer: You're welcome.



Listen and circle the shops you hear.

39 - 40

pet shop

baker's

shoe shop

butcher's

supermarket

chemist's

toy shop

clothes shop

florist's

bookshop

sports shop

newsagent's

Name No. Class
Date Mark Teacher

Read the text.

Abby's birthday party

Hello! I'm Abby Clark and yesterday was my birthday party. It was Saturday and a beautiful sunny day. My party was at home. All my cousins and friends were there. My house was decorated with balloons and paper butterflies. There were lots of cupcakes and there was a giant chocolate cake. It was delicious!

We were all in the living room ready to dance. My brother was the DJ, so the music was great. My birthday presents were all amazing, but my favourite was a new pair of rollerblades because I love rollerblading! It was a wonderful day.



A Are these sentences true (T) or false (F)? Correct the false ones.

- | | T | F | |
|---|--------------------------|--------------------------|-------|
| 1. Abby's birthday party was on Sunday. | ☐ | ☐ | _____ |
| 2. The party was at Abby's home. | ☐ | ☐ | _____ |
| 3. Only some of her cousins were there. | ☐ | ☐ | _____ |
| 4. There was a small chocolate cake. | ☐ | ☐ | _____ |
| 5. Abby's brother was the DJ. | ☐ | ☐ | _____ |

B Answer the questions about the text.

- Who was at Abby's birthday party?

- Was the house decorated for the party?

- Were there any clowns at the party?

- Where was the DJ?

- What was Abby's favourite present?

Name No. Class
 Date Mark Teacher

VOCABULARY

A What can we buy in each shop? Fill the table with the words in the box.

bread apples hamburgers newspapers broccoli chicken
 magazines cupcakes sausages carrots

Baker's	Newsagent's	Greengrocer's	Butcher's

B Label the photos with the expressions in the box. There is one extra option.

turn left turn right go back go along go across



1.



2.



3.



4.

C Label the photos with the places in the city.



1.



2.



3.



4.



5.



6.



7.



8.

GRAMMAR

A Complete the sentences with the verb *to be* in the past simple.

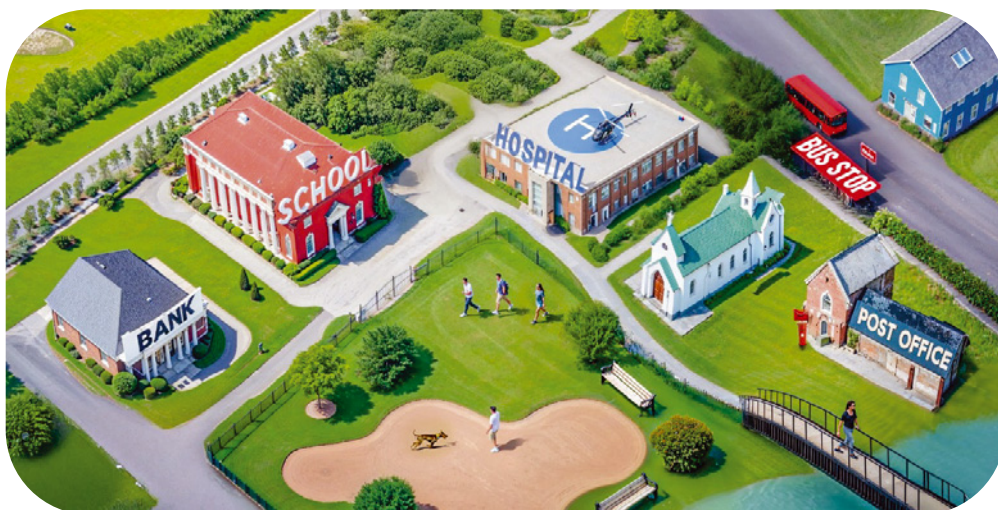
1. Last night we _____ (**not**) at home because we _____ at the cinema.
2. My birthday _____ (**not**) on Monday. It _____ on Tuesday.
3. I _____ (**not**) in France last summer. I _____ in Italy.
4. "_____ you at school this morning?" "Yes, I _____."
5. "_____ your grandparents at your party?" "No, they _____."

B Complete the sentences with *there + to be* in the past simple.

1. _____ lots of people at Karen's party.
2. _____ a big birthday cake at the party.
3. _____ (**not**) any animals at the circus.
4. Yesterday, _____ (**not**) a single child at the theatre.
5. _____ any music playing during the show?
6. _____ many people in the park?

C Look at the picture. Complete the sentences with prepositions of place or movement. No word is used twice.

1. The bank is _____ the school.
2. The church is _____ the post office and the hospital.
3. The bus stop is _____ the blue house.
4. The dog is running _____ the boy.
5. They are walking _____ the park.
6. The girl is walking _____ the bridge.



Name No. Class
Date Mark Teacher

A Imagine you were at a party last weekend. Write a small text about it.



Use these questions to help you:

What party was it?	
Where was it?	
Who else was at the party	
What was there to eat and drink?	
How was the music?	
Was it fun?	

Name No. Class
Date Mark Teacher

A Remember the last birthday party you were at and talk about it.



Use these questions to help you:

- Whose party was it?
- Where and when was the party?
- Who was there?
- What was there to eat and drink?
- Was there music?
- Was it fun?

Name No. Class
Date Mark Teacher



Listen to Daisy. Where was everybody yesterday? Complete the sentences with the words in the box.

35 . 36

cinema post office library hospital fire station

1. Daisy was at the _____.
2. Andy was at the _____.
3. Camilla was at the _____.
4. Daisy's father was at the _____.
5. Daisy's mother was at the _____.



Listen to the dialogue and fill in the gaps. Use the words in the box.

37 . 38

along excuse left next to the way

Daisy: 1. _____ me, sir. Can you tell me 2. _____ to the post office, please?

Police officer: Of course. Go 3. _____ this street and turn 4. _____ into 5th Avenue. The post office is 5. _____ the police station.

Daisy: Thank you very much.

Police officer: You're welcome.



Listen and circle the shops you hear.

39 . 40

pet shop

baker's

shoe shop

butcher's

supermarket

chemist's

newsagent's

florist's

bookshop

toy shop

Name No. Class
Date Mark Teacher

Read the text.

Abby's birthday party

Hello! I'm Abby Clark and yesterday was my birthday party. It was Saturday and a beautiful sunny day. My party was at home. All my cousins and friends were there. My house was decorated with balloons and paper butterflies. There were lots of cupcakes and there was a giant chocolate cake. It was delicious!

We were all in the living room ready to dance. My brother was the DJ, so the music was great. My birthday presents were all amazing, but my favourite was a new pair of rollerblades because I love rollerblading! It was a wonderful day.



A Are these sentences true (T) or false (F)?

- Abby's birthday party was on Sunday.
- The party was at Abby's home.
- Only some of her cousins were there.
- There was a small chocolate cake.
- Abby's brother was the DJ.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Answer the questions about the text.

- Who was at Abby's birthday party?

Abby's _____, _____ and her _____ at the birthday party.

- Was the house decorated for the party?

_____, it _____.

- Were there any clowns at the party?

_____, there _____.

- Where was the DJ?

The DJ _____ in the _____.

- What was Abby's favourite present?

Abby's favourite present _____.

Name No. Class
 Date Mark Teacher

VOCABULARY

A What can we buy in each shop? Fill the table with the words in the box.

bread apples hamburgers newspapers chicken magazines cupcakes carrots

Baker's	Newsagent's	Greengrocer's	Butcher's

B Label the photos with the expressions in the box.

turn left turn right go along go across



1. 2. 3. 4.

C Label the photos with the places in the city. Use the words in the box.

church post office airport school train station library hospital fire station



1. 2. 3. 4.



5. 6. 7. 8.

GRAMMAR

A Choose the correct form of the verb *to be* in the past simple (*was, were, wasn't, weren't*).

- Last night we _____ (**not**) at home because we _____ at the cinema.
- My birthday _____ (**not**) on Monday. It _____ on Tuesday.
- I _____ in France last summer. I _____ in Italy.
- "_____ you at school this morning?" "Yes, I _____."
- "_____ your grandparents at your party?" "No, they _____."

B Complete the sentences with *there + to be*. Use the expressions in the box.

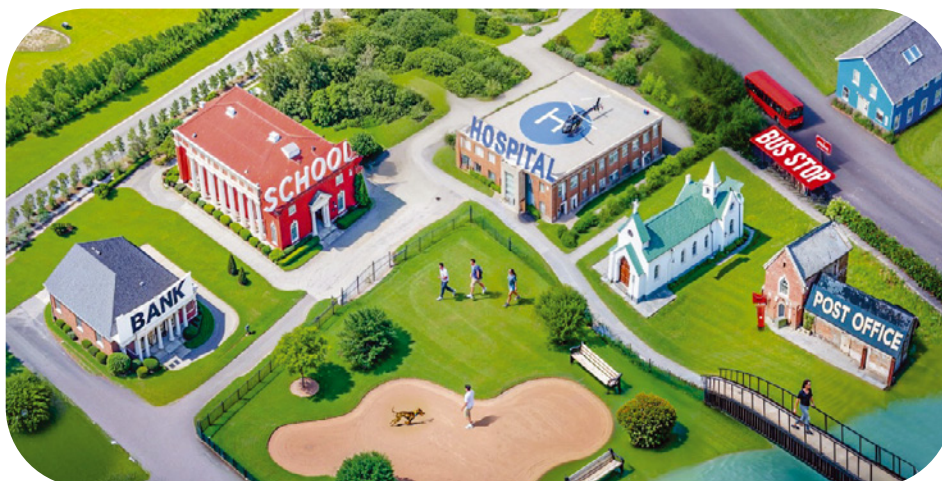
- _____ lots of people at Karen's party.
- _____ a big birthday cake at the party.
- _____ (**not**) any animals at the circus.
- Yesterday, _____ (**not**) a single child at the theatre.
- _____ any music playing during the show?
- _____ many people in the park?

there was
there were
there wasn't
there weren't
was there
were there

C Look at the picture. Complete the sentences with the prepositions of place or movement in the box.

- The bank is _____ the school.
- The church is _____ the post office and the hospital.
- The bus stop is _____ the blue house.
- The dog is running _____ the boy.
- They are walking _____ the park.
- The girl is walking _____ the bridge.

towards
next to
opposite
through
between
across



Name No. Class
Date Mark Teacher

A Imagine you were at a party last weekend. Write a small text about it.



Use these questions to help you:

What party was it?

Last weekend, I was at a _____.

Where was it?

The party _____.

Who was there with you?

At the party _____.

What was there to eat and drink?

There was _____.

How was the music?

The music was _____.

Was it fun?

It _____.

Name No. Class
Date Mark Teacher

A Remember the last birthday party you were at and talk about it.



Here is some help:

- Whose party was it?
- Where and when was the party?
- Who was there?
- What was there to eat and drink?
- Was there music?
- Was it fun?



Name No. Class
 Date Mark Teacher



Listen to Daisy. Where was everybody yesterday? Choose the correct option.

35 . 36

1. Daisy was at the **post office / library**.
2. Andy was at the **theatre / cinema**.
3. Camilla was at the **fire station / hospital**.
4. Daisy's father was at the **post office / fire station**.
5. Daisy's mother was at the **library / bookshop**.



Listen to the dialogue and choose the correct option.

37 . 38

Daisy: 1. **Excuse me / Hello**, sir. Can you tell me 2. **the way / how to get** to the post office, please?

Police officer: Of course. Go 2. **straight / along** this street and turn 3. **right / left** into 5th Avenue.

The post office is 5. **opposite / next to** the police station.

Daisy: Thank you very much.

Police officer: You're welcome.



Listen and circle the shops you hear.

39 . 40

bookshop

baker's

shoe shop

butcher's

supermarket

chemist's

toy shop

newsagent's



Name No. Class
Date Mark Teacher

Read the text.

Abby's birthday party

Hello! I'm Abby Clark and yesterday was my birthday party. It was Saturday and a beautiful sunny day. My party was at home. All my cousins and friends were there. My house was decorated with balloons and paper butterflies. There were lots of cupcakes and there was a giant chocolate cake. It was delicious!

We were all in the living room ready to dance. My brother was the DJ, so the music was great. My birthday presents were all amazing, but my favourite was a new pair of rollerblades because I love rollerblading! It was a wonderful day.



A Are these sentences true (T) or false (F)?

1. Abby's birthday party was on Sunday.
2. The party was at Abby's home.
3. Only some of her cousins were there.
4. There was a small chocolate cake.
5. Abby's brother was the DJ.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Choose the correct option.

1. Who was at Abby's birthday party? Her cousins, her friends and
 - a. ☐ her brother.
 - b. ☐ her sister.
 - c. ☐ her parents.
2. Was the house decorated for the party?
 - a. ☐ Yes, it was.
 - b. ☐ No, it wasn't.
3. Were there any clowns at the party?
 - a. ☐ Yes, there were.
 - b. ☐ No, there weren't.
4. Where was the DJ?
 - a. ☐ In the kitchen.
 - b. ☐ In the garden.
 - c. ☐ In the living room.
5. What was Abby's favourite present?
 - a. ☐ A pair of rollerblades.
 - b. ☐ A surfboard.
 - c. ☐ A book.



Name No. Class
 Date Mark Teacher

VOCABULARY

A What can we buy in each shop? Fill the table with the words in the box.

bread apples hamburgers newspaper chicken carrots

Baker's	Newsagent's	Greengrocer's	Butcher's

B Label the photos with the words in the box.

turn left turn right go along go across



1.



2.



3.



4.

C Label the photos with the places in the city. Choose the correct option.



1. airport / fire station



2. post office / church



3. train station / library



4. hospital / post office



5. airport / school



6. library / church



7. school / fire station



8. post office / school

GRAMMAR

A Choose the correct form of the verb *to be* in the past simple.

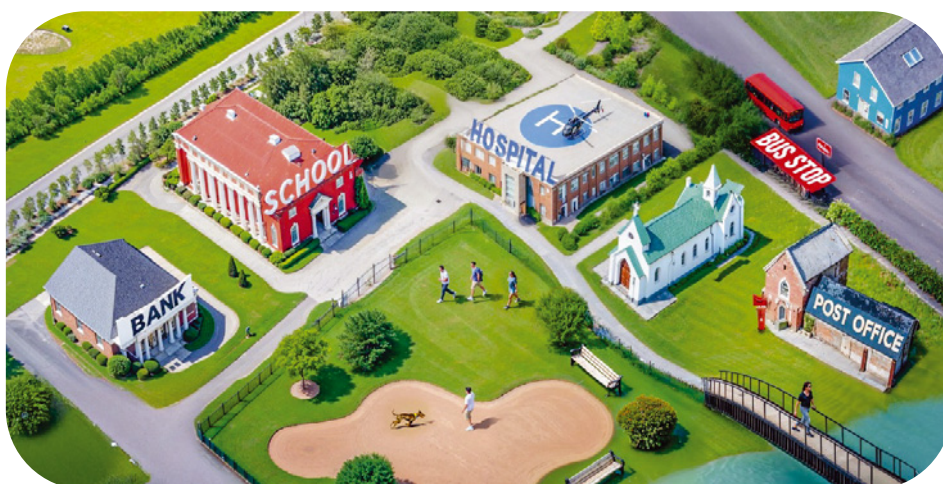
1. Last night we **wasn't / weren't** at home because we **was / were** at the cinema.
2. My birthday **wasn't / weren't** on Monday. It **was / were** on Tuesday.
3. I **wasn't / weren't** in France last summer. I **was / were** in Italy.
4. "Was / Were you at school this morning?" "Yes, I **was / were**."
5. "Was / Were your grandparents at your party?" "No, they **wasn't / weren't**."

B Choose the correct form of *there + to be* in the past simple.

1. **There was / There were** lots of people at Karen's party.
2. **There was / There were** a big birthday cake at the party.
3. **There wasn't / There weren't** any animals at the circus.
4. Yesterday, **there wasn't / there weren't** a single child at the theatre.
5. **Was there / Were there** any music playing during the show?
6. **Was there / Were there** many people in the park?

C Look at the picture. Choose the correct preposition of movement.

1. The bank is **next to / towards** the school.
2. The church is **across / between** the post office and the hospital.
3. The bus stop is **next to / opposite** the blue house.
4. The dog is running **towards / through** the boy.
5. They are walking **through / between** the park.
6. The girl is walking **next to / across** the bridge.





Name No. Class
Date Mark Teacher

A Imagine you were at a party last weekend. Write a small text about it.



Use these questions to help you:

What party was it?

(my birthday party / a friend's birthday party)

Last weekend, I was at _____.

Where was the party?

(my parents' house / a friend's house / a restaurant)

The party was at _____.

Who was at the party with you?

(my friends / my parents / my sister / brother...)

_____ were at the party with
_____.

What was there to eat and drink?

(some cake / biscuits / fruit / orange juice / water)

*There was _____, _____
and _____.*

How was the music?

(great / cool / bad / ...)

The music was _____.

Was it fun?

It _____ a lot of _____.



Name No. Class
Date Mark Teacher



Remember the last birthday party you were at and talk about it.



Here is some help:

- Whose party was it? (a friend's birthday party; my mum's birthday party; my birthday party...)
- Where was the party? (at a park; at home; at a restaurant...)
- When was the party? (last weekend; last week; yesterday...)
- Who else was there? (my friends; my family; my brother; my sister...)
- How was it? (fun; boring; exciting...)

Progress Test A

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Completamento de espaços	$5 \times 7 = 35$	Certo / Errado
	B. Completamento de espaços	$5 \times 8 = 40$	Certo / Errado
	C. Seleção de itens	$5 \times 5 = 25$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro / Falso com correção das afirmações falsas	Afirmações verdadeiras e sem referência: $2 \times 5 = 10$ (A.2, A.5) Afirmções falsas: $3 \times 5 = 15$ (A.1, A.3, A.4) Correção das afirmações falsas: $3 \times 5 = 15$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com lojas, lugares em cidades e dar direções.	A. Preenchimento de tabela	$10 \times 2 = 20$	Certo / Errado
	B. Legendagem de imagens	$4 \times 3 = 12$	Certo / Errado
	C. Legendagem de imagens	$8 \times 3 = 24$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>to be</i> no <i>past simple</i> , <i>there to be</i> e <i>prepositions of place and movement</i> .	A. Completamento de espaços	$10 \times 2 = 20$	Certo / Errado
	B. Completamento de espaços	$6 \times 2 = 12$	Certo / Errado
	C. Completamento de espaços	$6 \times 2 = 12$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test B

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Completamento de espaços	5 × 7 = 35	Certo / Errado
	B. Completamento de espaços	5 × 8 = 40	Certo / Errado
	C. Seleção de itens	5 × 5 = 25	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	5 × 8 = 40	Certo / Errado
	B. Resposta curta	5 × 12 = 60	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com lojas, lugares em cidades e dar direções.	A. Preenchimento de tabela	8 × 2 = 16	Certo / Errado
	B. Legendagem de imagens	4 × 4 = 16	Certo / Errado
	C. Legendagem de imagens	8 × 3 = 24	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>to be</i> no <i>past simple</i> , <i>there to be</i> e <i>prepositions of place and movement</i> .	A. Completamento de espaços	10 × 2 = 20	Certo / Errado
	B. Completamento de espaços	6 × 2 = 12	Certo / Errado
	C. Completamento de espaços	6 × 2 = 12	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test C

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Identificar palavras e expressões de pequenos textos orais.	A. Seleção de alternativa	5 × 7 = 35	Certo / Errado
	B. Seleção de alternativa	5 × 8 = 40	Certo / Errado
	C. Seleção de itens	5 × 5 = 25	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	5 × 8 = 40	Certo / Errado
	B. Escolha múltipla	5 × 12 = 60	Certo / Errado
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com lojas, lugares em cidades e dar direções.	A. Preenchimento de tabela	6 × 2 = 12	Certo / Errado
	B. Legendagem de imagens	4 × 5 = 20	Certo / Errado
	C. Seleção de alternativa	8 × 3 = 24	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o verbo <i>to be</i> no <i>past simple</i> , <i>there to be</i> e <i>prepositions of place and movement</i> .	A. Seleção de alternativa	10 × 2 = 20	Certo / Errado
	B. Seleção de alternativa	6 × 2 = 12	Certo / Errado
	C. Seleção de alternativa	6 × 2 = 12	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Produção escrita – Níveis de desempenho

Pragmática	N3	Escreve um texto, respeitando as instruções dadas. Articula as ideias de forma adequada num texto claro e coerente, embora utilize um número limitado de mecanismos de coesão.	60
	N2		40
	N1	Ainda escreve frases soltas, abordando o tema de forma genérica e recorrendo a repetições e pormenores pouco relevantes. Não usa conectores simples para ligar as frases elementares. Ordena apenas uma cadeia de frases.	25

Linguística	A competência linguística apenas será avaliada se o aluno tiver tratado o tema e obtido, pelo menos, nível 1 na competência pragmática.		
	N3	Escreve um texto simples e bem estruturado. Revela geralmente bom domínio gramatical. Não comete erros que possam causar incompreensão. A pontuação e a ortografia são razoavelmente precisas.	40
	N2		30
	N1	Escreve um texto simples, utilizando padrões frásicos muito elementares. Utiliza vocabulário elementar muito limitado. Utiliza, com alguma correção, estruturas muito simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça a compreensão global da mensagem. A pontuação nem sempre é adequada.	10

Expressão oral – Níveis de desempenho

Pragmática	N3	Produz um discurso oral, respeitando as instruções dadas. Articula as ideias de forma adequada e fluente, com uma pronúncia clara, embora ainda utilize um número muito limitado de mecanismos de coesão.	80-100
	N2		50-79
	N1	Produz frases soltas, abordando o tema de forma genérica e recorrendo a repetições. Não pronuncia corretamente algumas palavras. Não usa conectores simples para ligar as frases elementares.	Até 49

Name No. Class
Date Mark Teacher

A Listen to Daniel and choose the correct option.

41 42

1. Where did Daniel go?



A



B



C

2. How did he travel?



A



B



C

3. What souvenir did he buy?



A



B



C

B Listen again. Choose the correct answer.

41 42

1. When did Daniel travel?

a. ☐ Last week.

b. ☐ Last weekend.

c. ☐ Last year.

2. Who did he travel with?

a. ☐ His friends.

b. ☐ His football team.

c. ☐ His family.

3. How long did he stay there?

a. ☐ A weekend.

b. ☐ A week.

c. ☐ A month.

4. What did he visit first?

a. ☐ A museum.

b. ☐ A palace.

c. ☐ A cathedral.

5. What was his favourite place?

a. ☐ Versailles Palace

b. ☐ Notre Dame Cathedral

c. ☐ Arc de Triomphe

6. How many museums did he visit?

a. ☐ One.

b. ☐ Two.

c. ☐ Three.

7. Did he enjoy his trip?

a. ☐ No, not really.

b. ☐ Yes, he did.

c. ☐ He doesn't say.

Name No. Class
Date Mark Teacher

Read the text.

Moving cities

Gary Scott is a twelve-year-old student from England. He moved from Liverpool to London last year because of his father's new job. They travelled by train. Now they live in London, but this is not his first time in the city. He visited London with his family when he was younger and he loved it.

Last weekend Gary went to Hyde Park with his family. They had a picnic and lots of fun. Gary played football with his brother and made some new friends. Yesterday they crossed Tower Bridge



and visited the Tower of London. He loved it. He took a lot of pictures and he felt like a tourist in his own city. In Liverpool he lived in a flat, but now he lives in a beautiful pink terraced house. He painted his bedroom walls and decorated his new bedroom with football posters. He didn't go to Wembley Stadium but he asked his parents to take him there one day.

A Are these sentences true (T) or false (F)? Correct the false ones.

- | | T | F | |
|-----------------------------------|--------------------------|--------------------------|-------|
| 1. Gary is English. | ☐ | ☐ | _____ |
| 2. He moved to Liverpool. | ☐ | ☐ | _____ |
| 3. It's his first time in London. | ☐ | ☐ | _____ |
| 4. He had a picnic in Hyde Park. | ☐ | ☐ | _____ |
| 5. He has got a sister. | ☐ | ☐ | _____ |

B Answer the questions about the text.

- Why did Gary move to London?
_____.
- How did he go to London?
_____.
- Where did he live before?
_____.
- What did he do yesterday?
_____.
- Did he go to Wembley Stadium?
_____.

Name No. Class
Date Mark Teacher

VOCABULARY

A Label the photos with means of transport.



1.



2.



3.



4.



5.



6.



7.



8.

B Complete the sentences with types of house. Then match the sentences with the photos.

1. ☐ Amy lives in a house that is joined together with another house.

She lives in a .

2. ☐ Gavin and his neighbours all live in a building.

He lives in a .

3. ☐ Karen lives in a house with a very big garden around it.

She lives in a .

4. ☐ Julian's house is one in a long line of similar houses.

He lives in a .



GRAMMAR

A Complete the sentences with the past simple of the verbs in brackets.

1. Brenda _____ (go) to the cinema yesterday, but she _____ (not buy) any popcorn.
2. James _____ (have) lunch in the school canteen, but he _____ (not eat) soup.
3. I _____ (study) for the history test, but I _____ (not do) the maths homework.
4. We _____ (not travel) by plane. We _____ (travel) by car.

B Write interrogative sentences.

1. Luke went to school by bus.
_____ ?
2. Your mother took a lot of pictures.
_____ ?
3. The concert started at 8 o'clock.
_____ ?
4. Mary drank all the milk.
_____ ?



C Look at the photos. Complete the sentences with the past simple of the correct verb from the box. There is an extra verb.

write surf watch



1. They _____ a film last night.



2. Matthew _____ an email yesterday.

Name No. Class
Date Mark Teacher

A Think of a city you visited. Write a short text about it.



Use these questions to help you:

When did you go?
Where did you go?

Who went with you?

What did you visit?

What did you do
there?

Did you like it?

Name No. Class
Date Mark Teacher

A Talk about last weekend. Use these questions to help you.



What time did you wake up?

What did you have for breakfast?



Where did you go? Did you stay at home or did you visit someone?

**What did you do?
Did you watch a film?
Did you play any games?
Did you ride your bike or play sports?**



Did you enjoy your weekend?

Name No. Class
Date Mark Teacher

A Listen to Daniel and choose the correct option.

41 - 42

1. Where did Daniel go?



A



B

2. How did he travel?



A



B

3. What souvenir did he buy?



A



B

B Listen again. Choose the correct answer.

41 - 42

1. When did Daniel travel?

a. ☐ Last week.

b. ☐ Last weekend.

c. ☐ Last year.

2. Who did he travel with?

a. ☐ His friends.

b. ☐ His football team.

c. ☐ His family.

3. How long did he stay there?

a. ☐ A weekend.

b. ☐ A week.

c. ☐ A month.

4. What did he visit first?

a. ☐ A museum.

b. ☐ A palace.

c. ☐ A cathedral.

5. What was his favourite place?

a. ☐ Versailles Palace

b. ☐ Notre Dame Cathedral

c. ☐ Arc de Triomphe

6. How many museums did he visit?

a. ☐ One.

b. ☐ Two.

c. ☐ Three.

7. Did he enjoy his trip?

a. ☐ No, not really.

b. ☐ Yes, he did.

c. ☐ He didn't say.

Name No. Class
Date Mark Teacher

Read the text.

Moving cities

Gary Scott is a twelve-year-old student from England. He moved from Liverpool to London last year because of his father's new job. They travelled by train. Now they live in London, but this is not his first time in the city. He visited London with his family when he was younger and he loved it.

Last weekend Gary went to Hyde Park with his family. They had a picnic and lots of fun. Gary played football with his brother and made some new friends. Yesterday they crossed Tower Bridge and visited the Tower of London. He loved it. He took a lot of pictures and he felt like a tourist in his own city. In Liverpool he lived in a flat, but now he lives in a beautiful pink terraced house. He painted his bedroom walls and decorated his new bedroom with football posters. He didn't go to Wembley Stadium but he asked his parents to take him there one day.



A Are these sentences true (T) or false (F)?

1. Gary is English.
2. He moved to Liverpool.
3. It's his first time in London.
4. He had a picnic in Hyde Park.
5. He has got a sister.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Answer the questions about the text.

1. Why did Gary move to London?

He _____ to London because _____.

2. How did he go to London?

He _____ to London by _____.

3. Where did he live before?

He _____ in _____.

4. What did he do yesterday?

Yesterday, he _____.

5. Did he go to Wembley Stadium?

_____, he _____.

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

VOCABULARY

A Label the photos with the means of transport in the box.

sightseeing bus underground plane bike double-decker bus black taxi train river boat



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

B Complete the sentences with types of houses in the box. Then match the sentences with the photos.

- ☐ Amy lives in a house that is joined together with another house.
She lives in a _____.
- ☐ Gavin and his neighbours all live in a building.
He lives in a _____.
- ☐ Karen lives in a house with a very big garden around it.
She lives in a _____.
- ☐ Julian's house is one in a long line of similar houses.
He lives in a _____.

detached house
semi-detached house
flat
terraced house



GRAMMAR

A Complete the sentences with the past simple of the verbs in brackets.

1. Brenda _____ (**go**) to the cinema yesterday, but she _____ (**not buy**) any popcorn.
2. James _____ (**have**) lunch in the school canteen, but he _____ (**not eat**) soup.
3. I _____ (**study**) for the history test, but I _____ (**not do**) the maths homework.
4. We _____ (**not travel**) by plane. We _____ (**travel**) by car.

B Complete the interrogative sentences.

1. Luke went to school by bus.
_____ Luke _____ to school by bus?
2. Your mother took a lot of pictures.
_____ your mother _____ a lot of pictures?
3. The concert started at 8 o'clock.
_____ the concert _____ at 8 o'clock?
4. Mary drank all the milk.
_____ Mary _____ all the milk?



C Look at the photos. Complete the sentences with the past simple of the correct verb from the box.

write watch



1. They _____ a film last night.



2. Matthew _____ an email yesterday.

Name No. Class
Date Mark Teacher

A Think of a city you visited. Write a short text about it.



Use these questions to help you:

When did you go?
Where did you go?

Last _____, I went to _____.

Who went with you?

I went there with _____.

What did you visit?

I visited _____ and _____.

What did you do there?

I _____.

and _____.

Did you like it?

I _____.

Name No. Class
Date Mark Teacher

A Talk about last weekend. Use these questions to help you.



What time did you wake up?

I woke up at...

What did you have for breakfast?

I had...



Where did you go? Did you stay at home or did you visit someone?

I stayed / I went...

What did you do?
Did you watch a film?
Did you play any games?
Did you ride your bike or play sports?

I watched... / I played...



Did you enjoy your weekend?

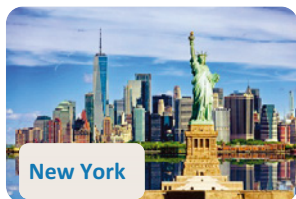


Name No. Class
 Date Mark Teacher

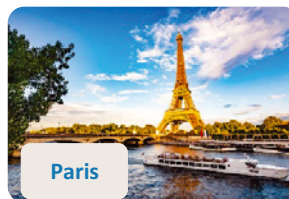
A Listen to Daniel and choose the correct option.

41. 42

1. Where did Daniel go?

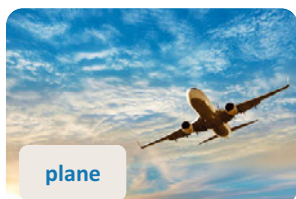


A



B

2. How did he travel?



A

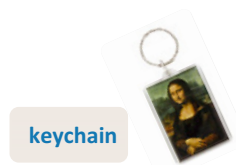


B

3. What souvenir did he buy?



A



B

B Listen again. Choose the correct answer.

41. 42

1. When did Daniel travel?

a. ☐ Last week.

b. ☐ Last weekend.

2. Who did he travel with?

a. ☐ His friends.

b. ☐ His family.

3. How long did he stay there?

a. ☐ A weekend.

b. ☐ A week.

4. What did he visit first?

a. ☐ A palace.

b. ☐ A cathedral.

5. What was his favourite place?

a. ☐ Versailles Palace

b. ☐ Notre Dame Cathedral

6. How many museums did he visit?

a. ☐ One.

b. ☐ Two.

7. Did he enjoy his trip?

a. ☐ No, not really.

b. ☐ Yes, he did.

Name No. Class
Date Mark Teacher

Read the text.

Moving cities

Gary Scott is a twelve-year-old student from England. He moved from Liverpool to London last year because of his father's new job. They travelled by train. Now they live in London, but this is not his first time in the city. He visited London with his family when he was younger and he loved it.

Last weekend Gary went to Hyde Park with his family. They had a picnic and lots of fun. Gary played football with his brother and made some new friends. Yesterday they crossed Tower Bridge and visited the Tower of London. He loved it. He took a lot of pictures and he felt like a tourist in his own city. In Liverpool he lived in a flat, but now he lives in a beautiful pink terraced house. He painted his bedroom walls and decorated his new bedroom with football posters. He didn't go to Wembley Stadium but he asked his parents to take him there one day.



A Are these sentences true (T) or false (F)?

1. Gary is English.
2. He moved to Liverpool.
3. It's his first time in London.
4. He had a picnic in Hyde Park.
5. He has got a sister.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Choose the correct option.

1. Why did Gary move to London?
 - a. ☐ Because of his father's new job.
 - b. ☐ Because he didn't like Liverpool.
2. How did he go to London?
 - a. ☐ By plane.
 - b. ☐ By train.
3. Where did he live before?
 - a. ☐ London.
 - b. ☐ Liverpool.
4. What did he do yesterday?
 - a. ☐ They crossed Tower Bridge and visited the Tower of London.
 - b. ☐ They went to Hyde Park and had a picnic there.
5. Did he go to Wembley Stadium?
 - a. ☐ Yes, he did.
 - b. ☐ No, he didn't.

Name No. Class
Date Mark Teacher

VOCABULARY

A Label the photos with the name of the means of transport.



1. underground / train



2. double-decker bus / sightseeing bus



3. plane / black taxi



4. underground / train



5. bike / river boat



6. river boat / double-decker bus



7. double-decker bus / sightseeing bus



8. plane / train

B Choose the correct option. Then match the sentences with the photos.

1. ☐ Amy lives in a house that is joined together with another house.
She lives in a **semi-detached house / detached house**.
2. ☐ Gavin and his neighbours all live in a building.
He lives in a **flat / detached house**.
3. ☐ Karen lives in a house with a very big garden around it.
She lives in a **terraced house / detached house**.
4. ☐ Julian's house is one in a long line of similar houses.
He lives in a **terraced house / flat**.



GRAMMAR

A Choose the correct option.

1. Brenda **goes / went** to the cinema yesterday but she **didn't buy / doesn't buy** any popcorn.
2. Last week James **have / had** lunch in the school canteen but he **didn't eat / don't eat** the soup.
3. I **studied / study** for the history test but I **don't do / didn't do** the maths homework yesterday.
4. We **didn't travel / don't travel** by plane. We **travelled / travel** by car last Saturday.

B Choose the correct option.

1. Luke went to school by bus.
Did / Does Luke **went / go** to school by bus?
2. Your mother took a lot of pictures.
Does / Did your mother **take / took** a lot of pictures?
3. The concert started at 8 o'clock.
Did / Does the concert **started / start** at 8 o'clock?
4. Mary drank all the milk.
Did / Does Mary **drink / drank** all the milk?



C Complete the sentences with the past simple.



1. They _____ (**watch**) a film last night.



2. Matthew _____ (**write**) an email yesterday.



Name No. Class
Date Mark Teacher

A Think of a city you visited. Write a short text about it.

Use these questions to help you:

- When did you go?
- Where did you go?
- Who went with you?
- What did you visit?
- What did you do there?
- Did you like it?



Last (week / weekend / month...),

I went to (name of the city).

I went there with (my family / my friends / my sister...).

I visited) and
 (a castle / a museum / a church...).

I and
(walked around / had some food / took pictures...).

I liked it very much!



Name No. Class
Date Mark Teacher



Talk about last weekend. Use these questions to help you.



What time did you wake up?

I woke up at 7: 30 / 8 o'clock / 8:30...

What did you have for breakfast?

*I had cereal with milk / milk and toast / tea
and bread with butter...*



**Where did you go? Did you stay at
home or did you visit someone?**

*I stayed at home. / I went to my grandparents' house /
I went to a friend's house...*

**What did you do?
Did you watch a film?
Did you play any games?
Did you ride your bike or play sports?**

I watched... / I played football / tennis / basketball...



Did you enjoy your weekend?

Yes, I did. / No, I didn't.

Progress Test A

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Escolha múltipla	$3 \times 10 = 30$	Certo / Errado
	B. Escolha múltipla	$7 \times 10 = 70$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro / Falso, com correção das afirmações falsas	Afirmções verdadeiras e sem referência: $2 \times 5 = 10$ (A.1, A.5) Afirmções falsas: $3 \times 5 = 15$ (A.2, A.3, A.4) Correção das afirmações falsas: $3 \times 5 = 15$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com meios de transporte e tipos de casas.	A. Legendagem de imagens	$8 \times 3 = 24$	Certo / Errado
	B. Resposta restrita e associação	$4 \times 3 = 12$ $4 \times 2 = 8$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o <i>past simple</i> dos verbos regulares e irregulares.	A. Completamento de espaços	$8 \times 4 = 32$	Certo / Errado
	B. Resposta restrita	$4 \times 4 = 16$	Certo / Errado
	C. Completamento de espaços	$2 \times 4 = 8$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test B

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Escolha múltipla	$3 \times 10 = 30$	Certo / Errado
	B. Escolha múltipla	$7 \times 10 = 70$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com meios de transporte e tipos de casas.	A. Legendagem de imagens	$8 \times 3 = 24$	Certo / Errado
	B. Resposta restrita e associação	$4 \times 3 = 12$ $4 \times 2 = 8$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o <i>past simple</i> dos verbos regulares e irregulares.	A. Completamento de espaços	$8 \times 4 = 32$	Certo / Errado
	B. Completamento de espaços	$4 \times 4 = 16$	Certo / Errado
	C. Completamento de espaços	$2 \times 4 = 8$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test C

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Identificar palavras e expressões de pequenos textos orais.	A. Escolha múltipla	$3 \times 10 = 30$	Certo / Errado
	B. Escolha múltipla	$7 \times 10 = 70$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Escolha múltipla	$5 \times 12 = 60$	Certo / Errado
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com meios de transporte e tipos de casas.	A. Legendagem de imagens	$8 \times 3 = 24$	Certo / Errado
	B. Seleção de alternativa e associação	$4 \times 3 = 12$ $4 \times 2 = 8$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente o <i>past simple</i> dos verbos regulares e irregulares.	A. Seleção de alternativa	$8 \times 4 = 32$	Certo / Errado
	B. Seleção de alternativa	$4 \times 4 = 16$	Certo / Errado
	C. Completamento de espaços	$2 \times 4 = 8$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Produção escrita – Níveis de desempenho

Pragmática	N3	Escreve um texto, respeitando as instruções dadas. Articula as ideias de forma adequada num texto claro e coerente, embora utilize um número limitado de mecanismos de coesão.	60
	N2		40
	N1	Ainda escreve frases soltas, abordando o tema de forma genérica e recorrendo a repetições e pormenores pouco relevantes. Não usa conectores simples para ligar as frases elementares. Ordena apenas uma cadeia de frases.	25

Linguística	A competência linguística apenas será avaliada se o aluno tiver tratado o tema e obtido, pelo menos, Nível 1 na competência pragmática.		
	N3	Escreve um texto simples e bem estruturado. Revela geralmente bom domínio gramatical. Não comete erros que possam causar incompreensão. A pontuação e a ortografia são razoavelmente precisas.	40
	N2		30
	N1	Escreve um texto simples, utilizando padrões frásicos muito elementares. Utiliza vocabulário elementar muito limitado. Utiliza, com alguma correção, estruturas muito simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça a compreensão global da mensagem. A pontuação nem sempre é adequada.	10

Expressão Oral - Níveis de desempenho

Pragmática	N3	Produz um discurso oral, respeitando as instruções dadas. Articula as ideias de forma adequada e fluente, com uma pronúncia clara, embora ainda utilize um número muito limitado de mecanismos de coesão.	80-100
	N2		50-79
	N1	Produz frases soltas, abordando o tema de forma genérica e recorrendo a repetições. Não pronuncia corretamente algumas palavras. Não usa conectores simples para ligar as frases elementares.	Até 49

Name No. Class
 Date Mark Teacher



Listen and complete the dialogue.

43 . 44

Danny: Hey, Leslie! Where are you going to 1. _____ your holidays this
 2. _____?

Leslie: Well, this 3. _____ I'm going to a summer camp!

Danny: Cool!

Leslie: It's going to be my 4. _____
 time at a summer camp, so I'm really excited
 about it.

Danny: Are you going on your 5. _____?

Leslie: No, my 6. _____ is going
 with me.

Danny: That's great! What are you going to do there?

Leslie: Lots of 7. _____. We are going to play all kinds of 8. _____
 sports, swim in the lake, and even go 9. _____. We are also going to
 learn how to make bonfires and cook our own 10. _____.

Danny: I'm sure you're going to love it!

Leslie: I can't wait!



Listen to Mark and Kate. Tick (✓) what they are going to pack for the holidays.

45 . 46

There are two extra words.

☐ camera

☐ gloves

☐ passport

☐ city map

☐ sun cream

☐ suitcase

☐ sunglasses

☐ flip-flops

☐ shoes

☐ swimsuit

☐ trainers

☐ beach towel



Name No. Class
Date Mark Teacher

Read the dialogue.

Ready for the holidays

Diane: Hi, Paul! Where are you going for the holidays?

Paul: I'm going to Morocco with my parents and my sister. We are going to fly tomorrow to Agadir. We are going to stay in a hotel very close to the beach with two big swimming pools. What about you? What are you going to do this summer?

Diane: Well, my family and I are going to a camping park in the countryside. It's our first time camping and I'm really excited about it. This weekend we are going to buy a tent.

Paul: Cool! And what are you going to do there?

Diane: There is a river near the camping park, so we are going to do lots of activities: swimming, fishing and canoeing.

Paul: That's great! I'm sure you are going to have lots of fun.

Diane: Thank you! Have fun in Morocco too!



A Are these sentences true (T) or false (F)? Correct the false ones.

- | | T | F | |
|--|--------------------------|--------------------------|-------|
| 1. Paul is going to travel to Morocco. | ☐ | ☐ | _____ |
| 2. He is going to Agadir by car. | ☐ | ☐ | _____ |
| 3. Diane is going to a camping park. | ☐ | ☐ | _____ |
| 4. She is going with her friends. | ☐ | ☐ | _____ |
| 5. The camping park is near the ocean. | ☐ | ☐ | _____ |

B Answer the questions about the text.

- Who is Paul going to travel with?
_____.
- Where is he going to stay?
_____.
- Where is the camping park?
_____.
- What is Diane going to buy this weekend?
_____.
- What is she going to do at the camping park?
_____.

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

VOCABULARY

A Label the photos with holiday activities.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

B What kind of holidays do they like? Complete the sentences.

- Alice likes swimming in the ocean, so she likes _____ holidays.
- David loves wild animals, so he wants to go on a _____ for the holidays.
- Mark loves skiing, so he likes _____ holidays.
- My mother loves to visit museums, so she likes _____ holidays.
- My father likes to be in nature, so he loves _____.
- I like spending my holidays at a _____ because I always make new friends.

C What is the weather like? Label the photos.



1. _____



2. _____



3. _____



4. _____



5. _____

GRAMMAR

A Complete the sentences with the comparative.

1. This hotel is _____ (cheap) the other one.
2. Swimming is _____ (easy) surfing.
3. Skiing is _____ (difficult) building a snowman.
4. The beach is _____ (good) any swimming pool.

B Complete the sentences with the superlative.

1. This is _____ (beautiful) landscape in the world.
2. Fishing is _____ (good) activity to relax.
3. I am _____ (old) person at the summer camp.
4. My brother is _____ (lazy) person I know.

C Write sentences with *be going to*.

1. My family / travel / London / next weekend.

2. We / not / visit / uncle James / this summer.

3. I / watch / film / tomorrow.

4. Andy / not / go / summer camp / this year.

D Write questions and answers with *be going to*.

EXAMPLE Amy / watch a film / today? ✓ Is Amy going to watch a film today? Yes, she is.

1. Robert / swim / in the river? ✓ _____.
2. Lucy / take / photos? ✗ _____.
3. they / ride their bikes / in the park? ✓ _____.
4. you / try / canoeing? ✗ _____.

Name No. Class
Date Mark Teacher

A What are you going to do next summer? Write a text about it.



Use these questions to help you:

Where are you going?
Are you going with
your family?

How are you going?

What are you going
to pack?

Are you going to stay
in a hotel?

What are you going
to do there?

Are you excited about
it?

Name

No.

Class

Date

Mark

Teacher

A What do you like to do during your summer holidays? Talk about it. Use the photos below to give you ideas.



Name No. Class
Date Mark Teacher



Listen and complete the dialogue with the words in the box.

43 . 44

canoeing spend year own summer brother activities team meals first

Danny: Hey, Leslie! Where are you going to 1. _____ your holidays this
2. _____?

Leslie: Well, this 3. _____ I'm going to a summer camp!

Danny: Cool!

Leslie: It's going to be my 4. _____
time at a summer camp, so I'm really excited
about it.

Danny: Are you going on your 5. _____?

Leslie: No, my 6. _____ is going
with me.

Danny: That's great! What are you going to do there?

Leslie: Lots of 7. _____. We are going to play all kinds of 8. _____
sports, swim in the lake, and even go 9. _____. We are also going to
learn how to make bonfires and cook our own 10. _____.

Danny: I'm sure you're going to love it!

Leslie: I can't wait!



Listen to Mark and Kate. Tick (✓) what they are going to pack for the holidays.

45 . 46

There is one extra word.

- | | | | |
|-------------------------------------|-------------------------------------|--------------------------------------|-----------------------------------|
| ☐ camera | ☐ gloves | ☐ passport | ☐ swimsuit |
| ☐ city map | ☐ sun cream | ☐ suitcase | ☐ shoes |
| ☐ sunglasses | ☐ flip-flops | ☐ beach towel | |



Name No. Class
Date Mark Teacher

Read the dialogue.

Ready for the holidays

Diane: Hi, Paul! Where are you going for the holidays?

Paul: I'm going to Morocco with my parents and my sister. We are going to fly tomorrow to Agadir. We are going to stay in a hotel very close to the beach with two big swimming pools. What about you? What are you going to do this summer?

Diane: Well, my family and I are going to a camping park in the countryside. It's our first time camping and I'm really excited about it. This weekend we are going to buy a tent.

Paul: Cool! And what are you going to do there?

Diane: There is a river near the camping park, so we are going to do lots of activities: swimming, fishing and canoeing.

Paul: That's great! I'm sure you are going to have lots of fun.

Diane: Thank you! Have fun in Morocco too!



A Are these sentences true (T) or false (F)?

1. Paul is going to travel to Morocco.
2. He is going to Agadir by car.
3. Diane is going to a camping park.
4. She is going with her friends.
5. The camping park is near the ocean.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Answer the questions about the text.

1. Who is Paul going to travel with?

He _____ with _____.

2. Where is he going to stay?

He _____ stay _____ Agadir.

3. Where is the camping park?

The camping park _____.

4. What is Diane going to buy this weekend?

She _____ buy _____.

5. What is she going to do at the camping park?

She _____.

Name _____ No. _____ Class _____
Date _____ Mark _____ Teacher _____

VOCABULARY

A Label the photos with the holiday activities in the box. There are two extra options.

skiing swimming surfing rollerblading sunbathing
building a snowman fishing waterskiing canoeing rock climbing



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

B What kind of holidays do they like? Complete the sentences.

- Alice likes swimming in the ocean, so she likes _____ holidays.
- David loves wild animals, so he wants to go on a _____.
- Mark loves skiing, so he likes _____ holidays.
- My mother loves to visit museums, so she likes _____ holidays.
- My father likes to be in nature, so he loves _____.
- I like spending my holidays at a _____ because I always make new friends.

summer camp
snow
beach
safari
city
camping

C What is the weather like? Label the photos with: *windy; rainy; snowy; sunny; cloudy*.



1. _____



2. _____



3. _____



4. _____



5. _____

GRAMMAR

A Complete with the comparative.

1. This hotel is _____ (cheap) the other one.
2. Swimming is _____ (easy) surfing.
3. Skiing is _____ (difficult) building a snowman.
4. The beach is _____ (good) any swimming pool.

B Complete with the superlative.

1. This is _____ (beautiful) landscape in the world.
2. Fishing is _____ (good) activity to relax.
3. I am _____ (old) person at the summer camp.
4. My brother is _____ (lazy) person I know.

C Write sentences with *be going to*. Follow the example.

1. ~~My family~~ / travel / London / next weekend.

My family _____

2. ~~We~~ / not / visit / uncle James / this summer.

We _____

3. ~~I~~ / watch / film / tomorrow.

I _____

4. ~~Andy~~ / not / go / summer camp / this year.

Andy _____

D Write questions and answers with *be going to*. Follow the example.

EXAMPLE Amy / watch a film / today?  *Is Amy going to watch a film today? Yes, she is.*

1. Robert / swim / in the river?  _____? Yes, he _____.

2. Lucy / take / photos?  _____? No, she _____.

3. they / ride their bikes / in the park?  _____? Yes, they _____.

4. you / try / canoeing?  _____? No, I _____.

Name No. Class
Date Mark Teacher

A What are you going to do next summer? Write a text about it.



Use these questions to help you:

Where are you going?
Are you going with
your family?

Next summer, I am going to _____ with
_____.

How are you going?

I _____.

What are you going
to pack?

I _____.
_____.

Are you going to stay
in a hotel?

I _____.

What are you going
to do there?

I _____.
_____.

Are you excited about
it?

I _____.

Name No. Class
Date Mark Teacher

A What do you like to do during your summer holidays? Talk about it. Use the photos below to give you ideas.



playing video games



skateboarding



listening to music



watching TV



reading



going to the beach



Going to a water park



cooking



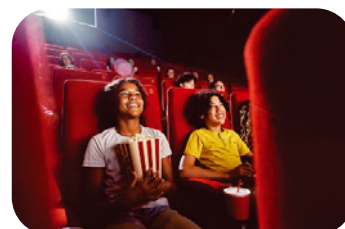
riding a bike



camping



rollerblading



going to the cinema



Name No. Class
 Date Mark Teacher



Listen and choose the correct option.

43 . 44

Danny: Hey, Leslie! Where are you going to **1. spend / do** your holidays this **2. summer / year**?

Leslie: Well, this **3. summer / year** I'm going to a summer camp!

Danny: Cool!

Leslie: It's going to be my **4. second / first** time at a summer camp, so I'm really excited about it.

Danny: Are you going **5. on your own / alone**?

Leslie: No, my **6. sister / brother** is going with me.

Danny: That's great! What are you going to do there?

Leslie: Lots of **7. activities / things**. We are going to play all kinds of **8. clean / team** sports, swim in the lake, and even go **9. canoeing / swimming**. We are also going to learn how to make bonfires and cook our own **10. meals / food**.

Danny: I'm sure you're going to love it!

Leslie: I can't wait!



Listen to Mark and Kate. Tick (✓) what they are going to pack for the holidays.

45 . 46

There is one extra word.

- | | | | |
|-------------------------------------|-------------------------------------|--------------------------------------|-----------------------------------|
| ☐ camera | ☐ gloves | ☐ passport | ☐ swimsuit |
| ☐ city map | ☐ sun cream | ☐ suitcase | ☐ shoes |
| ☐ sunglasses | ☐ flip-flops | ☐ beach towel | |





Name No. Class
 Date Mark Teacher

Read the dialogue.

Ready for the holidays

Diane: Hi, Paul! Where are you going for the holidays?

Paul: I'm going to Morocco with my parents and my sister. We are going to fly tomorrow to Agadir. We are going to stay in a hotel very close to the beach with two big swimming pools. What about you? What are you going to do this summer?

Diane: Well, my family and I are going to a camping park in the countryside. It's our first time camping and I'm really excited about it. This weekend we are going to buy a tent.

Paul: Cool! And what are you going to do there?

Diane: There is a river near the camping park, so we are going to do lots of activities: swimming, fishing and canoeing.

Paul: That's great! I'm sure you are going to have lots of fun.

Diane: Thank you! Have fun in Morocco too!



A Are these sentences true (T) or false (F)? Pay attention to the words in bold.

1. Paul is going to travel **to Morocco**.
2. He is going to Agadir **by car**.
3. Diane is going to **a camping park**.
4. She is going **with her friends**.
5. The camping park is **near the ocean**.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

B Choose the correct option.

1. Who is Paul going to travel with?
 - a. ☐ His friends.
 - b. ☐ His cousins.
 - c. ☐ His parents and his sister.
2. Where is Paul going to stay?
 - a. ☐ In a hotel.
 - b. ☐ At a camping park.
 - c. ☐ At his grandparents' house.
3. Where is the camping park?
 - a. ☐ On the coast.
 - b. ☐ In the countryside.
 - c. ☐ On the beach.
4. What is Diane going to buy this weekend?
 - a. ☐ A tent.
 - b. ☐ A swimsuit.
 - c. ☐ A suitcase.
5. What is Diane going to do in the camping park?
 - a. ☐ Swimming, rock climbing and canoeing.
 - b. ☐ Swimming, fishing and canoeing.
 - c. ☐ Swimming, skiing and canoeing.



Name No. Class
 Date Mark Teacher

VOCABULARY

A Label the photos with the holiday activities in the box.

skiing swimming surfing sunbathing building a snowman fishing canoeing rock climbing



1.



2.



3.



4.



5.



6.



7.



8.

B What kind of holidays do they like? Choose the correct option.

- Alice likes swimming in the ocean, so she likes **beach / snow** holidays.
- David loves wild animals, so he wants to go **on a safari / to a summer camp**.
- Mark loves skiing, so he likes **city / snow** holidays.
- My mother loves to visit museums, so she likes **city / beach** holidays.
- My father likes to be in nature, so he loves **camping / city** holidays.
- I like spending my holidays **camping / at a summer camp** because I always make new friends.

C What is the weather like? Choose the correct option.



1. sunny / cloudy



2. rainy / cloudy



3. windy / rainy



4. snowy / sunny



5. windy / cloudy

GRAMMAR

A Circle the correct option.

1. This hotel is **cheaper than** / **cheap** the other one.
2. Swimming is **easier than** / **easy** surfing.
3. Skiing is **difficult** / **more difficult than** building a snowman.
4. The beach is **better than** / **good** any swimming pool.

B Circle the correct option.

1. This is **the most beautiful** / **more beautiful than** landscape in the world.
2. Fishing is **good** / **the best** activity to relax.
3. I am **the oldest** / **older than** person at the summer camp.
4. My brother is **the laziest** / **lazier than** person.

C Write sentences with *be going to*. Follow the example.

EXAMPLE Karen / walk / the park / today. *Karen is going to walk in the park today.*

1. My family / travel / London / next weekend.

My family _____

2. We / not / visit / uncle James / this summer.

We _____

3. I / watch / film / tomorrow.

I _____

4. Andy / not / go / summer camp / this year.

Andy _____

D Write questions and answers with *be going to*. Follow the example.

EXAMPLE Amy / watch a film / today?  *Is Amy going to watch a film today? Yes, she is.*

1. Robert / swim / in the river?  *Robert* _____ *in the river? Yes,* _____.

2. Lucy / take / photos?  *Lucy* _____ *photos? No,* _____.

3. they / ride their bikes / in the park?  *they* _____ *in the park? Yes,* _____.

4. you / try / canoeing?  *you* _____ *? No, I* _____.



Name No. Class
Date Mark Teacher

A What are you going to do next summer? Write a text about it.



Use these questions to help you:

Where are you going?
Are you going with
your family?

Next summer, I am going to _____ with
_____.

How are you going?

I'm going by _____ (car/train/plane/bus).

What are you going
to pack?

I'm going to pack _____
_____.

Are you going to stay
in a hotel?

I'm going to _____ (hotel/friend's house/campsite).

What are you going
to do there?

I'm going to _____
_____.

Are you excited about
it?

_____.



Name No. Class
Date Mark Teacher

A What do you like to do during your summer holidays? Talk about it. Use the questions and the photos below to give you ideas.

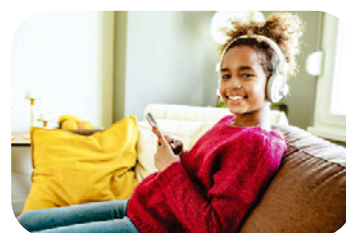
- Do you like playing video games?
- Do you like going to the beach?
- Do you like doing sports? What kind of sports?



playing video games



skateboarding



listening to music



watching TV



reading



going to the beach



Going to a water park



cooking



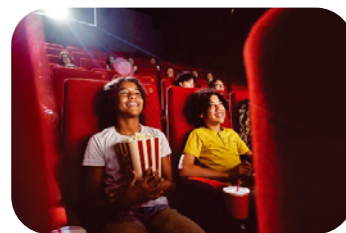
riding a bike



camping



rollerblading



going to the cinema

Progress Test A

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Completamento de espaços	10 × 5 = 50	Certo / Errado
	B. Seleção de itens	10 × 5 = 50	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro / Falso com correção das afirmações falsas	Afirmacões verdadeiras e sem referência: 2 × 5 = 10 (A.1, A.3) Afirmacões falsas: 3 × 5 = 15 (A.2, A.4, A.5) Correção das afirmações falsas: 3 × 5 = 15	Certo / Errado
	B. Resposta curta	5 × 12 = 60	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com atividades de férias, tipos de férias e tempo atmosférico.	A. Legendagem de imagens	8 × 2 = 16	Certo / Errado
	B. Completamento de espaços	6 × 3 = 18	Certo / Errado
	C. Legendagem de imagens	5 × 2 = 10	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente graus dos adjetivos e futuro com <i>be going to</i> .	A. Completamento de espaços	4 × 3 = 12	Certo / Errado
	B. Completamento de espaços	4 × 3 = 12	Certo / Errado
	C. Resposta restrita	4 × 4 = 16	Certo / Errado
	D. Resposta restrita	4 × 4 = 16	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test B

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Identificar palavras e expressões de pequenos textos orais.	A. Completamento de espaços	$10 \times 5 = 50$	Certo / Errado
	B. Seleção de itens	$10 \times 5 = 50$	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	$5 \times 8 = 40$	Certo / Errado
	B. Resposta curta	$5 \times 12 = 60$	Certo / Parcialmente certo / Errado Conteúdo certo: 12 Conteúdo parcialmente certo: 1 a 11 Conteúdo errado: 0
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com atividades de férias, tipos de férias e tempo atmosférico.	A. Legendagem de imagens	$8 \times 2 = 16$	Certo / Errado
	B. Completamento de espaços	$6 \times 3 = 18$	Certo / Errado
	C. Legendagem de imagens	$5 \times 2 = 10$	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente graus dos adjetivos e futuro com <i>be going to</i> .	A. Completamento de espaços	$4 \times 3 = 12$	Certo / Errado
	B. Completamento de espaços	$4 \times 3 = 12$	Certo / Errado
	C. Resposta restrita	$4 \times 4 = 16$	Certo / Errado
	D. Resposta restrita	$4 \times 4 = 16$	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	CrITÉRIOS de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Progress Test C

Compreensão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Identificar palavras e expressões de pequenos textos orais.	A. Completamento de espaços	10 × 5 = 50	Certo / Errado
	B. Seleção de itens	10 × 5 = 50	Certo / Errado
		Total: 100	

Compreensão escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Compreender mensagens curtas e simples sobre assuntos do seu interesse.	A. Verdadeiro/Falso	5 × 8 = 40	Certo / Errado
	B. Escolha múltipla	5 × 12 = 60	Certo / Errado
		Total: 100	

Léxico e gramática			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Léxico: Compreender formas de organização do léxico, nomeadamente itens lexicais relacionados com atividades de férias, tipos de férias e tempo atmosférico.	A. Legendagem de imagens	8 × 2 = 16	Certo / Errado
	B. Seleção de alternativa	6 × 3 = 18	Certo / Errado
	C. Legendagem de imagens	5 × 2 = 10	Certo / Errado
Gramática: Conhecer estruturas elementares do funcionamento da língua, nomeadamente graus dos adjetivos e futuro com <i>be going to</i> .	A. Seleção de alternativa	4 × 3 = 12	Certo / Errado
	B. Seleção de alternativa	4 × 3 = 12	Certo / Errado
	C. Resposta restrita	4 × 4 = 16	Certo / Errado
	D. Resposta restrita	4 × 4 = 16	Certo / Errado
		Total: 100	

Produção escrita			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um texto simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 60 / Competência linguística: 40 (ver níveis de desempenho)

Expressão oral			
Conhecimentos e capacidades	Estrutura	Cotações	Critérios de correção
Produzir um discurso simples a partir de informação dada.	A. Resposta extensa	100	Competência pragmática: 100 (ver níveis de desempenho)

Produção escrita – Níveis de desempenho

Pragmática	N3	Escreve um texto, respeitando as instruções dadas. Articula as ideias de forma adequada num texto claro e coerente, embora utilize um número limitado de mecanismos de coesão.	60
	N2		40
	N1	Ainda escreve frases soltas, abordando o tema de forma genérica e recorrendo a repetições e pormenores pouco relevantes. Não usa conectores simples para ligar as frases elementares. Ordena apenas uma cadeia de frases.	25

Linguística	A competência linguística apenas será avaliada se o aluno tiver tratado o tema e obtido, pelo menos, Nível 1 na competência pragmática.		
	N3	Escreve um texto simples e bem estruturado. Revela geralmente bom domínio gramatical. Não comete erros que possam causar incompreensão. A pontuação e a ortografia são razoavelmente precisas.	40
	N2		30
	N1	Escreve um texto simples, utilizando padrões frásicos muito elementares. Utiliza vocabulário elementar muito limitado. Utiliza, com alguma correção, estruturas muito simples, mas ainda comete alguns erros gramaticais elementares de forma sistemática, sem que isso impeça a compreensão global da mensagem. A pontuação nem sempre é adequada.	10

Expressão Oral – Níveis de desempenho

Pragmática	N3	Produz um discurso oral, respeitando as instruções dadas. Articula as ideias de forma adequada e fluente, com uma pronúncia clara, embora ainda utilize um número muito limitado de mecanismos de coesão.	80-100
	N2		50-79
	N1	Produz frases soltas, abordando o tema de forma genérica e recorrendo a repetições. Não pronuncia corretamente algumas palavras. Não usa conectores simples para ligar as frases elementares.	Até 49

Placement Test

- A. 1. His name is Viktor. 2. His birthday is on 4th June. 3. He is Swedish. 4. Yes, he is. 5. His eyes are green.
 B. 1. books 2. boxes 3. babies 4. toys 5. children 6. men
 C. 1. hand 2. arm 3. mouth 4. foot 5. hair
 D. 1. teacher 2. bus driver 3. pilot 4. vet 5. mechanic 6. chef 7. baker 8. firefighter
 E. 1. My favourite food is pizza. 2. They are not from Australia. 3. She has got long brown hair. 4. We haven't got any pets. 5. My brother's name is Mark.
 F. 1. c 2. e 3. a 4. f 5. b 6. d

Unit 1

Progress Test A

Listening

- A. 1. father; very good cook 2. mother; great artist 3. brother; very good singer 4. sister; great cook 5. good guitar player
 B. 1. green 2. tall 3. brown 4. child 5. pets 6. turtle 7. vet
 C. 1, 2, 3, 4, 6

Reading

- A. 1. F – Cathy goes to school on foot. 2. T 3. F – She always has lunch in the school canteen. 4. T 5. F – She has dinner with her family.
 B. 1. She has a shower and she gets dressed. 2. She goes to school on foot because she lives near the school. 3. Yes, she (usually) does. 4. She rides her bike after her piano lessons/on Tuesdays and Thursdays. 5. She has dinner at half past seven.

Vocabulary

- A. 1. sad 2. happy 3. funny 4. serious 5. nervous 6. calm 7. noisy 8. angry
 B. 1. tall; wavy 2. fat; straight; glasses 3. curly; freckles

Grammar

- A. 1. hasn't got; has got 2. haven't got; have got 3. Have / got; have 4. Has / got; hasn't
 B. 1. his 2. mine 3. theirs 4. ours
 C. 1. 's 2. 's 3. of 4. '
 D. 1. plays; doesn't play 2. do / have 3. drives 4. don't like; listen
 E. 1. I usually have lunch in the school canteen. 2. My teachers are always very friendly. 3. We often visit my grandparents on Sunday. 4. I am never late for school.

Writing

Her name is Taylor Alison Swift. She is American. She is a singer. Her birthday is on 13th December. She has got long, straight blond hair and small blue eyes.
 At half past seven, Taylor gets up and she has a shower. Then, she gets dressed and she has breakfast: she has fruit, cereal with milk, and she drinks orange juice.
 At one o'clock, Taylor has lunch with her family. In the afternoon, she plays the guitar and sings. Then, she swims in the/her swimming pool.
 She has dinner with her family at eight o'clock. Then, she watches a film. At half past seven, she goes to bed.

Progress Test B

Listening

- A. 1. father; very good cook 2. mother; great artist 3. brother; very good singer 4. sister; great cook 5. good guitar player
 B. 1. green 2. tall 3. brown 4. child 5. pets 6. turtle 7. vet
 C. 2, 5, 4, 3, 1

Reading

- A. 1. F 2. T 3. F 4. T 5. F
 B.
 1. has a shower and she gets dressed.
 2. goes; she lives near the school.
 3. yes; (usually) does.
 4. rides; after her piano lessons/on Tuesdays and Thursdays.
 5. has; at half past seven.

Vocabulary

- A. 1. sad 2. happy 3. funny 4. serious 5. nervous 6. calm 7. noisy 8. angry
 B. 1. tall; wavy 2. fat; straight; glasses 3. curly; freckles

Grammar

- A. 1. hasn't got; has got 2. haven't got; have got 3. Have; have 4. Has; hasn't
 B. 1. his 2. mine 3. theirs 4. ours
 C. 1. 's 2. 's 3. of 4. '
 D. 1. plays; doesn't play 2. do you have 3. drives 4. don't like; listen
 E. 1. I usually have lunch in the school canteen. 2. My teachers are always very friendly. 3. We often visit my grandparents on Sunday. 4. I am never late for school.

Writing

Taylor Alison Swift; American; singer; on 13th December; long, straight blond hair; small blue eyes; gets up and she has a shower. Then, she gets dressed and she has breakfast: she has fruit, cereal with milk, and she drinks orange juice; has lunch with her family; plays the guitar and sings. Then, she swims in the swimming pool; has dinner with her family. Then, she watches a film; goes to bed.

Progress Test C

Listening

- A. 1. father; very good cook 2. mother; great artist 3. brother; very good singer 4. sister; great cook 5. good guitar player
 B. 1. green 2. tall 3. brown 4. child 5. pets 6. turtle 7. vet
 C. 1. e 2. a 3. d 4. c 5. b

Reading

- A. 1. F 2. T 3. F 4. T 5. F
 B. 1. a 2. b 3. b 4. c 5. a

Vocabulary

- A. 1. sad 2. happy 3. funny 4. serious 5. nervous 6. calm 7. noisy 8. angry
 B. 1. tall; wavy 2. fat; straight; glasses 3. curly; freckles

Grammar

- A. 1. hasn't got; has got 2. haven't got; have got 3. Have/got; have 4. Has/got; hasn't
 B. 1. his 2. mine 3. theirs 4. ours
 C. 1. 's 2. 's 3. of 4. '
 D. 1. plays; doesn't play 2. do you have 3. drives 4. don't like; listen
 E. 1. I usually have lunch in the school canteen. 2. My teachers are always very friendly. 3. We often visit my grandparents on Sunday. 4. I am never late for school.

Writing

Taylor Alison Swift; American; singer; 13th December; long, straight blond; small blue; gets up; shower; dressed; breakfast; cereal with milk; orange juice; lunch; family; plays the guitar; sings; swims; swimming pool; has dinner; her family; watches a film; goes to bed.

Unit 2

Progress Test A

Listening

A.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:30 – 09:20	maths	English	maths	history	English
09:30 – 10:20	science	maths	French	English	geography
Morning break					
11:00 – 11:50	English	history	history	geography	maths
12:00 – 12:50	French	geography	science	science	French
Lunch break					
14:00 – 14:50	ICT	art		art	PE
15:00 – 15:50		PE		art	PE

B.

Jack	Harry	Kate	Matt
Favourite subject	Favourite subject	Favourite subject	Favourite subject
<i>science</i>	<i>PE</i>	<i>arts</i>	<i>English</i>
School club	School club	School club	School club
<i>science club</i>	<i>sports club</i>	<i>art club</i>	<i>reading club</i>

C. 2; 4; 6; 7; 9

C. 2; 3; 5; 6; 7

C. 2; 3; 5; 6; 7

Reading

A. 1. T 2. F – There is a gym in the third building. 3. F – He likes the library.
4. F – There are toilets in all the buildings.
5. T
B. 1. There are three buildings in Brad's school. 2. Yes, there are (two labs). 3. He goes to the library. 4. ...because he loves doing sports. 5. Yes, he is. He/Brad is in the sports club.

Vocabulary

A. 1. computer room 2. gym 3. lab
4. canteen 5. playground 6. staff room
7. library
B. 1. maths 2. geography 3. science
4. English 5. ICT 6. art 7. PE

Grammar

A. 1. There is; there isn't 2. Is there; there isn't 3. Are there; there are 4. There are; there aren't
B. 1. are barking; aren't sleeping
2. Are / listening; am 3. am not watching; am studying 4. are playing; are dancing
5. isn't reading; is writing
C. 1. have lunch 2. are making 3. am going
4. is sleeping 5. runs 6. Goes

Reading

A. 1. T 2. F 3. F 4. F 5. T
B. 1. There are three 2. there are (two labs)
3. goes; the library 4. likes the sports field;
he loves doing sports 5. Yes; is; is; sports

Vocabulary

A. 1. computer room 2. gym 3. lab
4. canteen 5. playground 6. staff room
7. library
B. 1. maths 2. geography 3. science
4. English 5. ICT 6. art 7. PE

Grammar

A. 1. There is; there isn't 2. Is there; there isn't 3. Are there; there are 4. There are; there aren't
B. 1. are barking; aren't sleeping 2. Are you listening; am 3. am not watching; am studying 4. are playing; are dancing
5. isn't reading; is writing
C. 1. have lunch 2. are making 3. am going
4. is sleeping 5. runs 6. Goes

Reading

A. 1. T 2. F 3. F 4. F 5. T
B. 1. c 2. b 3. c 4. a 5. a

Vocabulary

A. 1. computer room 2. gym 3. lab
4. canteen 5. playground 6. staff room
7. library
B. 1. maths 2. geography 3. science
4. English 5. ICT 6. art 7. PE

Grammar

A. 1. There is; there isn't 2. Is there; there isn't 3. Are there; there are 4. There are; there aren't
B. 1. are barking 2. am 3. am not watching 4. are playing 5. isn't reading
C. 1. have 2. are making 3. am going
4. is sleeping 5. runs 6. Goes

Unit 3

Progress Test A

Listening

- A. 1. post office 2. cinema 3. hospital
4. fire station 5. library
B. 1. Excuse 2. the way 3. along 4. left
5. next to
C. butcher's; shoe shop; chemist's;
bookshop; newsagent's

Reading

- A. 1. F – Abby's birthday party was on Saturday. 2. T 3. F – All her cousins were there. 4. F – There was a giant chocolate cake. 5. T
B. 1. Abby's cousins, friends and her brother were at her birthday party. 2. Yes, it was. 3. No, there weren't. 4. The DJ was in the living room. 5. Abby's favourite present was a pair of rollerblades.

Vocabulary

- A.
Baker's: bread; cupcakes
Newsagent's: newspapers; magazines
Greengrocer's: apples; carrots; broccoli
Butcher's: hamburgers; chicken; sausages
B. 1. go along 2. turn left 3. turn right
4. go across
C. 1. airport 2. church 3. train station
4. hospital 5. school 6. library 7. fire station 8. post office

Grammar

- A. 1. weren't; were 2. wasn't; was
3. wasn't; was 4. Were; was 5. Were; weren't
B. 1. There were 2. There was 3. There weren't 4. there wasn't 5. Was there
6. Were there
C. 1. next to 2. between 3. opposite
4. towards 5. through 6. across

Progress Test B

Listening

- A. 1. post office 2. cinema 3. hospital
4. fire station 5. library
B. 1. Excuse 2. the way 3. along 4. left
5. next to
C. butcher's; shoe shop; chemist's;
bookshop; newsagent's

Reading

- A. 1. F 2. T 3. F 4. F 5. T
B. 1. cousins; friends; brother were 2. Yes; was. 3. No; weren't. 4. was; living room.
5. was a pair of rollerblades.

Vocabulary

- A.
Baker's: bread; cupcakes
Newsagent's: newspapers; magazines
Greengrocer's: apples; carrots
Butcher's: hamburgers; chicken
B. 1. go along 2. turn left 3. turn right
4. go across
C. 1. airport 2. church 3. train station
4. hospital 5. school 6. library 7. fire station 8. post office

Grammar

- A. 1. weren't; were 2. wasn't; was
3. wasn't; was 4. Were; was 5. Were; weren't
B. 1. There were 2. There was 3. There weren't 4. there wasn't 5. Was there
6. Were there
C. 1. next to 2. between 3. opposite
4. towards 5. through 6. across

Progress Test C

Listening

- A. 1. post office 2. cinema 3. hospital
4. fire station 5. library
B. 1. Excuse 2. the way 3. along 4. left
5. next to
C. butcher's; shoe shop; chemist's;
bookshop; newsagent's

Reading

- A. 1. F 2. T 3. F 4. F 5. T
B. 1. a 2. a 3. b 4. c 5. a

Vocabulary

- A.
Baker's: bread
Newsagent's: newspapers
Greengrocer's: apples; carrots
Butcher's: hamburgers; chicken
B. 1. go along 2. turn left 3. turn right
4. go across
C. 1. airport 2. church 3. train station
4. hospital 5. school 6. library 7. fire station 8. post office

Grammar

- A. 1. weren't; were 2. wasn't; was
3. wasn't; was 4. Were; was 5. Were; weren't
B. 1. There were 2. There was 3. There weren't 4. there wasn't 5. Was there
6. Were there
C. 1. next to 2. between 3. opposite
4. towards 5. through 6. across

Unit 4

Progress Test A

Listening

A. 1. C 2. B 3. A

B. 1. b 2. c 3. a 4. c 5. a 6. a 7. b

Reading

A. 1. T 2. F – He moved to London.

3. F – He was in London before. 4. T

5. F – He has got a brother.

B. 1. He moved to London because of his father's new job. 2. He travelled by train.

3. He lived in Liverpool. 4. Yesterday he crossed Tower Bridge and visited the Tower of London. 5. No, he didn't.

Vocabulary

A. 1. underground 2. double-decker bus 3. black taxi 4. train 5. bike 6. river boat 7. sightseeing bus 8. plane

B. 1. B – semi-detached house 2. A – flat / block of flats 3. D – detached house 4. C – terraced house

Grammar

A. 1. went; didn't buy 2. had; didn't eat 3. studied; didn't do 4. didn't travel; travelled

B. 1. Did Luke go to school by bus? 2. Did your mother take a lot of pictures? 3. Did the concert start at 8 o'clock? 4. Did Mary drink all the milk?

C. 1. watched 2. wrote

Progress Test B

Listening

A. 1. B 2. B 3. A

B. 1. b 2. c 3. a 4. c 5. a 6. a 7. b

Reading

A. 1. T 2. F 3. F 4. T 5. F

B. 1. moved; of his father's new job

2. travelled; train 3. lived; Liverpool

4. crossed Tower Bridge and visited the Tower of London 5. No; didn't

Vocabulary

A. 1. underground 2. double-decker bus 3. black taxi 4. train 5. bike 6. river boat 7. sightseeing bus 8. plane

B. 1. B – semi-detached house 2. A – flat 3. D – detached house 4. C – terraced house

Grammar

A. 1. went; didn't buy 2. had; didn't eat 3. studied; didn't do 4. didn't travel; travelled

B. 1. Did / go 2. Did / take 3. Did / start 4. Did / drink

C. 1. watched 2. wrote

Progress Test C

Listening

A. 1. B 2. B 3. A

B. 1. b 2. b 3. a 4. b 5. a 6. a 7. b

Reading

A. 1. T 2. F 3. F 4. T 5. F

B. 1. a 2. b 3. b 4. a 5. b

Vocabulary

A. 1. underground 2. double-decker bus 3. black taxi 4. train 5. bike 6. river boat 7. sightseeing bus 8. plane

B. 1. B – semi-detached house 2. A – flat 3. D – detached house 4. C – terraced house

Grammar

A. 1. went; didn't buy 2. had; didn't eat 3. studied; didn't do 4. didn't travel; travelled

B. 1. Did / go 2. Did / take 3. Did / start 4. Did / drink

C. 1. watched 2. wrote

Unit 5

Progress Test A

Listening

A. 1. spend 2. summer 3. year 4. first
5. own 6. brother 7. activities 8. team
9. canoeing 10. meals
B. camera; city map; passport; shoes;
suitcase; sunglasses; sun cream; flip-flops;
beach towel; swimsuit

Reading

A. 1. T 2. F – He is going to Agadir by plane.
3. T 4. F – She is going with her family.
5. F – The camping park is near a river.
B. 1. Paul is going to travel with his parents
and his sister. 2. He is going to stay in a
hotel in Agadir. 3. The camping park is in the
countryside. 4. Diane is going to buy a tent.
5. She is going swimming, fishing and
canoeing.

Vocabulary

A. 1. canoeing 2. swimming 3. surfing
4. fishing 5. sunbathing 6. rock climbing
7. skiing 8. building a snowman
B. 1. beach 2. safari 3. snow 4. city
5. camping 6. summer camp
C. 1. sunny 2. cloudy 3. rainy 4. snowy
5. windy

Grammar

A. 1. cheaper than 2. easier than 3. more
difficult than 4. better than
B. 1. the most beautiful 2. the best 3. the
oldest 4. the laziest
C. 1. My family is going to travel to London
next weekend. 2. We are not going to visit
uncle James this summer. 3. I am going to
watch a film tomorrow. 4. Andy is not going
to go to summer camp this year.
D. 1. Is Robert going to swim in the river?
Yes, he is. 2. Is Lucy going to take photos?
No, she isn't. 3. Are they going to ride their
bikes in the park? Yes, they are. 4. Are you
going to try canoeing? No, I'm not/we
aren't.

Progress Test B

Listening

A. 1. spend 2. summer 3. year 4. first
5. own 6. brother 7. activities 8. team
9. canoeing 10. meals
B. camera; city map; passport; shoes;
suitcase; sunglasses; sun cream; flip-flops;
beach towel; swimsuit

Reading

A. 1. T 2. F 3. T 4. F 5. F
B. 1. is going to travel; his parents and his
sister 2. is going to; in a hotel in 3. is in the
countryside 4. is going to; a tent 5. is going
swimming, fishing and canoeing

Vocabulary

A. 1. canoeing 2. swimming 3. surfing
4. fishing 5. sunbathing 6. rock climbing
7. skiing 8. building a snowman
B. 1. beach 2. safari 3. snow 4. city
5. camping 6. summer camp
C. 1. sunny 2. cloudy 3. rainy 4. snowy
5. windy

Grammar

A. 1. cheaper than 2. easier than 3. more
difficult than 4. better than
B. 1. the most beautiful 2. the best 3. the
oldest 4. the laziest
C. 1. is going to travel to London next
weekend. 2. are not going to visit uncle
James this summer. 3. am going to watch a
film tomorrow. 4. is not going to go to
summer camp this year.
D. 1. Is Robert going to swim in the river; is.
2. Is Lucy going to take photos; isn't. 3. Are
they going to ride their bikes in the park;
are. 4. Are you going to try canoeing; am
not.

Progress Test C

Listening

A. 1. spend 2. summer 3. year 4. first
5. own 6. brother 7. activities 8. team
9. canoeing 10. meals
B. camera; city map; passport; shoes;
suitcase; sunglasses; sun cream; flip-flops;
beach towel; swimsuit

Reading

A. 1. T 2. F 3. T 4. F 5. F
B. 1. c 2. a 3. b 4. a 5. b

Vocabulary

A. 1. canoeing 2. swimming 3. surfing
4. fishing 5. sunbathing 6. rock climbing
7. skiing 8. building a snowman
B. 1. beach 2. safari 3. snow 4. city
5. camping 6. summer camp
C. 1. sunny 2. cloudy 3. rainy 4. snowy
5. windy

Grammar

A. 1. cheaper than 2. easier than 3. more
difficult than 4. better than
B. 1. the most beautiful 2. the best 3. the
oldest 4. the laziest
C. 1. is going to travel to London next
weekend. 2. are not going to visit uncle
James this summer. 3. am going to watch a
film tomorrow. 4. is not going to go to
summer camp this year.
D. 1. Is; going to swim; he is 2. Is; going to
take; she isn't 3. Are; going to ride their bikes;
they are 4. Are; going to try canoeing; am not

Unit 1

A. Listen to Thomas. What are his family's talents?

My family is very talented. Everyone is an expert on something.

My father, Andrew, is a very talented cook. We have a lot of dinner parties at home and everyone loves his food.

My mother, Julie, is a great artist. She paints beautiful paintings. Our house is full of my mother's artwork.

Robert, my older brother, is a very good singer. I like his voice and his music.

I also have a sister. Her name is Lucy. She is a great cook. We all like her cooking. She makes great lasagne.

Me? I like playing the guitar. I practise every day for a few hours and my family likes to listen to me. So, I guess I'm a good guitar player.

B. Listen to a conversation between William and his new friend and complete the dialogue.

Karen: Tell me about your family. Have you got any brothers or sisters?

William: Yes, I have got a brother and a twin sister.

Karen: A twin sister? Really? And are you alike?

William: Well, we both have got curly brown hair and green eyes, but I'm tall and she isn't.

Karen: What about your brother?

William: My brother has got curly hair too, but his eyes are brown. What about you? Have you got any siblings?

Karen: No, I haven't. I'm an only child. But I have got a lot of pets.

William: That's great! How many have you got?

Karen: I have got a dog, three cats, a turtle and two parrots.

William: Wow! You're so lucky.

Karen: Well, my mother is a vet, so she is an animal lover.

William: I get it. My mother is an English teacher, so our house is full of books.

C. Listen to the time.

1. It's eight o'clock. 2. It's half past four. 3. It's quarter past ten. 4. It's quarter to five. 5. It's ten past midday.

Unit 2

A. Listen to the dialogue and complete Brad's timetable.

[On the phone]

Mel: Hello!

Brad: Hi, Mel! I really need your help!

Mel: Of course! What's the matter?

Brad: My timetable is all wet, so I can't understand what's on it.

Mel: Ok. Let me get mine.

Brad: Great! Thanks a lot.

Mel: I'm ready. What do you need?

Brad: Well, what lesson do we have on Monday at 9:30?

Mel: Science.

Brad: Thanks. And what classes do we have on Tuesday after the morning break?

Mel: On Tuesday after the morning break we have history and then geography.

Brad: History and geography... Good! What about Wednesday at 8:30?

Mel: On Wednesday our first lesson is maths.

Brad: Maths... Alright. Are there any lessons on Wednesday afternoon?

Mel: No, it's our free afternoon.

Brad: Oh, right! On Thursday... What's our second lesson?

Mel: On Thursday at 9:30 we have English.

Brad: English... OK. What about Thursday afternoon?

Mel: We have two art lessons.

Brad: Two?! OK... And on Friday, what lesson do we have at 12 o'clock?

Mel: On Friday at 12 o'clock we have French.

Brad: French... OK. What about Friday afternoon?

Mel: On Friday afternoon we have two PE lessons.

Brad: Two hours of PE? Oh, I love Friday afternoons!

Mel: I bet you do! Is that all?

Brad: Yes, Mel! Thank you so much for your help.

Mel: You're welcome. See you tomorrow!

B. Listen to Brad's friends and fill in the table.

Jack: Hi! I'm Jack. I like maths very much, but my favourite subject is science. I love doing experiments in the lab and I want to be a scientist. I'm in the school science club. It's very cool!

Harry: Hi everyone! I'm Harry and I love sports. My favourite subject is PE. I like all kinds of sports, but my favourite is football. I'd love to be a professional football player. I'm also in a school club. Guess which one? The sports club, of course!

Kate: Hello! I'm Kate. I don't like school very much, but I love art, so my favourite subject is art. I love drawing and painting. I'm also in the art club.

Matt: Hello! I'm Matt. I love reading. My favourite subject is English because we read a lot of stories and poems. I'm in the reading club and I love it. I read a different book every week.

C. Circle the school objects you hear.

Ruler; notebook; pencil case; book; scissors

Unit 3

A. Listen to Daisy. Where was everybody yesterday? Complete the sentences with the correct places.

Hello! I'm Daisy and yesterday was a busy day for my family. I was at the post office all morning to send postcards to my family and friends.

My brother Andy was at the cinema with his best friend. They love going to the cinema and they go there every week.

My little sister Camilla wasn't well, so she was at the hospital with our babysitter.

My father was at the fire station. He is a firefighter. My mother was at the library because she works there.

B. Listen to the dialogue and fill in the gaps.

Daisy: Excuse me, sir. Can you tell the way to the post office, please?

Police officer: Of course. Go along this street and turn left into 5th Avenue. The post office is next to the police station.

Daisy: Thank you very much.

Police officer: You're welcome.

C. Listen and circle the shops you hear.

butcher's; shoe shop; chemist's; bookshop; newsagent's

Unit 4

A. Listen to Daniel and choose the correct option.

Last weekend I went to Paris with my parents and my sister. It was my first time in France. We live in London, so we travelled by train. We stayed there for the whole weekend and we visited lots of interesting places. On Saturday morning, we went to the Notre Dame Cathedral. It was beautiful! After lunch we went to the Eiffel tower. We could see the whole city from up there, it was amazing. We also went to the Arc de Triomphe and walked along the Champs-Élysées. My favourite place was the Versailles Palace. It was wonderful. We also went to the Louvre. It was the only museum that we visited. I loved my trip to Paris. I bought a cap as a souvenir. It's awesome!

Unit 5

A. Listen and complete the dialogue.

Danny: Hey, Leslie! Where are you going to spend your holidays this summer?

Leslie: Well, this year I'm going to a summer camp!

Danny: Cool!

Leslie: It's going to be my first time at a summer camp, so I'm really excited about it.

Danny: Are you going on your own?

Leslie: No, my brother is going with me.

Danny: That's great! What are you going to do there?

Leslie: Lots of activities. We are going to play all kinds of team sports, swim in the lake, and even go canoeing. We are also going to learn how to make bonfires and cook our own meals.

Danny: I'm sure you're going to love it!

Leslie: I can't wait!

B. Listen to Matt and Kate. What are they going to pack for the holidays?

Hello! I'm Mark and I'm going to Rome this summer. I'm going to pack my camera to take lots of photos, a city map, my passport – I'm British, so I can't travel without it –, comfortable shoes to walk for hours and hours and, of course, my suitcase!

Hi! I'm Kate. This summer I'm going to Brazil and I'm very excited because I love warm weather. I'm going to pack my sunglasses, sun cream, my flip-flops, a beach towel and a swimsuit because I'm going to spend my days at the beach!

RUBRICAS DE AVALIAÇÃO: PRODUÇÃO/INTERAÇÃO ESCRITA

Na componente da produção/interação escrita são consideradas três categorias para a avaliação de desempenho.

NÍVEL	Desenvolvimento temático / Conteúdo (40%)	Organização / Coerência / Coesão (30%)	Gramática / Vocabulário (30%)
5	Escreve um texto simples, respeitando as instruções dadas e/ou os elementos fornecidos e apresentando elementos próprios.	Respeita as características do tipo de texto solicitado. Articula as ideias de forma adequada, utilizando eficientemente conectores simples e concordância nominal e verbal.	Utiliza, de forma adequada, vocabulário relativo à temática. Revela um muito bom domínio das regras de funcionamento da língua.
4	Nível intermédio (contém elementos do nível 5 e do nível 3)		
3	Escreve um texto simples, respeitando as instruções dadas de um modo geral, mas não usa todos os elementos fornecidos.	Respeita alguns aspetos relevantes do tipo de texto solicitado. Articula as ideias, embora nem sempre de forma adequada, repetindo conectores mais básicos, e nem sempre respeitando a concordância nominal e verbal.	Utiliza vocabulário relativo à temática de forma adequada quase sempre. Revela algum domínio das regras de funcionamento da língua, não cometendo erros que possam causar incompreensão.
2	Nível intermédio (contém elementos do nível 3 e do nível 1)		
1	Escreve um texto simples mas muito pouco adequado às instruções dadas.	Não respeita as características do tipo de texto solicitado. Articula as ideias de forma deficiente. Não usa conectores e não respeita a concordância nominal e verbal.	Não utiliza de forma adequada vocabulário relativo à temática. Utiliza estruturas básicas mas, mesmo assim, comete erros gramaticais frequentes que causam incompreensão, não demonstrando conhecimento das regras de funcionamento da língua.

RUBRICAS DE AVALIAÇÃO: PRODUÇÃO E INTERAÇÃO ORAL

Na componente oral são consideradas quatro categorias para a classificação do desempenho do aluno.

NÍVEL	Comunicação / Interação (30%)	Fluência e naturalidade (20%)	Gramática / Vocabulário (30%)	Pronúncia (20%)
5	Comunica com muita confiança. A informação é organizada de uma forma fácil de compreender. Inicia, mantém e acaba um diálogo, interagindo de forma adequada com o(s) interlocutor(es).	Exprime-se com muito à-vontade; as repetições são raras.	Usa, com correção, estruturas gramaticais e vocabulário adequado e variado, empregando palavras novas.	A pronúncia e a entoação são geralmente claras e naturais.
4	Nível intermédio (contém elementos do nível 5 e do nível 3)			
3	Comunica com alguma confiança. Fornece informação simples, exprimindo o essencial. Inicia, mantém e acaba um diálogo, interagindo com o(s) interlocutor(es) nem sempre de forma adequada e, por vezes, com algumas hesitações.	Exprime-se com relativo à-vontade; faz pausas para planear e remediar e poderão ocorrer eventuais hesitações.	Usa, com alguma correção, estruturas gramaticais simples e vocabulário adequado, mas pouco variado.	Ocorrência de alguns erros fonológicos que perturbam, apenas ocasionalmente, a compreensão e a comunicação.
2	Nível intermédio (contém elementos do nível 3 e do nível 1)			
1	Comunica com muita dificuldade. As ideias não são claras e omite informação importante. Apresenta grandes dificuldades em iniciar, manter e acabar um diálogo, não conseguindo interagir de forma adequada com o(s) interlocutor(es).	Exprime-se sem fluência, o que dificulta a comunicação: faz muitas pausas, utiliza palavras isoladas e recorre à língua materna.	Comete muitos erros gramaticais. Usa um repertório de palavras muito básico e pouco adequado à situação.	Com demasiados erros, tornando o discurso, na sua maioria, ininteligível.

TRABALHO DE PROJETO

NÍVEL	Conteúdo (30%)	Organização (20%)	Criatividade (20%)	Trabalho colaborativo (20%)	Apresentação / Comunicação (10%)
5	Respeitaram integralmente o trabalho indicado, abordando aspectos pertinentes. É visível o trabalho de pesquisa realizado pela relevância das ideias apresentadas.	O trabalho está bem estruturado e apresenta as ideias de forma lógica, clara e sequencial.	O trabalho mostra originalidade e criatividade, quer nas ideias apresentadas, quer na forma de as apresentar.	Todos os elementos do grupo se envolveram ativamente na execução do projeto, em equipa, com tolerância e respeito pela opinião dos outros. Cumpriram os prazos.	A apresentação foi clara, dinâmica e motivadora. Os alunos exprimiram-se com correção, organização e rigor no uso da linguagem.
4	Nível intermédio (contém elementos do nível 5 e do nível 3)				
3	Respeitaram, na generalidade, o trabalho indicado. O trabalho de pesquisa realizado revela-se algo incompleto nas ideias apresentadas.	O trabalho tem uma estrutura satisfatória e, geralmente, apresenta as ideias de forma lógica, clara e sequencial.	O trabalho evidencia alguma originalidade e criatividade, quer nas ideias apresentadas, quer na forma de as apresentar.	Todos os elementos do grupo trabalharam bem em equipa, revelando tolerância e respeito pela opinião dos outros na maioria das situações. Cumpriram os prazos.	A apresentação foi pouco clara, pouco dinâmica e nem sempre motivadora. Os alunos exprimiram-se com erros esporádicos, cuja gravidade não implicou perda de inteligibilidade e/ou de sentido.
2	Nível intermédio (contém elementos do nível 3 e do nível 1)				
1	Não respeitaram o trabalho indicado. O trabalho de pesquisa realizado revela-se muito incompleto nas ideias apresentadas.	O trabalho tem uma estrutura pouco adequada e apresenta as ideias de uma forma desordenada e confusa.	O trabalho não foi original nem criativo, quer nas ideias apresentadas, quer na forma de as apresentar.	Os elementos do grupo trabalharam com muita dificuldade em equipa. Não se envolveram na execução do projeto. Não cumpriram os prazos.	A apresentação não foi clara, dinâmica ou motivadora. Os alunos exprimiram-se com erros cuja gravidade implicou a perda frequente de inteligibilidade e/ou de sentido.

HEY, YOU!

Quick tests

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Answer Key 325

*Interactive
with
automatic
grading*

Name No. Class
 Date Mark Teacher

A Complete the tables.

Male	Female
father	1.
2.	sister
uncle	3.

Male	Female
4.	grandmother
5.	wife
son	6.

B Complete the sentences with the words in the box.

1. She has got hair.
2. My father has got a .
3. I wear .
4. They have got .
5. Harry is very .

freckles
curly
glasses
moustache
tall

C Write the opposite of the personality adjectives.

- | | |
|--------------------------------|-------------------------------|
| 1. polite <input type="text"/> | 4. funny <input type="text"/> |
| 2. lazy <input type="text"/> | 5. happy <input type="text"/> |
| 3. noisy <input type="text"/> | 6. calm <input type="text"/> |

D Complete the sentences with the *have got*.

1. The Wilsons three children.
2. their house a swimming pool?
3. Kevin (not) a brother.
4. " you a pet?" "No, I .

E Choose the correct option: possessive determiner or possessive pronoun.

1. "Is this **your / yours** bike?" "No, it's not **my / mine**."
2. These aren't **their / theirs** video games.
3. "Whose book is this?" "It's **her / hers**."
4. The red T-shirts aren't **our / ours**.



Name

No.

Class

Date

Mark

Teacher

A Choose the correct option.



1. a. get dressed
b. have a shower



2. a. get up
b. brush my teeth



3. a. go to school
b. start classes



4. a. do my homework
b. watch TV



5. a. have dinner
b. go to bed



6. a. have lunch
b. have breakfast

B Complete with the present simple.

- We _____ (not go) to school by bus.
- Carter _____ (get up) at seven o'clock every day.
- _____ they _____ (start) classes at half past eight?
- Julie _____ (not have) lunch in the school canteen on Wednesdays.
- _____ he _____ (play) football in the afternoon?

C Choose the correct option to complete the sentences.

- | | | |
|---------------------------------------|--|--|
| 1. Eric _____ late for school. | a. ☐ is never | b. ☐ never is |
| 2. They _____ to bed at 10 o'clock. | a. ☐ usually go | b. ☐ go usually |
| 3. Theresa _____ very polite. | a. ☐ always is | b. ☐ is always |
| 4. My grandparents _____ their bikes. | a. ☐ often ride | b. ☐ ride often |
| 5. I _____ to school. | a. ☐ walk sometimes | b. ☐ sometimes walk |

Name No. Class
 Date Mark Teacher

A Label these photos with parts of the school, school subjects and school objects.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

B Complete with *there + to be* in the affirmative, negative or interrogative.

1. _____ any teachers in the canteen. ✗
2. _____ a student in the computer room. ✓
3. How many students _____ in the playground? ?
4. _____ some computers in the library. ✓
5. " _____ a dog under the tree in the playground?" ?
 "No, _____." ✗
6. _____ a computer room downstairs. ✗

C Complete with *there + to be* in the affirmative, negative or interrogative.

1. books / on / the table / . _____
2. a ruler / in / the backpack / . _____
3. any parents / in / the canteen / ? _____
4. not / any / students / in / the gym / . _____

Name

No.

Class

Date

Mark

Teacher

A Identify the school clubs.



1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

7. _____

B Read these sentences and write the correct free time activities.

1. Music relaxes me. _____
2. I love making delicious dishes. _____
3. Books help me imagine cool places. _____

C Complete the sentences with the present continuous.

1. Jessica _____ (play) with her little brother in the garden now.
2. Kate and Peter _____ (not dance). They _____ (skateboard).
3. At the moment my father _____ (cook) dinner.
4. "What _____ they _____ (do)?" "They _____ (run)."
5. "_____ Simon _____ (ride) his bike?" "No, he _____."

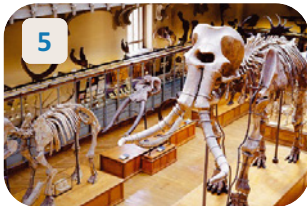
D Complete the sentences with the present simple or present continuous.

1. Eric always _____ (play) football on Saturdays.
2. Those kids _____ (watch) a film at the moment.
3. Helen _____ (eat) vegetables every day.
4. "_____ you _____ (study) now, John?"
"No, I _____."

Name No. Class
 Date Mark Teacher

A Match the places in the city with the photos below.

airport	☐	police station	☐	museum	☐	bank	☐
train station	☐	theatre	☐	library	☐	fire station	☐



B Choose the correct prepositions of place.

- The police station is **above** / **near** the bank.
- There is an ambulance **in front of** / **under** the hospital.
- The restaurant is **on** / **between** the café and the library.
- The museum is **opposite** / **above** the theatre.
- The fire station is **next to** / **between** the school.

C Look at the photos and complete the sentences with: *across*; *towards*; *through*; *along*.

- Look, she's walking _____ her dad.
- They're riding their horses _____ the beach.
- They are going _____ the tunnel.
- He's walking _____ the road.



Name No. Class
 Date Mark Teacher

A Write the names of the shops next to the products.

greengrocer's toy shop pet shop florist's baker's
 bookshop sports shop clothes shop chemist's butcher's

- | | |
|-------------------|----------------------|
| 1. flowers _____ | 6. volleyball _____ |
| 2. dog food _____ | 7. oranges _____ |
| 3. book _____ | 8. medicine _____ |
| 4. trousers _____ | 9. LEGO bricks _____ |
| 5. chicken _____ | 10. cakes _____ |

B Choose the correct option.

- My family and I **was / were** at the park yesterday afternoon.
- The student **wasn't / weren't** at school yesterday.
- "Where **was / were** your cousin yesterday morning?" "He **was / were** at work."
- The police officers **was / were** across the street.
- "**Was / Were** they at the supermarket?" "No, they **wasn't / weren't**."

C Look at the photo and choose the correct option.

there was / there were ✓ *there wasn't / there weren't* ✗ *was there / were there* ?

- Last Sunday _____ a party in Annie's garden. ✓
- _____ lots of drinks on the table. ✓
- _____ a swimming pool. ✗
- How many children _____ ? ?
- _____ two children: Annie and her brother. ✓
- _____ a dog in the garden. ✓
- _____ any bikes in the garden. ✗
- _____ any ice cream? ?



Name No. Class
 Date Mark Teacher

A Label the photos with the types of houses in the box.

terraced houses block of flats semi-detached house skyscraper detached house



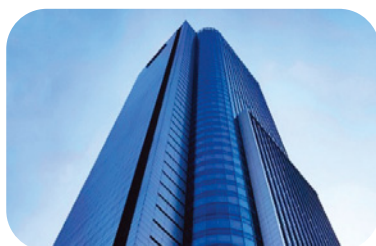
1. _____



2. _____



3. _____



4. _____



5. _____

B Identify the means of transport. Choose the correct option.



1. train / underground



2. double-decker bus / sightseeing bus



3. plane / river boat

C Complete the sentences with the past simple.

- Mr Collins _____ (travel) to Manchester two days ago.
- I _____ (not have) lessons yesterday.
- The children _____ (stay) in the park because they
_____ (want) to play.
- "When _____ they _____ (move) to a new flat?"
"They _____ last month."
- We _____ (not visit) our grandparents last weekend.

Name No. Class
 Date Mark Teacher

A Write the past simple of the verbs.

Infinitive	Past simple
1. go	
2. run	
3. take	
4. drink	
5. write	

Infinitive	Past simple
6. see	
7. spend	
8. buy	
9. have	
10. meet	

B Complete the sentences with the past simple.

- They _____ (see) a spooky film last weekend.
- We _____ (ride) our bikes yesterday.
- I _____ (meet) my friends in the park last Saturday.
- She _____ (run) to catch the school bus.
- He _____ (take) some photos in the old castle.

C Choose the correct option.

- The kids **don't drink / didn't drink** orange juice yesterday.
- She **didn't buy / doesn't buy** a new book last week.
- Thomas **didn't go / doesn't go** to the cinema two days ago.
- I **don't swim / didn't swim** in the lake last weekend.



D Complete the questions in the past simple.

- Where _____ you _____ (go) last Sunday?
- _____ they _____ (have) a good time at the party yesterday?
- "_____ he _____ (drink) milk this morning?"
 "Yes, he _____."
- Where _____ Sarah _____ (spend) her holidays?

Name No. Class

Date Mark Teacher

A Complete the sentences with the types of holidays in the box.

camping beach holidays snow holidays city holidays summer camp safari

- I go to the Algarve every summer with my family. We love _____.
- My grandparents love visiting museums and going to restaurants, so they love _____.
- Our geography teacher knows a lot about wild animals and his favourite type of holidays is going on a _____.
- My uncle and my aunt enjoy nature and adventure. They also like to sleep in a tent. They like going _____.
- Every year in July, my younger brothers go to _____ and they try new activities, play lots of sports and make new friends.
- We enjoy activities like skiing, snowboarding and playing in the snow. Our favourite type of holidays is _____.

B Complete the sentences with the comparative.

- The students' tent is _____ (**big**) the camp counsellors' tent.
- My mother is _____ (**good**) my father at skiing.
- Going surfing is _____ (**dangerous**) reading.
- I think playing football is _____ (**easy**) snowboarding.
- Swimming in the sea is _____ (**exciting**) swimming in a pool.

C Complete the sentences with the superlative.

- This is _____ (**interesting**) museum in the city!
- Who is _____ (**good**) at playing football?
- Julie and Anna are _____ (**nice**) girls at summer camp.
- This rainy weather is _____ (**bad**)!
- Beach holidays are _____ (**popular**) type of holidays in Portugal.

Name No. Class
 Date Mark Teacher

A Label the photos.



1.



2.



3.



4.



5.



6.



7.



8.

B What are they going to do? Look at the photos and complete the sentences.



1. She **(catch)** a plane.



3. He **(swim)**.



2. They **(stay)** at a hotel.



4. I **(have)** ice cream.

C Complete the sentences with *be going to*.

- My friends **(visit)** London this summer.
- They **(not drive)** to London.
- How they **(get)** there?
- They **(travel)** by train.
- Laura **(buy)** a ticket to Madrid this weekend.
- I **(not take)** a suitcase.

Unit 1

Quick test 1

A.

1. mother 2. brother 3. aunt 4. grandfather 5. husband
6. daughter

B. 1. curly 2. moustache 3. glasses 4. freckles 5. tall

C. 1. rude 2. hard-working 3. quiet 4. serious 5. sad
6. nervous

D. 1. have got 2. Has / got 3. hasn't got 4. Have / got;
haven't

E. 1. your; mine 2. their 3. hers 4. ours

Quick test 2

A. 1. a 2. b 3. a 4. b 5. b 6. a

B. 1. don't go 2. gets up 3. Do / start 4. doesn't have
5. Does / play

C. 1. a 2. a 3. b 4. a 5. b

Unit 2

Quick test 1

A. 1. library 2. geography 3. canteen 4. history 5. backpack
6. science 7. pencil sharpener 8. school office

B. 1. There aren't 2. There is 3. are there 4. There are
5. Is there; there isn't 6. There is

C. 1. There are books on the table. 2. There is a ruler in the
backpack. 3. Are there any parents in the canteen? 4. There
aren't any students in the gym.

Quick test 2

A. 1. painting 2. breakdance 3. music 4. robot 5. chess
6. drama 7. canoeing

B. 1. listening to music 2. cooking 3. reading

C. 1. is playing 2. aren't dancing; are skateboarding 3. Is
cooking 4. are / doing; are running 5. Is / riding; isn't

D. 1. plays 2. are watching 3. eats 4. Are / studying; am not

Unit 3

Quick test 1

A. airport – 2; police station – 4; museum – 5; bank – 8;
train station – 1; theatre – 6; library – 3; fire station – 7

B. 1. near 2. in front of 3. between 4. opposite 5. next to

C. 1. towards 2. along 3. through 4. across

Quick test 2

A. 1. florist's 2. pet shop 3. bookshop 4. clothes shop
5. butcher's 6. sports shop 7. greengrocer's 8. chemist's
9. toy shop 10. baker's

B. 1. were 2. wasn't 3. was; was 4. were 5. Were; weren't

C. 1. there was 2. There were 3. There wasn't 4. Were there
5. There were 6. There was 7. There weren't 8. Was there

Unit 4

Quick test 1

A. 1. block of flats 2. detached house 3. terraced houses
4. skyscraper 5. semi-detached house

B. 1. underground 2. sightseeing bus 3. plane

C. 1. travelled 2. didn't have 3. stayed; wanted

4. Did / move; moved 5. didn't visit

Quick test 2

A. 1. went 2. ran 3. took 4. drank 5. wrote 6. saw
7. spent 8. bought 9. had 10. met

B. 1. saw 2. rode 3. met 4. ran 5. took

C. 1. didn't drink 2. didn't buy 3. didn't go 4. didn't swim

D. 1. did / go 2. Did / have 3. Did / drink; did 4. did / spend

Unit 5

Quick test 1

A. 1. beach holidays 2. city holidays 3. safari 4. camping
5. summer camp 6. snow holidays

B. 1. bigger than 2. better than 3. more dangerous than
4. easier than 5. more exciting than

C. 1. the most interesting 2. the best 3. the nicest

4. the worst 5. the most popular

Quick test 2

A. 1. beach towel 2. suitcase 3. goggles 4. flip-flops
5. sunglasses 6. gloves 7. sun cream 8. swimsuit

B. 1. is going to catch 2. are going to stay 3. is going to swim
4. am going to have

C. 1. are going to visit 2. aren't going to drive 3. are they
going to get 4. are going to travel 5. is going to buy 6. am
not going to take

**HEY,
YOU!**

Go beyond

Contents

GO BEYOND

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Unit 1.1 Go beyond

Name

No. Class Date

Look at the photos. Who are they talking about? Listen and draw lines.

Tracks 47 . 48



uncle

cousin



stepsister

brother

father

aunt



Unit 1.2 Go beyond

Name _____

No. _____

Class _____

Date _____

Read the story and complete it with the words in the box. There are three extra options.



ride a bike



cooking



lunch



shopping centre



eat



breakfast



library



drink



run

My weekend routine is very busy, but it's also very relaxing. I usually wake up at 8 o'clock and I have

1. _____ with my family. We love to eat banana pancakes and

2. _____ hot chocolate. After that, I go to the park. I sometimes play football

with my friends or 3. _____ with my mum.

In the afternoon, I watch a series or read a book. I love detective stories. If the weather is bad, my

family and I sometimes go to the 4. _____. We look at the shops and have a snack.

In the evening, we have dinner together. We usually order pizza because my parents don't like

5. _____ at weekends. After dinner, we watch a film and 6. _____

some popcorn. Then, I always brush my teeth. I go to bed at around

10 o'clock.

My weekends are awesome, but short!

Unit 2.1 Go beyond

Name

No. Class Date

Look and read. Choose the correct words and write them on the lines. There is one example.

playground

headmaster's office

EXAMPLE

ruler

A small soft object used to remove pencil marks on paper.

rubber

maths

1. A place in school to practise songs and learn to play instruments.

2. A subject to learn about countries, mountains, rivers and oceans.

music room

3. A small object used to make pencils sharp again.

rubber

4. A place where teachers, students and parents can talk to the person responsible for the school.

ICT

5. A place to use the internet, work with different programmes and practise your computer skills.

geography

6. An open space outside school where students go during breaks.

*pencil
sharpener*

7. A subject to learn how to type documents and understand technology.

*school
office*

computer room

PE

Unit 2.2 Go beyond

Name

No.

Class

Date

Blake and Nathan are talking about activities to do after school. What does Nathan say? Read the conversation and choose the best answer. Write a letter (A-H) for each answer. You do not need to use all the letters. There is one example.



EXAMPLE

Blake: Hi, Nathan. Are you joining any school clubs this year?

Nathan: Yes, I'm in the rugby club. Practice is on Mondays and Wednesdays. How about you?

Questions

1. **Blake:** I'm in the techie club. We're learning robotics at the moment. I never imagined technology could be so much fun.

Nathan: _____

2. **Blake:** Why don't you come and try the techie club tomorrow afternoon?

Nathan: _____

3. **Blake:** That's right. I like swimming too, but only in the summer. In winter I prefer playing video games near the fireplace.

Nathan: _____

4. **Blake:** That sounds like a great idea. Let's meet on Saturday morning.

Nathan: _____

5. **Blake:** Sure, how about at 2 p.m.?

Nathan: _____

Answers

A. I can't, I have swimming lessons on Thursday afternoons.

B. Me too! Maybe we can play this weekend.

~~C. Yes, I'm in the rugby club. Practice is on Mondays and Wednesdays. How about you?~~

D. He likes playing board games at night.

E. That sounds great. Hunter is in the computer club and he's also working with technology.

F. Actually, can it be Saturday afternoon?

G. Yes, that sounds great. See you then!

Name

No.

Class

Date

Read the text. Choose the right words and write them on the lines. There is an example.



Big city life

Hello! My name's Amelia, and I live in a big city. I absolutely love living here because there are many fun places to go to. I usually go to the library every week. It's across the street from my school. I enjoy 1. _____ there because it's quiet. After school, I sometimes walk 2. _____ the park to get to the town hall because that's where my mum works. Many people work there, and it's always busy. What else? There's also a concert hall in my city. It's not 3. _____ big compared to others, but many people go there for music shows. 4. _____ easy to get to. All you have to do is walk along the river towards the cinema and there it is, opposite the Italian restaurant *Piazza for All*. Is there anything I 5. _____? Well, next to my house, there is a petrol station. Many cars stop there every day, and this makes the street very busy and sometimes noisy. But I still like it here. I'm close to everything and it's very easy to 6. _____ with my friends because there are buses passing by all the time.

EXAMPLE

a. or

b. because

c. but

- | | | |
|-------------------|-------------|---------------|
| 1. a. reads | b. read | c. reading |
| 2. a. on | b. through | c. between |
| 3. a. much | b. very | c. many |
| 4. a. It's | b. There is | c. They're |
| 5. a. am not like | b. not like | c. don't like |
| 6. a. hang out | b. visit | c. playing |

Unit 3.2 Go beyond

Name

No.

Class

Date

Read the question. Listen and write a name or a number. There is one example.

Tracks 49, 50



EXAMPLE

What is the name of the shop? SportsLand

Questions

1. Why do Zack and Karen need trainers? _____
2. What size is Zach? _____
3. What size is Karen? _____
4. What colour are Zach's trainers? _____
5. How much do they cost? _____

Name _____

No. _____

Class _____

Date _____

Read the dialogue between Grace and Howard. Write some words to complete the sentences. You can use 1, 2 or 3 words.

Home sweet home

Howard: Hi, Grace! Last week my parents and I visited the countryside in Alentejo. We saw so many different types of houses!

Grace: Oh, that sounds nice! It's a beautiful region. What kind of houses did you see?

Howard: Well, there was a detached house with a big garden and a swimming pool. It looked calm and quiet. I liked it a lot!

EXAMPLE

Howard visited the countryside in Alentejo last week.

Questions

1. Grace thinks Alentejo is a _____.
2. Outside the detached house, there was a _____ and a _____.

Grace: Nice! I lived in a semi-detached house when I was younger. It wasn't big, but the neighbours were very friendly.

Howard: We lived in a terraced house in the city centre. It was small too, but there was a bus stop right in front of our house, so it was easy to get to places. When I was in Alentejo I also visited my cousin. She lives in a block of flats in the city centre. There were lots of restaurants and even a skyscraper next to her flat!

Grace: Cool! I guess flats are popular because everything is nearby. Does she have a car?

Howard: No, she doesn't. She says she doesn't need one because she always rides a bike.

3. When she was younger, Grace lived in a _____ semi-detached house.
4. There was a bus stop _____ Howard's house.
5. Howard's cousin has got _____ and a _____ near her house.
6. She _____ all the time, so she doesn't need a car.

Howard: I liked the quiet around the detached houses in the countryside. It was so peaceful.

Grace: Yes, each type of house is different. I think it's fun to remember all the different places we lived in, but I really like where I live now.

Howard: Me too!

7. Howard thinks living in the countryside is _____.
8. _____ really like where they live at the moment.

Unit 4.2 Go beyond

Name _____

No. _____

Class _____

Date _____

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



A spooky castle

Once upon a time, there was a boy named Ryder. He loved adventure and exploring new places. One day, he went to an old castle near the 1. _____. It was dark and spooky. Ryder felt scared, but he was curious, so he went inside.

The castle was cold and quiet. Ryder walked 2. _____ along the long halls. Suddenly, he heard something strange. “Help me... Help me...” Ryder was very nervous, but he followed the sound to a small, dark room. Inside the room, he saw a cage with a little bird inside. The bird looked at Ryder and said, “Please help me. 3. _____ my cage.”

Ryder was very scared, but he opened the cage anyway. Suddenly, the bird flew out and turned into a ghost! It was white and shining and 4. _____ in the air.

The ghost looked at Ryder and laughed: “Muahahahaha!” Ryder screamed and ran away very quickly. He ran 5. _____ the castle, down the stairs, and out the big door.

When Ryder was far away, he looked back at the castle... but the castle was gone! From that day on, Ryder never went near the forest again. He always said: “Be careful! Spooky castles are full of surprises!”

EXAMPLE

exploring

watch out

dangerous

flying

slowly

centuries

open

forest

seeing

through

Unit 5.1 Go beyond

Name _____

No. _____

Class _____

Date _____

Read the questions and choose the best answer. Emma and Vera are talking about their holidays.



EXAMPLE

Emma: Hi, Vera. How were your holidays?

Vera: **A. Great, I went on a safari.**

B. My brother went rock climbing.

C. Nice to meet you.

Questions

1. Emma: Sounds like fun! I went on a snow holiday with my family.

Vera: **A. I'm not sure.**

B. Where did you go?

C. Can I go with you?

2. Emma: The weather was rainy and very cold.

Vera: **A. What a pity.**

B. I'll meet you there.

C. Here's my umbrella.

3. Emma: Did you see any wild animals?

Vera: **A. I bought a souvenir.**

B. Yes, actually.

C. No, thank you.

4. Emma: Are you coming to the summer camp next year?

Vera: **A. Too bad.**

B. I need to ask my parents.

C. It isn't far.

5. Emma: I tried skiing for the first time.

Vera: **A. Did you turn it on?**

B. What a shame.

C. And how was it?

6. Emma: Maybe we can go on holidays together next year.

Vera: **A. She won't come.**

B. Sounds like a great idea.

C. They're more.

7. Emma: How about a trip to Ireland?

Vera: **A. Sure, let's go.**

B. Why is he there?

C. It's next to the water.

8. Emma: Is it colder than London?

Vera: **A. I'll grab my coat.**

B. What's the matter?

C. Probably not.

Unit 5.2 Go beyond

Name

No.

Class

Date

Read the postcard and write the missing words. Write one word on each line.



Dear Grandma and Grandpa,

Hello from the Algarve! I'm having the best holiday ever! The beach here is hotter **EXAMPLE** than the beach we went to last year in Spain. I swim **1.** _____ the sea every day with Dora. It's so much fun! I use my new goggles to see underwater.

Yesterday, we built the biggest sandcastle on **2.** _____ beach. Mum and Dad helped, of course. I wore my favorite flip-flops because the sand **3.** _____ very hot. I also remembered to put on lots of sun cream because I don't want to get sunburned like last year.

Tomorrow, we're **4.** _____ to try surfing for the first time! I think it will be **5.** _____ exciting than swimming. I hope I don't fall off too much!

I can't wait to tell you all about it when I come home.

See you soon,

Jeremy

Answer Key

UNIT 1

1.1



1.2

1. breakfast 2. drink 3. ride a bike 4. shopping centre 5. cooking 6. eat

UNIT 2

2.1

1. music room 2. geography 3. pencil sharpener
4. headmaster's office 5. computer room
6. playground
7. ICT

2.2

1. E 2. A 3. B 4. F 5. G

UNIT 3

3.1

1. c 2. b 3. b 4. a 5. c 6. a

3.2

1. running 2. 42 3. 39 4. blue 5. 45

UNIT 4

4.1

1. beautiful region 2. big garden; swimming pool
3. small 4. in front of 5. restaurants; skyscraper
6. rides a/her bike 7. peaceful
8. Grace and Howard/They

4.2

1. forest 2. slowly 3. Open 4. flying 5. through

UNIT 5

5.1

1. B 2. A 3. B 4. B 5. C 6. B 7. A 8. C

5.2

1. in 2. the 3. was 4. going 5. more

1.1

Example:

Judy: Come here, Luke. I want to show you the family photo album I'm making.

Luke: Ok, Judy. Let's have a look. Who's that tall girl with curly dark hair and a big smile?

Judy: That's my cousin Matilda. She's a quiet person, I like her a lot.

1.

Luke: And who's that man with a beard wearing a chef's hat?

Judy: That's Matilda's father, my uncle. He works in the restaurant next to the library. He's a great chef!

Luke: Oh, I know that place. You're right, his food is amazing.

2.

Luke: What about that man with short blond hair holding a guitar? He looks familiar. Maybe he's some famous rock star.

Judy: That's my father, Luke!

Luke: Really? He looks very different in this photo.

Judy: Yes, this is an old photo from when he was young. But he's still a great musician.

3.

Luke: This woman with short brown hair and brown eyes looks like your mother.

Judy: Actually, that's my aunt Molly, my mum's sister. She's a nurse at the hospital. She's very hard-working.

Luke: I'm sure she works long hours too.

4.

Judy: And this is Jasmine, the one with long blond hair.

Luke: Is she your cousin, too?

Judy: No, she's my stepsister. She's really funny, so I like hanging out with her.

5.

Judy: And here's a photo of Jeremy. He loves cars

Luke: Wasn't your grandad a mechanic?

Judy: Yes, and my brother Jeremy wants to be a mechanic too. He's lazy sometimes, but he really loves cars!

3.2

Shop assistant: Hello! Welcome to *SportsLand*. How can I help you today?

Zach: Hi! We're taking part in the school marathon, so we're looking for some new trainers.

Karen: Yes, we need them for running, and they must be comfortable.

Shop assistant: That sounds great! The running trainers are over here... What size do you both need?

Zach: I need a size 42, please.

Shop assistant: Ok, a size 42. And for you, miss?

Karen: I need a size 39, please.

Shop assistant: Right, no problem... Here you go! These trainers are very popular for running.

Zach: Thanks! Hmm, they feel comfortable. And I like them in blue. How do yours fit, Karen?

Karen: They look good, but... do you have them in a different colour? I'd prefer them in white if possible.

Shop assistant: Actually, yes, we do. Here they are.

Karen: Oh great, I really like these. How much are they?

Shop assistant: They are 60 pounds each, but we have a sale today, so they're 45 pounds each.

Zach: That sounds great! We'll take them.

Karen: Yes, thank you for your help!

Shop assistant: You're welcome!

HEY, YOU!

Projects & CLIL

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Tema 1: Class survey: Saturday activities

Tópico a trabalhar	• Rotina diária		
Sugestões de produtos	• Gráfico ou diagrama; • <i>Poster</i>; • ...		
Disciplinas	Aprendizagens Essenciais		Atividades
Inglês	• Comparar diferentes rotinas diárias; • Utilizar os seus conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões pertinentes e comunicar de forma simples em Inglês; • Apresentar uma atividade <i>Show & Tell</i>, com confiança e segurança, à turma e a outros elementos da comunidade educativa, respondendo a perguntas colocadas sobre o tema abordado; • Demonstrar uma atitude resiliente e assumir riscos de forma a realizar novos trabalhos criativos, produzindo a linguagem necessária para apresentar os mesmos ao professor/aos colegas; • Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto; • Desenvolver e participar em projetos e atividades interdisciplinares; • Participar em atividades de pares e grupos, revelando atitudes como, por exemplo, saber esperar a sua vez, ouvir ativamente os outros e refletir criticamente sobre o que foi dito, dando razões para justificar as suas conclusões.		• Seleção de atividades de fim de semana e organização de uma lista; • Elaboração de um formulário de resposta; • Construção de um gráfico; • Análise dos resultados da resposta ao formulário; • Decisão sobre a melhor forma de disseminar o trabalho realizado; • Apresentação do projeto à turma.

TIC	• Selecionar as soluções tecnológicas mais adequadas para realização de trabalho colaborativo e comunicação que pretendem efetuar no âmbito de atividades e/ou projetos; • Realizar pesquisas, utilizando os termos selecionados e relevantes, de acordo com o tema a desenvolver; • Analisar criticamente a qualidade da informação; • Conhecer as potencialidades de aplicações digitais de iniciação à organização e tratamento de dados; • Utilizar o computador e outros dispositivos digitais, de forma a permitir a organização e a gestão da informação.	• Pesquisa e apoio aos trabalhos a realizar pelas diferentes disciplinas.
Educação Visual	• Utilizar diferentes materiais e suportes para a realização dos seus trabalhos; • Manifestar capacidades expressivas e criativas nas suas produções, evidenciando os conhecimentos adquiridos; • Desenvolver individualmente e em grupo projetos de trabalho, recorrendo a cruzamentos disciplinares (artes performativas, multimédia, instalações, <i>happening</i>, entre outros).	• Apoio às outras disciplinas a nível de comunicação visual.
Matemática	• Recolher dados a partir de fontes primárias ou sítios credíveis na Internet (dados contínuos agrupados em classes e não agrupados/listas), através de um dado método de recolha; • Ler, interpretar e discutir a distribuição dos dados, salientando criticamente os aspetos mais relevantes; • Decidir criticamente sobre qual(is) as representações gráficas a adotar e justificar a(s) escolha(s).	• Recolha de dados; • Leitura e interpretação de dados; • Elaboração de representações gráficas; • Apresentação dos trabalhos.
Avaliação	Consultar o documento – rubrica para avaliação de trabalho de projeto.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

*Os alunos poderão ser orientados pelo(a) professor(a) na escolha da personagem a fim de permitir a intervenção de outras disciplinas no projeto.

Tema 2: School leaflet

Tópico a trabalhar	Partes da escola	
Sugestões de produtos	- Panfleto; ...	
Disciplinas	Aprendizagens Essenciais	Atividades
Inglês	- Descrever lugares com apoio de imagens; - Utilizar os seus conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões pertinentes e comunicar de forma simples em Inglês; - Apresentar uma atividade <i>Show & Tell</i>, com confiança e segurança, à turma e a outros elementos da comunidade educativa, respondendo a perguntas colocadas sobre o tema abordado; - Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto; - Desenvolver e participar em projetos e atividades interdisciplinares; - Participar em atividades de pares e grupos, revelando atitudes como, por exemplo, saber esperar a sua vez, ouvir ativamente os outros e refletir criticamente sobre o que foi dito, dando razões para justificar as suas conclusões.	- Seleção de fotografias ou ilustrações alusivas às diferentes partes de uma escola; - Elaboração de textos descritivos das diferentes partes da escola; - Elaboração do panfleto (com fotografias e texto); - Apresentação do trabalho.
TIC	- Selecionar as soluções tecnológicas mais adequadas para realização de trabalho colaborativo e comunicação que pretendem efetuar no âmbito de atividades e/ou projetos; - Realizar pesquisas, utilizando os termos selecionados e relevantes, de acordo com o tema a desenvolver; - Analisar criticamente a qualidade da informação; - Utilizar o computador e outros dispositivos digitais, de forma a permitir a organização e a gestão da informação.	Pesquisa e apoio aos trabalhos a realizar pelas diferentes disciplinas.

Educação Visual	• Utilizar diferentes materiais e suportes para a realização dos seus trabalhos; • Manifestar capacidades expressivas e criativas nas suas produções, evidenciando os conhecimentos adquiridos; • Expressar ideias, utilizando diferentes meios e processos (pintura, escultura, desenho, fotografia, multimédia, entre outros).	• Apoio às outras disciplinas a nível de comunicação visual.
Avaliação	Consultar o documento – Rubrica para avaliação de trabalho de projeto.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

Tema 3: City/Village leaflet

Tópico a trabalhar	• Espaços públicos, lojas e serviços	
Sugestões de produtos	• Panfleto; • ...	
Disciplinas	Aprendizagens Essenciais	Atividades
Inglês	• Descrever lugares com apoio de imagens; • Utilizar os seus conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões pertinentes e comunicar de forma simples em Inglês; • Apresentar uma atividade <i>Show & Tell</i>, com confiança e segurança, à turma e a outros elementos da comunidade educativa, respondendo a perguntas colocadas sobre o tema abordado; • Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto; • Desenvolver e participar em projetos e atividades interdisciplinares; • Participar em atividades de pares e grupos, revelando atitudes como, por exemplo, saber esperar a sua vez, ouvir ativamente os outros e refletir criticamente sobre o que foi dito, dando razões para justificar as suas conclusões.	• Seleção de fotografias ou ilustrações alusivas a espaços públicos, lojas e serviços; • Elaboração de textos descritivos das diferentes partes da cidade/vila/aldeia; • Elaboração do panfleto (com fotografias e texto); • Apresentação do trabalho.

TIC	• Selecionar as soluções tecnológicas mais adequadas para realização de trabalho colaborativo e comunicação que pretendem efetuar no âmbito de atividades e/ou projetos; • Realizar pesquisas, utilizando os termos selecionados e relevantes, de acordo com o tema a desenvolver; • Analisar criticamente a qualidade da informação; • Utilizar o computador e outros dispositivos digitais, de forma a permitir a organização e a gestão da informação.	• Pesquisa e apoio aos trabalhos a realizar pelas diferentes disciplinas.
Educação Visual	• Utilizar diferentes materiais e suportes para realização dos seus trabalhos; • Manifestar capacidades expressivas e criativas nas suas produções, evidenciando os conhecimentos adquiridos; • Expressar ideias, utilizando diferentes meios e processos (pintura, escultura, desenho, fotografia, multimédia, entre outros).	• Apoio às outras disciplinas a nível de comunicação visual.
Avaliação	Consultar o documento – Rubrica para avaliação de trabalho de projeto.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

Tema 4: Discover London or New York

Tópico a trabalhar	• Locais de interesse	
Sugestões de produtos	• Apresentação Powerpoint®, Canva ou Genially; • <i>Poster</i>; • ...	
Disciplinas	Aprendizagens Essenciais	Atividades
Inglês	• Descrever lugares com apoio de imagens; • Identificar monumentos; • Utilizar os seus conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões pertinentes e comunicar de forma simples em Inglês; • Apresentar uma atividade Show & Tell, com confiança e segurança, à turma e a outros elementos da comunidade educativa, respondendo a perguntas colocadas sobre o tema abordado; • Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto; • Desenvolver e participar em projetos e atividades interdisciplinares; • Participar em atividades de pares e grupos, revelando atitudes como, por exemplo, saber esperar a sua vez, ouvir ativamente os outros e refletir criticamente sobre o que foi dito, dando razões para justificar as suas conclusões.	• Seleção de fotografias alusivas ao local de interesse escolhido; • Elaboração de textos informativos; • Elaboração do <i>poster</i>; • Apresentação do trabalho.

TIC	• Selecionar as soluções tecnológicas mais adequadas para realização de trabalho colaborativo e comunicação que pretendem efetuar no âmbito de atividades e/ou projetos; • Realizar pesquisas, utilizando os termos selecionados e relevantes, de acordo com o tema a desenvolver; • Analisar criticamente a qualidade da informação; • Utilizar o computador e outros dispositivos digitais, de forma a permitir a organização e a gestão da informação.	• Pesquisa e apoio aos trabalhos a realizar pelas diferentes disciplinas.
Educação Visual	• Utilizar diferentes materiais e suportes para realização dos seus trabalhos; • Manifestar capacidades expressivas e criativas nas suas produções, evidenciando os conhecimentos adquiridos; • Expressar ideias, utilizando diferentes meios e processos (pintura, escultura, desenho, fotografia, multimédia, entre outros).	• Apoio às outras disciplinas a nível de comunicação visual.
Avaliação	Consultar o documento – Rubrica para avaliação de trabalho de projeto.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

Tema 5: WebQuest: Around the world in 80 days

Tópico a trabalhar	Férias e viagens		
Sugestões de produtos	- Apresentação Powerpoint®, Canva ou Genially; - Poster; - Panfleto.		
Disciplinas	Aprendizagens Essenciais		Atividades
Inglês	- Participar num Webquest e aceder ao saber, recorrendo a aplicações informáticas <i>online</i>; - Utilizar os seus conhecimentos prévios da língua e a sua experiência pessoal para fazer previsões pertinentes e comunicar de forma simples em Inglês; - Apresentar uma atividade Show & Tell, com confiança e segurança, à turma e a outros elementos da comunidade educativa, respondendo a perguntas colocadas sobre o tema abordado; - Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto; - Desenvolver e participar em projetos e atividades interdisciplinares; - Participar em atividades de pares e grupos, revelando atitudes como, por exemplo, saber esperar a sua vez, ouvir ativamente os outros e refletir criticamente sobre o que foi dito, dando razões para justificar as suas conclusões.		- Pesquisa, recolha, análise e seleção de informação, de acordo com as orientações do <i>link</i> para o <i>WebQuest</i>; - Realização do produto final escolhido; - Avaliação do processo e do produto; - Decisão sobre a melhor forma de disseminar o trabalho realizado.

TIC	• Selecionar as soluções tecnológicas mais adequadas para realização de trabalho colaborativo e comunicação que pretendem efetuar no âmbito de atividades e/ou projetos; • Realizar pesquisas, utilizando os termos selecionados e relevantes, de acordo com o tema a desenvolver; • Analisar criticamente a qualidade da informação; • Utilizar o computador e outros dispositivos digitais, de forma a permitir a organização e a gestão da informação.	• Pesquisa e apoio aos trabalhos a realizar pelas diferentes disciplinas.
Educação Visual	• Utilizar diferentes materiais e suportes para realização dos seus trabalhos; • Manifestar capacidades expressivas e criativas nas suas produções, evidenciando os conhecimentos adquiridos; • Desenvolver individualmente e em grupo projetos de trabalho, recorrendo a cruzamentos disciplinares (artes performativas, multimédia, instalações, <i>happening</i>, entre outros).	• Apoio às outras disciplinas a nível de comunicação visual.
Ciências Naturais	• Elaborar algumas ementas equilibradas e discutir os riscos e os benefícios dos alimentos para a saúde humana.	• Pesquisa de pratos tradicionais dos países visitados por Phileas Fogg; • Preparação de uma pequena apresentação com informação sobre esses pratos.
HGP	• Usar modalidades diversas para expressar as aprendizagens (por exemplo, imagens, mapas e gráficos).	• Elaboração de um mapa onde constem os países e as cidades visitados por Phileas Fogg, traçando o seu percurso.
Avaliação	Consultar o documento – rubrica para avaliação de trabalho de projeto.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

Tema 6: *We love our planet*

Tópico a trabalhar	Sensibilização ambiental	
Objetivos	- Reconhecer hábitos prejudiciais ao ambiente; - Sensibilizar para a necessidade de ter um estilo de vida que proteja o ambiente; - Fomentar a adoção de práticas sustentáveis no dia a dia.	
Sugestões de produtos	<i>Poster</i>; <i>Vídeo</i>; ...	
Disciplinas	Aprendizagens Essenciais	Atividades
Inglês	- Desenvolver e participar em projetos e atividades interdisciplinares; - Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto; - Participar em atividades de pares e grupos, revelando atitudes como, por exemplo, saber esperar a sua vez, ouvir ativamente os outros e refletir criticamente sobre o que foi dito, dando razões para justificar as suas conclusões.	- Seleção de fotografias ou ilustrações alusivas ao tema; - Elaboração de textos apelativos de sensibilização para a proteção do ambiente; - Elaboração de um <i>poster</i> (com fotografias e texto).
Português	Produzir textos de opinião com juízos de valor sobre situações vividas e sobre leituras feitas.	- Seleção de fotografias ou ilustrações alusivas ao tema; - Elaboração de textos apelativos de sensibilização para a proteção do ambiente; - Elaboração de um <i>poster</i> (com fotografias e texto).

TIC	• Selecionar as soluções tecnológicas mais adequadas para realização de trabalho que pretendem efetuar no âmbito de atividades e/ou projetos; • Realizar pesquisas relevantes de acordo com o tema a desenvolver; • Analisar criticamente a qualidade da informação; • Utilizar o computador e outros dispositivos digitais, de forma a permitir a organização e gestão da informação.	• Pesquisa e apoio aos trabalhos a realizar pelas diferentes disciplinas.
Educação Visual	• Utilizar diferentes materiais e suportes para realização dos seus trabalhos; • Manifestar capacidades expressivas e criativas nas suas produções, evidenciando os conhecimentos adquiridos; • Expressar ideias, utilizando diferentes meios e processos (pintura, escultura, desenho, fotografia, multimédia, entre outros).	• Apoio às outras disciplinas a nível de comunicação visual.
Avaliação	Consultar o documento – rubrica para avaliação de trabalho de projeto.	
Observações	Este plano é dinâmico, podendo ser enriquecido com objetivos e/ou atividades e, também, com o contributo de outras disciplinas.	

Name

No. Class Date

- A** In groups, make a list of six daily healthy habits (for example: eat a healthy breakfast; drink 8–10 glasses of water a day...).

Write them in a grid or chart for the week. Add any necessary questions. Ask the students in your class to complete the grid.

Note: Make your grid appealing. Use photos or drawings. Follow the example.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Sleep 8 hours or more each night 							
Eat a healthy breakfast 							

- B** Analyse the answers and present the results to the class.

Name

No.

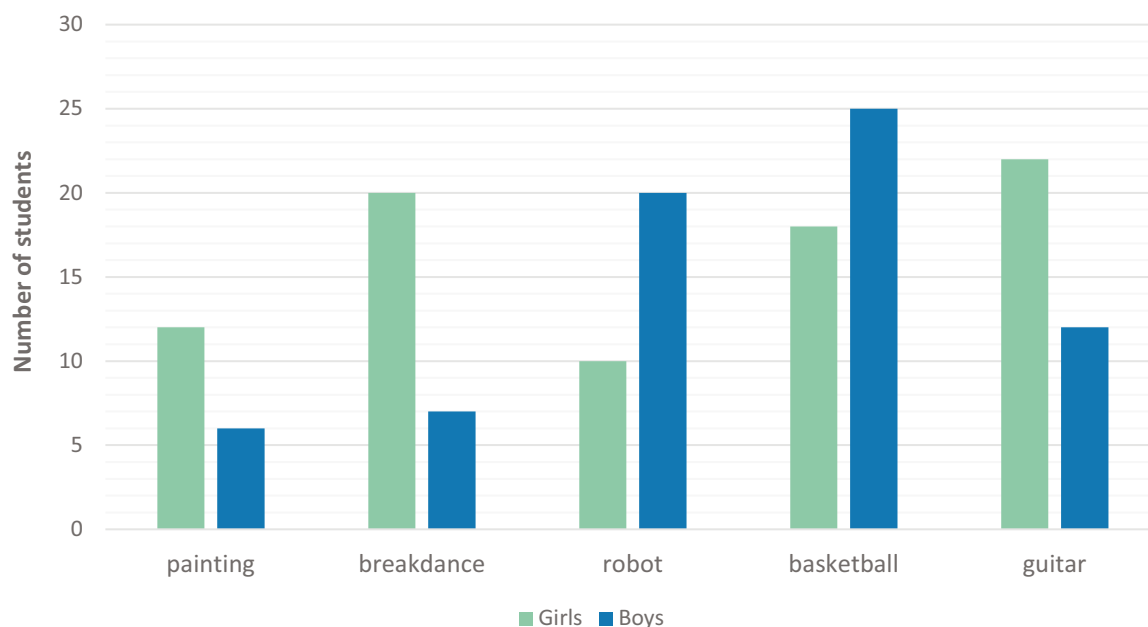
Class

Date



Read and analyse the graph below. Then answer the questions.

School clubs at school



1. How many students are members of school clubs?

2. Which school club is more popular at school?

3. Which school club has less members?

4. Which school club has more boys?

5. Which school club has more girls?

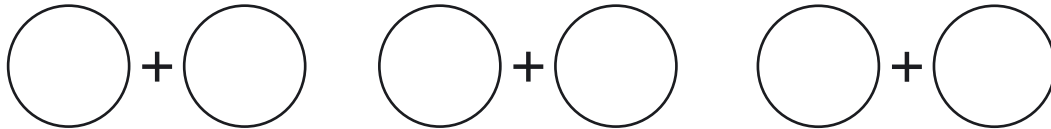
Name

No. Class Date

- A** Colour each balloon with a primary colour. Then write the names of the colours.



- B** Colour each balloon with a primary colour. Then write the names of the colours.



GREEN

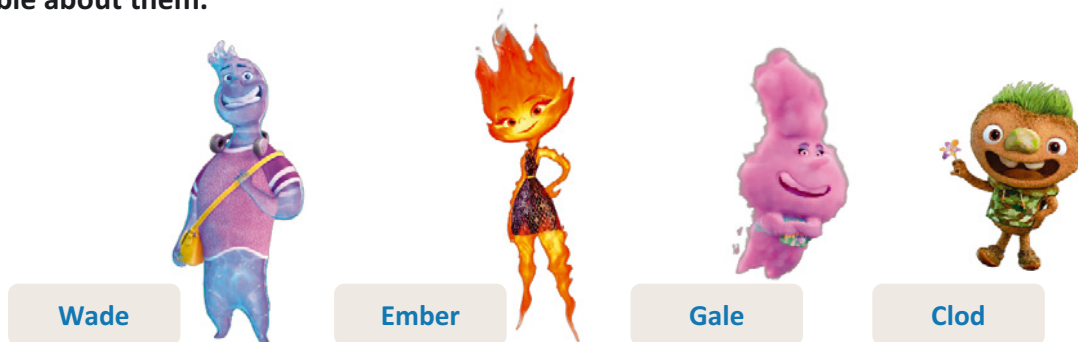
ORANGE

PURPLE

- C** What are the warm and the cool colours from exercise B? Colour the squares.

Warm colours Cool colours

- D** Here are the characters of the film *Elemental*. They represent the four elements. Complete the table about them.



Wade

Ember

Gale

Clod

Characters	What colour are they?	What element do they represent?
Wade		
Ember		
Gale		
Clod		

- E** What is your favourite colour? Is it a warm or a cool colour?

Name

No. Class Date

A There are lots of different types of museums in the world. Label the photos.

Transport Museum Toy Museum Science and Technology Museum
Natural History Museum Wax Museum History Museum



1.



2.



3.



4.



5.



6.

B Here are some famous museums in the world. Where are they? Follow the example.

Name	Location
EXAMPLE Museu da Eletricidade	Lisbon, Portugal
1. Nemo Science Museum	
2. Prado Museum	
3. Louvre Museum	
4. Natural History Museum	
5. Vatican Museum	
6. British Museum	

C What is your favourite museum? Why?

Name _____

No. _____

Class _____

Date _____

A Write the name of these means of transport.



1. _____ 2. _____ 3. _____



4. _____ 5. _____

B Match the means of transport in question A with the photos below. Follow the example.



EXAMPLE

car / bus

1. _____ 2. _____ 3. _____

C Choose the correct answer.

1. In which part of Portugal are there better means of transport?

a. ☐ Littoral.

b. ☐ Interior.

c. ☐ The islands.

2. Which means of transport do Portuguese people use more?

a. ☐ Plane.

b. ☐ Train.

c. ☐ Car.

Name

No. Class Date

A It's important to learn how to read maps correctly. Label the pictures. Follow the example.

river mountain capital scale city ocean forest lake desert border



EXAMPLE scale

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



5. _____ 6. _____ 7. _____ 8. _____ 9. _____

B Paddington Bear is from Peru. Look at the map and tick (✓) true (T) or false (F).

- There is a lake in the south of Peru.
- The capital is Nazca.
- Amazon is an ocean.
- You can swim in the Atlantic Ocean when you are in Peru.
- There are five countries next to Peru.
- In Peru there are mountains called Andes.
- Machu Picchu is a city.
- Chiclayo is in the south of Peru.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



Unit 1

Citizenship – A healthy daily routine

A. Personal answer

Unit 2

Maths – Analysing graphs

A. **1.** There are 152 students who are members of school clubs. **2.** It's the basketball club. **3.** It's the painting club. **4.** It's the basketball club. **5.** It's the guitar club.

Unit 3

Art – Colours

A. yellow; red; blue

B.

yellow + blue = green

red + yellow = orange

blue + red = purple

C.

Warm colours: yellow; red; orange

Cool colours: purple; blue; green

D.

Wade: blue; water

Ember: red/orange; fire

Gale: pink/purple; air

Clod: green/brown; earth

E. Personal answer

Unit 4

HGP – Museums

A. **1.** History Museum **2.** Wax Museum **3.** Natural History Museum **4.** Transport Museum **5.** Toy Museum **6.** Science and Technology Museum

B. **1.** Amsterdam, The Netherlands **2.** Madrid, Spain **3.** Paris, France **4.** London, England

5. Vatican City / Rome, Italy **6.** London, England

C. Personal answer

HGP – Means of transport

A. **1.** train **2.** car **3.** plane **4.** bus **5.** river boat

B. **1.** plane **2.** river boat **3.** train

C. **1.** a **2.** C

Unit 5

HGP – Maps

A. **1.** mountain **2.** ocean **3.** desert **4.** border **5.** river **6.** city **7.** lake **8.** capital **9.** forest

B. **1.** T **2.** F **3.** F **4.** F **5.** T **6.** T **7.** F **8.** F

HEY, YOU!

Follow-up ideas

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Name No. Class
Date Mark Teacher

1. Your mother's husband is your _____.

- a. ☐ brother
- b. ☐ uncle
- c. ☐ father
- d. ☐ grandfather



2. My grandmother and my grandfather are my _____.

- a. ☐ parents
- b. ☐ grandparents
- c. ☐ uncle and aunt
- d. ☐ cousins



3. He is thin and he _____.

- a. ☐ wears glasses
- b. ☐ has got blue eyes
- c. ☐ has got straight hair
- d. ☐ has got freckles



4. She has got wavy hair and she is very _____.

- a. ☐ curly
- b. ☐ freckles
- c. ☐ polite
- d. ☐ grey



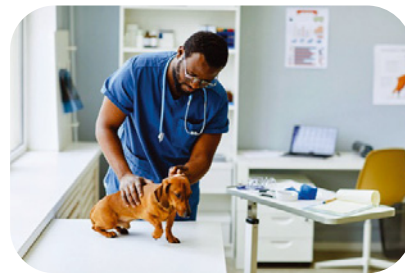
5. She is a _____.

- a. ☐ chef
- b. ☐ firefighter
- c. ☐ nurse
- d. ☐ mechanic



6. My father is a _____.

- a. ☐ firefighter
- b. ☐ doctor
- c. ☐ bus driver
- d. ☐ vet



7. She usually _____ in the school canteen.

- a. ☐ gets dressed
- b. ☐ brushes her teeth
- c. ☐ has a shower
- d. ☐ has lunch



8. "_____ do you start classes?"
"At quarter past eight."

- a. ☐ Where
- b. ☐ What time
- c. ☐ Which
- d. ☐ How



9. "_____ do they go to school?"
"By bus."

- a. ☐ How
- b. ☐ What
- c. ☐ Why
- d. ☐ When



10. Does Sebastian have coffee for breakfast?

- a. ☐ Yes, he does.
- b. ☐ Yes, he is.
- c. ☐ No, he doesn't.
- d. ☐ No, he isn't.



Name No. Class
 Date Mark Teacher

1. This is the _____.

- a. ☐ playground
- b. ☐ library
- c. ☐ classroom
- d. ☐ canteen



2. I've got a new _____.

- a. ☐ pen
- b. ☐ backpack
- c. ☐ notebook
- d. ☐ pencil case



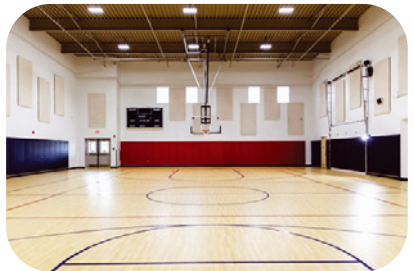
3. The pencils are _____ the table.

- a. ☐ under
- b. ☐ in
- c. ☐ on
- d. ☐ behind



4. My favourite place at school is the _____.

- a. ☐ art room
- b. ☐ lab
- c. ☐ music room
- d. ☐ gym



5. She likes playing the guitar.
Her favourite subject is _____.

- a. ☐ maths
- b. ☐ history
- c. ☐ geography
- d. ☐ music



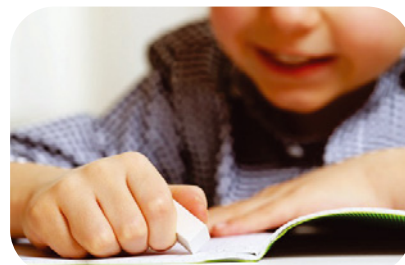
6. I like doing sports.
My favourite subject is _____.

- a. ☐ history
- b. ☐ science
- c. ☐ PE
- d. ☐ ICT



7. This is Daniel's _____.

- a. ☐ rubber
- b. ☐ pencil
- c. ☐ ruler
- d. ☐ pencil sharpener



8. What is the negative form of *there is*?

- a. ☐ there aren't
- b. ☐ is there
- c. ☐ there isn't
- d. ☐ are there



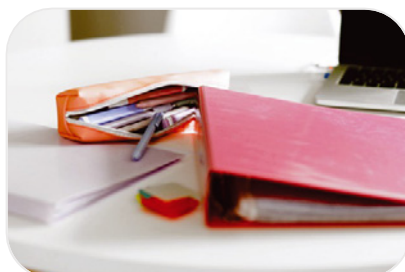
9. How many books _____ in the backpack?

- a. ☐ there are
- b. ☐ are there
- c. ☐ is there
- d. ☐ there is



10. Is there a pencil case under the chair?

- a. ☐ No, there isn't.
- b. ☐ Yes, there are.
- c. ☐ No, there aren't.
- d. ☐ Yes, there is.



Name No. Class
 Date Mark Teacher

1. This is the _____.

- a. ☐ post office
- b. ☐ bank
- c. ☐ hotel
- d. ☐ restaurant



2. My mother is in the _____.

- a. ☐ butcher's
- b. ☐ supermarket
- c. ☐ hospital
- d. ☐ baker's



3. You can buy bread at the _____.

- a. ☐ restaurant
- b. ☐ post office
- c. ☐ baker's
- d. ☐ bank



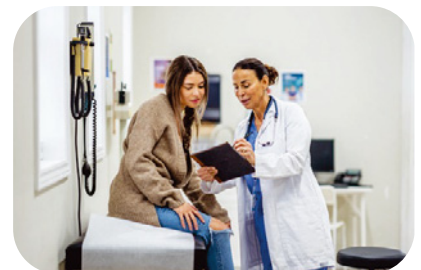
4. "Where are you?"
 "I'm at the _____. I want to buy a T-shirt."

- a. ☐ pet shop
- b. ☐ fire station
- c. ☐ supermarket
- d. ☐ clothes shop



5. A doctor works at the _____.

- a. ☐ hospital
- b. ☐ shopping centre
- c. ☐ school
- d. ☐ hotel



6. You can have lunch or dinner at a _____.

- a. ☐ bookshop
- b. ☐ library
- c. ☐ restaurant
- d. ☐ butcher's



7. The girls are _____ Big Ben.

- a. ☐ opposite
- b. ☐ in
- c. ☐ next to
- d. ☐ behind



8. "Where are the kids?"
"They're _____ the school."

- a. ☐ on
- b. ☐ under
- c. ☐ in front of
- d. ☐ below



9. "Where can you go to watch a film?"
"To the _____."

- a. ☐ cinema
- b. ☐ hotel
- c. ☐ bookshop
- d. ☐ library



10. At the butcher's you can buy _____.

- a. ☐ flowers
- b. ☐ books
- c. ☐ fish
- d. ☐ meat



Name

No.

Class

Date

Mark

Teacher

1. I sometimes go to school _____ foot.

- a. ☐ by
- b. ☐ on
- c. ☐ in
- d. ☐ under



2. They always go to school by _____.

- a. ☐ train
- b. ☐ bus
- c. ☐ car
- d. ☐ bike



3. I go to school by _____.

- a. ☐ train
- b. ☐ car
- c. ☐ bus
- d. ☐ bike



4. They _____ in London yesterday.

- a. ☐ was
- b. ☐ were
- c. ☐ are
- d. ☐ is



5. My favourite means of transport is the _____.

- a. ☐ train
- b. ☐ plane
- c. ☐ river boat
- d. ☐ car



6. She _____ in New York last month.

- a. ☐ isn't
- b. ☐ weren't
- c. ☐ aren't
- d. ☐ wasn't



7. This is a _____.

- a. ☐ river boat
- b. ☐ plane
- c. ☐ car
- d. ☐ taxi



8. This is his new _____.

- a. ☐ skateboard
- b. ☐ car
- c. ☐ train
- d. ☐ bike



9. Yesterday we were at the _____.

- a. ☐ cinema
- b. ☐ post office
- c. ☐ town hall
- d. ☐ museum



10. _____ she at Windsor Castle last weekend?

- a. ☐ Was
- b. ☐ Weren't
- c. ☐ Were
- d. ☐ Isn't



Name No. Class
 Date Mark Teacher

1. I like _____.

- a. ☐ reading
- b. ☐ listening to music
- c. ☐ playing football
- d. ☐ rollerblading



2. Joe's favourite activity is _____.

- a. ☐ swimming
- b. ☐ going to the cinema
- c. ☐ running
- d. ☐ flying a kite



3. When I'm on holidays, I like _____.

- a. ☐ going to the beach
- b. ☐ paddleboarding
- c. ☐ playing tennis
- d. ☐ surfing



4. Last year they _____ their holidays at the beach.

- a. ☐ spend
- b. ☐ spent
- c. ☐ were
- d. ☐ visited



5. Last week he _____ surfing.

- a. ☐ go
- b. ☐ went
- c. ☐ are
- d. ☐ aren't



6. These are my new _____.

- a. ☐ flip-flops
- b. ☐ shoes
- c. ☐ T-shirts
- d. ☐ sunglasses



7. They took their _____ to Norway.
It was very cold!

- a. ☐ gloves
- b. ☐ trainers
- c. ☐ shorts
- d. ☐ boots



8. How _____ you travel to Madrid?

- a. ☐ is
- b. ☐ does
- c. ☐ did
- d. ☐ are



9. In summer we like _____.

- a. ☐ swimming
- b. ☐ going to the beach
- c. ☐ running
- d. ☐ sleeping



10. In winter they like _____.

- a. ☐ skiing
- b. ☐ playing football
- c. ☐ reading
- d. ☐ watching TV



Name No. Class
 Date Mark Teacher

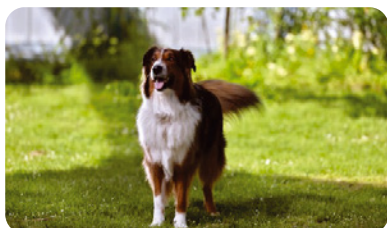
A What do you think a rescue dog is?

1. ☐ A dog that eats a lot of food.
2. ☐ A dog that helps find and save people in danger.



B Watch the trailer and label the photos with the characters from the box?

video available at auladigital



1. _____



2. _____

- a. Pat, the lady from the shelter
- b. Ruby, the rescue dog
- c. Dan, the police officer
- d. Melissa, Dan's wife
- e. Matt, the chief of police



3. _____



4. _____



5. _____

C Watch the trailer again. Are the sentences true (T) or false (F)?

1. Dan wants to join the K-9 unit.
2. Ruby is a guide dog.
3. Dan has got a baby.
4. Pat trains Ruby for the K-9 unit.

T	F
☐	☐
☐	☐
☐	☐
☐	☐

D Dan and Ruby are a team. For them, teamwork is important because

1. ☐ they work together to help and save people.
2. ☐ they often have long holidays.

Name No. Class
 Date Mark Teacher

A Watch the video and complete the sentences.

1. In the UK, lessons start at _____.
2. In the UK, the lunch break is _____ long.
3. In the UK, lessons finish at _____.

video available at  auladigital



B Tick (✓) the subjects you hear in the video.

- | | | | |
|----------------------------------|----------------------------------|------------------------------------|--------------------------------|
| ☐ history | ☐ cooking | ☐ science | ☐ music |
| ☐ art | ☐ maths | ☐ geography | ☐ PE |

C Watch the trailer again. Are the sentences true (T) or false (F)? Correct the false ones.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Students usually have lunch in the school canteen.
_____ | ☐ | ☐ |
| 2. They can only eat a school meal.
_____ | ☐ | ☐ |
| 3. There is a lot of healthy food in the canteen.
_____ | ☐ | ☐ |
| 4. They don't have time to play or talk with their friends during lunchtime.
_____ | ☐ | ☐ |
| 5. At school, students usually wear the clothes they like.
_____ | ☐ | ☐ |

D Label the clothes in the school uniforms.



Name No. Class
 Date Mark Teacher

A The title of the film is *IF*. What do you think it means?
 Choose your option.

1. ☐ Impossible friends.
2. ☐ Imaginary friends.
3. ☐ Irresponsible friends.

B Let's meet the characters of the film. Complete the sentences with the words in the box.

friend nickname hospital lives short

This is Bea. She is twelve years old. She
 1. _____
 with her grandmother because her dad is in
 2. _____.



And this is Cal. Cal is a
 3. _____;
 it's 4. _____ for
 Calvin. He is Bea's neighbour and
 5. _____.

C Watch the trailer of the film and tick (✓) what you can see.

video available at auladigital

- | | | | | |
|--------------------------------------|------------------------------------|---------------------------------|----------------------------------|-----------------------------------|
| ☐ skyscrapers | ☐ carousel | ☐ shop | ☐ castle | ☐ museum |
| ☐ underground | ☐ big wheel | ☐ bridge | ☐ airport | ☐ hospital |

D Watch the trailer again and choose the correct option.

1. Cal believes imaginary friends are _____.
 a. ☐ around b. ☐ real c. ☐ unreal
2. When children grow up, they _____ their imaginary friend.
 a. ☐ forget about b. ☐ think about c. ☐ dream about
3. Bea's mission is to find _____ for the imaginary friends.
 a. ☐ new parents b. ☐ new friends c. ☐ new kids
4. Bea wants to be Cal's _____.
 a. ☐ partner b. ☐ guide c. ☐ boss



Unit 4 Video extension

The Wild Robot

Name

No.

Class

Date

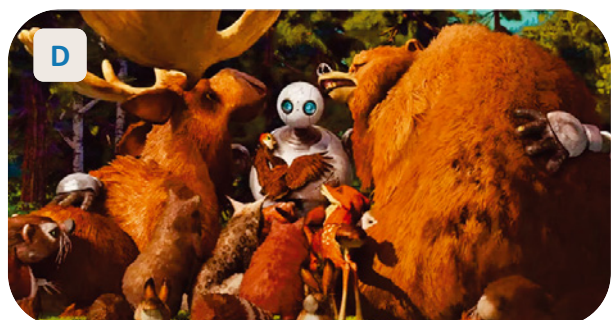
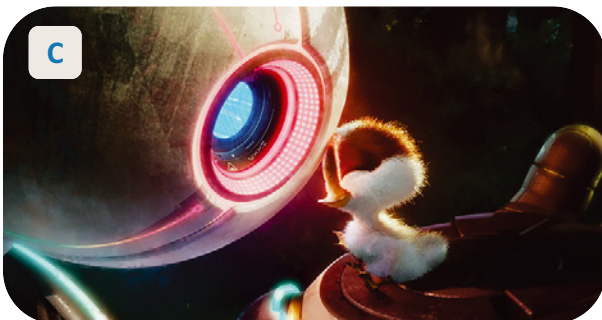
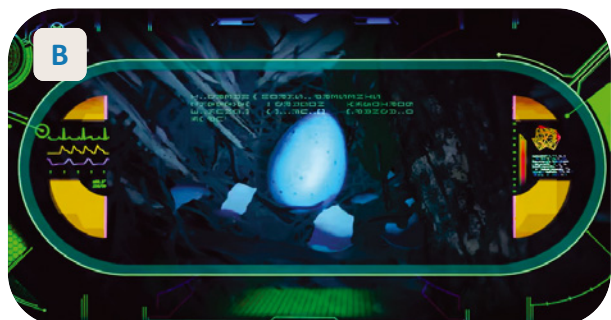
Mark

Teacher

A Watch the trailer and match the sentences with the photos.

video available at  auladigital

1. ☐ Roz is holding a baby goose.
2. ☐ Roz lands on an island.
3. ☐ Roz and the animals are friends.
4. ☐ Roz finds an egg.



B Watch the trailer again and choose the correct option.

1. Roz is _____.
 - a. ☐ an animal
 - b. ☐ a robot
2. The baby goose becomes Roz's _____.
 - a. ☐ friend
 - b. ☐ enemy
3. The animals help Roz to _____.
 - a. ☐ fly
 - b. ☐ survive
4. Roz _____ the animals too.
 - a. ☐ helps
 - b. ☐ hurts



C Why do you think the title of the film is *The Wild Robot*?

Name No. Class
 Date Mark Teacher

A Complete the information about the characters with the words in the box.

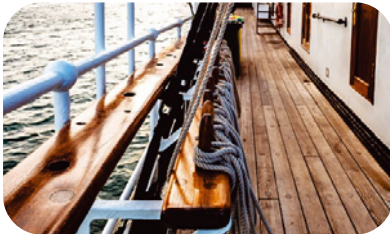
courageous travel adventures journalist eighty



1. **Phileas Fogg** is a rich, intelligent and punctual English man. He wants to _____ the world in _____ days.
2. **Jean Passepartout** works for Mr Fogg. He is French. He is loyal, smart and _____. He helps Mr Fogg in his _____ around the world.
3. **Abigail Fix** is a _____ for *The Daily Telegraph* newspaper. She follows Mr Fogg in his adventures.

B Watch the trailer and tick (✓) the means of transport you see.

video available at auladigital



1. ☐ boat



2. ☐ camel



3. ☐ horse carriage



4. ☐ car



5. ☐ hot air balloon



6. ☐ train

C Watch the trailer again. Are the sentences true (T) or false (F)?

1. Phileas Fogg thinks he is an adventurer.
2. Everyone believes Phileas Fogg can travel the world in 80 days.
3. There is a bee in Phileas's eye.
4. Passepartout doesn't like to travel in a hot air balloon.

T	F
☐	☐
☐	☐
☐	☐
☐	☐

KAHOOTS

Unit 1

1. c 2. b 3. a 4. c 5. b 6. d 7. d 8. b 9. a 10. c

Unit 2

1. d 2. b 3. c 4. d 5. d 6. c 7. a 8. c 9. b 10. a

Unit 3

1. b 2. b 3. c 4. d 5. a 6. c 7. a 8. c 9. a 10. d

Unit 4

1. b 2. c 3. c 4. b 5. b 6. d 7. a 8. d 9. b 10. a

Unit 5

1. d 2. a 3. b 4. b 5. b 6. d 7. a 8. c 9. b 10. a

VIDEO EXTENSIONS

Unit 1 – *Rescued by Ruby*

A. 2

B. 1. Ruby, the rescue dog 2. Dan, the police officer
3. Matt, the chief of police 4. Melissa, Dan's wife
5. Pat, the lady from the shelter

C. 1. T 2. F 3. T 4. F

D. 1

Unit 2 – *Schools in the UK*

A. 1. 9 o'clock 2. 1/one hour 3. 3 o'clock

B. science; maths; music; PE; cooking

C. 1. T 2. F – They can also bring their lunch from home.

3. T 4. F – There is time for students to play games or talk with their friends in the playground. 5. F – Students often wear a uniform.

D. 1. shirt 2. jacket 3. skirt 4. trousers 5. tie

Unit 3 – *IF*

A. 2

B. 1. lives 2. hospital 3. nickname 4. short 5. friend

C. skyscrapers; hospital; shop; bridge; castle; big wheel; carousel

D. 1. b 2. a 3. c 4. a

Unit 4 – *The Wild Robot*

A. 1. C 2. A 3. D 4. B

B. 1. b 2. a 3. b 4. a

C. **Possible answer:** Because the robot learns how to live as a wild animal. It shows how technology (the robot) can interact with nature.

Unit 5 – *Around the World in 80 Days*

A. 1. travel; eighty 2. courageous; adventures
3. journalist

B. 1, 2, 3, 5, 6

C. 1. T 2. F 3. F 4. T

SCHOOL _____

DIPLOMA

given to

for winning / taking part in the Speeling Bee competition.



Teacher

Date



This challenge can be used as a whole-school event on a special occasion, like **Language Day**, or as an end-of-term or end-of-semester activity when no classes are scheduled. It can also be adapted for individual classrooms, with students divided into teams.

Instructions:

- Choose 10 spots around the school to display the scavenger hunt riddles and mark them on a map. The groups will use this map to navigate through the school and locate the 10 spots.
- Divide the students into groups or teams. Give each group a map and an answer sheet.
- Groups must follow the clues and move around the school. They must solve each riddle and write their answers on the answer sheet provided.
- After solving the final clue, groups must hand in their answer sheet to the *Clue Commander* at the agreed location.
- The group that solves all the riddles in the shortest amount of time will be declared the winner.

Follow-up activity:

- Use the follow-up questions provided in the next page.
- Groups can work on these questions while waiting for others to finish their quest.

ANSWER KEY

Riddles:

1. The Statue of Liberty / Lady Liberty 2. Big Ben 3. The White House 4. Prince William
5. George Washington 6. London Eye 7. Central Park 8. Thanksgiving 9. Loch Ness Monster
10. Saint Patrick's

Follow-up questions:

1. A. France B. seven/7 2. A. 96 metres B. 1859 3. A. 132 B. The Oval Office
4. A. Lady/Princess Diana B. Yes, three. Princes Louis, George, and Princess Charlotte 5. A.
1789-1797 B. wood 6. A. 135 metres B. The Millennium Wheel 7. A. 532 B. No, it's the 5th
largest park 8. A. Macy's B. Black Friday 9. A. Loch Ness B. Nessie 10. A. A four-leaf clover
B. Chicago (USA).

Scavenger Hunt

Group

Members

FOLLOW-UP QUESTIONS

1. **A.** The Statue of Liberty was a gift to the USA. Which country sent it?
B. How many spikes are on the statue's crown?
2. **A.** How tall is the tower (in metres)?
B. In what year did Big Ben first ring?
3. **A.** How many rooms has the White House got?
B. What's the name of the President's office?
4. **A.** Who was Prince William's mother?
B. Has he got any children?
5. **A.** When was George Washington president of the United States?
B. He didn't have real teeth when he was president. What were his fake teeth made of?
6. **A.** How tall is the London Eye (in metres)?
B. What other name do people call the London Eye?
7. **A.** How many movies were filmed in Central Park?
B. Is Central Park the largest park in New York city?
8. **A.** Which store organises the annual Thanksgiving Day Parade in New York City?
B. What is the name of the day after Thanksgiving, famous for big sales and shopping deals?
9. **A.** What is the name of the lake where we can find this creature?
B. What is the monster's nickname?
10. **A.** What plant has four leaves and brings good luck?
B. Which city paints its river green on this day?



Listening Assessment

Tests per subunit, with 2 levels of difficulty

Teacher's planner

- Personal information
- Attendance records
- Student lists
- Planning tools
- Assessment grids
- Class profiles

All about Hey, you! 6

- Principles
- Components overview
- Unit walkthrough

Digital tools

- Resource guide
- Audioscripts (Student's Book and Workbook)

Planning

- Term and semester plannings
- Ideas for the Annual Activity Plan
- Lesson plans

Worksheets

- Covering all receptive skills and language topics
- 2 levels of difficulty

Assessment

- Placement test
- Tests per unit, with 3 different levels of difficulty
- Assessment rubrics

Quick tests

Tests covering different language topics

Go beyond

Set of materials for high achievers and/or fast finishers

Projects & CLIL

- Projects planning
- CLIL worksheets

Follow-up ideas

- Kahoots
- Video extensions
- Additional ideas to use the box



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